BARRIERS TO EFFECTIVE ADOPTION OF ICT IN EDUCATIONAL
MANAGEMENT IN PUBLIC PRIMARY SCHOOLS IN WESTLANDS DISTRICT;
NAIROBI COUNTY, KENYA

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E55/20547/2010

A RESEARCH PROPOSAL SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, SCHOOL
OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTER OF EDUCATION DEGREE OF KENYATTA UNIVERSITY

MARCH, 2014
DECLARATION

This is my original work and has not been presented for any award in any other university or any study programme.

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This proposal has been submitted for examination with our approval as the University supervisors

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ABSTRACT

ICT refers to a range of technological tools and resources used to communicate, create, disseminate, store and manage information. Technologies include computers; internet and broadcasting technologies such as a radio, television set, telephones, CDs and DVDs. The test of an Education system is whether it fulfils its core purpose of equipping young people with the skills they need to develop and secure a livelihood and participate in social, economic and political life. ICT use in education impacts on curriculum development, assessment and in the teacher training sector so that they can respond to an ever-changing technological and digital landscape. ICT should be used to support and enhance the attainment of curriculum objectives and engage pupils in meaningful learning using new tools to help them master key concepts and skills emended in science, social studies, art and other curriculum activities. ICT promotes learner centered learning, maintains the quality of teaching while cutting down on teaching time and makes learning more interesting. It also enhances quick, safe and effective ways of storing and managing data by the administrators and class teachers in relation to enrolments, finances as well as other educational assets. The purpose of the study is to establish the barriers to effective adoption of ICT in educational management in primary schools. In Westlands District, the objectives of the study are to establish the teacher’s training levels in ICT, infrastructure and facilities available for ICT application in education, the Head teachers and teacher’s attitude towards ICT adoption in education and to establish whether schools have put up measures to address issues related to security and maintenance of infrastructure. The study is based on the constructivist theory which states that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. The study reviews as literature in ICT adoption in Educational Management globally, in Africa, regionally and in Kenya. The study will adopt a descriptive survey design. It will be carried out in Westland’s District in Nairobi County. The study population comprises of 27 primary schools. The sample size will comprise of 15 selected schools. The researcher will use stratified and purposive sampling to select five teachers in each of the selected schools giving a total of 75 class teachers and 15 head teachers to participate in the study. The researcher will use an observation checklist as well as administer questionnaires to head teachers and class teachers to collect data on the sampled respondents. The data collected will be analyzed using the Statistical Package for Social Science.