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Exploring the Roles of Technology in Achieving Quality Education at St. Anne's Catholic Secondary School in Mchinji District

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ABSTRACT

Technology has become the cornerstone of modern education, significantly shaping teaching and learning processes in academic institutions. In Mchinji District, Malawi, the integration of technology in education is increasingly evident, with many schools recognizing its indispensable role in improving academic delivery and performance. Schools that fail to incorporate technological tools risk lagging behind in achieving their educational objectives in this digital era. This research proposal seeks to examine the role of technology in education with a particular focus on St. Anne's Catholic Secondary School in Mchinji District. While other schools in the district, such as Ludzi Girls Secondary School, Mchinji Secondary School, Magawa Secondary School, and various Community Day Secondary Schools, also make use of technology, this study concentrates on St. Anne's to highlight how technology supports academic tasks such as the preparation, typing, and printing of tests and examinations. By exploring the experiences of St. Anne's Catholic Secondary School, the study aims to provide insights into the broader significance of technology in enhancing academic systems in secondary schools within the district.

Keywords: Misale Community day, Waliranji Community day secondary school

1. Introduction

Technology in our day to day academic life has become the hub of education as its significance is increasing day by day in the education system of Mchinji district in Malawi. This technology is very essential in education because it plays a central role of designing the shape and the face of education. Ultimately, the bigger part of the academic work is nowadays being done and presented to the learners through technology. This implies that no education system can operate effectively without technology in this new era. In fact, the schools that are separating technology from education principally in this modern era are risking themselves to perform disagreeably in their academic endeavours.

For this reason, this research thesis proposal seeks to explore the roles of technology in education at St. Anne's Catholic Secondary School which is located in Mchinji district. There are other secondary schools in Mchinji district such as Ludzi Girls Secondary School, Mchinji Secondary School, Magawa Secondary School and Misale Community Day Secondary School. Also, Kadzala Community Day Secondary School, Waliranji Community Day Secondary School, etc. However, this paper decides to discuss about the issue concerning the roles of technology in education in relation to the academic system of St. Anne's Catholic Secondary School. This secondary school is among the secondary schools in Mchinji district which use technology in their education activities such as typing and printing the copies of the tests and examinations for their students.

2. Literature Review

Main literature review

2.1. Overview

The literature review examines the existing study and theoretical discussions related to the roles of technology in education as a means of achieving quality education at St. Anne's Catholic Secondary School located in Mchinji district. This explores the global and the local perspectives, some challenges and the lessons learned. By contextualizing the issue within Mchinji district particularly at St. Anne's Catholic Secondary School, this chapter identifies gaps in knowledge and strategies for education reform.

2.2. Global Perspectives

Literature review from other nations on understanding the roles of technology in education as a means of achieving quality education in the global context presents that several nations faced the similar experiences in various secondary schools. Such countries discovered that technology in education plays a great role such as equipping both teachers and learners with knowledge, keeping the school records, putting the schools on the market and improving the teaching-learning methods. There are some challenges that these countries faced in exploring the roles of technology in education such as lack of finance to purchase the technology materials, lack of well trained personnel and poor network connection. However, such countries responded with actions to such challenges in order to improve their education system and accomplish their quality education.

2.2.1. Sub-Saharan Africa (Kenya, Uganda and Zambia)

Secondary schools in Kenya, Uganda and Zambia, education in relation to technology face the same experiences similar to Malawi particularly in the areas concerning the roles of technology in education such as keeping the school records, improving the teaching and learning methods. This includes the challenges such as lack of enough finance, lack of well-trained personnel and poor internet connection. For instance, Zambia has been facing internet network issues both in 2024 and 2025 due to poor electricity system just as the country of Malawi. This makes studies to be affected in one way or another. In addition, according to the World Bank (2021), Kenya has been having a challenge of having unqualified teachers especially in rural areas. However, Kenya proposed a system of further training for the teachers in order to realize the quality education in both rural and urban areas.

That was also a big challenge in Malawi when it comes to education. Sometimes students of form four after passing their national examinations with flying colours were teaching in both public and private secondary schools. However, the government of Malawi through Teachers Council of Malawi has been enforcing now the law that no teacher without a diploma or a degree in education should teach at secondary school. More so, teachers who have other qualifications different from education should make sure that they have done University Certificate of Education (UCE) so that they should learn the proper methodology of teaching. Otherwise, they are not recognized as teachers by TCM (TCM, 2023).

