INFLUENCE OF PREPAREDNESS ON INFORMATION COMMUNICATION TECHNOLOGY ADOPTION BY TUTORS IN PUBLIC TVET INSTITUTIONS IN NAIROBI COUNTY, KENYA

JOSHUA WACHIRA TUMUTI
D86/CTY/PT/25322/2011

ABSTRACT

Technical and Vocational Education and Training (TVET) institutions provide training in technologies and related sciences emphasizing on the acquisition of practical skills required of the workforce. TVET in Kenya dates back to colonial times when the British government used TVETs to produce critical human resource they needed to develop the then Kenyan colony. The subsector in modern times has been charged by Kenya Vision 2030 with the role of developing industry ready human resource to enhance the productivity and competitiveness of their economy. In our technology driven world of today, information communication technology (ICT) becomes a critical tool TVETs must utilize in training so as to improve access and quality of education offered. It is noted that education has been one of public sectors’ most influenced by ICT. Despite the centrality of ICT in education, ICT adoption remains low in learning institutions. The general purpose of the study is to assess the influence of preparedness on ICT adoption by tutors in public TVETs in Nairobi County, Kenya. The study will particularly focus on: determining the influence of technical preparedness on the adoption of ICT by tutors in public TVETs in Nairobi County, assess the influence of infrastructural preparedness on the adoption of ICT by tutors in public TVETs in Nairobi County, investigate how tutors’ perception affects the adoption of ICT by tutors in public TVETs in Nairobi County and find out the effect of ICT policy on the adoption of ICT by tutors in public TVETs in Nairobi County. Several ICT adoption theories will be reviewed however the study will be anchored on Diffusion of Innovation Theory as the theory measures ICT adoption not as a binary value rather the extent of ICT adoption. A cross-sectional descriptive survey research design will be followed for the study. Sampling will be done using proportionate simple random sampling technique. All twenty three public TVET institutions in Nairobi County which comprise of 2,617 tutors will form the target population. A sample size determination formula will be used to calculate the sample size of 383. Respondents for the study will be tutors and principals of the public TVET institutions who will be the unit of analysis. A questionnaire will be used to collect data from tutors and principles of TVET institutions. Both descriptive and inferential statistics will be used to analyze data.