

ASSESSMENT OF THE LEVEL OF PREPAREDNESS FOR THE INTEGRATION
OF ICT FOR CURRICULUM DELIVERY IN PUBLIC SECONDARY SCHOOLS IN
MERU CENTRAL DISTRICT, MERU COUNTY

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ABSTRACT

The central problem in this study is that despite the government, NGO and the community using colossal amount of money in provision of ICT equipment to public secondary schools, many students remain ICT incompetent. Factors leading to this problem have not been adequately investigated. The purpose of this study was to assess the level of preparedness for the integration of ICT for curriculum delivery in public secondary schools in Meru Central District, Meru County. The objectives of the study included, to assess the availability of ICT facilities and equipment for the integration of ICT and curriculum delivery in public secondary schools in Meru Central District, Meru County. To evaluate the ICT personnel, teachers and managers competence for the integration of ICT for curriculum delivery in public secondary schools and to investigate the kind of support provided by the school managers for the integration of ICT for curriculum delivery in public secondary schools. The area of the study was Meru Central District, Meru County. The target population was 380 respondents which included Head teachers, teachers and students. The study sampled schools using stratified random sampling techniques. The study used a sample size of 12 head teachers 27 teachers and 75 students giving a total of 114 respondents. Data was collected using questionnaires for teachers and students and interview schedule for head teachers and deputy head teachers. An observation checklist was used to investigate the ICT equipment in the schools. The reliability of the instrument was established through a pilot study. The validity of the study was established through consultation with the supervisors who were knowledgeable in the research instruments. The methods for data analysis were descriptive statistics, frequency tables, percentages were used. The results were used to draw conclusion and making recommendations. The study recommends more funding for schools in order to for them to be able to provide computer facilities and infrastructure. Also the study recommends training of more teachers in ICT for them to be able to come up school curriculums that incorporate ICT and computer in the school syllabus. The study further recommends review of education policies to ensure computer is made a core subject in public secondary schools.