Similarly, Uganda faces the same challenge like Malawi such as lack of enough digital materials and textbooks (UNESCO, 2020). Zambia emphasizes on equal access to the digital resources for learning both in the urban and rural areas in order to promote quality education (Chansa, 2023). This means that St. Anne's Catholic Secondary School can emulate from the Zambian system of education to make sure that the digital materials are not only being handled by the teachers, but students are also handling them. In fact, St. Anne's Catholic Secondary School is planted in the village. It is good that people around that village should feel the impact of education technology practiced at St. Anne's Catholic Secondary School.

2.2.2. South Africa

The country of South Africa with her history in one way or another, her education system is affected by her history of the apartheid. Although South Africa is listed among the richest countries here in Southern part of Africa, but there are some secondary schools within the country of South Africa which are still facing some challenges to realize the roles of technology in education. This is due to poverty (Marekwa, 2014). Thus, because of this notion of poverty, such schools fail to implement the principles of acknowledging the roles of technology in education. Otherwise, if the means for buying the computers and other electronic gadgets are not there, it may become difficult for the teachers to bring the concept of technology in education.

St. Anne's Catholic Secondary School in Mchinji district faces the similar challenges due to the fact that the school is run by the Archdiocese of Lilongwe that owns it privately. This means that the provision of the materials for education is also done by Lilongwe Archdiocese. It is different from the government schools whereby the resources are provided for the schools from the money gathered from different sources e.g., taxes. However, in South Africa, the government proposed the system of training teachers and promoting the funds for schools (Marekwa, 2014). And, some private schools that produce good results are being supported by the government in South Africa. This is also done in Malawi. For example, St. Ignatius of Loyola Secondary School in Kasungu district and Ludzi Girls Secondary School in Mchinji district are taken by the Malawi government. These schools are being supported by the government of Malawi and the teachers are sent there and paid by the government. History says that St. Ignatius of Loyola Secondary School formerly belonged fully to the Jesuit Catholic priests (Fathers) and Ludzu Girls Secondary School to the Sisters of Charity of Ottawa. These are two Catholic religious groups of men and women.

2.2.3. India

Just like St. Anne's Catholic Secondary School in Malawi, some secondary Schools in India face similar challenges. The study done by Chakrabarty (2019) tells us that despite of the good number of learners registered for education, India faced the challenges of poor-quality education due to lack of well-trained teachers and enough learning materials. St. Anne's Catholic Secondary School, being in a developing country like Malawi, is not exempted from this catastrophe. The government through Teachers Council of Malawi emphasizes on forcing schools to have well trained teachers and having enough tools for the roles of technology in education to be realized. This was what India in her education system did to change the shape of education.

Furthermore, to solve this problem, India emphasized on the significance of the involvement of other stakeholders such as PTA members and the parents including Non-Governmental Organizations (NGOs) in order to improve the academic outcomes (Srinivasan, 2021). St. Anne's Catholic Secondary School cannot do better in its exploration of the roles of technology in education if the other stakeholders like parents and people of good will are not involved. Teaching these stakeholders about the needs of education in relation to the application of technology in education at St, Anne's Catholic

Secondary School may enable it to achieve quality education. Some of these parents are well to do and they may assist St. Anne's Catholic Secondary School with some funds, computers, money and other implements needed for learning. Being a private school owned by the Roman Catholic Church, it has to be on the knees of the people who may support it with the gadgets and other funds to achieve its intended goal.

Research Methodology

Study Design

This research work adopts a descriptive research design. Basically, the principles of the descriptive research design are based on the reasons that there are answers that may be given to a certain problem through discussions and some habits may be improved for better (Koh & Owen). This means that through this descriptive research design, the study will gather the data that will be more essential by involving other participants to gather the information. In addition, this descriptive research design will enable to work on some challenges that may be faced when applying technology in education. In fact, under this descriptive research design, the data that will be collected will be scrutinized and analyzed to make sure that it should be clearly presented and geared towards achieving quality education at St. Anne's Catholic Secondary School.

The other skills that the study will employ are qualitative and quantitative research designs. Qualitative research design will enable an in-depth exploration of the roles of technology in education and the challenges of its implementation in education at St. Anne's Catholic Secondary School. Furthermore, quantitative aspect will enable in giving the statistical analysis of the data related to the roles of technology in education, the skilled teachers and learners' performance. This is very important in the sense that it assists the study to provide the valid and the accurate data collected.

