Impact of Computers' Implementation on Administration Use in Public Secondary Schools in Nyamira North District, Nyamira County- Kenya

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Abstract: **The purpose of this study was to establish the impact of computer implementation on administration use in public secondary schools in Nyamira North District.t. The objectives of this study were to; determine how computers were utilized, determine how the impact of computers was rated among the principals; HODs (Head of Department) bursars and librarians. The study utilized descriptive survey design. The researcher used four tools for data collection: principals', HOD's, Bursar's and librarians' questionnaire. The target population was 40 public secondary schools from where a sample of 12 schools was purposively obtained. The data were collected by the researcher by administering the tools himself. The data analysis was done using SPSS (Statistical Package of Social Sciences) and Chi-square was used to determine the level of significance of the impact of computer. The study found that only two schools in Nyamira North use computers in accounts offices and the library. It was also found that all management offices were inadequately prepared in use of computer skills. In the principals' offices, it was found that computers were mainly used for clerical jobs such as typing letters. Bursars used the computers to receive fees, pay vouchers, and prepare budgets and balance sheets. Librarians used computers to issue books, receive books, trace books and locate them on the shelves. The impact of computers were found to be great because they made work easier as they could detect and correct errors, store large volumes of work, edit documents and produce accurate reports. In accounts, computers had a great impact by availing up to date records and speeded work. In the library computers have a great impact in tracing books on loan, receiving and issuing books and locating books on the shelves hence guarding against loss of books?**

Keywords: **Impact, Computers', Administration, implementation.**

I.   INTRODUCTION

Background of the study

The use of computers in the education sector started in 1963. Computers were used to process personnel information, link local, regional and central administration offices. They were also used to analyze data on performance systems [9] [29]. A similar study by [8] found that computers were used to monitor students' drop out and repetition and in keeping records of attendance by teachers and students. Computer utilization in the education sector was borrowed from the business sector where it started in 1960 to mainly process employee information, networking departments and individual firms and customers [22].They were further used for communication between firms and customers through e-mail and website. This brought about the decentralization of services and networking and the improvement of service delivery. [9] [25] [7].

Evidence showed that use of computers in Kenya started in 1983 with the launch of the "Computers in Education Project in Kenya" (CEPAK). The project was subsequently evaluated in 1990. It started by introduction of small number of computers to a school in Nairobi [34]. It was further reinforced in 2002 by "Computer for Schools Kenya," a non-profit making organization distributed refurbished computers to schools with the aim of equipping the youth with computer skills to enable compete in the job market[20].

Various policies on ICT have since been developed in Kenya. These are e-government, e-learning and teaching and ICT for educational management of information systems (EMIS) [24]. Consequently, the Kenya vision 2030 emphasized that students and teachers should be presented with opportunities to develop skills in management, word processing, spread sheets management, e-mail and internet use as well as ICT integration awareness [18]. Kenya National Examination Council (KNEC) has made the registration of Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) online. Hence, school administrators are required to use internet for this service (KNEC, 2011). Though these policies have been put in place, a study on computer utilization in Kenyan schools indicated that use of ICT and its related technologies are at their early stages of development. However, there is evidence of development of e-content by K.I.E [15]. A study by[17] in Nandi North District showed that the challenges facing the use of computer in school administration were lack of training , limited hardware and software.

Statement of the problem

The current era of technology makes computer utilization relevant to the Millennium Development Goals and Kenya's Vision 2030. To achieve these goals, technology has to be integrated in all relevant sectors. Even though computers are expensive, public schools have been acquiring them for use in administration since 1983 when they were introduced. From the background of the study, it is evident that their use has an impact on school administration and affects productivity. Nyamira North is positioned in rural Kenya with 40 public secondary schools that high student population. Out of the 40 public secondary schools, only 12 had acquired computers for use. However, there is scarce information on the impact of computers on school administration. Therefore, this study investigated the impact of computer use in public secondary school administration in Nyamira North District, Nyamira County, Kenya.

The Purpose of the study

This study was designed to establish the impact of computer use on administration in public secondary schools in Nyamira North District.

Objectives of the study

The objectives of this study were to:

(i) determine how computers are utilized by principal's, HOD's, Bursar's and librarians in public secondary schools.

(ii) establish how the impact of computer use was rated among the principals, HODs, bursars and librarians for administrative use..

Research questions

The research questions of the study were:

(i) How computers were utilized in the principals', HODs', Bursars' and librarians' offices for administrative purposes?

