



School Leadership and ICT Integration in Secondary Education: The Role of Principals' Financial Resource Mobilisation in Nairobi City County, Kenya

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Abstract

This study examined the effect of principals' mobilisation of financial resources on teachers' integration of information and communication technology (ICT) in secondary schools in Nairobi City County, Kenya. Anchored in Resource Dependence Theory and guided by Rogers' (2003) Diffusion of Innovations and Davis' (1989) Technology Acceptance Model (TAM), the study employed a positivist, descriptive survey design. The target population comprised 142 principals, 17 Sub-County Directors of Education, and 2,955 teachers, from which 281 teachers (94.9%), 126 principals (88.7%), and 12 sub-county officers (70.6%) provided usable data. Data were collected via structured questionnaires, interview guides, and document analysis. Pearson correlation confirmed a strong positive relationship between financial mobilisation and ICT integration ($r = .721, p < .001$), while regression analysis showed a significant but modest direct effect ($\beta = .165, B = 0.199, p = .006$). The composite mean for financial mobilisation was very low ($M = 2.18, SD = 1.14$), and ICT integration was similarly deficient ($M = 2.07, SD = 1.16$). Corporate engagement yielded the highest, yet still inadequate, mobilisation scores. Principals' limited stakeholder engagement capacity, competing administrative demands, and underdeveloped alumni networks were identified as systemic barriers. The study recommends multi-stakeholder engagement strategies, formalised alumni associations, transparent resource-tracking systems, and professional development on grant writing and partnership development as priority interventions.

Keywords: Financial Resource Mobilisation, ICT Integration, Principals' Leadership, Secondary Schools, Nairobi City County

Introduction

The use of technology in education is well recognized as a tool that can improve the quality and outcomes of education worldwide, and the role of principals' leadership is one of the key factors that can determine the success of technology integration in education

(Rahaman & Amadu, 2018; Martin *et al.*, 2019). Although the integration of ICTs is over 61% in developed countries, there are still many challenges to be faced in Sub-Saharan Africa, such as lack of resources and weak policy frameworks, which hinder the effective integration of ICTs (Moreira *et al.*, 2019; Chimezie & Prince, 2016). For instance, Kenya has less than 13% of schools integrated with ICT at the time of this study as compared to the target of 25% set by the Ministry of Education (2015) (Chege *et al.*, 2018; Kibuku *et al.*, 2020).

In this regard, Nairobi City County is chosen for various reasons. The county is the educational and economic hub of Kenya, has relatively high penetration of ICTs, corporate headquarters, active non-governmental organisations (NGOs) and established alumni networks, which are relatively conducive to integration. There are however still significant disparities between schools in formal settlements and informal settlements (Chege *et al.*, 2018; Ministry of Education, 2021). Understanding principals' financial resource mobilisation in this context and the extent to which this mobilisation is important for the outcomes of ICTs can be transferable to less-resourced urban and peri-urban contexts.

Financial resource mobilisation is a crucial aspect of the integration of ICTs as it will impact on the capacity of schools to acquire the required infrastructure, sustain teacher training and maintain the digital tools (Rahaman & Amadu, 2018; Mutisya & Mwanja, 2018). Principals who can engage a range of stakeholders including alumni networks, parents' associations, foundations, faith-based groups and corporate bodies can establish sustainable funding streams that will sustain the use of technology in the long term (Zepeda, 2019; Awuor, 2015). While the importance of this function is recognised, there is a dearth of empirical studies that specifically address the role of principals in urban secondary schools in Kenya in mobilising funds from various categories of stakeholders and the direct impact on measurable outcomes of ICT integration among teachers (Kibuku *et al.*, 2020; Grace *et al.*, 2020). This study fills this gap.

