

ABSTRACT

The Government of Kenya initiated policies on ICT to enhance efficiency and effectiveness in educational management. Many schools in Kenya have invested in computers for school administration. Despite this effort, only 43% of secondary schools in Bungoma East Sub County had embraced ICT. Its use was however not delivering desired outcomes in educational administration for there were reported leadership inefficiencies in the schools. This was reflected in poor discipline of students and frequent demotions of administrators. The purpose of this study was therefore to analyze the use of ICT in administration of secondary schools in Bungoma East Sub County. Objectives of the study were to: establish the use of ICT in human resource management; examine use of ICT in school financial administration; establish use of ICT in monitoring and evaluation of programs; establish use of ICT in public relations and establish challenges faced by administrators in their use of ICT in administration of secondary schools in Bungoma East Sub county. Descriptive survey design was used. Scientific Management Theory was embraced in the study. The study population comprised of 20 principals, 200 Heads of Departments (H.O.Ds) and 20 accounts clerks. Study sample comprised of 18 principals, 180 H.O.Ds and 18 accounts clerks. Saturated sampling technique was used to select all the groups. Questionnaire, interviews and observation schedule were used as instruments of data collection. Validity of instruments was ascertained by experts in the Department of Educational Management and Foundation. Reliability was determined by piloting instruments in two schools. Quantitative data was analyzed by use of descriptive statistics such as, percentages and frequency counts while qualitative data was organized into themes and sub-themes as they emerged from the data. Findings of the study showed that in human resources management, mobile phones were used for communication, while computers were used to process and store data. However, there was no computer use in conferencing, selection and recruitment of staff in the schools. In financial administration, computers were used in budget preparation and in maintaining records but there was no use of Credit Control Module, Automatic Electronic Fee Control Module and Swipe-credit cards. In monitoring and evaluation, exam results were analyzed and stored electronically, however, e-log in system, e-space allocation, e-meal Control Module, monitoring cameras and screeners were not used in the schools. In public relations, 8 (44.40%) schools had a functional e-mail address that enhanced networking. The challenges experienced included; shortage of facilities and insufficient skills among workers. The study concluded that ICT had been integrated in school administration but it was narrowly used in most areas. The study recommends that; ICT use in administration be made broad, school administrators be trained in ICT use and enough facilities be provided to schools. The findings of this study are significant because they will help policy makers to come up with strategies to curb challenges facing effective ICT use in administration of secondary schools.