Research Methodology

This study will employ the mixed research method approaches which comprise both qualitative and quantitative research methods. First and foremost, Creswell (2014) defines the mixed research methods as approaches that give a complete understanding of the subject matter by providing the information from numerous sources. These research methods will be of a greater importance to this study in the sense that they will enable this research work to gather and present the comprehensive data about the roles of technology in education and they will surely bring a balance (Brannen, 2016).

According to Brannen (2016), quantitative research method is concerned with the presentation of the data in numbers while qualitative research approach is concerned with the well elaborated data in words. This means that the paper will have information presented both in numbers and words. The data that will be presented in words will be well elaborated, described and articulated. Thus, mixed research method approaches will surely help the research paper to be free from contradictions, vagueness and inconsistencies. This means that, the study through the mixed research methods will present the data very clearly and it will indeed be audible and digestible to those who will access the work.

Study Target Population

This study will employ the mixed research method approaches which comprise both qualitative and quantitative research methods. Basically, Creswell (2014) defines the mixed research methods as approaches that give a complete understanding of the subject matter by providing the information from numerous sources. This mixed research method will be of a greater importance to this study in the sense that it will enable this research work to present the comprehensive data about the roles of technology in education and bring the work to its fulfilments (Brannen, 2016). According to Brannen (2016), quantitative research method is concerned with the presentation of the data in numbers while qualitative research approach is concerned with the well elaborated data in words. Thus, mixed research method approaches will surely help the research paper to be free from contradictions, vagueness and inconsistencies. This is due to the fact this mixed research method encourages more contributions from other participators or other co-creators of the study or research (Crewell, 2007). Indeed, when other participants are involved in the study, it enables the study to be very clear. This means that, the study through the quantitative and qualitative research methods will present the data very clearly and it will indeed be audible and digestible to those who will access the work.

Sample Size

The sample size for this study is determined based on both theoretical considerations and Practical requirements to make sure that it should give reliable and comprehensive outcomes while still remaining within the scope of study and time given. And the quantitative size and quantitative sample size will be presented and elaborated in the study. Actually, the sampling method for this study will be simple random-ratified method. This implies that the co-creators or participants of the study will not selected only from St. Anne's Catholic Secondary School, but they will also come from other schools within the cluster where St. Anne's Catholic Secondary School is situated.

Thus, according to the quantitative sample of the study, the total sample of 300 participants will be selected and distributed across various groups. The quantitative sample size of the study will go like this; there will be 50 teachers, 100 students, 30 education administrators, 30 members from the Teachers Council of Malawi (TCM), 30 PTA members, 30 education principals from various secondary schools plus the one from St. Anne's Catholic Secondary School and 30 parents. In terms of theory, the sample size is grounded in the notion of statistical study which focuses on having enough participants for the validity of the data collected to avoid the ambiguity of the data. The data collected statistically should come at least from not less than 30 members in each group (Cohen, 2019).

This implies that the number of the people mentioned above that has been divided into the groups of 100, 50 and 30 people will provide enough information which will be accurate, audible and digestible to the people who will access this study. More so, the use of stratified random sampling shows that the sample is illustrative of the key stakeholders who are involved in the research work. This enables to clear the vagueness of the findings. In qualitative research method, the fullness of study is important for data comprehension. This means that qualitative data will be gathered from the people mentioned above through questionnaires in the form of interviews that will be done on them. In quantitative research method, the sample needs size to balance the precision and the pragmatic part of it. Thus, the selected sample size of 300 people provides a strong substance for venturing into the research questions deeply and obtain the most useful and needed data to be presented in the study.

Data Analysis & Interpretation

This section seeks to discuss the way the study will be carried out and the way the data will be collected. This is the best way that the research paper proposes in order to gather the essential information or data that will be presented in the work as the findings of the study. The arts that are used to gather the most important data in this study are more essential for the successful completion of the dissertation writing in education (Biggam, 2017). In fact, the strategies that will be used here to collect the information for the study will involve the field work whereby the researcher will be obliged to go to the field to look for the information that will be used later on in this study. Moreover, the information that will be collected will be defended by the ideas of other scholars who also made research on the very same subject matter to make the research work authentic and reliable.

In this case, since the paper is dealing with the subject matter of exploring the roles of technology in education at St. Anne's Catholic Secondary School. During the field research work, the education administrators, principals and teachers will be given questionnaires in the form of interviews to provide the needed information to this study. Furthermore, the Group Focus Discussions will be done by the Parent Teacher Association members (PTA), parents and students. These people will be of a great importance and resourceful to this study. During the Focus Group Discussions Guide (FGDG), this study is aware that there are people who are introverts and others are extroverts (Brookfield & Preskill, 2016).