Statement of the Problem

The Ministry of Education (2015) aimed to achieve 25% of secondary schools to be fully ICT-integrated, but only approximately 10.8% of secondary schools were fully ICT-integrated in 2021 (World Bank, 2021; Ministry of Education, 2021). The schools in Nairobi City County are plagued by chronic infrastructure problems, inadequate internet connectivity, and inadequate teacher training, which is due to overreliance on government funding and lack of alternative funding sources (Kibuku *et al.*, 2020; Mutisya & Mwanja, 2018). Principals are expected to fill this void as a key leadership position, and are expected to engage in alumni fundraising, stakeholder partnerships, grant applications and corporate social responsibility (CSR) engagements. In practice, however, funding initiatives are

fragmented and unsustainable, as a result of competing administrative pressures and a lack of strategic planning capacity (Kibuku *et al.*, 2020). While the challenges to the integration of ICT have been identified as infrastructure, teacher attitudes and government funding, the role of principals' financial mobilisation strategies has not been given adequate attention as an empirical variable (Rahaman & Amadu, 2018; Grace *et al.*, 2020). This study aims to fill this gap by investigating the relationship between principals' effectiveness in fundraising in five stakeholder categories and the measurable gains in teachers' ICT integration practices.

Research Objective

To determine how principals' mobilisation of financial resources influences teachers' integration of ICT in secondary schools in Nairobi City County.

Empirical Review

The relationship between principals' financial resource mobilisation and the integration of ICT in schools has been explored in several studies. In the study of Canadian secondary schools, Egizii (2015) discovered that the schools with active alumni networks had significantly better ICT infrastructure and higher technology integration than schools without formalised alumni engagement structures, indicating the gap in schools without formalised alumni engagement structures. In Ghanaian secondary schools, Rahaman and Amadu (2018) found that principals who mobilised funds from various stakeholders had higher teacher uptake of ICTs, however, they noted that there was a lack of structured financial mobilisation strategies as a major constraint. Nawaz (2021) reported that schools with good financial mobilisation strategies were able to offer continuous professional development, but most schools invested in hardware and not in teacher training, creating a pedagogical readiness gap.

Grace *et al.* (2020) in Nairobi, Kenya, identified that mobilising funds for both infrastructure and capacity building had a positive impact on the outcomes of ICT integration in secondary schools, while the lack of resource-tracking systems was a challenge to sustained stakeholder confidence. Financial constraints were cited as the main challenge to the integration of ICT in schools in Cameroon by Arrey-Ndip *et al.* (2020) who noted that there are no mechanisms for government matching funds. In his study of public secondary schools in Kisumu East Sub-County, Kenya, Awuor (2015) noted that the leadership capacity of principals had a significant impact on resource mobilisation, but that one of the major constraints was their weak writing of grants and development of proposals. Together, these studies validate financial resource mobilisation as an important factor in the integration of ICTs and identify a significant empirical gap related to the way

in which principals in Nairobi's urban secondary schools mobilise funds from various categories of stakeholders and the direct impact of this on measurable integration outcomes.

Theoretical Framework

The study is based on Barney's (1991) Resource-Based View (RBV) theory which suggests that the performance of an organisation relies on the capacity to obtain and utilise strategic resources that are valuable, rare, inimitable and non-substitutable. In the school environment, strategic inputs from alumni, parents' associations, foundations, faith-based organisations and corporate bodies are important factors in whether schools are able to afford to purchase ICT equipment, continue teacher training and maintain digital tools. The RBV helps to account for the differential outcomes of ICT integration in schools in Nairobi City County, as a result of variation in principals' financial mobilisation capacity. The RBV is complemented by Rogers' (2003) Diffusion of Innovations Theory which outlines the five stages of ICT adoption: knowledge, persuasion, decision, implementation, and confirmation. Teachers can be supported in moving through these stages by reducing access, training and technical support barriers, and this can be achieved in well-resourced schools.

Conversely, schools with principals who are unable to mobilise sufficient financial resources are likely to remain at the knowledge and persuasion levels without reaching implementation and confirmation. A third lens is offered by Davis' (1989) Technology Acceptance Model (TAM), which explains the relationship between resource availability and actual classroom technology use as mediated by teachers' perceptions of usefulness and ease of use. Teachers need to see the value and ease of use of ICTs for integration to take place even if principals are able to mobilise resources. RBV, Diffusion of Innovations and TAM provide a holistic theoretical framework for exploring the processes and effects of principals' financial mobilisation in the Nairobi City County context.

Conceptual Framework

The conceptual framework places principals' mobilisation of financial resources (alumni, parents' associations, foundations/NGOs, faith-based organisations, and corporate/private entities) as the independent variable, and teachers' ICT integration (operationalised as instructional activities, student personnel management, staff mobilisation, facility management, and school-community relations) as the dependent variable. These relationships are shown diagrammatically in Figure 1.

