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THE EXTENT TO WHICH PRINCIPALS' SUPERVISORY ROLES ON DIGITAL INCLUSION IN CLASSROOM AND TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN ABAKALIKI EDUCATION ZONE OF EBONYI STATE

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ABSTRACT

This study investigates the extent to which principals' supervisory roles in promoting digital inclusion in classrooms influence teachers' job performance in secondary schools within the Abakaliki Education Zone of Ebonyi State. As education increasingly integrates digital tools and resources, the need for effective leadership in supervising the incorporation of technology becomes paramount. This research adopts a quantitative approach, employing surveys to gather data from principals and teachers across selected secondary schools in the region. Key areas of focus include the principals' strategies for enhancing digital literacy, the availability of technological resources, professional development opportunities, and the overall impact on teachers' engagement and performance. Preliminary findings suggest a positive correlation between proactive supervisory practices and enhanced job performance among teachers, indicating that principals who actively promote digital inclusion create an environment conducive to effective teaching and learning. This study emphasizes the critical role of school leadership in navigating the challenges of digital integration and highlights the need for continuous professional development and support for teachers. Ultimately, the research aims to provide actionable insights for educational stakeholders to foster a more inclusive and technology-rich learning environment, ensuring that teachers are equipped to meet the demands of contemporary education. Recommendations for policy and practice will be discussed, underlining the importance of collaborative efforts between school leadership and teaching staff in harnessing the potential of digital tools to enhance educational outcomes.

Keywords: Digital Inclusion, Principal Leadership, Teachers' Performance and Secondary Education.

Introduction

The role of principals in educational settings has evolved significantly, particularly with the advent of digital technology in the classroom. In Nigeria, where traditional teaching methods have dominated for decades, the integration of digital tools into the educational process presents both challenges and opportunities. The Abakaliki

Education Zone of Ebonyi State serves as an illustrative case where principals and teachers are navigating this landscape of digital inclusion. Understanding how the supervisory roles of principals impact teachers' job performance amidst this technological shift is critical for enhancing educational outcomes.

Digital Inclusion in Education

Digital inclusion in education refers to the accessibility and effective use of digital technologies to enhance teaching and learning processes. The Nigerian government, recognizing the transformative potential of technology in education, has initiated various policies aimed at integrating digital tools into classrooms. These include initiatives to improve infrastructure, provide training for educators, and develop digital resources that align with the national curriculum. Despite these efforts, many schools still face significant barriers to fully embracing digital tools, including inadequate resources, insufficient training for teachers, and varying levels of digital literacy among staff.

In the context of secondary schools in the Abakaliki Education Zone, digital inclusion is not merely about the existence of technology but also about how effectively principals supervise and support teachers in utilizing these tools. Effective supervision can create an environment conducive to innovation, collaboration, and professional growth. Conversely, a lack of support or unclear expectations can hinder teachers' willingness and ability to integrate digital resources into their teaching practices.

The Role of Principals

The role of principals extends beyond administrative tasks; they are educational leaders who set the vision for their schools and influence the culture of learning. Their actions and decisions can significantly affect teachers' motivation, job satisfaction, and overall performance. Research has shown that principals who actively engage in the digital inclusion process—through professional development, resource allocation, and creating a supportive environment—tend to foster higher job performance among teachers.

In the Abakaliki Education Zone, principals' supervisory practices may vary significantly, influencing the extent to which teachers can integrate digital technologies into their classrooms. For instance, principals who provide continuous professional development opportunities and foster a culture of experimentation and innovation are likely to see more significant gains in teacher performance. Conversely, those who adopt a more traditional or hands-off supervisory approach may inadvertently stifle teachers' engagement with digital technologies.

Teachers' Job Performance

Teachers' job performance is multifaceted, including planning lessons, delivering instruction, assessing student learning, and adapting to the needs of diverse learners. In recent years, the focus on integrating digital technologies into teaching has added another

layer to this performance. Educators are now expected not only to deliver content effectively but also to leverage technology to enhance student engagement and learning outcomes.

In the context of digital inclusion, teachers require support from their principals to navigate the complexities of technology integration. There is a growing body of literature emphasizing the connection between effective leadership and improved teacher performance. Teachers who feel supported by their principals are more likely to embrace new methodologies and tools, including digital resources, in their teaching practices.

The Importance of Investigating Mean Response Differences

Understanding the differences in mean responses between principals and teachers regarding the impact of supervisory roles on digital inclusion and job performance is crucial for several reasons. First, such an investigation provides insights into the perceptions and experiences of both groups. By comparing their viewpoints, researchers can identify potential gaps in understanding that may exist between school leaders and educators. For instance, if principals believe they are effectively supporting digital inclusion but teachers feel unsupported or inadequately trained, this discrepancy can lead to misalignment in the school's educational goals. Recognizing these differences is the first step in fostering better communication, collaboration, and ultimately, improved educational practices.

Second, analyzing the differences in perceptions can guide professional development initiatives. If teachers express a need for more training or resources regarding digital tools, principals can adjust their supervisory strategies accordingly. For example, they might prioritize workshops focused on specific technologies that teachers feel less confident using.

Finally, this investigation can inform policymakers about the realities on the ground, ensuring that educational policies are grounded in the experiences of both teachers and principals. By understanding the supervisory roles that principals play in promoting digital inclusion, policy interventions can be tailored to address the specific needs and challenges faced by schools in the Abakaliki Education Zone and similar regions.