(ii) How was the impact of computer use rated among principals, HODs, bursars and librarians? This research question was further investigated using the null hypothesis.

Ho: There is no significant relationship between use of computers on administration and quality of services delivered.

Significance of the study

Integration of computers into school administration has major benefits that are improvement of service delivery by producing accurate accounting reports, minimizing losses of books and tracing books on loan and monitoring students and teachers school attendance. The findings of this study will benefit school administrators (HoD's, BOGs', Headteachers') and MOE to plan for the introduction of computers to all public secondary school.

II.   LITERATURE REVIEW

The distribution and use of computers for administrative purposes

Studies by [10] indicate that competence is a key to the use of computers by principals in monitoring administrative activities. The study further shows that competence in operating a computer and in utilizing software may improve the quality and efficiency of administration in schools. Computer training is therefore crucial if principals are to use ICT effectively in their work.

A case study by [12] on pre-school leaders' practices in the use of ICT in Iran established and found that principals who had positive attitudes towards technology were very effective in introducing these new technologies into their schools. For example, they encouraged their colleagues to have ICT training, equip their schools with sufficient computers and ensure that staffs have access to relevant technology.

A study by [4] in the Rift Valley Province of Kenya, found that computers in secondary schools are only found in the principals' offices and at the secretaries' desks. These showed computers were mainly used for initially administration purposes in public secondary schools.

Use of computers for clerical work

In Iran, [24] studied the level of computer use by principals in secondary schools. The study established that principals used computers to generate reports, collect information and retrieve data.

[2] noted that computers could serve administration functions by replacing laborious paper work in the filing of records accumulated over a long period. They can further facilitate   budgeting and accounting on expenditure and correspondences by reducing paper work.

Similarly, a survey by[23] showed that computer was mainly used for administration than for academic work. The study further noted that computers were found in most offices and were used for word processing, mainly for typing letters and preparation of spreadsheets with no utility on data analysis. A similar study by[13] found that computers were used in communication, financial management and keeping of students records. [32] conducted a study on administrators' perception and experience towards use of computers in Kenyan secondary schools and found that the use of computers was worthwhile while non-users felt left behind technologically by the users. The non-user teachers further felt that they were left behind in terms of training and expressed the need of providing untrained teachers with professional training in ICT.

Use of computer in supervision and implementation of curriculum

Observations by [28] observed in the Philippines, schools administrators showed that computers were used in preparing and updating class schedules, staff administration and communication with persons outside the schools. However a study by[3], on computer use by secondary school principals in Iran found that when the age and administration experience were increased, the level of computer use by principals decreased. This was due to the fact that young aid new principals had exposure to computers during their training and had more experience in ICT.

[11] noted that computer functions override those of manual typewriters for they can produce accurate and correct examination papers. Computers ensure high speed, consistence, automatic control and networking capacity, hence are suitable for processing examinations and information in general.

In Edo State Nigeria,[30] found the level of access of internet to high school students was poor despite schools having computer laboratories. Instead students accessed internet from cyber cafes.

The use of computers in library management

[16] Observed   that information and communication technology for administration and management of schools in Cyprus could help librarians to build data base in relation to books available in library and information regarding them.

[1] outlined the features of ICT use in the library which included; web-based OPAC, multimedia and image links as well as remote patron access for renewing and retrieving information and pustakawan. Small libraries are also recommended to use free CDS – ISIS library software developed for UNESCO.

Observations by [6] show that the inevitability of the application of the information technologies to libraries and information systems had remained incontestable. That is why university libraries in Nigeria were making frantic efforts to automate their operations. [14] the Kisumu Chief Librarian said that the Kenya Government is networking all public libraries at provincial level to allow for e-library to enable Kenyans obtain integrated information thus enhancing literacy levels.

Impact of computer use on school administration

The use of computers in school administration involves functions as in communication, registration of students, preparing payroll, managing school funds, preparing and checking invoices paid and due, and planning the school budget[33].A study by[5] in Ekti state, Nigeria, found that computers are accurate and as such can store and disseminate huge amounts of information within the shortest time. **[27]** researched on, "Teachers' changing roles in computer assisted roles in Kenyan secondary school." and found that computers assist teachers to prepare worthy lessons with adequate class activities and learning aids and that it also empowered the learners to socialize and learn the subject. Further studies by study by[2] in Nigeria found that computers offered an improvement in the techniques of research. The exercise searching by hand through the library's card catalogue or periodical can be made easier by typing few key words pertinent to the research topic into a computer and the researcher can receive extensive list of related sources.