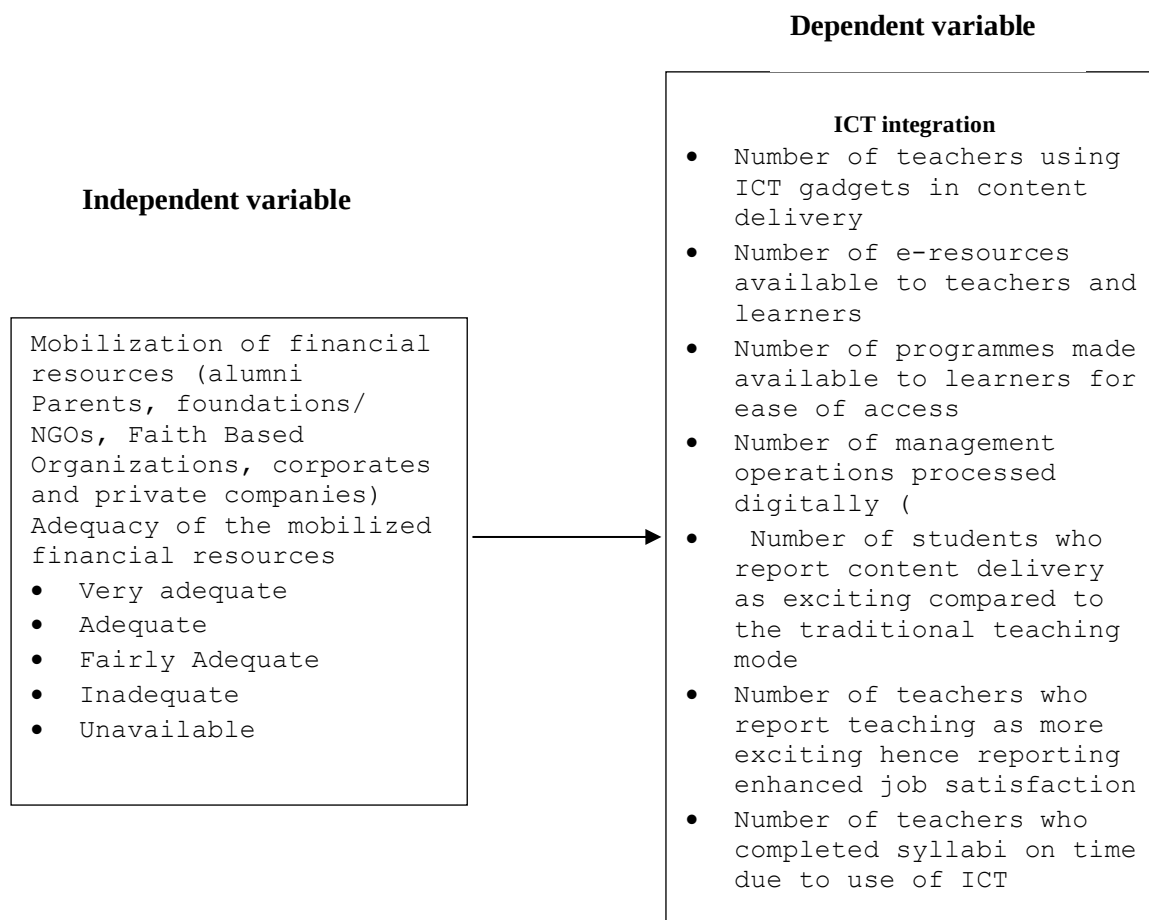


Figure 1: Conceptual Framework

Methodology

The study was based on positivist research philosophy and descriptive survey design to analyse the role of principals in mobilizing financial resources and its effect on teachers' ICT integration in Nairobi City County secondary schools. The target population included 142 principals, 17 Sub-County Directors of Education and 2,955 teachers in public and private secondary schools. The teacher sample was obtained by using the Krejcie and Morgan (1970) formula for stratified random sampling to ensure proportional representation in the nine sub-counties of the county. Census sampling was used to include all 142 principals and 17 sub-county officers. Structured questionnaires for teachers (34 items on financial mobilisation and 30 items on integration of ICT rated on a five point

Likert scale), semi-structured interview guides for principals and sub-county officers, and document analysis were used to collect data. Validity (factor loadings $> .40$) and reliability (Cronbach's $\alpha > .70$) were confirmed in the pre-testing in 14 schools. Ethical clearance was sought from the National Commission for Science, Technology and Innovation (NACOSTI) and informed consent was obtained from all participants. IBM SPSS was used to analyse quantitative data, and descriptive statistics, Pearson correlation coefficients and regression coefficients were generated, while qualitative responses were analysed thematically to complement and contextualise the quantitative results.

