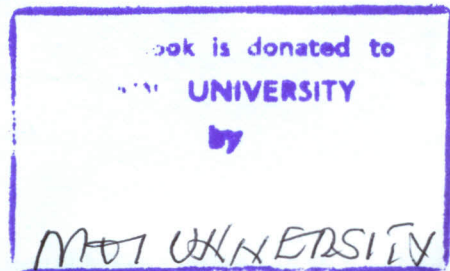# FACTORS INFLUENCING THE IMPLEMENTATION OF INFORMATION AND COMMUNICATION TECHNOLOGY USE IN TEACHING IN SECONDARY SCHOOLS: A CASE OF BARINGO CENTRAL DISTRICT, KENYA.

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A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION THE DEPARTMENT OF EDUCATION MANAGEMENT AND POLICY STUDIES IN PARTIAL FULFILLMENT FOR THE AWARD OF THE MASTER OF PHILOSOPHY DEGREE IN EDUCATIONAL PLANNING OF MOI UNIVERSITY.

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ABSTRACT

The purpose of this study was to investigate the factors that influence the implementation of Information communication Technology use in teaching in secondary schools in Baringo Central District. The study employed descriptive survey design and was guided by the concepts derived from the Open systems theory. The researcher used purposive sampling and simple random sampling procedures to select the schools and 93 teachers who participated in the study respectively. The head teachers of the 9 schools were purposively selected for the study. A pilot study was carried in two schools in the neighboring Baringo North District before the actual study was done to establish the validity and reliability of the research instruments. A Cronbach's alpha coefficient of 0.60 indicated a positive measure of reliability while consultations with the supervisors and the lecturers in the Department of Management and Policy Studies ensured validity further the test retest exercise ensured validity was achieved. Questionnaires were administered to the teachers and the head teacher respondents in the 9 selected schools and the head teachers in the 9 schools were personally interviewed by the researcher. While some documents containing relevant information were collected from the district education office. The data was analyzed using descriptive and inferential statistics and presented using frequency tables and percentages. Chi-square was used to test the hypothesis and regression analysis was used to investigate effects of independent variables on the dependent variable. Primary data was analyzed with the aid of Statistical Packages for Social Science (SPSS). The study established that lack of training, suitability and access of ICT resources, lack of individual participation and lack of positive and proactive approach towards external activities as the major factors that influences the implementation of ICT in teaching and learning in secondary schools. The findings of the study will be useful to schools administrators, teachers, educational personnel and policy makers in the Ministry of Education to successfully implement the use of ICT use in teaching in secondary schools.