[21] observed that computers provide quick and easier ways of performing increased workload of library tasks with greater efficiency and that they enabled Nigerian libraries to establish positive correlation in the networking.
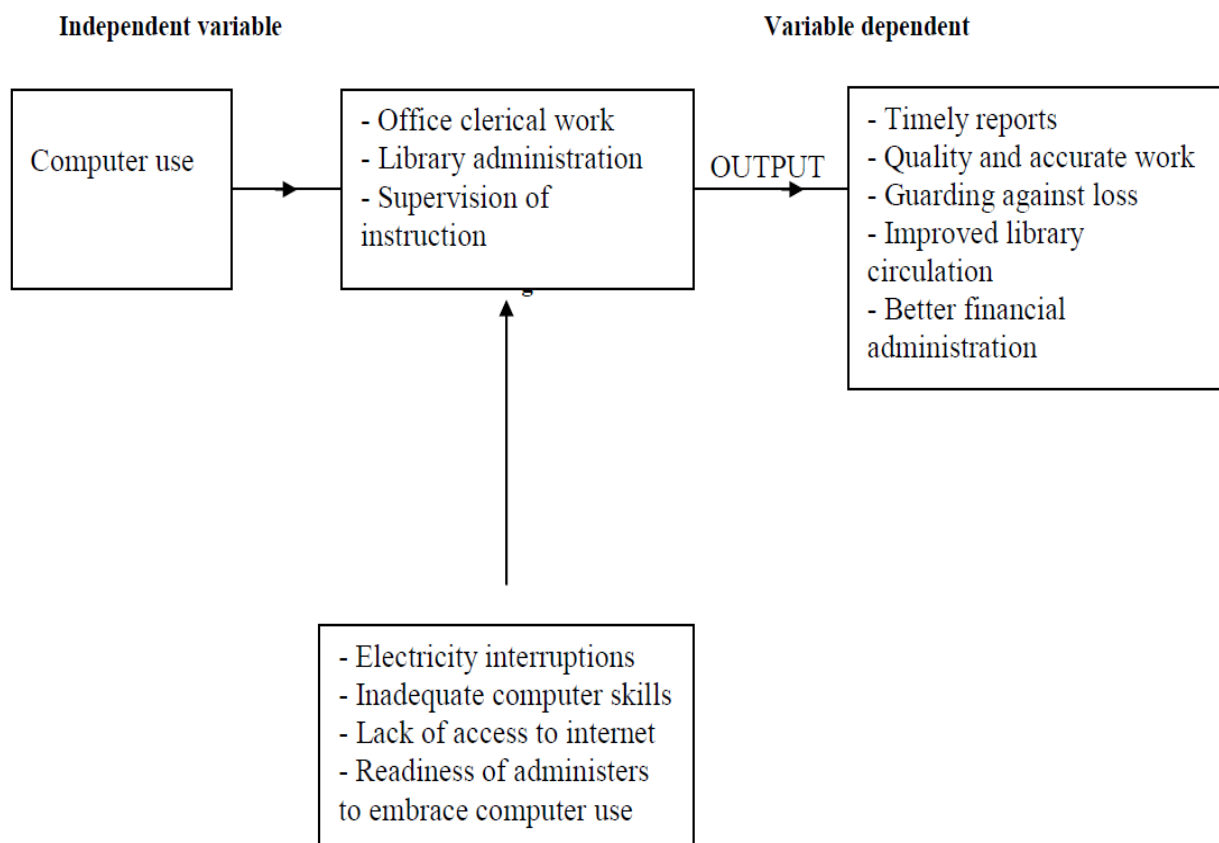
Conceptual framework

Figure 2.1 Relationship between variables

III. RESEARCH METHODOLOGY

Research design

This study utilizes descriptive research survey design in collecting data. This research type design enables the researcher to collect data from a population with ease. The research method was used because it enables the researcher to collect original data that could not be wholly obtained from the large population [19].

Area of study

The study was carried out in all public secondary in Nyamira North District, Nyamira County. Nyamira North District is found in Nyanza region of Western Kenyan within the latitude and longitude, 0^0 33' 0" N 34^0 53' 59" E.

