

**EXTENT OF INFORMATION, COMMUNICATION AND TECHNOLOGY (ICT)
INTEGRATION IN THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN
KINANGO SUB-COUNTY, KWALE COUNTY, KENYA.**

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ABSTRACT

The purpose of the study was to establish the extent of information, communication and technology (ICT) integration in management of public secondary schools in Kinango Sub-County, Kwale County, Kenya. The objectives of the study was to establish the extent of ICT Integration in curriculum instruction, to determine the extent of ICT integration in student personnel, to find out the extent of ICT integration in physical facilities and to assess the extent of ICT integration in financial management. The study adopted The Open Systems theory by Kast and Rosenzweig (1985). The study adopted a mixed methodology approach and concurrent triangulation design. The target populations were twenty two Principals, sixty heads of department, twenty two deputy principals and one Quality Assurance and Standards officer which are located in Kinango Sub-County, Kwale County. A purposively selected sample of ten principals, ten deputy principals and 18 heads of department was used in the study. The purposive sampling technique was utilized because of the research topic where by adoption and knowledge of ICT is in the hand of the selected schools and principals. The research data was collected by using a self administered questionnaire as the research instrument of the study. There were different questionnaires for each category of the respondents. Piloting of the research instruments was done in the three sub-counties .The validity of this study was achieved through a thorough consultation with the supervisors who provided pertinent advice and the recommendations were incorporated in the calibration of instruments. The reliability coefficient $r=0.80$ was determined using Pearson's Correlation Method. Any qualitative raw data was analyzed using content analysis. Quantitative data was coded and analyzed using statistical package for social sciences (SPSS) whereas the qualitative data was analyzed by in-depth prose explanation. The results were presented in descriptive statistics such as percentages, means, frequency distribution tables and pie charts and narrative. The major findings was that ICT is not well integrated in financial management, personnel management, curriculum and instructional programmes, and school resources management and therefore the actual effort in regard to ICT integration into school system is that (ICT) should be included in the educational system, especially in the curriculum and instructional(teaching and learning processes).