

Transformational School Principals: The Missing Piece of Puzzle in ICT Integration in Teaching and Learning

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Abstract

ICT is a critical tool for expanding human skills and rests largely on a system of producing, distributing and utilising information and knowledge that in turn plays a great role in driving productivity and economic prosperity. Kenya as a developing country realizes this importance and has a ministry specifically dealing with ICT. The vision statement of the ministry of information and Technology as stated in its strategic plan 2013-2018 is to make Kenya a globally competitive knowledge-based economy. This vision aims at shifting the current industrial development path towards innovation where creation, adoption, adaptation and use of knowledge remain the key source of economic growth. Research has shown that countries which have invested a lot in their human capital are far ahead of others in development. This development is likely to be an illusion unless Kenya is able to achieve its educational goals. Education and training has been isolated in the vision 2030 as the only mechanism that will translate Kenya into a middle-income economy. This is because education is fundamental to development of human resource capacities for sustainable economic growth and development. Through impartation of new skills and knowledge in people, education is able to improve human capabilities and labour productivity. It is in this regard that the Kenyan government has invested a lot of funds in ICT infrastructure including digitization of educational materials through Kenya Institute of curriculum Development. Kenya's vision of education service provision is to have a globally competitive quality education, training and research for Kenya's sustainable development. This study focused on the influence of secondary school managers on integration of ICT in teaching and learning in Githunguri subcounty, Kiambu County in Kenya. The study targeted 40 schools with a total population of 245 male teachers and 282 female teachers. A researcher developed questionnaire was issued to all the 40 school managers and to 100 teachers for triangulation purposes. Data analysis was done using statistical package for social sciences (SPSS). The study sort to establish if there is a relationship between management support and ICT integration in teaching and learning. Pearson correlation coefficient was used in the analysis. A positive correlation coefficient of 0.560 was obtained between the level of school management support and the use of ICT in teaching and learning. The findings indicated that school managers influenced integration of ICT in teaching and learning. The study therefore suggested that effort should be made by all stakeholders to ensure that school managers come up with policies on ICT integration in their schools which should be in line with the National ICT policy

Keyword: ICT integration, Teaching and learning, school managers, transformational leadership, challenging the process, secondary schools

Full text: <https://ijer.net/ijer/article/view/988/734>