The climatic conditions of the area comprise the annual minimum, mean temperatures of 10.1^0C and a maximum, mean temperature of 28.7^0C. The rainfall is throughout the year with amount ranging between a minimum of 600, to a maximum of 2300mm per annum. Nyamira North District has 40 public secondary schools. This area was chosen because it has a high population of schools and students with a lot of resources but their management is poor, leading to poor academic standards as was observed in the baseline study. If nothing is done, the young people could end up missing their participation in nation building because of the skills required.

Target population

The population of the study was 280 comprising of0 40 principles, 40 bursars 40 librarians and 160 HODs in the 40 public secondary schools in Nyamira North District.

Sample size and sampling procedures

The researcher used purposive sampling technique. The technique is a method that allows the researcher to use cases that have the required information with respect to the objectives of the study (Mugenda & Mugenda, 2003). The researcher therefore picked the schools that had embraced the use of computers. It was found that 12 schools had embraced the use of computers in the district. Therefore, a sample of 107 comprising of 12 principals, 12 librarians, 12 bursars and 71 HODS was used in the study.

Instrumentation

The researcher used the questionnaire as the instrument for data collection. This was chosen because it enabled the researcher to collect data from the respondents within the limited time of the study. It also enabled the researcher to get information that the respondents would feel shy to give in a face to face interaction. A computer was used in processing and analyzing data. Questionnaires were categorized into four categories for; principals, HODs, librarian and bursars.

Principals' questionnaire

This contained ten items. These questionnaires were administered to all the principals in the sampled schools. It attempted to find information on the areas where computers are used in school administration and the level to which they were used. The questionnaire also sought information on the impact of computers on school administration and the challenges facing it.

HODs' questionnaire

This questionnaire contained nine questions and sought to find information on the availability of computers in the school. It would account for the area where computers were used in school administration, skills possessed by HODs, impact of using computers and the challenges facing administration use of computers.

Librarians' questionnaire

This contained seven questions that were administered to and sought information on library automation and if it had had any impact on school library administration. It also sought to find out the soft wares that were used in the library.

Bursars' questionnaire

The bursar's questionnaire contained 5 questions that sought to find how computers were used in the administration of finances in the school. It also sought to find the computer skills possessed by the bursar's impact of computers in finance administration and the challenges facing bursars in the use of computers.

Internal validity of instruments

After the researcher constructed the instruments, they were piloted using the university college administrative staff. The researcher then presented the instruments with the results to department of post graduate studies. It was scrutinized and necessary content changes made. The changes were then incorporated and the final copies produced.

Data collection procedures

The researcher then proceeded to the field to take data. The area was divided into two regions; the upper region comprising of 7 schools and the lower region comprising of 5 schools. The researcher self-administered the questionnaires and gave the respondents time to respond to the items in the questionnaire.

Data analysis

The questionnaires from the respondents were coded, and edited to ensure completeness and consistency and to make them ready for analysis. The principals' questionnaire had 26 coded items, the librarian 10, the HODs' 32, and the bursars' 17. The objective of analyzing the data was to find out the impact of use of computers on administration of secondary schools in Nyamira North District.

The analysis was done using tables of frequencies, line graphs, pie charts, histograms and weighted mean. The percentages of respondents' response to various variables was obtained using SPSS, the Chi-squared test was used to determine if there was a significant difference between users and non-users of computers in school administration.

IV. RESULTS AND DISCUSSION

Computer usage in various administration areas:

The study sought to find how computers were used in various areas of administration. The results are given in tables 4.12 to 4.14 respectively for Principals, HODs, bursars and librarians.

Table 4.1 The use of computers by principals in secondary schools in Nyamira North District, in Nyamira County.

Computer usage	No of Principals	Percentage
Typing and printing exams	12	100
Processing all timetables	12	100
Processing parents reports	10	83.3
Monitoring teachers and students absence		
	2	16.7

Table 4.1 indicates that 100% of the principals used computers for typing and printing examinations and processing all timetables. 83.3% use computers for processing examination report forms, and end term and year news reports to parents, and only 16.7% use computers for monitoring teachers and students' absence. It is clear that principals were using computers for typing and printing exams, processing all school timetable and reports to parents. Only a small percentage of 16.7% of the principals (2) used them for monitoring teachers' and students' classroom attendance.

