

Challenges Encountered by Principals during Implementation of ICT in Public Secondary Schools, Kenya

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Abstract

Information Communication Technology (ICT) has contributed greatly to advancement of education in schools globally. However, in Kenyan schools barely use ICT tools to raise teacher productivity, or manage the quality of output, or reduce costs through analyzing expenditures. This is attributed to many challenges facing most schools with regards to implementation of the technology which has resulted to slow rate of adoption and use of ICT, despite its promise and potential in education. This study surveyed some of the challenges principals faced during its implementation.

The study adopted a descriptive survey research design. The target population included 350 public secondary school principals in Meru County. One hundred and five (105) respondents which represented 30% were sampled using stratified and simple random sampling. Questionnaires were used as main instruments for data collection. Validity of the questionnaires was ensured through judgment of experts, while reliability was established through test and re-tests method during pilot study. Ninety (85.71%) questionnaires were appropriately filled and return. Data analysis employed both inferential and descriptive statistical techniques after which the results were presented in tables supported by some discussions.

The study findings established that although principals encountered numerous challenges during implementing ICT in schools, they appeared to have positive attitudes towards its implementation. Principals' interest; their commitment and championing implementation of ICT programs in schools positively influenced the whole process. A tailor-made in-service training should be regularly arranged for them in order to shift their theoretical interest in ICT into practice.

Keywords: Challenges, principals, implementation, ICT, schools, Kenya

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