

Effectiveness of Integrating Information Communication Technology in Enabling E-Leadership in Public Secondary Schools, Busia County, Kenya

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Abstract

This research sought to assess the effectiveness of ICT integration in enabling the e-leadership of public secondary schools in Busia County, Kenya. The target population was 145 public schools in the County. The research examined: the extent to which school leaders integrate ICT in their roles; benefits of integrating ICT in the leadership of public secondary schools; how integration of ICT enabled e-leadership of public secondary schools; and ways in which ICT integration, for e-leadership, could be improved. The research was grounded on Diffusion of Innovations theory by Rogers. The research employed a quantitative paradigm. A crosssectional survey design was adopted. Systematic random sampling technique of 14 public schools was employed, while the school leaders, including 14 principals, 42 teachers and 14 support staff was sampled using Stratified Random Sampling. Questionnaires was employed in gathering quantitative data. The data was analysed in descriptive statistics such frequencies, sum, mean and percentages and presented in table. In view of the data obtained, there was a marked difference between the ways in which support staff and teachers were integrating ICT in their administrative roles, integrating ICT in the leadership of public secondary schools was deemed to improve access to a motivating learning and teaching environment that provides a good interface between theory and practice, as well as improve efficiency. The principals' scores on LPI Scale showed an effectiveness of 65.44%. Mounting workshops for equipping teachers with adequate ICT skills and enhancement of internet connectivity to schools were found to be the best strategies for improving ICT integration in leadership roles.

Key words: Effectiveness, Integrating Information Communication Technology , Enabling E-Leadership, Public Secondary Schools, Busia County, Kenya

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