

The Challenges of Using Information Communication Technology (ICT) in School Administration in Kenya

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Abstract: *This paper examines the challenges faced by Kenyan secondary schools in the use of ICT to enhance school administration. Although many secondary schools introduced computers in great numbers starting early 1990's, there is limited data on their use to facilitate school administration. Due to this glaring gap, the study on which this paper is based was designed to investigate the use of ICT in the administration of Kenyan secondary schools. The study was conducted in 12 randomly selected secondary schools that had introduced computers in, Nandi North District. The study assessed the experiences of administrators and teachers in these schools. A descriptive survey research design was used where both quantitative and qualitative methodologies were employed. Data collection methods included closed and open-ended questionnaires, open-ended interviews and observation. The teachers that participated in filling the questionnaires were selected by random sampling, while all principals and computer teachers participated in the interviews. Analysis through the use of SPSS computer programme was carried out on the responses of 128 respondents who returned the questionnaires. The findings of the study showed that ICT, as an administrative tool in secondary schools was not used effectively to address administrative issues. It was employed mainly for clerical activities and to a lesser extent on a few other administrative duties, particularly processing of examinations. Major challenges faced by the schools which have contributed to the limited use of ICT in school administration included lack of adequate training in ICT for teachers and administrators, limited computer hardware dedicated to administrative work, lack of time and absence of appropriate administrative software. The study findings suggest that for successful implementation of ICT in support of school administration in secondary schools in Kenya; innovative strategies that include training and the formulation of an ICT policy, which in Kenya is currently approaching completion, are required.*