IBRAHIM LABBO ABDULKADIR
REG. NO 114-045011-11478
STUDENTS' PERCEPTION ON INFLUENCE OF TEACHERS' ICT
COMPETENCE ON STUDENTS' PERFORMANCE IN
COMPUTER STUDIES IN SECONDARY
SCHOOLS SIRONKO TOWN
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ABSTRACT

This study determined the influence of teachers' ICT competence on students' performance in computer studies from the students' perception in secondary schools in Sironko town council. The specific objectives that guided the study were: to examine the influence of ICT teachers' digital competence on students performance in computer studies, to examine the influence of ICT teacher's implementation competence on students performance in ICT, and to examine the influence of ICT teachers' ethical competence on students performance in computer studies in secondary schools in Sironko town council. This study used correlation research design and employed stratified random sampling to select respondents. Data was presented quantitatively by use of statistical tools to objectively measure, predict, interpret and describe student perception of the relationship between teachers' ICT competence and students' performance in computer studies in secondary schools in Sironko town council. The validity of the instrument was 0.919 and their reliability was found to be 0.877. The study found a negligible relationship between teachers' digital competence and students' performance ($r=0.278^*$, $p>0.05$), substantial and significant relationship between teachers' implementation competence and students' performance ($r=0.365^*$, $p<0.05$) and finally a negligible relationship between teachers' ethical competence and students' performance ($r=0.246^*$, $p>0.05$). Conclusions were that: teachers' ICT competence (teachers' implementation competence) had a significant influence on students' performance in computer studies in secondary schools in Sironko town council. However, teachers' digital and ethical competence had no significant influence on students' performance in computer studies in secondary schools in Sironko town council. Nonetheless, the findings of the current study should be seen as a guideline for future research rather than definite answers. Recommendations were that: teachers should be given training on use of ICT tool and understanding of its concept, knowledge, skills and implementation protocol, teachers should know the ICT socio-ethics and make them known to the students and follow or apply them while using ICT.