

**ASSESSMENT OF INTERNAL STRATEGIES IN THE ADOPTION OF ICT IN PUBLIC  
SECONDARY SCHOOLS: A CASE OF PUBLIC SECONDARY SCHOOLS IN  
KANGUNDO SUB – COUNTY**

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## ABSTRACT

Information Communication Technology (ICT) is a strategic communication tool that improves the firm performance, allowing cost reduction and permitting the firm competitiveness and effectiveness. There are currently over 8000 public secondary schools in Kenya due to the recent massive increase in primary school enrolment. The free primary education programme is putting pressure on the demand for and access to quality secondary education. This study sought to assess the strategies in the adoption of ICT in public secondary schools in Kangundo Sub-County. Specifically, the study sought to establish the effects of teacher training; assess the levels of stakeholder involvement; assess the levels of ICT infrastructure; and evaluate the technical support needed in the adoption of ICT in public secondary schools. Descriptive survey design was employed in this study. The target population for the study consisted of 23 Principals, 23 deputy principals and 92 teachers of compulsory subjects from public secondary schools in Kangundo Sub-County. The sample size was 103 respondents of the target population. Stratified random sampling was used to allow full participation of teachers. This study employed questionnaires in the data collection. In this study, a pilot study was carried out in two schools in Kangundo Sub County which were not included in the actual data collection. Descriptive statistics was used to show the frequencies and percentages of each response. Qualitative data analysis was done simultaneously with data collection. The Qualitative data collected was organized into categories and themes using Statistical Package for Social Sciences (Version 20). The study established that most of the respondents regarded teacher training, stakeholder involvement, infrastructure and technical support as strategies which affect ICT adoption. In addition, slightly more than three-quarters of the respondents revealed that ICT adoption was affected to a great extent by teacher training; two-thirds said that adoption of ICT aided to a great extent by stakeholder involvement while most of the respondents noted that ICT adoption was aided to a great extent by infrastructure and technical support. The study concludes that teacher training positively and significantly affects ICT adoption with both stakeholder involvement level and technical support positively aiding in ICT adoption though the evidence was not supported by statistical test of significance. Based on the study findings, the study recommends that teachers need to be trained on data processing, word processing, presentation software and use of internet to use them in creating lesson plans, analyzing and setting students' tests. The study suggests a need for comparative study for both rural and urban areas using a complete model of factors which affects ICT adoption to be conducted to ascertain the study findings and policy recommendations as an area for further research.