

ICT in secondary school administration in rural southern Kenya: An educator's eye on its importance and use

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Abstract

This study investigated whether there was a significant difference between teachers' and administrators' perceptions on the importance of Information and Communications Technologies (ICT) in secondary school administration and evaluated the extent to which it was used by administrators. In this study, administrators are those involved in the day to day running of secondary school duties such as: the principal, deputy principal and heads of departments. The researchers used a descriptive-comparative research design to obtain information on the current status of ICT. The t-test was used to establish whether there was any significant difference in perceptions while a Pearson product-moment correlation coefficient was used to find whether there was any significant relationship between educators' perceptions of the importance and extent of ICT use in secondary school administration. Both teachers and administrators rated the use of ICT in secondary school administration as important. Teachers and administrators viewed the use of ICT in student administration as equally important. Administrators rated the importance of using ICT in supervision of instruction and in student administration more highly. There was a significant difference between the perceptions of teachers and administrators on the importance of ICT use in the following areas of secondary school administration: student administration, general administration and supervision of instruction.

Keywords: Information; Communication; Technology; Educators; administrators

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