

**FACTORS AFFECTING IMPLEMENTATION OF INFORMATION
COMMUNICATION TECHNOLOGY BY TEACHERS IN PUBLIC SCHOOLS: A CASE
OF PUBLIC SECONDARY SCHOOLS IN SAMBURU, COUNTY-KENYA**

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ABSTRACT

The use of computer technology in the world is widespread, people, popular, dynamic and the reason behind the rapid globalization. The whole scenario in schools, institutions of learning and generally in education entails the application and use of various types of hardware and software universally known as information and communication technology (ICT). Teachers take Centre state in implementation of ICT which has encouraged the researcher to look at the factors affecting the pursuit of the endeavor. ICT influences all aspects of the school system and therefore, the teacher's main objective is to establish the main factors affecting implementation of ICT by teachers in public secondary school in Kenya. The specific objectives are: to find out how organization change management affects implementation of ICT by teachers in public secondary schools, to establish the extent to which the level of teacher competencies affect implementation of ICT by teachers in public secondary schools, to examine how ICT infrastructure affect implementation of ICT by teachers in public secondary school and how government/school policies affect Implementation of ICT by teachers in public secondary school in Samburu county. The study was done in Samburu County. With the target population being teachers of public schools. The researchers employed descriptive survey research design. Questionnaires and interviews were used as tool of data collection and obtained both qualitative and quantitative data. To answer the research questions, simply random sampling was used to obtained and interviews a representative sample of 8 secondary school principals. The country. The county officer in charge of education was also interview in addition, the interview data were supplanted with questionnaires from sample of 80 teachers drawn from the approximately 400 teachers in public secondary schools in Samburu county stratified random sampling was used to obtain the sample of teachers from the various subject strata in the school sampled. Inferential analysis to interpret the data was done using statistical package for social scientists (SPSS). Descriptive analysis of the quantitative data was done using visual representation as tables, bar graphs and pie charts. The researcher expects the information obtained to be useful to public/private school boards, policy makers and teacher makers and teacher managers in the ministry of education including those NGO's which pursue the provision of ICT equipment/hardware software in schools and to the educational institutions in general. The study found out that the biggest contribution of all the four independent variables towards implementation of ICT was infrastructure- facilities and equipment with 45.1%. It is followed by teacher competencies with 30% then the third was school government policy 24.1% and the least was organization change management which accounted for only 22.9%. the researcher recommended that the issue of infrastructure be addressed in schools other factors will take care of themselves. Through that, the dream of implementation of ICT in public is realized.