This implies that the introverts may give little information about the subject matter that is to be discussed when the extroverts are taking over in talking. Actually, some introverts may know deeper information but they may not be able to express themselves due to lack of confidence. Thus, the interviewer will pay more attention when examining the population that will be selected during the field research. It is good to study the type of people that the interviewers are dealing with. Otherwise, they may end up getting very little data or data which is one sided.

Furthermore, the research work will be accompanied by the following qualities such as, being critical, systematic, transparent, evidential, theoretical and original (Coe, Waring, Hedges & et al). By being critical, the paper will not take for granted the information that will be given by the population. It will question it, analyze it and filter it. Furthermore, the paper will be transparent in the sense that it will only present what is required to be presented without subtracting and adding some information that is unneeded. By being systematic, the whole work of the study is already well prepared and anticipated.

Therefore, it will follow the pattern according to the way it has been prepared and anticipated in the methodology. The paper will also be evidential in the sense that it will not be based on hearsays but the tangible information about what is being searched for. The paper will also be theoretical in the sense that it will be guided by the theory of Innovation in education and through its arguments on the findings of the research, it will seek to test this theory. Finally, the paper will be original in such a way that it will rely on the information sourced from both field research works and book

Analyzing and interpreting the Collected Data

Here, the paper seeks to present the data that was collected, analyzed and interpreted during the field research. In fact, research is about excavating out the important information and seeking to attain profound knowledge about that which is being looked for (Shank, Pringle & Brown, 2018). In this research work, the population that gave that data comprised teachers, principals, education administrators and teachers who are also members of Teachers Council of Malawi. More so, the Parent Teacher Association members (PTA members) and parents.

All these participants were very resourceful and important to the study that was conducted. That is why the paper has enough data to analyze and interpret because it approached the right sources (both primary and secondary sources) of the data. When the paper talks about the primary source of its data, it refers to the population that was chosen to give the data during the field research. And when the paper talks about the secondary source, it refers to the books, journals and other website information which is very supportive to the study.

The Findings of the Study

Basically, the findings of this study will be presented in appendix. As the paper goes on to present the findings, the appendix is divided into sections such as appendix A, B, C and D. This is to enable the readers of the work to read it easily and help them to access the data that they may look for from the study. Not only that but also to present the work in an accurate manner. Otherwise, whenever there is a logical presentation in the work, it makes it easier for the readers to get attracted to the study and it accredits the work.

Teachers, Principals and Education Administration Roles of Technology

The table below is presenting the participants (teachers, principals and education administrators) who were 110 in number. They were gathered at St. Anne's Catholic Secondary School to answer the questions concerning the roles of technology in education in view of promoting quality education. Thus,

the table is presenting the number of teachers, principals and education administrators from different secondary schools including those from St. Anne's Catholic Secondary School who were there. More so, the table is presenting the responses or the findings from the questionnaires that they were given during the interviews. Their answers were similar. Finally, the findings were put together, analyzed and interpreted.

According to the rules of research work, the sample taken of the population ought to be of a good number in order to make sure that the work of analyzing and interpreting the data collected should be done accurately (Gorard, 2001). That is why this study preferred to have enough number of teachers (50), principals (30) and education administration (30) so that the analysis and interpretation of the information collected should be done authentically. In fact, this work is being written for the people to read. Therefore, the study will make sure that all the necessary information is presented and all the rules concerning the research work are followed. Here, below is the table.

Table. 1

Participants	Number	Total	Findings
Teachers	50	110	It helps to create a conducive environment for learning.
Principals	30		
Education Administrators	30		
			It improves teaching and learning methods.
			It ensures security of the schools.
			It enables to keep the school records.
			It is used to advertise the schools.
			It helps to conduct research.

The Analysis and Interpretation of the Table

First and foremost, it is good to know that a good research work that involves a good number of participants should be able to present a collective data that has been gathered from different groups which were dealing with the same research question (Shank, Pringle & Brown, 2018). According to this table, it is very clear that the application of technology in education is very important at St. Anne's Catholic Secondary School as it is seeking to achieve quality education. Indeed, technology in education enables the educators and learners to do those things that have been mentioned in the table as the findings. The finfings indicate that nowadays, education cannot be done without technology. Basically, education and technology intermarry in order to help each other to achieve quality education not only at St. Anne's Catholic Secondary School, but also in various secondary schools where technology is the order of the day as far as education is concerned.