Results and Discussion

Response Rate and Demographics

The overall response rate was 92.1%: 281 teachers (94.9% of 296 sampled), 126 principals (88.7% of 142), and 12 sub-county officers (70.6% of 17). This was above the 70% threshold recommended for social science research (Kothari, 2004; Israel, 2013) and thus the data was considered to be representative and reliable. Demographically, the sample consisted of 58.7% male and 41.3% female teachers, and 81.5% of them were in the age group 36-55 years. Academic qualifications were high with 80.4% having undergraduate degrees and 14.9% having postgraduate qualifications. Teaching experience was high, with 44.8% of respondents having 11-15 years of experience and 27.0% having 7-10 years of experience, representing a knowledgeable and experienced respondent pool.

Principals' Mobilisation of Financial Resources

The teachers answered 34 Likert-scale items that measured principals' mobilisation of resources from five stakeholder groups: alumni networks, parents' associations, foundations/NGOs, faith-based organisations, and corporate/private organisations. The ICT resources targeted were desktops, laptops, Wi-Fi, software, internet hotspots, tablets and smart phones. The results are shown in Table 1.

Table 1: Principals' Mobilisation of Financial Resources

Item	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	SD
Alumni Mobilisation							
Desktops	24.9	55.5	5.3	10.7	3.6	2.12	1.02
Laptops	41.3	40.6	2.8	8.9	6.4	1.99	1.17
Wi-Fi installation	31.7	49.5	9.6	5.7	3.6	2.00	0.98
Software	20.6	52.7	5.0	19.9	1.8	2.30	1.06
Internet hotspots	34.2	47.3	2.1	7.1	9.3	2.10	1.22
Tablets	16.7	63.7	4.6	9.3	5.7	2.23	1.02
Smartphones	33.5	47.7	4.6	8.2	6.0	2.06	1.12
Parents Association Mobilisation							
Desktops	33.8	48.8	1.4	11.7	4.3	2.04	1.10
Laptops	24.9	55.9	5.7	10.7	2.8	2.11	0.99
Wi-Fi installation	25.6	50.2	4.6	8.9	10.7	2.29	1.24
Software	38.8	38.4	5.7	14.2	2.8	2.04	1.13
Internet hotspots	19.2	59.8	6.0	8.9	6.0	2.23	1.05
Tablets	26.0	59.4	5.3	8.2	1.1	1.99	0.86
Smartphones	32.0	52.3	2.5	10.7	2.5	1.99	1.00
Foundations and NGOs Mobilisation							
Desktops	22.1	51.6	5.3	13.9	7.1	2.32	1.17
Laptops	37.4	39.5	2.5	15.3	5.3	2.12	1.22
Wi-Fi installation	29.5	43.4	3.6	20.6	2.8	2.24	1.17
Software	26.7	39.5	8.2	15.7	10.0	2.43	1.30
Internet hotspots	19.9	58.0	6.0	9.6	6.4	2.25	1.08
Tablets	32.7	48.8	1.4	12.5	4.6	2.07	1.12
Faith-Based Organisations Mobilisation							
Desktops	34.9	40.9	5.3	10.0	8.9	2.17	1.26
Laptops	34.2	39.9	3.6	10.7	11.7	2.26	1.34
Wi-Fi installation	29.9	46.6	2.8	16.4	4.3	2.19	1.16
Software	42.7	31.7	6.4	13.2	6.0	2.08	1.25

Internet hotspots	26.0	55.2	3.9	9.3	5.7	2.14	1.08
Tablets	32.0	43.8	3.6	10.7	10.0	2.23	1.28
Smartphones	31.0	44.1	5.3	12.5	7.1	2.21	1.21
Corporate and Private Sector Mobilisation							
Desktops	33.1	38.1	7.8	12.5	8.5	2.25	1.27
Laptops	28.8	32.4	2.8	25.6	10.3	2.56	1.40
Wi-Fi installation	15.7	63.0	5.7	9.6	6.0	2.27	1.04
Software	28.5	54.8	5.3	8.2	3.2	2.03	0.98
Internet hotspots	21.7	56.9	2.5	12.1	6.8	2.25	1.13
Tablets	22.8	50.2	5.0	19.9	2.1	2.28	1.09
Smartphones	28.8	49.5	3.9	7.1	10.7	2.21	1.24
Overall average (n = 281)						2.18	1.14

Note. SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree. Source: Field research, 2025.