The use of computers in the HODs offices in public secondary schools in Nyamira North District is depicted in Figure 4.1
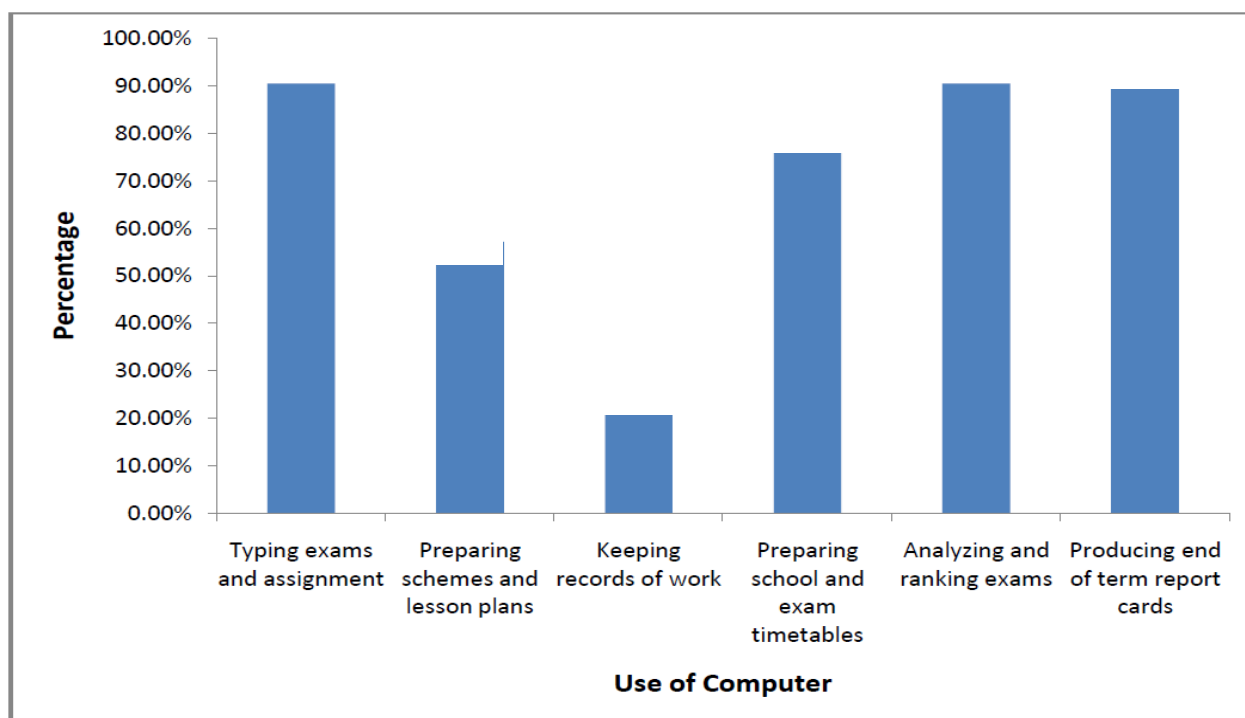
Figure 4.1 The use of computer by heads of department in public secondary schools in Nyamira North District, in Nyamira County.

Figure 4.1 indicates that 90.5% of HODs used computers for typing examinations and preparation of lesson notes. 57.1% for preparing schemes of work and lesson plans, 76.2% for preparing school and examination timetables, 28.6% for keeping records of work covered in class, 90.5% for analyzing and ranking examinations and 90.5% for producing end of term report cards. The results show that HODs rarely used computers maximally in their areas of jurisdiction like monitoring teachers who report to class late, indicating those who are absent, and keeping records of work covered.

Table 4.2: Information on the use of computers by the bursars in secondary school in Nyamira North District, in Nyamira County:

Computer use	No of Bursars	Percentage
Receiving fees	**2**	**16.7%**
Payment of vouchers	**2**	**16.7%**
Preparing balance sheet	**2**	**16.7%**
Preparing budget	**2**	**16.7%**

It is evident that only 2 schools (16.7%) out of the 12 schools use computers in accounting office, while two schools use of computers in book keeping, preparing balance sheet and financial statements (Table 4.2).

Table 4.3 The use of computers by the Librarians in public secondary school in Nyamira North District, in Nyamira County.

Computer usage	No of Librarians	Percentage
Tracing books on loan	**1**	**8.3**
Loaning and retrieving Books	**2**	**16.7**
Locating books on shelves	**1**	**8.3**

It is observed that 8.3% of the librarians used computers for tracing books on loan, 16.7% on loaning and retrieving books and 8.3% on locating books on the shelves. There is evidence of low level computer usage in the library since only one school can use computers on tracing books on loan and locating books on the shelves, and loaning and retrieving books.

