

**ADOPTION OF INFORMATION AND COMMUNICATION
TECHNOLOGY IN THE MANAGEMENT OF PUBLIC PRIMARY
TEACHER TRAINING COLLEGES IN MERU COUNTY**

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**A Proposal Submitted in Partial Fulfillment of the Requirements for
the Award of the Degree of Master of Education, Department of
Education Management, Policy and Curriculum Studies, Kenyatta
University.**

September, 2014



Declaration

I declare that this proposal is my original work and has not been presented for examination in any of the study programme in any University.

Signature

Date


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12/08/2014
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E55/EGJ/CE/24198/2011

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

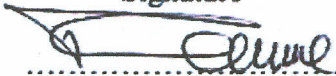
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Dedication

This proposal is dedicated to my husband Job Nkonge and daughter Lorraine Joy Kinya for the support and assistance they have accorded me during the preparation of this proposal. Thank you for the sacrifices and patience during the entire study period.

Acknowledgement

First and foremost I give special thanks to the almighty God for giving me life opportunity and resources to develop this proposal. I acknowledge Kenyatta University for the opportunity to study in the institution. I also wish to pass my sincere gratitude to Dr. Ogola and Dr. Florence Itegi who have taken time to assist and guide me in the development of this proposal as my supervisors. I would also like to recognize the efforts made by Dr. Orodho, my lecturer on research methods. Their guidance has enabled me to grow academically not only in knowledge but also in skills and attitude. My heartfelt gratitude goes to my friends Mrs. Hellen Guantai and Ian Muthuri for their Moral and spiritual support they have given me. I also acknowledge the help and constant encouragement I received from my professional colleagues who willingly agreed to share their thoughts and experience on the subject matter of this study. Finally, my sincere gratitude goes to Martin Mwirigi and LorraineJoy Kinya who tirelessly assisted in preparing the manuscript.

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Abbreviations and Acronyms

| | |
|-------|--|
| ICT | Information and Communication Technology |
| TTCs | Teacher Training Colleges |
| MoEST | Ministry of Education Science and Technology |
| IPR | Intellectual property right |
| LMS | Library Management System |
| EMIS | Education Management Information System |

Abstract

ICT has contributed greatly to educational management in teacher training colleges globally. However, in Kenya teacher training colleges minimally use ICTs to manage the quality of output or to raise tutor productivity, to reduce the costs through analyzing spending, or to analyze student's assessment. This is attributed to a myriad of challenges facing most TTCs in Kenya with regard to adoption of ICTs in management. This has resulted to a slow rate of adoption of technology despite its promise and potential for use in educational management in TTCs. The purpose of this study therefore is to investigate the challenges facing the principals in the adoption of ICT in primary teacher training colleges in Meru County. Specific objectives of the study will be: To investigate the influence of availability of equipment on adaptation of ICT in primary TTC, to determine the influence of institutional support on the adoption of ICT, to find out the perception of the tutors on the adoption of ICT in primary TTCs and finally to investigate the application of computers in the management of public primary TTC's. The study will adopt a descriptive survey design which will be a combination of both qualitative and quantitative data collection and analysis techniques. The target population will be 2362 respondents consisting of; 2 principals, 90 tutors and top administrators from Egoji TTC, 70 tutors and top administrators from Meru TTC, 1200 student teachers from Egoji TTC and 1000 student teachers from Meru TTC. Stratified random sampling will be used to select the tutors and the student teachers to be included in the study and the 2 principals picked from the two colleges. The sample size will be 710 respondents which is 30% of the total population. This comprises; 28 tutors and top managers from Egoji TTC, 22 tutors and top managers from Meru TTC, 360 student teachers from Egoji TTC and 300 student teachers from Meru TTC. This translates to 48 tutors and top managers and 660 student teachers from both the institutions. Questionnaires will be used as instrument for collecting data from the tutors and the student teachers while interview schedule will be administered to the principals. To ascertain reliability, test-retest technique will be used and then correlated using the Spearman's rank order, so as to obtain reliability. Content validity will be used employing expert review of the research instruments. Data analysis will be done using descriptive statistics after data cleaning and coding. Quantitative data will be analyzed using frequency counts, means and percentages while qualitative data will be analyzed by tallying the numbers of similar response. Results of data analysis will be presented using frequency distribution tables and bar graphs.