

# Relationship Between ICT Usage For Record Keeping And Principals' Administrative Quality In Public Secondary Schools In Homabay County

Obuoda Gilbert

Dawo Jane Irene

Sika James

Maseno University, Department of Education Management and Foundations, Maseno, Kenya

*Abstract: Information Communication Technology (ICT) entrenchment in school management is vital for optimization of education organizational outcomes. Studies in various counties in Kenya on effect of ICT entrenchment in individual subjects reveal improvement in subsequent KCSE means core in the period 2010-2015 given the value addition associated with ICT. However, in Homabay County, KCSE results from the period 2013 has fluctuated negatively dropping by a mean standard score of 2.4 by 2017 for ICT entrenched secondary schools. This was more than the drop of 1.2, 1.0, and 1.0 realized in neighboring Migori, Kisii, and Kisumu Counties respectively for such schools. Literature reveals weak human relations in ICT work environment which may threaten human input. It also indicates that skilled managers may manipulate subordinates positively by referring to efficiently kept records for effective application. Given that principals are key to ICT-tools operations, the purpose of this study is to establish the relationship between ICT Usage in record keeping and principals' administrative quality of public secondary schools in Homabay County. The conceptual framework will be drawn from Socio-Technical Systems Theory (Von Bertalanffy,1968). The study employed descriptive and correlation research design. Population of the study consisted of 102 principals, deputy principals, ICT-Usage Teacher-in-charge, and 1498 teachers. Saturated Sampling technique selected 91 principals, deputy principals, ICT-Usage teacher-in-charge, and Simple Random sampling for 310 teachers. Data collection instruments were questionnaire, document analysis, and interview schedule. Test-retest was used for piloting involving 11 principals, 11 deputy principals, 11 ICT-Usage teacher in-charge, and 20 teachers. Qualitative data was categorized thematically as they emerged while quantitative data was subjected to Pearson's Product Moment Correlation Coefficient (r) and coefficient of 0.7 considered acceptable. The study findings shall be useful for generating information about the usage of ICT and ways in which it aids principals' administrative quality. The study found that both according to ICT teachers and Deputy Headteachers, principals' ICT usage was regular at a mean of 2.5-3.4. In addition, there was a strong positive correlation between ICT usage in record keeping and principal's administrative quality. Teacher-related records were of most importance to principals whereas for teachers, it was student-related records to achieve optimized school management outcomes. It therefore recommended enhanced ICT usage for record keeping for increased principal's administrative quality.*

*Keywords: Record keeping; Information Communication Technology; principal's administrative quality; Homabay County, Kenya*

## I. BACKGROUND TO THE STUDY

Implementation of ICT can transform the existing school system by raising the efficiency and effectiveness in school

management. Papaioannon and Charalambous (2011) stressed that ICT when effectively used for school records management can be used to manipulate the teaching learning environment for enhanced school outcomes. For instance, for

student motivation, appropriate reference to records stimulate their interests, increase their self-esteem and self-confidence, increase their creativity, allow inter-activity, enhance critical thinking, and increase their attainments among other benefits. Laara (2013) states that ICT enhances teachers' efficiency and enthusiasm encourage their planning and operations, help them adopt student-centered teaching strategies, reduce workload, and improve relationship between teachers and students. School leadership plays a major role in the implementation of ICT in schools (Makhanu & Kamper, 2012). Laara (2013) notes that the successful implementation of ICT in schools greatly depends on the effectiveness of school leaders to manage change. This is in agreement with Dawo (2015) whereby school supervisors with apt change management skills are likely to experience success. From the foregoing, the value of school records management cannot be gainsaid.

Management of secondary schools needs participation in formulating quality programs assisted by ICT in order to improve school performance and foster creativity (Menjo & Boit 2012). According to Makhanu (2010), secondary school principals should lead the way by comprehensive and concerted commitment in dealing with challenges that result to lack of effective usage of technology to ensure effective and efficient communication of policies, goals, quality programs and expectations of the institutions for an overall school performance. This is a gap which this study would like to address by determining the relationship between ICT usage in internal communication management and principals' administrative quality of public schools.

