

**DETERMINANTS OF UTILIZATION OF INFORMATION AND
COMMUNICATION TECHNOLOGY BY LECTURERS AT KENYA
MEDICAL TRAINING COLLEGE - NAIROBI**

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ABSTRACT

The use of Information and Communication Technologies (ICTs) has become one of the driving forces in facilitation of learning in most colleges. The ability to effectively harness the technology varies from college to college. The study objectives were to determine the lecturers' and institutional attributes that influence the utilization of ICT by the lecturers'. A cross sectional survey design was employed in order to empirically investigate the extent to which lecturers' personal and institutional attributes influence their utilization of ICT to facilitate learning. Kenya Medical Training College – Nairobi is the headquarters to all the thirty one constituent colleges. The target population of the study was 295 lecturers who facilitate learning at KMTC-Nairobi. Interview administered questionnaire was given to the lecturers. Quantitative data was scrutinized for completeness, accuracy and uniformity then coded. Data from questionnaires were analyzed in frequencies and percentages using Statistical Package for Social Sciences (SPSS) version 19, this was reliable tool for quantitative data analysis. A total of 155 completed questionnaires administered were obtained from the respondents for the study that were subjected to analysis. The study found out that 93 (60%) of the respondents were male while 62 (40%) of the respondents were female. And that institutional support by provision of resources for ICT related training such as internet, computers, laptops and projectors had moderate impact ($p = 0.049$) at 5% significant level on use of ICT. The study concluded that institutional attributes and ICT policy ($p = 0.013$) were keys to utilization of ICT to facilitate learning by lecturers at KMTC. In particular, institutional support by provision of resources to fast track ICT utilization was critical in facilitating the use. The study also concluded that there was need for a mandatory policy on use of ICT by lecturers to facilitate learning. The study recommended that in order to achieve ICT policies that support facilitation of learning in colleges, a mechanism should be put in place to make the use of ICT in teaching and learning mandatory.