

**WORLD SPACE RADIO MANAGEMENT IN TEACHING
AND LEARNING IN PRIMARY SCHOOLS: A CASE
OF KEIYO SOUTH DISTRICT, KENYA**

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ABSTRACT

World Space Radio (WSR) receivers have been deployed in every primary school in Kenya with the Kenya Institute of Curriculum Development (KICD) continuously training teachers to supplement the daily education of the large number of primary pupils. The purpose of the study was to assess the management of WSR programme in teaching and learning in primary schools in Keiyo South District, Elgeyo/Marakwet County Kenya. The objectives addressed in the study were: to establish the role of different stake holders in management and utilization of WSR programmes to, determine head teachers' perception of the management of WSR programmes in enhancing teaching and learning, to evaluate teachers perception of the management of WSR programmes in enhancing teaching and learning and to examine the extent to which WSR programmes (WSR) are utilized in teaching and learning in primary schools in Keiyo South District. The study was guided by the Diffusion theory of innovation. The study was conducted through a survey design. The target population comprised of District Education Officer, 31 head teachers and 323 teachers. The sample comprised of the DEO, 16 head teachers and 162 teachers. The study employed purposive and multi-stage sampling techniques where the simple random sampling technique was first done at the school level and later at the subject level while the purposive sampling technique was used to select District Education Officer and headteachers. The research instruments used were questionnaires and interview schedules. Data collected was coded, entered and analysed quantitatively using Statistical Package for Social Sciences while qualitative data from interview was analysed using content analysis. Results of the study showed that WSR is utilised in teaching and learning in most primary schools within Keiyo South District KICD was found to be responsible in developing of WSR programmes, headteachers were tasked with ensuring that WSR facilities were available in schools while teachers were responsible in ensuring that WSR programme was implemented in classroom. Further, chi square analysis test of independence showed that WSR programme implementation in schools was effective ($p < 0.05$) and useful in classrooms. In addition, the study observed that more art subjects were taught using WSR programme as opposed to science based subjects that require practical experiments. The study recommends that government and other stakeholders should assist schools in procuring WSR facilities and capacity building the teachers. Infrastructure facilities are necessary to realise the goals and objectives of WSR programme.