In this respect, many schools in Kenya has embraced ICT for records management in a bid to aligning themselves to the tone of several government policies with a view to enhancing organizational (KCSE) outcomes. These documents of value include Kenya vision 2030 (Republic of Kenya, 2008) and Economic recovery strategy for wealth and employment creation (Republic of Kenya,2003). However, despite evident ICT-entrenchment in Homabay County Schools, KCSE results dropped by 2.4 while its neighbouring counties dropped by 1.2, 1.0 and 1.0 respectively for Migori, Kisii and Kisumu, indicating that ICT-entrenchment in schools had worst effect in Homabay County, Kenya. Therefore it was important to investigate the relationship between ICT Usage in records keeping and principals' administrative quality of public secondary schools in Homabay County

#### HYPOTHESIS OF THE PROBLEM

H<sub>01</sub> There is no relationship between ICT usage in record keeping and principals' administrative quality in public secondary schools in Homabay County.

#### STATEMENT OF THE PROBLEM

Despite the fact that literature reveals weak human relations between bosses and subordinates in ICT entrenched work environments, such technology-based management of institutions is designed to lead to enhanced work input for improved output due to value addition. However, in Homabay County KCSE results of ICT entrenched public secondary

schools over the year 2013 and 2017 indicated a drop of 2.4 in mean standard score that was greater than the drop indicated in Migori, Kisii, and Kisumu Counties, of 1.2, 1.0, and 1.0 respectively. In addition, comparatively non-ICT-entrenched secondary schools in Homabay had a drop-in performance that was less than the ICT entrenched, there by negating the expected value addition attached to ICT-entrenchment. KCSE result being the key indicator of wholesome quality of all activities in school setting, the comparatively drop in performance in Homabay County raises concern to education stakeholders. Due to this, it is important to consider the quality of principals' administration in respect of record management that is vital for institutional memory. Being the manager, the principals directly interact by way of record keeping in line with stakeholder requirements, key among them, being teachers, Deputy Head teachers and ICT teachers for effective use of institutional memory. Therefore, this study seeks to investigate the relationship between ICT-Usage in record keeping and principals' administrative quality of public secondary schools in Homabay County.

## II. LITERATURE REVIEW

ICT facilities assist principals in meeting the tasks of record keeping in the areas of curriculum instruction, school business operations, and school community relationship. The computers are capable of storing thousands of files in its memory (Atsu & Muosu 2014). The establishment of ICT facilities in schools, colleges, universities, and other tertiary institutions and research institutes in Nigeria was for educational and research purposes. However, the management and policy formulators realized the potential of ICT equipment in the areas of educational administration. This may include areas such as admissions, examination, accounting, inventory management, and library materials management, student record keeping, and other areas. ICT facilities are well suited for information processing tasks because of their speed, accuracy, ability to store large data in an accessible form. Ogechukwu and Oswagwu (2009) observe that school systems have grown in size and scope of their activities; computer technology has provided mechanism for administrators to keep abreast of increasing demands for current and documented information.

In Kenya , through needs assessment survey, it was established that, with exception of KNEC, TSC, and HELB, the staff capacity to use electronic based systems remains low thus resulting to manual processing of data at nearly all levels of the Ministry of Education Science and Technology (Republic of Kenya, 2005).This implies that there is need for school administrators to develop sufficient knowledge of computer basics such as word ;processor which helps in the production of high quality documents, spreadsheet which deals with arithmetical operations like analyzing examination and preparing report forms, and data base which is used to store, manipulate and retrieve data.

III. RESULTS AND DISCUSSION

ICT USAGE IN RECORD KEEPING IN PUBLIC SECONDARY SCHOOLS IN HOMABAY COUNTY

In exploring the views of respondents (deputy principals and ICT teachers), a Likert scaled itemed questionnaire was used. The items of the questionnaire were indicators of use ICT usage in record keeping. The responses were scored using a four-point continuum scale; strongly agree (4 points), agree (3 points), disagree (2 points) and strongly disagree (1 point). The scores were summated to measure the respondents' attitude on the use of ICT usage in record keeping in their schools. Their views were summarized in percentage frequencies as shown in Table 1.