The composite mean of 2.18 (SD = 1.14) for all 34 items indicates that in general, financial resource mobilisation is low for all stakeholder categories. The least was parental mobilisation: 85.4% of teachers disagreed that principals mobilised parents to buy tablets (M = 1.99, SD = 0.86) and 84.3% disagreed with regard to smartphones (M = 1.99, SD = 1.00). Alumni Mobilisation was slightly better, but still very poor (M = 1.99, SD = 1.17) with 81.9% disagreeing with laptop procurement. The top mobilisation scores were for corporate entities, with the highest score (M = 2.56, SD = 1.40) of all 34 items being laptop procurement, with 35.9% of teachers agreeing. There was still a low level of mobilisation of corporate software (83.3% disagreement; M = 2.03, SD = 0.98). The highest software support score was for the Foundation/NGO mobilisation with 66.2% of teachers disagreeing. Patterns indicate that stakeholders' preferences are more towards hardware, particularly laptops, than connectivity infrastructure and software, which can be a challenge for continuity of digital ecosystems.

Interviews (qualitative information)

Interviews with 126 principals and 12 sub-county officers revealed inter-related systemic barriers to explain these mobilisation failures. Principals said mobilisation was a process of building relationships and needed time investments which were often not made due to competing administrative demands. A Kibra informal school principal noted that, regardless of how well-intentioned the funding stream was, a viable ecosystem of ICTs

would not be possible without ongoing investments in infrastructure and training. A sub-county officer in Starehe said that external grants and partnerships can be used to enhance the ICT infrastructure in schools, and to supplement the school's budget, but most principals, especially those in informal schools, did not have the skills and networks to access these. The data resulted in three analytical themes. First, mobilisation failures are not necessarily a reflection of an absolute scarcity of resources: the gap between the lowest (parental tablets, $M = 1.99$) and highest (corporate laptops, $M = 2.56$) mobilisation scores shows that all categories could be improved at the same time with targeted capacity building. Secondly, stakeholders' preference for visible hardware over connectivity and software means principals need to create more compelling stories to show the value of Wi-Fi and digital platforms. Third, even Nairobi's relatively positive urban environment (which is close to corporate headquarters, has active NGOs, and has a strong alumni network) resulted in a mean mobilisation score of just 2.18, indicating that positive urban environments are not enough without mobilisation strategy.

Pearson Correlation Analysis

Pearson correlation analysis was used to find out the relationship between principals' financial mobilisation and ICT integration. The results are shown in Table 2.

Table 2: Pearson Correlation Analysis

		ICT Integration	Financial Mobilisation
ICT Integration, Pearson r		1.000	
Sig. (2-tailed)			
Financial	Mobilisation,	.721**	1.000
Pearson r			
Sig. (2-tailed)		.000	

** $p < .001$.

The study found there was a strong positive correlation between principals' financial mobilisation and ICT integration ($r = .721$, $p < .001$). This validates the finding that principals who are able to garner stakeholder support are linked to much higher rates of technology use in their schools. The low mobilisation composite mean ($M = 2.18$) does, however, suggest that few schools currently achieve the level of resources needed to enable meaningful integration, thus limiting the scope of all subsequent integration-related activities.

Teachers' ICT Integration

Teachers answered 30 questions about the use of ICT in five functional areas: instructional activities, student personnel management, staff mobilisation, facility management and school-community relations. The results are shown in Table 3.

