

**ASSESSMENT OF THE LEVEL OF ICT INTEGRATION AND ITS
INFLUENCE ON MANAGEMENT PERFORMANCE IN SECONDARY
SCHOOLS IN KENYA: A CASE OF IKOLOMANI CONSTITUENCY**

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ABSTRACT

Integration of ICT in management of secondary schools is expected to produce efficiency and effectiveness in service delivery. The government today advocates for total integration of ICT in the education system right from primary schools with the proposed primary school laptop project. Secondary schools have to some degree integrated ICT to the management system, although the management situation in the developing sub-counties like Ikolomani is still wanting. The purpose for this study was to assess the level of ICT integration and its influence on management performance in secondary schools. The specific objectives were: to establish the level of ICT integration in the management departments of secondary schools; to analyze the ICT usage effect on management performance of secondary schools; and to find out the challenges faced by the school managers in integrating ICT to the management performance in secondary schools. The researcher adopted mixed research methodology and collected both qualitative and quantitative data. An exploratory research design was used to obtain information about managers' perceptions on extent of ICT integration in secondary school management in Ikolomani constituency and its influence on management performance. Twenty Public Secondary Schools out of the twenty five Public Secondary Schools in Ikolomani Constituency were purposively sampled. Simple random sampling was used to select the instructional heads of departments (HID). The heads of the sampled schools or their deputies participated in the study. Questionnaires, interview schedules and observation schedule were used as tools of data collection. Validity of the instruments was validated by experts in research methods in the Department of Educational Management and Foundations, Mount Kenya University, whose views were used in redrafting the instruments. To establish reliability of the questionnaire, a test-retest technique was used. The data collected was then analyzed using statistical package for social sciences (SPSS) program. Chi-square was used to analyze inferential statistic to determine the relationship between ICT usage and management performance. Data from interview schedule was analyzed qualitatively based on emerging themes while data from questionnaires was analyzed quantitatively and then represented using tables and graphs. The study came up with the following findings: the level of ICT integration in management departments in secondary schools in Ikolomani is wanting. Most of the schools are day schools with limited ICT infrastructure. Also, the managers have put slim premium on ICT training hence ICT is not fully embraced in school management but it is evident that ICT integration has a lot of positive impact to management performance. Factors like unreliable electricity, insufficient funds

to buy ICT facilities and lack of ICT skills are still impediments towards ICT integration by the school managers. Therefore, this study recommended that the ministry of education should allocate more funds to schools specifically for ICT integration. Consequently, ICT literacy should be one of the qualifications for headship. To promote ICT training and the managers who are ICT illiterate or semi illiterate, should be taken for in-service training to promote ICT integration. It is anticipated that the study findings will assist the stakeholders to further device interventions that will promote ICT integration in secondary schools hence transparency, accountability, efficiency and effectiveness in management performance in secondary schools.