

**CHALLENGES THE GOVERNMENT IS FACING IN INFORMATION
COMMUNICATION TECHNOLOGY IMPLEMENTATION IN PUBLIC
PRIMARY SCHOOLS IN BUNGOMA EAST SUB-COUNTY
BUNGOMA COUNTY**

BY

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ABSTRACT

Kenya is in the process of implementing Information Communication Technology (ICT) in schools. The government recognizes the positive effect of ICT in making the country a middle level economy. The government has disseminated several policies that guide its implementation. This has been attributed to a number of factors among them cultural, environmental, school based or socio-economic factors. This is a cause of concern if the government has to meet Vision 2030 as well as MDGs by 2015. This has been attributed to several hindrances that have led to its under-utilization. Several studies reveal a number of factors influencing teachers' decisions to adopt and use Information Communication Technology (ICT) into teaching. This article reviews personal characteristics that encourage teachers' integrate Information Communication Technology (ICT) into teaching and learning process. Gender, age, level of education, teaching experience, teacher workload, attitudes towards computer and ICT competence has been identified as factors influencing teachers' adoption and integration of the technology into teaching. These factors are interrelated. The successful implementation of Information Communication Technology (ICT) is not dependent on the absence or availability of personal characteristics, but is determined through dynamics process involving a set of interrelated factors. The article concluded that identifying and knowing the extent to which these characteristics affects teachers' during implementation of ICT may help in taking a decision on how to tackle them. In Bungoma East Sub-County in Bungoma County is one of the regions where Kenyan educational system seems to lag behind. Further, recent report by the National Council for Science and Technology (2010) indicated that computer use in Kenyan classrooms is still in its early phases, and concluded that the perceptions and experiences of teachers and administrators do play an important role in the use of computers in Kenyan classrooms. Kenya as has put in place an Information Communication Technology (ICT) policy that aims to improve the livelihoods of Kenyans by ensuring the availability of accessible, efficient, reliable and affordable ICT services. The research used descriptive survey design to come up with information on challenges the government is facing in ICT implementation in primary schools in Bungoma East sub-county using descriptive survey design. The researcher also put an eye on the possible solutions to these challenges to help the government prevail in Information Communication Technology (ICT) implementation in primary schools. Sample comprised of 5 primary schools, 75 pupils, 5 head teachers and 20 teachers were selected. The total sample was 100 and a total target population was 2,500.