

**Influence of Information Communication and Technology Project
Implementation on Academic Performance in Public Secondary Schools in
Taita Taveta County, Kenya**

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Abstract

This study sought to untangle why, despite the implementation of ICT projects, schools have not improved academic performance. The objectives of the study were; to determine the influence of ICT infrastructural implementation on academic performance in public secondary schools, assess the influence of ICT staff training implementation on academic performance in public secondary schools, establish the influence of ICT technical support implementation on academic performance in public secondary schools, find the influence of ICT financing implementation on academic performance in public secondary schools and to determine the influence of ICT policies implementation on academic performance in public secondary schools. A descriptive survey design was applied for the study. The targeted population was 520 out of which a sample size of 84 was used through a simple random sampling method. Questionnaires were used to collect primary data while the interview was used to collect secondary data from the principals and education officers. Data were analyzed through the use of MS Excel and Statistical Package for Social Science. The presentation was done using tables and frequencies. Mean, standard deviation and study hypothesis were processed through the use of descriptive statistics and inferential were used. On findings, hypotheses were tested on 0.05 level of significance and it showed that both ICT infrastructure and ICT staff training were significant at $p=0.001$ and $p=0.047$ respectively. The rest of the factors were not significant. Spearman's correlation was also used to find the relationship between the dependent variable of academic performance and factors of ICT infrastructure, staff training, technical support, financing, and policies. Only ICT infrastructure and staff training at $r=0.891$ and $r=0.672$ respectively were strongly correlated to academic performance. The conclusion was that there exists a significant relationship between ICT infrastructures and ICT staff training on academic performance. There was no significant relationship between ICT technical support, financing and policy implementation on school

academic performance. Recommendations were that more ICT infrastructural resources still needed in schools. Teachers, students, non-teaching and school administrators should be trained better on using ICT. Schools to prioritize ICT budgets in their plans, all students need to be introduced to basic ICT skills in the lower classes, the school's administration needs to embrace ICT as a key resource for modern teaching and learning.

Keywords: School academic performance, ICT infrastructural implementation, ICT staff training implementation, ICT financing implementation, ICT policy implementation

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