Therefore, applying technology in education at St. Anne's Catholic Secondary School is very important in the sense that for quality education to be achieved, there is a need of technology in its education system. St. Anne's Catholic Secondary School sends some students at the end of the academic year to both public and private universities. This means that it is not a small secondary school. There is a lot of work that is been done there. Hence, bringing and innovating technology system in its education system according to the responses from the teachers may be significant. It may fuel the academic success of St. Anne's Catholic Secondary School.

The Analysis and Interpretation of the Application of Technology in Education

This part of the study analyzes and interprets the data gathered from teachers. These participants or co-creators of the work were put together. They were 50 teachers in total. They presented their analysis and interpretation concerning the way technology is being applied at St. Anne's Catholic Secondary School and within Mchinji district in general as they came from different schools. In fact, in pure and good research, it is the means that justify the end not the end to justify the means (Mills & Gay, 2021).

This is very important to be understood in this research work. This means that a good number of teachers (50) to give an information on the notion of the application of technology in education at St. Anne's Catholic Secondary and entire district of Mchinji was already a good step. And to achieve the successful completion of the study, the paper had to follow that research rule. Hence, in this case, the number of the population that was selected enabled the study to gather more information about the application of technology in education at St. Anne's Catholic Secondary School. Moreover, teachers are the participants who are supposed to be more eloquent in this matter due to the fact that this subject matter concerns them.

Table. 2

Participants	Number	Total	Items	Percentages
Teachers	50		Effective	65%
			Very effective	30%
		50	Neutral	0%
			Ineffective	5%
			Very ineffective	5%

Here, the teachers were given 100% percent to analyze and interpret the application of technology at St. Anne's Catholic Secondary School. This study included also the secondary schools found in Mchinji district as teachers were coming from different schools. The responses of the teachers were evaluated in percentages. Some teachers who were not physically present at the school, sent their responses through whatsApp messages and emails to make sure that the data is collected, as part of this research work was conducted during the holiday of the last term of the academic year of 2025. The table which is above shows how the teachers looked at the application of technology in education.

The table is indeed showing that technology in various secondary schools found in Mchinji district is being applied. Basically, the aim of research work is to get the experiential information that can contribute to the empirical knowledge, (Coe, Waring, Hedges et al, 2021). This includes St. Anne's Catholic Secondary School. Unfortunately, part of the "effectiveness" of the application of technology in education which is supposed to be high is coming out with 30%. This shows clearly that there is something that needs to be done in relation to the application of technology in education which will soon be analyzed and interpreted. The following table which is below will discuss the quantitative data collected from the principals of different schools including the one from St. Anne's Catholic Secondary School. Here is the table.

Table. 3

Participants	Number	Total	Items	Percentages
Principals	30		Effective	59%
			Very effective	31%
		30	Neutral	0%
			Ineffective	10%
			Very ineffective	0%

The table presented above entails the data collected from the questionnaires given to the education principals. Some of these principals were reached out through emails and whatsApp calls. They were 30 in number to make sure that the responses given from the questionnaires should be authentic to the rules and principles of research work. Otherwise, it is said very clearly that the research work that contains lesser than 30 participants during the field research to obtain the primary data is not worthy to be called a research work (Gorard, 2001). That is why the study insisted on getting more principals from various secondary schools including the one from St. Anne's Catholic Secondary School. This included also the secondary schools that are found in Mchinji district as well as Magawa Cluster as a zone where St. Anne's Catholic Secondary School is situated.

Basically, 100% concerning the application of technology in education at St. Anne's Catholic Secondary School was given to the education principals to evaluate. Thus, the table has presented the summary of the way technology is being applied in education at St. Anne's Catholic Secondary School and within the entire Mchinji district in general. The main focus of the paper was to dwelll on the "effectiveness" of the application of technology in education both at St. Anne's Catholic Secondary School and partly other secondary schools in Mchinji district. The other secondary schools are concerned because St. Anne's Catholic Secondary School share in common some things with those schools and they are all planted within the district of Mchinji.

Therefore, according to this analysis and interpretation, 31% of the application of technology in education is showing that there is a concern of improving the system of technology in education that is needed to be done. Basically, the responses of the population or the participants of study should contribute to the knowledge about what is being studied in the research work (Graziano & Raulin, 2000). That is why this paper was so serious to both qualitative and quantitative research methods in order to make sure that all the required data is collected.

