

The Role of Principals in Information and Communications Technology (ICT) Policy Formulation in Public Secondary Schools in Kenya.

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Abstract

The appreciation of the role of Information Communications and Technology (ICT) in recent years has driven many countries and Institutions of learning in particular to adopting these developments with an aim to enhance effective instructional designs. Its usage has widely been linked to one of the key catalysts towards attainment of Millennium Development Goals (MDGs). Inclusion of key stakeholders in the formulation of policies that guide its implementation is therefore vital. This paper is an examination of the role played by Principals in ICT policy formulation in public secondary schools. To achieve this objective, the study employed a descriptive design sampling 211 public secondary schools from Meru County through stratified sampling technique. The study sample comprised of 335 teachers, selected through simple random sampling method and 211 Principals purposively selected. Data was collected by triangulation, which made use of interview schedule, questionnaire, and observation guide. The data collected was analyzed using descriptive statistics using frequencies and percentages. The authors found out that most schools lacked compressive ICT policy on the use of ICT in teaching and learning. Government need to escalate both in-service and pre-service training programmes of school heads on ICT pedagogical skills, as well as ensuring effective translation of ICT policy on education to school level.

Key words: ICT, Principals, School leadership, Curriculum, ICT Policy, Policy formulation.

Full text: <http://ojs.kabarak.ac.ke/index.php/journal1/article/view/187/63>