Table 3: Teachers' ICT Integration Across Functional Domains

Item	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	SD
Instructional activities							
Soft-copy schemes of work	35.9	42.0	4.6	8.9	8.5	2.12	1.23
PowerPoint lesson presentation	34.9	46.3	4.3	8.9	5.7	2.04	1.12
Online content searching	42.3	45.6	4.3	5.3	2.5	1.80	0.93
Online examinations	38.1	48.4	1.8	7.8	3.9	1.91	1.03
ICT in exam result processing	33.5	52.3	1.1	5.0	8.2	2.02	1.13
Digital reporting to parents	38.1	29.2	3.2	20.6	8.9	2.33	1.39
Student personnel management							
Student admission records	36.7	43.8	3.9	12.5	3.2	2.02	1.09
Student progression records	38.8	36.3	5.7	10.3	8.9	2.14	1.28
Health services	34.9	44.8	5.0	7.1	8.2	2.09	1.19
Guidance and counselling	34.5	48.0	2.1	12.5	2.8	2.01	1.06
Talent identification	39.5	40.6	3.2	8.2	8.5	2.06	1.24
Recreation management	28.8	47.3	2.8	7.5	13.6	2.30	1.32
Staff mobilisation							
Establishing student problems	31.0	52.3	2.5	10.3	3.9	2.04	1.05
Establishing student needs	51.2	27.8	4.3	11.4	5.3	1.92	1.22
Building group morale	39.9	41.3	3.6	6.8	8.5	2.03	1.22
Securing teamwork among teachers	38.1	44.1	1.4	8.5	7.8	2.04	1.20
Facility management							
Facility maintenance via ICT	27.8	53.4	5.7	7.1	6.0	2.10	1.08
Facility condition monitoring	18.5	49.1	3.2	20.6	8.5	2.52	1.25
Renovation needs identification	40.9	38.8	4.3	7.5	8.5	2.04	1.23

Strategic facility planning	32.7	44.8	5.7	9.6	7.1	2.14	1.18
Resource allocation prioritisation	31.7	50.9	2.5	12.5	2.5	2.03	1.03
School-community relations							
Community outreach via ICT	28.8	46.3	2.1	16.0	6.8	2.26	1.22
ICT advancement monitoring	37.0	47.0	1.8	8.5	5.7	1.99	1.12
Sharing ICT information with community	44.1	36.3	3.2	8.2	8.2	2.00	1.24
Community equipment support	45.2	40.2	3.6	5.7	5.3	1.86	1.09
ICT-based finance management	39.1	44.5	4.3	5.7	6.4	1.96	1.11
Fundraising events for ICT	42.0	42.7	2.1	7.5	5.7	1.92	1.12
Occasional fundraising for ICT	21.4	56.6	5.7	12.5	3.9	2.21	1.04
ICT integration needs met	31.7	40.9	4.3	9.6	13.5	2.32	1.37
Overall average (n = 281)						2.07	1.16

Note. SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree. Source: Teacher questionnaires, 2025.

The composite mean of 2.07 (SD = 1.16) indicates very low level of integration of the ICTs in all domains. The use of instructional technology was particularly lacking: 87.9% of teachers disagreed with the use of the internet to search for content (M = 1.80, SD = 0.93) (lowest score of all 30 items) and 86.5% disagreed with administering examinations online (M = 1.91, SD = 1.03). Digital reporting of examination results to parents, however, showed slightly less disagreement (67.3%; M = 2.33, SD = 1.39), suggesting that there is some selective adoption based on perceived administrative efficiency. The same low level of integration was observed for student personnel management and staff mobilisation. The lowest rated domains were community-relations technology (85.4% disagree that the community supports schools in purchasing ICT equipment, M = 1.86, SD = 1.09) and 84.7% disagreeing that schools hold fundraising events for ICT (M = 1.92, SD = 1.12). These findings align with Masingila *et al.* (2019) who reported that Kenyan teachers mainly use ICT for administrative purposes as opposed to interactive pedagogically transformative purposes.

Cross-Tabulation of Financial Mobilisation and ICT Integration

The composite mean scores of financial mobilisation and ICT integration were re-coded in three ordinal categories: Low (1.00-2.33), Moderate (2.34-3.66) and High (3.67-5.00). The cross-tabulation is shown in Table 4.