The data in table 4.11 show that principals used computers mainly for typing and printing examinations, processing all timetables and processing parents' reports. A very small fraction used computers for monitoring teachers and student's absence. The main reason why computers are used for typing and printing examinations in this study could be because they produce accurate and large information within the shortest time[5]. Computer reduces time wastage and improves clarity of output.

Many of the schools visited and which had computers had large populations of students underscoring computer utilization. Another reason for using computers for processing parents' reports and timetables as indicated in these findings could be due to their quick and easier ways of performing increased workload with greater efficiency. This study shows that the level of computer use by the principals in administration is low. This is contrary to[17] whose study found that inadequate training hindered computer use in administration. Also lack of computers due to lack of financial resources hindered use of computers in Nyamira North District Secondary Schools.

The data in Table 4.2 indicated that computers can be used to receive fees, pay vouchers, prepare balance sheets and prepare budgets. These findings are similar to those in the library. By using computers for tracing books, loaning, retrieving, and locating books on the shelves, will assist the library administrators to serve a large number of students within the shortest time thereby improving efficiency and also reduce the number of employees thus reducing costs. as reported by[1]. [6] found that the inevitability of the application of the information technologies to libraries and information systems had remained incontestable. This was the reason why universities in Nigeria were making frantic efforts to automate their operations. It remains elusive then that the secondary schools in this study must embrace use of computers in the library in order to improve service delivery. Lack of electricity for use in schools, require investment in other energy sources like solar, generator and wind power by the community.

The findings of the study in Table 4.1 shows that the administrators used computers for typing and printing examinations, producing timetables and parents reports. In the Philippines as observed by [28], school administrators used computers for preparing and updating class schedules, staff administration and communicating with persons outside the school. It was clear that computer use by administrators in Nyamira North was simply for clerical work. This could mainly be due to inadequate computer skills and lack of computer hardware and software as indicated by the study. Likewise, Heads of Departments used computers mainly for typing and printing examinations, analyzing and ranking examinations, and producing end of term report cards. This was similar to the computer use in Karnatak in India, where they wereg used more in administration than in academics; for word processing such as typing principal's letters. Even the spreadsheets were used as word processing tools with no utility on data analysis as shown by [23]. Computer should be used more in teaching and other administration areas, than the principal's office.

This is a departure from [27] who found that computers assisted teachers to prepare worthy lessons with adequate class activities and learning aids. [2] by replacing laborious exercise of filing papers in the cabinet and shelves where records accumulate over a long period of time. Computers worlds also be used for budgeting, accounting for expenditure and writing correspondences hence reducing paper work. In Nyamira North, only two secondary schools apply computer for the above functions.

According to [16] this could carry the above functions by helping librarians to build data base in relation to books available in the library and information regarding those books as is done in the Cyprus schools in the Mediterranean Sea. Use of computers in the library can further assist the users in searching for information by just typing few key words pertinent to the research topic into a computer and the researcher can receive extensive list of related sources instead of the exercise of searching by hand through the library's card catalogue or periodical [2].This was not observed in Nyamira North District. However, if implemented it will enhance the student's capabilities and improve examination performance.

In Nyamira North District, computers are used in accounting office in only two schools. [5] said that computers are accurate and store and disseminate large information within the shortest time possible. This quality of computers fit the accounting department since accuracy in finances is highly required. This shorten the time of payment of salaries, make it efficient and the filling of returns its quick..

Rating of impact of computer use in administration

The rating of impact of computer use in administration was determined using a five –point rating scale (Likert scale: 1-strongly disagree, 2- disagree, 3- neutral, 4- agree and 5- strongly agree)

Table 4.4: Rating of the impact of computer usage by principals in secondary school in Nyamira North District, Nyamira County.

Impact of computer	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Weighted Mean
Produce accurate reports	**2**	**0**	**0**	**24**	**20**	**3.83**
Improve lesson attendance	**1**	**2**	**6**	**12**	**25**	**3.83**
Simplified exam analysis	**1**	**4**	**0**	**12**	**30**	**3.91**
Make easy work glance	**2**	**0**	**0**	**16**	**30**	**4**

From Table 4.4, Principals rated the attribute of computers; "making glancing at work easy" highest at 4, "simplifying examination analysis" at 3.91 and "improving lesson attendance" and "producing accurate reports" at 3.83 which was the lowest rated.

Table 4.5 Results on the rating of the impact of computer usage by heads of department in secondary schools in Nyamira North District, Nyamira County.