Aspects Records	4	3	2	1	Mean	SD
Admissions	50(54.9%)	39(42.9%)	2(2.2%)	0(00%)	3.52	0.43
Registration	48(52.7%)	40(44%)	3 (3.3%)	0 (00%)	3.47	0.85
Student Attendance	0(0.0%)	7 (7.7%)	39(42.9%)	45(49.4%)	1.58	0.64
Personal biodata	40(44%)	27(29.7%)	9(9.9%)	5(5.5%)	2.9	0.90
Boarding facilities	45(49.4%)	35(38.4%)	9(9.9%)	2(2.2%)	3.49	0.52
Safety Practices	42(46.2%)	34(37.4%)	12 (13.2%)	2(2.2%)	3.25	0.87
Health Services	49(42.8%)	27(40.7%)	13(14.3%)	2(2.2%)	3.35	0.71
Recreational services	15(16.5%)	35(38.4%)	21(23.1%)	20(22%)	2.49	0.97
Transportation services	21(23.1%)	33(36.3%)	25(27.4%)	12(13.2%)	2.69	0.92
Record of work	37(40.7%)	45(49.4%)	8(8.8%)	1(1.1%)	3.29	0.86
Time Table	55(60.4%)	30(33%)	5(5.5%)	1(1.1%)	3.52	0.91
Exam results	54(59.3%)	30(33%)	6(6.6%)	0(00%)	3.49	0.67
Teaching loads	59(64.8%)	20(22%)	12(13.2%)	0(00%)	3.51	0.84
Staff Attendance	44(48.4%)	33(36.3%)	14(15.3%)	0(00%)	3.32	0.89
Promotions/ appointments	29(31.9%)	42(46.2%)	11(12%)	9(9.9%)	3.0	0.78
Staff welfare	30(33%)	21(23.1%)	28(30.7%)	12(13.2%)	1.65	0.82
Loans						
Staff Leaves	43(47.3%)	20(22%)	12(13.2%)	16(17.5%)	2.51	0.56
Average					3.00	0.71

Key: 4- Always; 3- Sometimes; 2- Rarely; 1- Never

Source: Survey data (2019)

Table 1: Deputy Headteacher Responses on ICT Usage in Record Keeping in secondary schools in Homabay County (N=91)

Interpretation: 1-1.4-Minimal usage; 1.5-2.4-Satisfactory usage; 2.5-3.4- Regular usage; 3.5-4.0-Common usage.

DHT: Deputy Headteacher

The findings of the study established that, according to Deputy Headteachers, generally ICT is regularly used in the management of records keeping in many of the schools within the county. This was reflected by a mean rating of 3.00 with standard deviation of 0.71 in the scale of 1-4. This finding implies only a regular usage level of entrenchment of computer application in records management.

Following is Table 2 which shows the opinion of ICT teachers on school records keeping.

Aspects Records	4	3	2	1	Mean	SD
Admissions	62(68.1%)	17(18.7)	12(13.2%)	0(00%)	3.54	0.55
Registration	65(71.4%)	21(25.3%)	3(3.3%)	0(0.0%)	3.98	0.57
Student Attendance	35(38.5%)	28(30.8%)	28(30.8%)	0(00%)	3.07	0.65
Personal bio-	27(29.7%)	33(36.3%)	24(26.4%)	7(7.7%)	2.87	0.89

data						
Boarding facilities	39(42.8%)	28(30.8%)	24(26.4%)	0(00%)	3.16	0.75
Safety Practices	35(38.5%)	29(31.8%)	20(22%)	7(7.7%)	3.01	0.78
Health Services	42(46.2%)	18(19.8%)	31(34%)	0(00%)	3.12	0.82
Recreational services	19(20.9%)	18(19.8%)	21(23%)	33(36.3%)	2.03	0.97
Transportation services	9(9.9%)	20(22%)	33(36.3%)	29(31.8%)	2.09	0.99
Record of work	47(51.6%)	28(30.8%)	7(7.7%)	9(9.9%)	2.36	0.70
Time Table	59(64.8%)	17(18.7%)	10(11%)	5(5.5%)	3.42	0.76
Exam results	70(76.9%)	10(11%)	7(7.7%)	4(4.4%)	3.60	0.63
Teaching loads	39(42.8%)	30(33%)	22(24.2%)	0(00%)	3.23	0.78
Staff welfare	30(33%)	32(35.2%)	19(20.8%)	10(11%)	2.90	0.73
Attendance						
Promotions/ appointments	17(18.7%)	35(38.5%)	33(36.3%)	6(6.6%)	2.69	0.97
Staff welfare	22(24.2%)	21(23%)	28(30.8%)	20(22%)	2.49	0.38
Loans						
Staff Leaves	40(44%)	31(34%)	20(22%)	0(00%)	3.21	0.25
Average					2.44	0.63

