

FACTORS INFLUENCING THE INTEGRATION OF  
INFORMATION COMMUNICATION TECHNOLOGY IN THE  
MANAGEMENT OF CURRICULUM IN SECONDARY SCHOOLS  
IN NANDI AND UASIN GISHU COUNTIES OF KENYA



MAURICE KIBET KIMOSOP

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## ABSTRACT

The purpose of this study was to establish the factors that influence the integration of Information Communication Technology (ICT) in the management of the curriculum of secondary schools in Nandi and Uasin Gishu Counties. The study aimed at examining the status of computers, the extent to which headteachers and teachers have integrated ICTs in their curriculum management practices and the challenges they face in the integration process. The study employed the descriptive survey research design. All the 8 districts of Nandi and Uasin Gishu Counties were included in the study. A total of 63 schools with functional ICTs were purposively selected and in each school, one class teacher, 2 subject teachers and 2 heads of department were selected using stratified random sampling to give a total of 315 teachers. All headteachers from each of the 63 schools were selected through purposive sampling. The total sample of the study was therefore 378 respondents. Triangulation approach was employed where both qualitative and quantitative data were obtained and analysed. The main data collection techniques included the use of two questionnaires for teachers and headteachers and an interview schedule that was administered to the headteachers. The instruments were found to be reliable and valid after doing the pilot study. Cronbach's Alpha yielded a reliability coefficient of 0.8. Data was analysed using SPSS Version 17 and presented through descriptive statistics by use of frequencies and tables. The significance of relationships and differences of variables were tested using Pearson Correlation, Multiple Regression and Independent Samples T-test. The study established that there was an acute shortage of computers but the available ICTs were easily accessible to users and their level of utilisation was high particularly for the purpose of management of exams. There was a low level of ICT integration into curriculum delivery and decision making. A significant relationship was found between the state of computers and the level of their integration in the management of curriculum. The study recommended that acquisition of computers be enhanced and the training of ICT users should focus more on specialised application skills rather than basic operational skills. Headteachers should source for ICTs that enhance the performance of curriculum management practices. It is hoped that the study will benefit education policy makers and headteachers in adopting effective ICT integration strategies in secondary schools