ABSTRACT

Integration of Information and Communication Technology (ICT) in academic performance management is intended to promote efficiency and effectiveness in operations with the intention of increasing the productivity in the administration.. Despite adoption of ICT in management of schools for the purpose of improving the schools performance, in Rarieda Sub-County, the performance of students in Kenya Certificate of Secondary Education (KCSE) examination has over the years been below average and with a mean score of 4.985 in 2006 to 5.965 in 2010.KNEC(2010) . The purpose of this study was to establish the influence of ICT usage on academic performance in KCSE in Rarieda Sub-County, Siaya County. Specific objectives of the study were to establish the following : the nature of ICT resources for management; teachers' and other auxilliary staff competency in ICT; teachers' and students attitudes towards adoption of ICT . The conceptual framework related the extent of adoption of ICT in management on the performance of the schools. A review of literature revealed mixed results with some having improved performance while others observed poor performance. The study adopted a descriptive survey design, consisted of saturated sampling for all the head teachers in Rarieda Sub-County and purposive sampling for all the class teachers, and 1 District Quality Assurance and Standard Officer (DQASO). The study adopted a census technique to select the schools in the district. Data collection instruments were questionnaires, interview schedule. Face validity of the instruments were determined and ascertained by experts in the faculty of education while 3 schools were used for a pilot study to determine reliability of data collection instruments. Quantitative data were analyzed using descriptive statistics such as frequency counts, percentages and means. Qualitative data were transcribed, put into various categories and reported in an on-going process as themes and sub-themes emerged.. The study found that most schools had not set up ICT infrastructure in their schools and this hampered the implementation of ICT to aid management. Specifically only 19 (59.37%) schools had computer infrastructure present in them, 10 (31.25%) schools had printers, 8 (25%) schools had scanners, 4 (12.5%) schools had LCD projectors, 3 (9.38%) schools had flash discs, 3 (9.38%) schools had photocopier, 2 (6.25%) schools had cameras, radios and internet modems. Lastly 1 (3.13%) school had a type writer. The schools that had adopted ICT in management were more efficient at 5% level of significance as indicated by the improvement in the academic performance of those schools. Findings of the study may help policy makers be aware of challenges and opportunities faced in the integration of ICT in management and assist in the review and implementation of ICT policy in the schools. The study recommends that the ministry of education to revamp and fund the computer for schools program so as to ensure that all schools have access to computers and that schools should budget to facilitate ICT training of selected teachers from every department. These teachers should in turn be trainers of trainers (TOTs) for all the other teachers on how to adopt ICT in management. The study suggests that a similar study needs to be done in other counties more so counties that are largely urban like Nairobi. This will be important so as to compare with the findings from this study. This study also suggests that research needs to be done so as to ensure whether this was as a result of underlying factors other than ICT. Such underlying factors maybe the contribution of the teachers or discipline and hard work of the students.