Key: 4- Always; 3- Sometimes; 2- Rarely; 1- Never

Source: Survey data (2019)

Key: 4- Always; 3- Sometimes; 2- Rarely; 1- Never

Source: Survey data (2019)

Table 2: ICT Teacher Responses on ICT Usage in Record Keeping in secondary schools in Homabay County (N=91)

Interpretation: 1-1.49- Minimal usage; 1.5-2.49- Satisfactory usage; 2.5-3.49-Regular usage; 3.5-4.0-Common usage.

ICT TR: ICT and computers in charge teachers in school (ICT teacher)

The findings of the study in Table 2 established that, according to school computer-in-charge teachers, generally ICT is regularly used in record keeping in many of the schools within the county. This was reflected by a mean rating of 2.44 with standard deviation of 0.63 in the scale of 1-4. This finding implies a satisfactory level of entrenchment of computer application in records management of schools, evidence of under-utilization from perspective of ICT teachers. Therefore, it can be concluded that ICT teachers (Table1) and Deputy Headteachers (Table2) are not in agreement over the level of usage of ICT in schools in Homabay County. Notably, the study established that secondary schools in Homabay County apply ICT in various aspects of keeping their records but at different levels of frequencies.

It emerged that a significant majority of secondary schools in Homabay County always use ICT in keeping records of admissions, registrations and examination results, as they were the top rated aspects. For instance, in the case of admissions, 50 (54.9%) of deputy principals and 62 (68.1%) of ICT teachers confirmed that they always use ICT in keeping record of the admissions they make which is consistent with the mean rating of 3.52 (SD=0.43) and 3.54 (SD=0.55) by deputy principals and ICT teachers, respectively. Similarly, 48 (52.7%) and 65 (71.4%) of deputy principals and ICT teachers, respectively, admitted that they always use ICT in keeping records of the registrations they make. This was reflected by mean ratings of 3.47 (SD=0.88) and 3.98 (SD=0.52) from deputy principals and ICT teachers, respectively. Similarly, it was discovered that a fair majority of secondary schools in Homabay County do not always apply ICT in keeping records of student attendance, personal bio

data, boarding facilities, health services, time table, teaching load, staff attendance and promotions

Interview revealed that according to 11(55%) headteachers sampled teachers record of work, student attendance and finally the timetable were the priority order; for 6(30%) of headteachers, the school timetable, followed by teacher record of work and eventually student attendance was the priority order. This means that teacher-related records were more important than student related records. For teachers 18(90%) indicated that the most important for them was student attendance records while the remaining 2(10%) identified the school timetable. This denotes a contrast in perception as regards records that facilitate school outcomes. In all schools timetable were openly displayed in staffrooms and in the headteachers' offices, in all cases indicating respective teacher, classroom, subject lesson against expected time of attendance. The school routine was also infused in teaching timetable to include breaks, lunch, games and prep times. In line with this Dawo, Kawasonga & Gogo (2015) in analyzing relationship between school workload management and teacher transfer intention found that record records were a buffer against headteacher ad hoc management initiatives, sometimes by guesswork. This greatly reduced workplace conflict, thus enhanced probability of harmonized organizational initiatives.

Admin. Quality	1	2	3	4	Mean	SD
Consultative	225(75%)	45(15%)	30(10%)	0(0.0%)	1.35	0.79
Delegative	162(54%)	99(33%)	39(13%)	0(0.0%)	1.59	0.74
Available	135(45%)	126(42%)	39(12%)	0(0.0%)	1.68	0.78
Assertive/Focused	189(63%)	90(30%)	21(7%)	0(0.0%)	1.44	0.63
Approachable/ accessible	159(53%)	120(40%)	21(7%)	0(0.0%)	1.54	0.82
Visible	159(53%)	87(29%)	48(16%)	6(2%)	1.67	0.80
Knowledgeable/ Dependable	183(61%)	84(28%)	33(11%)	0(0.0%)	1.53	0.65
Objective/ Open minded	153(51%)	114(38%)	27(9%)	6(2%)	1.62	0.69
Average					1.55	0.69

Key: 4- Strongly agree, 3- Agree, 2- Disagree, 1- Strongly disagree

Source: Survey data (2019)

Table 3: Teacher Responses on Principal's Administrative Quality in Secondary Schools in Homabay County (N=300)

INTERPRETATION: 1-1.4- Minimal compliance; 1.5-2.4- Satisfactory compliance; 2.5-3.4- Regular compliance; 3.5-4.0- Common compliance.

