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Computer assisted instructions as a strategy in the Management of technology-driven change in Secondary institutions in Githunguri district, Kiambu County, Kenya

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**COMPUTER ASSISTED INSTRUCTIONS AS A STRATEGY IN THE
MANAGEMENT OF TECHNOLOGY-DRIVEN CHANGE IN
SECONDARY INSTITUTIONS IN GITHUNGURI DISTRICT, KIAMBU
COUNTY, KENYA**

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ABSTRACT

This study sought to explore how computer assisted instructions (CIA) may be used as a strategy to manage Technology-Driven Change (TDC) in Secondary Institutions. The study sought to fulfill the following objectives; To assess the effects of computer based instructions in managing school practices in secondary schools, to establish the extent to which computer assisted instructions(CIA) are utilized in the management of teachers' practices, to examine the relationship between computer assisted instructions(CIA) and academic performance, To assess the general strategies of enhancing instructional delivery through computer based instructions, to examine the link between computer assisted instructions (CIA) and students' attitude towards various subjects, to assess the effects of Technology-Driven Change Management in the usage of computer assisted Instructions (CAI). The study was guided by Keller's (1999) Theory of Motivational Design of Instruction which has four components: attention, relevance, confidence and satisfaction. Related literature has been reviewed on, organizations' strategies, computer assisted instructions in organizations, management theory and organization theory, theoretical foundations of change management, management and management of change, technology-driven organizational change, technological change in an organization and agents of change. The researcher used descriptive survey design. Target population was 30 public secondary schools in Githunguri District. The researcher used 2 schools for piloting which did not participate in the actual study. Six schools comprising 6 headteachers, 6 computer teachers, 6 storekeepers, 6 bursars, 6 librarians and 120 students were randomly and purposively sampled for the study. The researcher used questionnaires, interview guide and observation schedule as tools for data collection. Data were analyzed using statistical package for social sciences (SPSS). Qualitative data were analyzed thematically based on the research questions. The findings were presented in bar graphs, tables of frequency distributions and percentages. The study concluded that the use of computer assisted instructions enhanced efficiency in managing Technology-Driven Change (TDC) in secondary schools. Majority of teachers used CAI in the preparation and analysis of examination results. The study recommended that the Ministry of Education should encourage schools to embrace the use of CAI in school departments so as to enhance efficiency in managing technology-driven change (TDC).