

## ABSTRACT.

This study was set to determine the effect of integrating, use and limitations of Information Communication and Technology (ICT) in the delivery of services in public secondary schools in Siaya County, Kenya. Although many secondary schools introduced computers in great numbers starting early 1990s, there is limited information on their use to facilitate delivery of services in school administration and management. Specifically, there is scarcity of information on the extent to which ICT is being used in school management in secondary schools, the types of administrative uses of ICT by school managers and challenges affecting the integration of ICT in the management systems in secondary schools. Therefore, the purpose of this study was to determine the effect of integrating ICT in the delivery of services in public secondary schools in Siaya County. Literature from Siaya County reveals that while a lot of attention has been directed toward acquisition of ICT equipment, little has been done to integrate them into school management system. The study objectives were to determine the areas in which ICT is being used in the delivery of management services in public secondary schools in Siaya County, the effect of the use of ICT in the delivery of management services in public secondary schools, factors limiting the use of ICT in the delivery of services in public secondary schools and to recommend strategies of enhancing ICT in the delivery of services in public secondary schools in Siaya County. The theoretical framework that guided the study was Social Transformation Theory in Education and Visscher (1992) conceptual model of school information system, which were used to show the relationship between variables. The research design that was used is descriptive survey. The study population consisted of 167 Principals, 167 Secretaries, 167 Deputies, 167 Bursars/Accounts' clerks and 334 Heads of Departments (HODs). Saturated sampling technique was used to select 48 principals. Purposive sampling technique was used to identify 48 schools that had incorporated ICT in their management system in secondary schools. This helped in selecting one head of department in charge of examinations and one in charge of boarding in each sampled schools, giving a total of 96 heads of departments, 48 Deputy Principals, 48 Secretaries and 48 Bursars/Accounts' clerk. Questionnaires were administered to the H.O.Ds, Deputy Principals and Bursars/Accounts' clerks to gather data on the level of ICT incorporation in management in secondary schools. To ensure validity and reliability of the research instruments, experts from the School of Education, Jaramogi Oginga Odinga University of Science and Technology scrutinized the research instruments. A pilot study of 5 schools was equally conducted in the schools not sampled for the study. Results revealed that there were several areas where ICT was being used in school management such as keeping students personal and health records, academic progress records, financial transaction records. Other areas like staff personal records, school policies and history, school academic performance records, school facilities and equipment records were also rated as areas where ICT was being used by the school administration. However, the study also revealed factors limiting ICT usage as inadequate finance, inadequate ICT facilities, and unskilled staff and fear of access of confidential data. The study recommended strategies to be put in place to ensure optimum ICT use in school management such as seeking grants from government and donors, prioritizing ICT equipments in the school board of management, organizing workshops and educating staff on the importance of ICT in school management. The study is significant in that the findings might have practical implications for the future access and expansion of ICT in the delivery of management services in secondary school system in Kenya.