

Leadership Challenges in the Implementation of ICT in Public Secondary Schools, Kenya

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Abstract

Many authors argue that school leadership determines how Information Communication Technology (ICT) is implemented and its subsequent impact on teaching and learning. This involves Principal as a school leader to lead in implementation. A positive attitude of school leader towards implementation of ICT will encourage the school community to be actively involved in its implementation. Kenya is in the process of implementing ICT in schools. However, there are many challenges that hinder effective ICT implementation including school leadership challenge. This paper reports that school leader's interest, their commitment and championing implementation of ICT programs in schools positively influences the whole process. The Paper recommends that all school leaders consider using ICT in their day-to-day activities of running their schools. ICT curriculum and managerial skills should be incorporated to training of school leaders in Kenya. Implementation of ICT is becoming more important to schools and the success of such implementation is often due to presence of effective school leadership. To a large extent, school leaders have been relying on government and development partners to equip schools with ICT infrastructure. This Paper recommends besides sensitizing development partners and waiting for their contributions, school leadership should consider ICT a priority in school and allocate budgets that would promote its implementation. A descriptive survey was used to collect data by administering questionnaires to selected sample of ICT/curriculum teachers, Principals and Board of Governors (BOG) chairpersons from 105 public secondary schools in Meru County, Kenya.

Keywords: school leadership, implementation, ICT, schools, Kenya

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