Not only that but also the right co-creators of the work were given enough time to respond to the questionnaires given to them during the interviews. Time factor is very essential in each and every research work more especially the research that involves the field work. The study will talk about it later in the other sections to make sure that the problems related to the application of technology in education have been tackled. The table below will present also the data collected from the questionnaires given to the education administrators.

Table. 4

Participants	Number	Total	Items	Percentages
Education Administrators	30		Effective	60%
			Very effective	35%
		30	Neutral	0%
			Ineffective	5%
			Very ineffective	0%

Suggestions & Recommendations

First and foremost, this study concerns the application of technology in education at St. Anne's Catholic Secondary School in view of promoting quality education. Ultimately, this is the most important project that may help St. Anne's Secondary School to achieve high quality education. The study through its research work that was conducted has demonstrated, presented and explained how important technology is to the education system of St. Anne's Catholic Secondary School. Additionally, the study has presented the challenges that the application of technology in education encounters at St. Anne's catholic Secondary School.

The focal point of research work is on St. Anne's Catholic Secondary School. The paper finally has also presented some ways that may be used to deal with the challenges that technology faces when it being applied in education. In fact, just as the research paper has used some books apart from the findings of the field research work, it is not the first one to talk about the application of technology in education. In fact, each research work is a work for the entire academic society (Shank, Pringle & Brown, 2018). This implies that there is no researcher who wrote purely his or her ideas in his or her research work. There are still some ideas of other scholars in his or her work. That is why this study relied much on the findings from the questionnaires given to the population that was selected and the books that were written by other scholars.

For the future development of other research works, the study seeks to propose some suggestions and recommendations (Shank, Pringle & Brown, 2018). These suggestions and recommendations will help St. Anne's Catholic Secondary School to come up with the good procedures for achieving quality education through technology.

Conclusion

This dissertation is one of the well written and detailed research works in the sense that it has presented its work in six chapters. The first chapter has presented the introduction of the work. The introduction of this study serves as a compass of the whole research work as it explains the way the research study was to be carried out. The second chapter has presented the literature review of the work whereby the roles of technology and its challenges at St. Anne's Catholic Secondary School were compared to other secondary schools of other nations. Furthermore, the third chapter of this dissertation has discussed the methodology of the research work. Here the study has presented the way research work in the field was to be carried out, the number of the participants to be interviewed and the way the presentation of the work was to be done.

The dissertation has also presented the fourth chapter whereby in this fourth chapter, it has given the sample of the questionnaires that were prepared to be given to the interviewees during the field research work. Essentially, the questionnaires were prepared in the form of the appendix. For instance, there was appendix A, B, C and D. these appendix were presenting the viewpoints collected from different co-creators of the research work. This was a population of 300 participants who were reached out and to be interviewed for the research paper to gather the essential data for the work. Therefore, the fourth chapter was not just a skeleton of the research work, but a vivid picture of the study and the direction of the study.

More so, the fifth chapter was a presentation of the findings of the research work. Basically, the study here presented all the points collected from the population of 300 participants that was chosen to respond to the questionnaires created in the fourth chapter. The presentation was done in appendix just as it was explained in chapter four of the dissertation. This was the best means of collecting the data according for this research work. The data that was collected according to the questionnaires given and projected in the fourth chapter was not just presented, but rather, it was analyzed and interpreted in the fifth chapter.

Mainly, the findings of the field research work were presented both in tables and points forms. In addition, the paper has used both qualitative and quantitative data in its presentation. By quantitative data, the study has presented the points from the participants in both point forms and descriptive forms. By quantitative data, the study has used the numbers to demonstrate the number of the population involved in the research work and the percentages based on their viewpoints. The table were very useful in chapter five to make sure that the study should present the data in details and accurate manner.

Likewise, the sixth chapter of the work is about making summary, conclusions and giving suggestions and recommendations of the study based on the the points discussed in the fifth chapter. This was to make sure that the points given by the population that was chosen during the field research work

should find a proper place in the study concerning the exploration of the roles of technology at St. Anne's Catholic Secondary School in view of promoting quality education. The very same chapter six has presented the summary about the challenges that the application of technology encounters in education. Finally, the study has presented the summary about the ways of dealing with these challenges in order to promote quality education at St. Anne's Catholic Secondary.

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