

**EFFECTS OF SOME SELECTED FACTORS ON THE IMPLEMENTATION OF
INFORMATION AND COMMUNICATION TECHNOLOGY IN LEARNING
INSTITUTIONS IN KENYA: THE CASE OF MUMIAS SUB COUNTY**

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ABSTRACT

The study aimed at investigating the challenges facing the implementation of ICT programmes in schools in Kenya. The specific objectives of the study were to find out the effect of cost, technical skills, electric power and management style on the implementation of ICT programmes in schools in Kenya. The researcher adopted descriptive research design and survey research design was used. The target population was 345 respondents from Muslim secondary school, St Peters boys' high school, St Mary's Girls high school, Maasai Mara University and Likuyani College in Mumias Sub County. Data was collected by the use of a semi structured questionnaire that had both closed and open ended questions. Data was analyzed using both qualitative and quantitative techniques and presented using tables, charts and graphs. From the findings 12% of the respondents strongly agreed that the institutions provided adequate financial assistance to sustain the ICT project implementation, 23% agreed, 47% disagreed, while 18% strongly disagreed. The findings show that 15% of the respondents strongly agreed that there was sufficient supply of power in the area to support ICT implementation in learning institutions, 29% agreed, 44% disagreed, while 12% strongly disagreed. 9% of the respondents strongly agreed that there was sufficient infrastructure like computers, computer labs and power supply, 15% agreed, 59% disagreed and 17% strongly disagreed. Majority of the respondents disagreed that there was sufficient infrastructure like computers, computer labs and power supply. Most of institutions in Mumias Sub County have not implemented ICT programmes in learning institutions. 78% of the respondents strongly agreed that technical skills were important in the implementation of ICT projects in learning institutions in Kenya, 19% agreed and 3% disagreed. From the analysis majority of the respondents strongly agreed that technical skills were important in the implementation of ICT projects in learning institutions in Kenya. The research concludes that there were a number of challenges facing the implementation of information and communication technology in learning institutions in Mumias Sub County. These challenges included: few computers and computer labs, insufficient internet connectivity, power unreliability and lack of sufficient equipment such as LCD projectors, speakers among others to enhance effective implementation. The study also concluded that efforts by the ministry to sustain ICT implementation projects in schools are very minimal especially in the rural districts. In addition the study also concluded that even though there are few ICT specialists the specialists are there as there a number of people who are computer literate. The researcher recommends that the government should put measures to assess how ICT programs are being integrated and implemented in rural learning institutions in Kenya. The government should also allocate funds for the effective and efficient running of the ICT programs especially in rural learning institutions in Kenya. Reinforcement in terms of awards, promotions by the stakeholders should also be used to motivate the use of ICT in learning institutions` which in turn will strengthen the implementation process. Reliable power supply, sufficient equipment and free internet preferably WI-FI (a facility allowing computers, smart phones, or other devices to connect to the internet or communicate with one another wirelessly within a particular area) should also be set in the rural areas by the government to enhance effective implementation of ICT in the schools within that area.