Impact	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Weighted mean
Make work easy	**0**	**6**	**30**	**68**	**205**	**4.3**
Detect and collect errors fast	**0**	**28**	**42**	**108**	**80**	**3.6**
Can edit and produce desired document	**0**	**14**	**21**	**92**	**170**	**4.18**
Store large volumes of work	**3**	**6**	**21**	**56**	**220**	**4.30**

From Table 4.5 it is evident that HoDs' ratings on the computer variables were: "storing large volumes of work" at and "making work easy" at 4.3, "editing and producing desired documents" at 4.18 and "detecting and correcting errors fast" at 3.6 which was the lowest rating in this category.

Table 4.6 Results on the rating of impact of computer use by bursars in secondary schools in Nyamira North District, Nyamira County.

Impact	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Weighted mean
Avails upto date records of work	**1**	**16**	**4**	**4**	**5**	**2.46**
Speeds the work	**4**	**10**	**3**	**4**	**5**	**2.16**
Prepares accurate reports	**4**	**10**	**3**	**4**	**5**	**2.16**
Detects and rectify errors	**4**	**12**	**3**	**0**	**10**	**2.41**

Table 4.6 shows bursars' rating of computer attributes of "detecting and rectifying errors" and "availing upto date records of work" were rated highest at 2.4 followed by those of "speeding the work" and "preparing accurate reports" at 2.16

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Table 4.7: **Rating of the impact of computer usage by librarians in secondary schools in Nyamira North District, Nyamira County.**

Results on the rating of computer use by librarians are presented in Table 4.17

Impacts	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Weighted mean
Can trace books on loans	0	0	27	12	0	3.25
Can locate books on shelves	0	0	27	12	0	3.25
Guard against loss of books	0	0	27	8	5	3.33
Receiving and issuing books	0	0	27	0	15	3.5

From the Table 4.7, "receiving and issuing books" was rated the highest at 3.5 mean, followed by "guarding against loss of books" and "locating books on shelves" and "tracing books on loan" at 3.33, 3.25, 3.25 respectively.

Table 4.8 Chi- square analysis table

The association between computer use and the independent variables were investigated using Chi-square analysis (Table 4.8). It gives the significance relationship between the use of computers by Principles, HODs, Bursars and Librarian and the independent variables (Table 4.8). When the value of Sig(2-tailed) is less than alpha(.05) then there is a significant relationship.

Variable Computer use	Chi-square	Df	Sig (2-tailed)
Make work easier as it is fast and accurate	21.000	3	0.00*
Detect and correct errors	8.029	3	0.045*
Can edit and produce desired document	21.000	3	0.000*
Store large volumes of work	21.00	4	0.000*
Produce accurate reports	12.000	2	0.002*
Improve lesson attendance	0.600	3	0.896
Simplify exam analysis	0.429	2	0.807
Easy work glance	1.200	1	0.273*
Avails up to date records	12.00	2	0.002*
Speed work	12.00	2	0.002*
Can trace books on loan	12.00	1	0.001*
Can locate books on shelves	12.00	1	0.001*
Guard against book loss	12.00	2	0.002*
Receive and issue books	12.00	1	0.001*

From Table 4.8 it was evident that the use of computers for administrators using variables; makes work easier, is fast and accurate, computer can edit and produce desired letters, statements of account, news reports and report cards, and can store large volumes of work; had Chi-square value of (21.00) which was greater than the p values of 0.00 and 3df at 0.05 lever of acceptance. Computers produce accurate reports, avails up to date records, speeds work, can trace books on loan, can trace books on shelves, guard against loss and receive and issue books. This gave a Chi-square value of 12.00 and p value of 0.002, 0.002, 0.002, 0.001, 0.001, 0.002 and 0.001 respectively. Computers further improve lesson attendance and simplify examination results with Chi-square values of 0.600 and 0.42 respectively and p values of 0.896 and 0.807 respectively.

The use of computers therefore had no significant effect when the calculated value is less than set p value, and this was observed in improvement of lesson attendance and simplifying examination results.

Rating of impact of computers on school administration

From this study it is clear that computers produce accurate reports, improve lesson attendance, simplify examination administration marking analysis and make one go through work done easily. Computers also can edit and produce desired documents, detect and correct errors, and store large volume of work. This reduces the load of filling numerous volumes of papers and books on the shelves. To access information, one need to enter the search name into the computer and the information is displayed.