Table 4: Cross-Tabulation of Financial Mobilisation Categories and ICT Integration

Financial Mobilisation	ICT Integration: Low	ICT Integration: Moderate	ICT Integration: High	Total
Low	198 (70.5%)	21 (7.5%)	3 (1.1%)	222 (79.0%)
Moderate	28 (10.0%)	19 (6.8%)	4 (1.4%)	51 (18.1%)
High	4 (1.4%)	3 (1.1%)	1 (0.4%)	8 (2.9%)
Total	230 (81.8%)	43 (15.3%)	8 (2.8%)	281 (100%)

Source: Teacher questionnaires, 2025.

Most of the respondents (70.5%) were in the Low mobilisation/Low ICT integration cell, which shows that limited stakeholder funding is directly linked to low technology uptake. The majority of teachers (10.0%) who reported Moderate mobilisation still had Low ICT integration, suggesting that financial resources are not enough without capacity building. The mobilisation environment was severely restricted, with only 2.9% of respondents in the High mobilisation category.

Regression Analysis

To find the strength and direction of the relationship between financial mobilisation and ICT integration, multiple regression analysis was performed, controlling for other initiative variables. The regression coefficients for financial mobilisation are given in Table 5.

Table 5: Regression Coefficients for Principals' Financial Resource Mobilisation and ICT Integration

	B	Std. Error	Beta (β)	t	Sig.
(Constant)	0.180	0.062	—	2.883	.004
Financial resource mobilisation	0.199	0.072	0.165	2.752	.006

Note. Dependent variable: ICT integration. Independent variable: Principals' financial resource mobilisation.

There was a positive and statistically significant correlation between financial resource mobilisation and integration of ICT ($B = 0.199$, $\beta = .165$, $t = 2.752$, $p = .006$). The financial mobilisation had a positive effect on the integration of ICT by 0.199 unit for every unit increase in financial mobilisation. The regression coefficient is comparatively low compared to capacity building ($\beta = .461$, $p < .001$), which is a more direct predictor, but financial mobilisation is more of an enabler, enabling other activities that enhance integration to be implemented (the material conditions: infrastructure, tools, software, etc.). This is in line with Grace *et al.* (2020) who pointed out the need for multi-dimensional allocation of mobilised funds in a strategic manner. The results also support the results of Rahaman and Amadu (2018) and Nawaz (2021) who also agree that one of the factors affecting readiness for e-learning is financial support. The need for transparency in tracking resources in addition to fundraising is further emphasised by the caveat by Ngatia *et al.* (2021) that mobilised resources are not always used for the intended purpose because of mismanagement and the finding by Chimezie and Prince (2016) that corruption in procurement processes can render the gains of financial mobilisation null and void.

Conclusions

The results of this study are that the principals in Nairobi City County secondary schools have very limited capacity to mobilise financial resources in all the key stakeholder categories. Parental mobilisation was the lowest and corporate engagement a little bit better, especially in the laptop procurement. The overall positive urban context is reflected in the mean mobilisation score of 2.18, which indicates that there are systemic gaps that can be attributed to principals' lack of preparation in stakeholder engagement, competing administrative demands, weak alumni networks (particularly in informal schools) and a lack of compelling funding proposals to attract corporate and institutional support. Financial resource mobilisation is a statistically significant and positive predictor of ICT integration ($r = .721$; $\beta = .165$; $p = .006$) but it is more of an enabling precondition than a direct driver. The greater the extent to which principals mobilise and diversify funds, the greater the extent to which ICTs are integrated in schools, but this does not necessarily mean that funds are available and used strategically, that capacity is built, and that tracking is transparent, to ensure that this translates into meaningful pedagogical change. The low score for the use of ICTs for integration ($M = 2.07$) suggests that financial mobilisation is not enough to address the gaps in integration and a multi-pronged leadership approach is required.

Recommendations

For school principals: Create multi-stakeholder engagement strategies for

diversifying funding streams beyond government grants. Special attention should be paid to establishing alumni associations and establishing organised donation channels, especially in informal schools where there are no alumni associations. Principals should make efforts to create good proposals for funding of ICTs that can communicate educational value and corporate social responsibility. Systems to track resources should be transparent and should be established to help develop and maintain stakeholder trust over time. For policy makers and county education authorities: Facilitate stakeholder engagement and grant writing/partnership development through structured professional development programmes. Match funds to promote school mobilisation. Establish county-level coordination platforms to facilitate systematic corporate-school partnerships, reduce duplication and help schools, particularly in informal settlements, to effectively access external funding.

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