Table 3 reveals that at a mean rating of 1.55 with a standard deviation of 0.69, headteacher administrative quality from the teachers' point of view is satisfactorily compliant given that in all aspects majority of them strongly disagree with the stated positive human characteristics that are necessary for quality administration listed in the Likert scale.

## HYPOTHESIS

H<sub>0</sub>2: There is no relationship between ICT usage in school record-keeping and principals' administrative quality in public secondary schools in Homabay County.

To establish the statistical relationship between ICT usage in school record-keeping and principals' administrative quality in public secondary schools in Homabay County, the null hypothesis was tested. Parametric tests, Pearson Moment Coefficient and regression analysis were conducted, with scores on ICT usage in school record-keeping as the independent variable and principals' administrative quality as

the dependent variable. The level of ICT usage in school record-keeping and principals' administrative quality were computed from frequency of responses. Mean response across a set of questions of Likert scale responses in each item was computed to create approximately continuous variable but within an open interval of 1 to 5, that is suitable for the use of parametric data, as explained by Johnson & Creech (1983) and Sullivan & Artino (2013), where high scale ratings implied high perceived level of ICT usage in school record-keeping and principals' administrative quality in public secondary schools. The significant level (p-value) was set at .05, such that if the p-value was less than 0.05, the null hypothesis would be rejected and conclusion reached that a significant difference exists. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist as shown in Table 4 and Table 5.

		Principals' Administrative Quality	Record Keeping Management
Principals' Administrative Quality	Pearson Correlation	1	.361**
	Sig. (2-tailed)		.000
	N	90	90
Record Keeping Management	Pearson Correlation	.361**	1
	Sig. (2-tailed)	.000	
	N	90	90

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 4: Deputy Headteacher Outcomes on Relationship between ICT Usage in Record Keeping and Principals' Administrative Quality (N=91)

The finding of the study (Table 4) shows that there was statistically significant positive correlation between ICT usage in school record-keeping and principals' administrative quality in public secondary schools ( $r = .361$ ;  $p < .05$ ). Given that the relationship is statistically significant, the hypothesis that, "there is no statistically significant relationship between ICT usage in school record-keeping and principals' administrative quality in public secondary schools in Homabay County" was rejected.

		Principals' Administrative Quality	Record Keeping Management
Principals' Administrative Quality	Pearson Correlation	1	.402**
	Sig. (2-tailed)		.000
	N	90	90
Record Keeping Management	Pearson Correlation	.402**	1
	Sig. (2-tailed)	.000	
	N	90	90

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 5: ICT Teacher Outcomes on Relationship between ICT Usage in Record Keeping and Principals' Administrative Quality (N=91)

The finding of the study (Table 5) shows that there was statistically significant positive correlation between ICT usage



in school record-keeping and principals' administrative quality in public secondary schools ( $r = .402$ ;  $p < .05$ ). Given that the relationship is statistically significant, the hypothesis that, "there is no statistically significant relationship between ICT usage in school record-keeping and principals' administrative quality in public secondary schools in Homabay County" was rejected.

Findings in Table 1(N=91) and Table 2(N=91) were similar in respect of their position set at regular (2.5-3.4) besides the fact that they both found statistically significant relationship. This was probably due to the fact stated by 20 (100%) principals said that they always work with both the ICT teacher and Deputy Headteacher in ICT operations in school. The outcome was analyzed jointly (N=182) to find the results displayed in Table 6, Table 7, Table 8, and Table 9.

