

An Assessment of the Availability of ICT Infrastructure for Curriculum Instruction in Public Secondary Schools in Mumias Sub-County, Kenya

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Abstract

The integration of Information and Communication Technology (ICT) into the curriculum has become a necessity worldwide. The education system does not only pursue the integration of ICT into the curriculum because of its popularity in the market system, but because of the role it is perceived to play in the changing curriculum (encourages active construction of knowledge). This paper undertakes an assessment of the availability of ICT infrastructure for curriculum instruction based on a study of public secondary schools in Mumias sub-County in Kakamega County, Kenya. The study adopted a descriptive survey design. The target population comprised head teachers, teachers and students in public secondary schools in Mumias sub-County. Schools were selected using stratified random sampling technique while students' sample size was determined using Kathuri and Pals formula. Head teachers and heads of computer departments were purposively selected. Questionnaire, structured interview schedule and content analysis were the main instruments of data collection for the study. Two sets of questionnaire were prepared, one for the students and the other for the teachers. The structured interview schedule was used to solicit information from the head teachers. Both qualitative and quantitative data were collected for the study. Qualitative data was analyzed descriptively. Analyzed data was presented in form of cumulative frequency tables, percentages and graphs. The study established that the main ICT facilities in place in most schools in Mumias sub-County were radio for interactive radio instruction and computers. The radios available in the studied secondary schools were however inadequate. A majority of the examined secondary schools had an average computer to learner ratio of 30:1. The study recommended that the Ministry of Education should hasten the development of ICT policy to ensure that teachers practice what is in line with the ministry's expectations, schools should involve their governing bodies to facilitate provision of ICT infrastructure and that concerned departments within the Ministry of Education should conduct regular and differentiated ICT teacher trainings.

Keywords: Availability, ICT Infrastructure, Curriculum Instruction, Public Secondary Schools, Mumias Sub-County, Kenya.

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