

# School Management Laptop Use in Public Primary Schools in Bungoma South Sub County

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***Abstract-*** *The education sector in Kenya has undergone a major transformation due to amongst other factors, changing patterns of curriculum delivery and technological innovations. One of such initiatives is the IT curriculum implementation to primary schools which is a key development pillar in line with Vision 2030. This paper focuses on school management laptop use in public primary schools in Bungoma south sub county utilizing descriptive research design. The study revealed that proactive and sustained school management participation in ICT implementation in primary schools is critical for effective and successful lap top use.*

***Indexed Terms-*** *School Management, Laptop Use*

## I. INTRODUCTION

The education sector in Kenya has undergone a major transformation due to amongst other factors, changing patterns of curriculum delivery and technological innovations. One of such initiatives is the IT curriculum implementation to primary schools which is a key development pillar in line with Vision 2030. The intended introduction of laptops to primary schools in Kenya; a project embedded in the Jubilee government's manifesto has faced various problems (Banju, 2014). Information and communication technologies (ICTs) have been touted as being potentially powerful tools that can be used to facilitate the implied educational change and reform. Implementation of ICT in higher education learning environments is a complex task. Teachers and students, but also management, administration and ICT support are affected by and affect the implementation. To facilitate the change processes better the first step is to actually understand what problems and challenges implementation of ICT leads to and how it affects practice. Although classical instructional methods will continue to be used in the teaching-learning process, it is also true that

Information Communication Technologies (ICTs) can be harnessed to become powerful pedagogical tools (Tonui, .Kerich,, & Koross, 2016).

The Kenya Vision 2030 is the country's long-term development blueprint which aims to create a globally competitive and prosperous country providing a high quality of life for all its citizens by transforming it into a newly industrializing, middle income country. Millennium Development Goals (MDGs) on Information and Communication Technology (ICT) skills play a key role in promoting economic development of a country, However, there are still deficiencies in our understanding of the principles behind the design and implementation of computer learning environments and the development of associated pedagogies in schools (Barmao, 2014). One-to-one laptop programs are becoming popular across the globe. However available evidence suggests that their implementations in schools are often faced with challenges. For example, even though the government of Kenya began supplying laptops to public primary schools in 2016; reports indicate that the gadgets have not fully been put into use in many schools (Muinde & Mbataru, 2019). Social development gravitates around the quality of learning experiences and skills acquired in the school. The utilization of effective teaching and learning strategies as well as the integration of technology are key drivers of Kenya's Vision 2030 and social transformation. Importantly teaching and learning resources such as textbooks are essential but perhaps insufficient to facilitate learning (Macharia, 2014).

## II. TARGET POPULATION

According to Mugenda and Mugenda (1999), a target population is that population which the researcher wants to utilize to generalize results. The target population for this study was public primary school teachers, head teachers and the TAC tutors. The study

used 45 public primary schools distributed in three educational zones. In these zones there were 694 teachers, 45 head teachers and 3 TAC tutors. Therefore, the total target population for this study was 45 public primary schools with a population of 742.

III. SAMPLE SIZE

Gay & Diehl, (1992) recommends that at least 10% of the population is a good representation where the population is large and 20% where the population is small. The 20% of the target population of 742 respondents made a sample size of 149 respondents.

IV. DATA ANALYSIS AND RESULTS

Institutional management capacity in the education sector ought to be strengthened in order to manage and plan activities more effectively. The study sought to find out how the school management was preparing the schools for the roll out of the laptop project. The respondents were asked to respond on the questions about the school management committees where the principals are included. The findings of the research are depicted in table 1.

Table 1: School management statements

	Strongly disagree		Disagree		Agree		Strongly agree	
	Freq	%age	Freq	%age	Freq	%age	Freq	%age
a) The committee ensures that ICT Infrastructure is in place	18	11.3	13	15.3	41	39.5	52	33.9
b) The committee provides for ICT in its budgeting	17	5.6	20	18.5	63	42.7	46	33.1
c) The principal uses computer in the day to day management	13	10.5	28	30.6	41	35.5	39	23.4
d) Students remember more easily what they've learnt	16	12.1	26	21.0	47	37.9	26	29.0
e) ICT facilitates collaborative work between students	19	8.9	31	16.9	48	38.7	41	35.5
f) ICT improves the class climate (students more engaged)	9	12.9	29	15.3	51	41.1	25	30.6

The institutional management plays a significant role in the adoption of ICT in schools. In environments where there is a top-down management style with little consultation between levels, staff members feel coerced into using ICT and therefore do not use it effectively (Czerniewicz, & Brown, 2009). Staff members feel constrained by lack of institutional support and vision and many feel unsure of the direction they should take and the purpose that the use of ICT is meant to serve. Furthermore, research has shown that the vision, leadership and management

provided in well-managed institutions enable the staff members to use ICT more productively than their counterparts in institutions which are not well-managed (Czerniewicz & Brown, 2009).

It seems that principals should be aware of the role of ICT in their work life and get appropriate skills to use and integrate technology into the schools. To increase principal use of computer technologies for instructional and administrative purposes, the following themes need to be addressed which are

support, training, change in administrative methods and strategies, improvement of school infrastructure, management of workload, and attitudes toward computer use (Casmар, 2001).

To create a significant impact on the level of computer use, high level of computer access is desirable. In fact, principals should have access to computer technologies in their offices, schools, or any location in which access to information and productivity tools is necessary. Moreover, funds need to be made available to procure hardware and software. School districts expect principals to model the use of technology in their schools. For principals to do this, they must have access to updated hardware and software. School budgets must include funds for training and for hardware and software upgrades (Aypay, A. 2010).

#### CONCLUSION

Setting up administrative committees to manage ICT facilities has proven to be very effective in ensuring the sustainability of ICT initiatives. While in many cases access to ICT is limited to a small group of interested teachers and students. Participation of a larger group of administrative staff, teachers and students in projects is crucial to ensure the widespread institutionalization and integration of laptops in educational institutions. From the foregoing, the role of school management is critical in the successful roll out and efficient Implementation of ICT in primary schools.

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