		Principals' Administrative Quality	Record Keeping Management
Principals' Administrative Quality	Pearson Correlation	1	.466**
	Sig. (2-tailed)		.000
	N	181	181
Record Keeping Management	Pearson Correlation	.466**	1
	Sig. (2-tailed)	.000	
	N	181	181

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 6: Relationship between ICT Usage in Record Keeping and Principals' Administrative Quality (N=182)

The finding of the study (Table 6) shows that there was statistically significant positive correlation between ICT usage in school record-keeping and principals' administrative quality in public secondary schools ( $r = .466$ ;  $p < .05$ ). Given that the relationship is statistically significant, the hypothesis that, "there is no statistically significant relationship between ICT usage in school record-keeping and principals' administrative quality in public secondary schools in Homabay County" was rejected. Therefore, it was concluded that there is statistically significant relationship between ICT usage in school record-keeping and principals' administrative quality in public secondary schools in Homabay County, with high level of ICT usage in school record-keeping resulting to improved principals' administrative quality in public secondary schools and vice-versa.

However, to estimate the level of influence of ICT usage in school record-keeping on principals' administrative quality in public secondary schools, a coefficient of determination was computed using of regression analysis and the result was as shown in Table 7.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.466 <sup>a</sup>	.217	.212	.36439

a. Predictors: (Constant), Record Keeping Management

Table 7: Model Summary on Regression Analysis of Influence of ICT Usage in School Record-Keeping and Principals' Administrative Quality

The model summary (Table 7) reveals that ICT usage in school record-keeping accounted for 21.2%, as signified by coefficient Adjusted  $R^2 = .212$ , of the variation in principals'

administrative quality in public secondary schools. This finding implies that variation in the level of ICT usage in school record-keeping explains about 21% of the variability in a principals' administrative quality. This is a large influence on a dependent variable by one predictor, hence, it signifies the importance of ICT usage in school record-keeping on principals' administrative quality in public secondary schools.

Table 8 shows the coefficients values of regression model of the influence of ICT usage in school record-keeping and principals' administrative quality.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	2.097	.200		10.511	.000	1.703	2.491
Record Keeping Management	.410	.060	.466	6.786	.000	.291	.530

a. Dependent Variable: Principals' Administrative Quality

$$Y = \alpha + \beta x + \epsilon$$

Table 8: Coefficients- Influence of ICT Usage in School Record-Keeping and Principals' Administrative Quality

Principals' Administrative Quality = 2.097 + 0.410x + error term.

From the model it is evident that the slope coefficient for ICT usage in school record-keeping management was .410, implying that principals' administrative quality improves by 0.410 units for each one unit rise in ICT usage in school record-keeping management. Similarly, an improvement in ICT usage in school record-keeping management by one standard deviation up-shoots improvement of principals' administrative quality by .466 standard deviations.

Further, to investigate whether ICT usage in school record-keeping was a significant predictor to principals' administrative quality in public secondary schools, Analysis of Variance was conducted, in line with the recommendation by Creswell (2014), as shown in Table 9.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	6.115	1	6.115	46.052	.000 <sup>b</sup>
1 Residual	22.042	181	.133		
Total	28.156	182			

a. Dependent Variable: Principals' Administrative Quality

b. Predictors: (Constant), Record Keeping Management

Table 9: ANOVA- Influence of ICT Usage in School Record-Keeping on Principals' Administrative Quality in Public Secondary Schools

From the ANOVA output, it is evident that ICT usage in school record-keeping is a significant predictor to principals' administrative quality in public secondary schools,  $F(1, 181) = 46.052$ ,  $p = .000 < .05$ ; Adjusted  $R^2 = .170$ . Therefore, it was concluded that ICT usage in school record-keeping is a significant predictor to principals' administrative quality in public secondary schools. This suggests that principals who appropriately incorporates ICT usage in school record-keeping is expected to presents high administrative quality in public secondary schools and vice-versa.

#### IV. CONCLUSION

It is concluded that there is statistically significant relationship between ICT usage in record keeping and principals' administrative quality in public secondary schools in Homabay County. The study found out that ICT usage in record keeping is a significant predictor to principals' administrative quality in public secondary schools and hence schools whereby there was high level of ICT usage in record keeping were associated with enhanced principals' administrative quality in public secondary schools and vice-versa.

#### V. RECOMMENDATIONS

School management should enhance ICT usage in record keeping to enhance principal's administrative quality.

#### ABOUT THE AUTHORS

Obuoda Gilbert is a researcher undertaking PhD in Educational Administration at Maseno University while Dawo Jane Irene (Dr) and Sika James (Dr) are lecturers in Educational Administration and Educational Planning and Economics, respectively, at Maseno University, Kenya.

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