

**APPLICATION OF EDUCATIONAL MANAGEMENT INFORMATION SYSTEM  
TO TASK MANAGEMENT FOR COST EFFECTIVENESS IN PUBLIC  
SECONDARY SCHOOLS IN KANDARA SUB-COUNTY,  
MURAN'GA COUNTY, KENYA**

**KIMANI MARY WANGUI**

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENT FOR THE AWARD OF DEGREE IN MASTER OF EDUCATION  
IN ECONOMICS OF EDUCATION OF MOUNT KENYA UNIVERSITY**

**OCTOBER, 2015**

## ABSTRACT

Cost effective practices in secondary schools is a leading objective among education economists. The research project was intended to assess how cost effectiveness at the secondary school level can be enhanced by application of EMIS to task management. The justification of the study was emphasized through its practical and theoretical significance. The appropriate theoretical framework was the Diffusion of An Innovation Theory which was postulated by Everret M. Rogers (1995). The study adopted mixed methods approach whereby both quantitative and qualitative methods were involved. The study applied explanatory sequential design. Questionnaires were used to collect data from ICT teachers whereas interview schedules were used to collect data from principals. Piloting of research instruments was conducted amongst 5 ICT teachers to establish validity. A Reliability coefficient of  $r = 0.65$  was obtained using the Pearson's Product Moment Correlation Method. The study targeted 50 public secondary schools in Kandara Sub-county, Murang'a County with 50 principals and 77 ICT teachers all totaling to 127. Using The Central Limit Theorem, a sample of 15 public secondary schools, that is, 30% of the targeted 50 public secondary schools, and 38 respondents, that is, 30% of 127, were selected. The researcher applied stratified sampling to create 5 strata based on the number of zones in Kandara Subcounty. From each stratum, 3 principals were selected using purposive sampling. Purposive sampling was appropriate due to the fact that the sampled respondents hold positions which make them responsible as implementers of policies. 5 ICT teachers were selected using simple random sampling. This was appropriate since it eliminated bias and favoritism. This sampling procedure enabled the researcher to realize a sample of 15 principals and 23 ICT teachers. Data analysis began by identifying common themes. The relevant information was broken into phrases or sentences, which reflected a single, specific thought. Frequency counts of the responses were then obtained to generate information about the respondents and to illustrate the general trend of findings on the various variables that are under investigation. Qualitative data was analyzed thematically based on the research objectives whereas quantitative data was analyzed using descriptive statistics in Statistical Packages for Social Science (SPSS version 21). The findings of the study were presented using percentages, frequencies, charts and tables. The study established that use of EMIS facilities had a great impact in management of examinations, in enhancing communication, in storing student's data and in management of school accounts. At the same time, it made school registration of candidates for National Examination convenient as well as making communication cheap, fast and reliable. Application of EMIS in management of students records enabled easier retrieval of information and reduced the bulkiness associated with manual files. EMIS enhanced accountability and reduced workloads in management of school accounts. In view of the above findings the study recommends that schools through principals to sponsor more teachers for ICT training. The Teachers Service Commission to make it mandatory for every trained teacher to be ICT compliant. ICT literacy should be a qualification for one to be appointed as a H.O.D, deputy principal or principal. The Ministry of education should set standards for management of schools, to incorporate EMIS.