The findings of the study agrees with[11] whose study found that computers have high speed, are consistence and have automatic control hence suitable for processing everything.

[1] stated that use of computers in the library brings improved circulation of resources, extensive reporting, efficient book issue and increased access to resource collection. Therefore, non-use of computers will cause a great negative impact in the modern world when countries are trying to embrace ICT use in all sectors of the economy. In our case, computers will be used to improve performance in school administration and examinations.

Chi-square test and independent variables

(i) **Use of computers in making work easier**

How computers made work easier was investigated using Chi-square analysis. The results show that the Chi-square value (21.000) which is greater than the p value (0.000) on a 2-tailed test. This means that the use of computers make work easy because computers are fast and accurate. This study's findings are similar to those of [11] who found that computers had high speed, consistence and automatic control. This attribute of the computers makes them ideal for use by both principals and HODs.

(ii) Detect and correct errors

The study (Table 4.19) found that the Chi-square value for this variable was 8.02 against the p value (0.045). The Chi-square value is greater than the p value indicating a significant relationship between the use of computers and the variable

(0.000). This study compared well with [5] at Ekti State in Nigeria that found that computers were accurate and disseminated large information within the shortest time.

(iii) Improving lesson attendance and simplifying examination analysis

It is evident that the Chi-square value for these variables are 0.600 and 0.429 respectively, less than their p values of 0.896 and 0.807 respectively. These findings show that there was no significant relationship between use of computers and improvement of lesson attendance by teachers and students, and simplifying examination results. It could be lack of appropriate software for use in the schools that have embrace computer use.

(iv) Avails up to date records, speeds work, produce accurate reports

These variables are attributed to the impact of computer in the accounting office. The Chi-square value (12.00) is greater than the p value (0.002) indicating a significant relationship between the variables and their use in the accounting office. According to [2], computer replaced the laborious exercise of filing papers in the cabinet and shelves where records accumulated over a long time. They are used for budgeting and accounting for expenditure. This is true for Kirkwood (2000) who said that administrators who did not advocate transparency in financial accounting had negative attitude to computer use. From this finding, computer use is so significant in accounting office that for efficiency in service delivery, they cannot be avoided. Networking computers in Nyamira North will lead to sharing of examinations and other resource materials by these schools.

(v) Tracing books on loan, locating books on shelves, guarding against loss and receiving and issuing books

The study finding (Table 4.18) indicate the Chi-square values for the variables as 12.00 each and their p values as 0.0001, 0.001, 0.002 and 0.001 respectively. Since the Chi-square values are greater than the p values, there is a significant impact between the variables and quality of services delivered by computers in the library. A study by [1],(2002) found that computer use in the library had a significant impact in improving circulation of resources, extensive reporting, efficient book issue and increased access to resource collection. This study therefore agrees with Abdula *et al.,* (2002) as seen from

the table where computers can trace the books that are on loan. This is done by clicking in the appropriate area in the computer to show who was given which book, when and the date due for return. Computers will be faster in accessing this information instead of going the laborious exercise of filing papers in the cabinet some which may be plucked off loosing vital information

V. CONCLUSION

All administration areas with computers, used them for typing and printing examinations, processing all school timetables, 83.3% for processing parents reports and 16.7% of the schools use them for monitoring teachers' and students' absence This showed low level of embracing ICT by the schools.

Most of the schools hardly use computers for library functions but where they are used, it for tracing books on loan, retrieving and loaning books and locating books on the shelves. It was also clear that all librarians did not know Online Public Access Catalogue (OPAC) and multimedia software. Only few used Computer Documentation System/ Integrated set for information System.(CDS-ISIS).

Most bursars in the schools did not use computers for receiving fees, for payment of vouchers, for preparing balance sheets and for preparing budgets respectively.

Most HODs used computers for typing examinations and assignments, preparing schemes of work and lesson plans, keeping records of work, preparing school and examination timetables, analyzing and ranking examination and producing end of term report cards.

The study found that computers produced accurate reports. They also improved lesson attendance and simplified examination analysis. Administrators said that computers made easy work glance and had a great impact on the service delivery. The study found that computers helped bursars to avail up to date records, speeded up work, prepared accurate reports, could detect and rectify errors and they reported that they were comfortable using them. However, only 2 schools out of 12 schools had embraced computer use in accounting office

Most HODs, found computers to make work easier as they were fast and accurate, detected and corrected errors, stored large volumes of work and edited and produced desired documents.

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