

**LAPTOP PROJECT: STATE OF PREPAREDNESS IN PUBLIC PRIMARY
SCHOOLS IN MUTITU, KITUI COUNTY, KENYA**

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ABSTRACT

The education sector in Kenya has undergone a major transformation due to amongst other factors, changing patterns of curriculum delivery and technological innovations. One of such initiatives is the IT curriculum implementation to primary schools which is a key development pillar in line with Vision 2030. The intended introduction of laptops to primary schools in Kenya; a project embedded in the Jubilee government's manifesto has faced various problems. This study sought to assess the state of preparedness of laptop project in public primary school in Mutitu, Kitui County, Kenya.

The study sought to examine the extent to which primary teachers have acquired the requisite skills in preparation for the implementation of laptop project, to establish the role of parents in implementation of laptop project, to assess the extent to which the institution of curriculum development has undergone in preparation for the laptop project and to find out if there is enough power to operate the laptops.

The significance of this study was that the findings will enlighten the MOE on how well are teachers prepared to receive the project, enable the stakeholders to know how well is the MOE prepared and also the government towards the laptop project and also help the pupils to prepare for the same. The study assumed that all the respondents are fully aware of the laptop project and thus provided their honest perceptions. The study focused on constructivist theory by Piaget. Some of the areas covered in literature were pedagogical factors, parents' perception, contributions of the institute of curriculum, power supply, technological factors and financial issues. The research adopted the case study approach. The target population of the study was 195 teachers and educational officials of MOE and KICD in Mutitu, Kitui County. 160 teachers were sampled out using the stratified

random sampling. The sampling size was arrived at by using the statistical formula. The study adopted questionnaires as the main data collection instrument the questionnaires were administered on a 'drop and pick later' method to the selected respondents. Both qualitative and quantitative techniques were employed in data analysis. Frequency distribution tables and percentages were adapted to present the data through the help of Microsoft Excel package. The relationship between the variables was tested using the Pearson's correlation technique.

In conclusion, it was found that many teachers are not yet conversant with the expectations of what they are required to do once the implementation will be effected. Parents on the other side view the laptop project as adequate and timely though they fear its unacceptability by their cultures which view the laptop project as westernized. The institute of curriculum development has provided guidelines to be followed in embrace and implementation of laptop project by schools; and though there might be some hiccups on power supply, solar powered laptops for areas without power supply or those without adequate power supply will be provided with the solar powered laptops. In recommendation; the ministry of education should provide some training programs for the teachers on computer usage; parents should be enlightened on importance of embracing technology and providing ICT training to their children and the institute of curriculum development should ensure that all schools adhere to the guidelines set in implementation of the laptop project. Further research should be carried out at county level or national wide.