

## **ABSTRACT**

Education is a basic right and an essential part of human rights as recognized in the Universal Declaration of Human Rights. For the right to education to be realized, the process of learning should reflect the needs and aspirations of society. Technology is one such avenue through which education objectives may be achieved. Whereas evidence shows an increase in investment in ICT in education in Kenya, perceptions of teachers, learners and school Principals on the integration of ICT in teaching and learning of secondary school agriculture is yet to be studied more so in Bungoma County. The purpose of this study was to establish the teachers' perception on use of ICT in the teaching of secondary agriculture in Bungoma County. The study was conducted to ascertain the teachers' perceived usefulness of ICT, ease of use and adoption of ICT and their preparedness to use the same as a pedagogical tool in secondary schools in Bungoma County. The study also gathered the perceptions of learners and school Principals on the use of ICT in teaching and learning of agriculture. A descriptive survey research design was employed. The target population of the study consisted of all Form three agriculture students, 498 agriculture teachers and 252 Principals of secondary schools in Bungoma County. Purposive sampling was used to select 65 Principals, 120 secondary school agriculture teachers and 780 Form Three agriculture students as respondents for the study. A questionnaire was used to collect information from the agriculture teachers and school Principals. An observation checklist was used to ascertain the state of ICT in the schools and a discussion guide was used for the focus group discussion with students of agriculture. To establish reliability of the instruments a pilot study was carried out using 30 secondary school agriculture teachers, 10 school Principals and 120 Form Three agriculture students selected through purposive sampling technique in Kakamega County. Validity of the instruments was established by the supervisors from the Department of Agricultural Education and Extension at Egerton University. Quantitative data were coded and analyzed using the Statistical Package for Social Sciences. Qualitative data was analyzed using document report analysis. The results were presented in frequencies, means and percentages. The study established that the perception of agriculture teachers, head teachers and students towards the use of ICT in teaching was positive. The study established that few teachers used ICT in teaching of agriculture as compared to other subjects. The study recommends formulation of policies that promote the integration of ICT in teaching of agriculture. It also recommends agriculture teachers to use ICT in teaching and learning.