

**AN ANALYSIS OF FISCAL POLICY CONSISTENCE ON THE IMPLEMENTATION  
OF MICROCOMPUTERS PROGRAM IN SECONDARY SCHOOLS IN LAIKIPIA  
EAST SUB- COUNTY.**

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## ABSTRACT

The study analysed consistency of fiscal policy on the implementation of microcomputer program in secondary schools. Kenya is living in the digital age and hardly any aspect of human endeavor can be effectively carried on without Information Communication Technologies (ICTs) including education. ICTs is now at the centre of education reform, in line with technological development of 21st century. ICT support education can promote the acquisition of knowledge and skills that will empower students for lifelong learning. Although schools have had computers for almost two decades, ways to use them effectively have evolved slowly and patchily. However, in the recent past a huge investment in computer equipments in schools, colleges and universities has risen dramatically around the world. Technology has great impact in education, but came at very price. Therefore there is need of consistence in ICT fiscal policy in order to give a good return investment in education. ICT implementation to be successful, the schools must have constitutes budgets for ICT infrastructure, technical support and capacity building. ICT infrastructure are physical equipments that enable IT to function, technical support provides the basic troubleshooting skills required in ICT implementation while capacity building provides necessary skills/abilities use IT to perform specific tasks in organizations or institutions. The main objectives of the study were, analysis fiscal consistency in provision ICT infrastructure, technical support and capacity building in Laikipia secondary schools. The information gathered during the study is useful to education stakeholders to allow them learn the benefits and shortfall of the program and correct them. The study has adopted descriptive survey design where qualitative methodology was employed. The target population was 21 secondary schools found in Laikipia East Sub County. The county has 21 principals and 380 teachers. All the 21 principals were selected through purposive sampling, while 114 teachers were selected using stratified sampling method. Data collection methods used included close and open ended questionnaires for teachers, and principals as well as observation guide. Data analysis was done using SPSS version 21 computer program, while open ended questions were analysed using thematic approaches. The findings revealed that 8 schools had more than 10 working computers, internet connection, and computer laboratory. This schools are beneficiaries of economic stimulus programe. Others have very few computers for office work. The cost of both the hardware and software are quite prohibitive and therefore majority of the schools cannot afford nor cope up with the cost of technology sustainability in terms of purchase, upgrading and maintenance. The government should also have a tax waver of computers for schools. while alternative sources of power can be used to provide energy especially in the remote areas. Fiscal policy in capacity building is another area that is underfunded. Teacher education programs were not modeled to provide prospective teachers with ICT knowledge and skills that support use of technology. Technical support was lacking in most schools. The study recommends that schools should priotize purchase of ICT infrastructure in their 5 year plans, Ministry of Education, and teachers service commission should offer continuous and sustainable professional development to all teachers, and schools should be mandated to hire ICT technicians, while teachers should taught basic skills on how to deal with minor technical problems.