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Utilization of Information Communication Technology in Selected Secondary Schools: A Case Study of Buikwe District, Uganda.

The study focused on the Utilisation of Information Communication Technology (ICT) in selected secondary schools; a case study of Buikwe district, Uganda. The study objectively thought to; identify the level of ICT usage in the teaching/learning programmes in selected secondary schools, to establish the various factors hindering the effective utilisation of ICTs in education programmes in selected secondary schools, to suggest possible remedies to the challenges which hinder ICT utilisation in the selected secondary schools. The study adopted a case study research design which complimented the objective and research problem in that it provides descriptive accounts of the role of ICT in learning/teaching, yet can also be used in an intellectually rigorous manner to achieve experimental isolation of one or more selected schools within Buikwe district. A sample of 228 respondents was selected. Using purposive and simple random sampling, data was analysed using the computer software called the Statistical Package for the Social Sciences (SPSS) to generate tables and graphs. The findings of the study were that; it was discovered that students and teachers had some skills and competence in using computers in learning or instructional environments, lack of confidence or know-how on how to handle the different ICTs equipments would make both students and teachers shun ICTs in training or learning and there should be developing the policies and plans for diffusion of ICTs in learning and teaching. Students should be encouraged to participate in ICT practical lessons in the same way respondents also strongly agreed that students should be encouraged to participate in ICT lessons. The study concluded that the demand for higher education in developing countries is surpassing the physical resources and time that are at the disposal of higher education schools that are in these developing countries. The study recommends that policy makers, providers of professional development programmes for principals and for system level decision makers, to support mechanisms and strategies to assist head teachers and secondary school owners to utilise ICTS in their schools. It is also imperative that the Ministry of Education comes up with policies that will guide the use of ICT in schools and there is need for the same ministry to develop an ICT policy to streamline this important area of learning.

Key Words: **Information Communication Technology, Secondary Schools, Buikwe District.**