

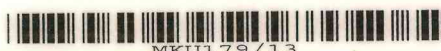
TEACHER PREPAREDNESS IN INFORMATION COMMUNICATION  
TECHNOLOGY INTEGRATION INTO SECONDARY SCHOOLS,  
TAITA DISTRICT, TAITA-TAVETA COUNTY- KENYA



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## ABSTRACT

Teachers play an important role in the attainment of education goals and objectives. Their preparedness and competencies in handling major issues in the provision of quality education cannot be ignored. This research project examined teacher preparedness in the use of Information Communication Technology (ICT) in Taita District, Taita-Taveta County. Among the objectives of the study were to establish the level of preparedness of teachers in the use of ICT. This included their knowledge of government policies on ICT, their attitude towards the use of computers in the classroom, and their training in computer utility. The study was intended to benefit education stakeholders in their quest to promote the use of ICTs in secondary schools. The theoretical framework for the study was based on Evert Rogers' idea of diffusion of an innovation. Computers being new inventions need to be accessible to teachers to users, teachers being among them. The conceptual framework examined the dependent variable, integration of computers in teaching and learning in secondary schools and the independent variable, teacher preparedness in the use of ICT/computers. The research design used in the study was a descriptive survey design where questionnaires, interview and observation guides were used in data collection. The target population was eighteen (18) secondary schools in Taita District and the sampling procedures included simple random sampling, stratified sampling, purposive and systematic sampling. Five secondary schools were sampled for study. District education officers, principals, teachers and students also formed the sampled population. The research instruments were validated and their reliability measured through a pilot study. Data was collected through the use of the above mentioned instruments after the researcher had sought permission from relevant authorities. Data analysis was done using both qualitative and quantitative methods. Presentation of the research findings was done using tables and graphs showing percentages for quantitative data. The narrative form was used to discuss qualitative data. The findings of the study indicated that teachers have been prepared generally on ICT use but not much has been done on training on ICT integration in education. It was observed that teachers had competencies in a number of areas in computer usage but some competencies needed more development. Supportive attitude toward computers integration was present among teachers but it needed to be seen in practice in the classroom. It was observed that teachers are not familiar with government policies on ICT integration in schools. The recommendations given by the study included more and inclusive preparation of teachers in computer use in curriculum delivery and improving their competencies through capacity building, knowing government policies and being proactive to ICT challenges in schools. Further research should be conducted in other parts of the county and the country at large and attention be put on why teacher's understanding of government ICT policies in education was inadequate.