ISSUES AND CHALLENGES IN THE IMPLEMENTATION OF COMPUTER STUDIES CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN KAHURO DISTRICT, MURANG’A COUNTY, KENYA

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The technological advancement all over the world has placed societies on a complex automated status where information and data flow freely in websites and other electronic mediums. In order to move in pace with the rest of the world in field of ICT, the Kenyan government through MOE introduced computer studies curriculum in secondary schools in 1996. Its implementation has faced a number of challenges all over the country. The objective and purpose of this study was to investigate the issues and challenges in the implementation of computer studies curriculum in public secondary schools in Kahuro District, Murang’a county, Kenya. The target population was 36 public secondary schools in the District. A descriptive survey design was used in this study. Stratified sampling techniques, purposive sampling techniques and simple random sampling techniques were used to select a study sample of eight schools. In this study, 30 respondents were reached which included eight principals, two computer teachers and 20 computer studies students.

Purposive sampling technique was used to select the eight principals and the two computer studies teachers. Purposive sampling technique and simple random sampling technique were used to select 20 computer studies students who included; 6 students in form two, 7 students in form three and 7 students in form four. Interview schedules were used to obtain information from the Principals while Questionnaires were administered to teachers and the students. Observation Checklists were also be used. The researcher administered the questionnaires personally. The degree of reliability of the research instruments was tested through test-retest technique which gave a Spearman rank order coefficient of 0.78. The validity of the research instruments was determined by a several judges competent in area being investigated. Their feedback was incorporated in the final research instruments. The data collected was analyzed using descriptive statistics and presented in tables, charts and graphs. This study established that only 12.5% of the schools in study sample had implemented computer studies curriculum. Inadequate funds to procure computers, their accessories and set up infrastructures such as computer laboratories, Lack of trained computer teachers and inadequate revision materials were found to be the major challenges in the implementation process. The major issues are the examination performance in the subject and the levels of the teachers’ exposure to
computers as this affected the enrollment in the subject. The findings of this study will be useful to the policy makers at the MOE, KICD and the schools managers such as BOGs, PTA as it revealed the underlying issues and challenges in implementation of computer studies curriculum in secondary schools. It will aid in formulation of appropriate strategies to address the issues and challenges affecting the implementation of computer studies curriculum in Kenya. Based on the research findings, the researcher recommended that the government should provide grants to schools to procure more computers, their accessories and set up infrastructures such as computer laboratories, enhance the interconnection of the secondary schools with fibre optic cables to enhance easier internet access. The MOE through TSC should also recruit computer teachers in all public secondary schools, organize regular seminars and workshops to sensitize school managers on the importance of the implementing computer studies curriculum in secondary schools, regularly review the computer studies curriculum and make the subject part of the core curriculum in secondary schools.