Abstract:

A number of studies have identified the school principal as a critical and pivotal person for establishing and maintaining learning environments driven by technology. This paper examines the function of school principals as institutional managers and the role they play in the adoption and integration of Information and Communication Technologies in the process of teaching and learning. It was conceptualized that presence of ICT integration plans, maintenance and renewal plans, extent of community access to ICTs and proficiency in ICTs of school managers have an influence on extent of ICT integration in teaching and learning . Ten principals of selected schools and one teachers' training college from Nairobi and its environs were interviewed. To obtain a detailed and clear picture of the use of ICT, the mixed methods approach was used. Semi directed interviews, focus group discussions audiotapes of discussions, videotaped classroom observations and photographs of school environments, review of school documents on ICT and teacher and student productions were used to collect data. Out of the ten schools studied, five schools had ICT integration and maintenance and renewal plans, while only two schools shared their computers with the community and eight head teachers reported that they had the ability to use ICT skills. From the findings, it appears the development of ICT skills and knowledge among school principals is slow and may explain the low levels of ICT integration in the selected schools. It seems the success or failure of integration of ICT in teaching and learning rests largely on institutional managers and school managers need to take professional responsibility and accountability to ensure that they are well trained in ICT and that their institutions have management strategies to enable them achieve appropriate ICT integration in teaching and learning.