

**INFLUENCE OF SOME SELECTED FACTORS ON THE  
IMPLEMENTATION OF ICT PROJECTS IN PUBLIC SECONDARY  
SCHOOLS: THE CASE OF MBOONI WEST SUB-COUNTY, MAKUENI  
COUNTY**

**BY**

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## ABSTRACT

ICT projects and their relevance in education are spreading rapidly in schools not just in wealthy countries, but increasingly in developing ones as well. However, although schools have had computers for almost two decades and some with ICT projects underway, ways to use and implement them effectively have evolved slowly and patchily. Technological revolution in schools has been beset by theoretical inadequacies that have kept educational technology at the margins of the established educational system. Research findings across the country have revealed that there are ICT facilities in the secondary schools such as computers, computer laboratories, internet connections, alongside the traditional methods of telecommunication. Further research has revealed that projects involving ICT use and integration in the Kenyan secondary schools have both internal and external challenging factors leading to weak implementation of these ICT projects. The study was done in secondary schools in Mbooni west sub-county in Makueni county. The purpose of the study was to establish the factors influencing the implementation of Information and Communication Technology projects in public secondary Schools in Mbooni west sub-county in Makueni county. The objectives of the study was to establish how infrastructural facilities influence the implementation of ICT projects in public secondary schools in Mbooni west sub-county in Makueni county, to examine the role of stakeholders in ICT projects implementation in public secondary schools in Mbooni west sub-county in Makueni county, to determine how financial resource influence the implementation of ICT projects implementation in public secondary schools in Mbooni west sub-county in Makueni County, to establish the school administrative practices that supports the implementation of ICT projects implementation in public secondary schools in Mbooni west sub-county. Non-experimental descriptive survey design was used to establish the factors that influence the implementation of ICT projects in secondary schools in Mbooni west sub-county in Makueni county. There are 42 secondary schools that will make up the target population. A sample of twenty schools which will equate to 48% of the total population was used in the study. Stratified random was used to allow full participation of the schools. There are 500 teachers in secondary schools that will make up the target population. Four teachers were randomly sampled in each sample school to fill the questionnaire, also eight students. Two principals were interviewed to represent each category of schools. Questionnaires, observation schedule and interview enabled the researcher to collect the data. Piloting was done in two schools to test the reliability and validity of the research instruments. The data collected was analyzed using statistical package for social sciences (SPSS). Descriptive statistics was used to present the results of the study and the general trends; this involves tabulating and describing data. The major finding revealed that a greater percentage of above 60% of the schools were lacking formal and well equipped computer laboratories. Others had turned their classrooms into make shift computer laboratories. Only 3.85% of the schools had more than 20 computers. The finding also revealed that 41.7% of the respondents strongly disagreed with the view that there are adequate financial resources for ICT projects in their schools while 45.8% of the respondents disagreed with the statement that their schools spend a reasonable amount of money on ICT implementation.