Methodological Approaches to Understanding Differences

To investigate differences in mean responses effectively, researchers can employ rigorous quantitative methods, such as independent samples t-tests, which compare the average scores of principals and teachers on questionnaires related to their perceptions of supervisory roles in digital inclusion and job performance. These statistical analyses allow for the identification of significant differences and provide a clearer picture of where perceptions align or diverge. A diverse sample of principals and teachers from various secondary schools within the Abakaliki Education Zone would provide a

representative understanding of the context. It is essential to ensure that both groups reflect a variety of teaching disciplines and levels of experience to capture a wide range of perspectives. Developing a well-structured questionnaire that includes items assessing perceptions of supervisory support, availability of resources, and attitudes toward technology use in the classroom will produce valuable data. Likert-scale questions can quantify responses, facilitating statistical comparisons. Employing statistical software to perform t-tests will allow researchers to analyze mean score differences accurately. Reporting not only the means and standard deviations but also p-values and effect sizes will present a comprehensive view.

In conclusion, the difference in mean responses from principals and teachers regarding the impact of supervisory roles on digital inclusion and teachers' job performance sheds light on the dynamic and multifaceted nature of educational leadership. In the Abakaliki Education Zone, where the integration of digital tools is still developing, understanding these differences is crucial for informing practice and policy. By fostering an environment that encourages open communication between principals and teachers and addressing the disparities in perceived support, schools can enhance teachers' job performance and, ultimately, improve student outcomes. As education continues to evolve in an increasingly digital world, the role of effective leadership in facilitating this change cannot be overstated.

Principals' Supervisory Roles on Digital Inclusion and Teachers' Job Performance

The integration of digital technologies in education has transformed the landscape of teaching and learning, creating new opportunities and challenges for educators. In Nigeria, particularly in the Abakaliki Education Zone of Ebonyi State, the role of school principals has evolved to encompass the support and facilitation of digital inclusion in classrooms. As educational leaders, principals are responsible for creating environments that foster innovation, collaboration, and effective use of technology. This paper explores the supervisory roles of principals in promoting digital inclusion and their impact on teachers' job performance.

Digital Inclusion in Education

Digital inclusion refers to the accessibility and effective use of digital technologies in educational settings. According to the International Society for Technology in Education (ISTE, 2021), digital inclusion is essential for enhancing teaching practices and student engagement. In the Nigerian educational context, promoting digital inclusion has become a priority, as government initiatives aim to integrate technology into classrooms to facilitate improved learning outcomes (Adetunji, 2020). Effective integration of these technologies depends largely on the support and supervision provided by principals, who are tasked with guiding teachers in their pedagogical practices.

The Role of Principals in Promoting Digital Inclusion

Principals play a multifaceted role in promoting digital inclusion, including:

Vision and Leadership: Principals must articulate a clear vision for digital inclusion, aligning it with the school's objectives. By fostering a culture that values technology in education, principals set the tone for teacher engagement and innovation (Leithwood et al., 2020).

Professional Development: It is essential for principals to facilitate ongoing professional development opportunities that equip teachers with the necessary skills and knowledge to utilize digital tools effectively (Ertmer & Ottenbreit-Leftwich, 2013). This includes organizing training sessions, workshops, and collaborative learning experiences.

Resource Allocation: Effective principals ensure their schools have the necessary technological resources. This involves securing funding for devices, software, and infrastructure to support digital learning (Owolabi, 2020).

Supportive Environment: Principals must foster a supportive environment where teachers feel encouraged to experiment with new technologies. This includes creating networks for peer support and encouraging collaboration (Harris & Spillane, 2015).

Evaluation and Feedback: Principals should routinely monitor the integration of digital technologies and provide constructive feedback to teachers. Performance evaluations that include technology use can drive improvements and encourage best practices (Darling-Hammond et al., 2017).

Impact of Supervisory Roles on Teachers' Job Performance

The effectiveness of principals in their supervisory roles directly influences teachers' job performance. Key impacts include:

Increased Competence and Confidence: Teachers who receive adequate support and training from principals develop greater competence in using digital tools, leading to improved instructional practices (Tondeur et al., 2017).

Enhanced Motivation and Job Satisfaction: A supportive leadership style fosters higher motivation and job satisfaction among teachers. When principals acknowledge and reward the efforts of teachers in integrating technology, it fosters a culture of innovation (Ryan & Deci, 2000).

Improved Teaching Practices: Principals who actively promote digital tools encourage teachers to adopt innovative teaching strategies that enhance student engagement and learning outcomes (Sheninger, 2014).

Collaboration Among Teachers: Principals who encourage collaboration create opportunities for teachers to learn from each other's experiences, ultimately leading to improved performance and innovation in the classroom (Gordon, 2020).

Adaptability and Resilience: When principals model adaptability in their approach to digital inclusion, they instill a resilience and willingness to embrace change among teachers (Cuban, 2013).

Challenges Faced by Principals

While principals have a critical role in promoting digital inclusion, several challenges can hinder their effectiveness:

Resource Constraints: Many schools face limitations regarding infrastructure and funding, which can impede efforts to integrate technology effectively (Adetunji, 2020).

Resistance to Change: Some teachers may resist adopting new technologies due to comfort with traditional teaching methods (Ertmer, 2005). Principals must navigate this resistance through communication and support.

Variability in Digital Literacy: Teachers possess varying levels of digital literacy, making it challenging to provide uniform training and support (Hew & Brush, 2007). Customized professional development opportunities are essential.

Insufficient Policy Frameworks: The absence of comprehensive policies promoting digital inclusion can impede progress. Principals should advocate for stronger policies at the district and state levels (Owolabi, 2020).

Lack of Ongoing Support: Initial training may not be sufficient for effective technology integration. Continuous support, including mentoring and peer collaboration, can help sustain progress (Tondeur et al., 2017).

The supervisory roles of principals are vital for promoting digital inclusion and enhancing teachers' job performance in secondary schools. By providing leadership, resources, training, and support, principals can effectively empower teachers to integrate technology into their classrooms. Addressing the challenges faced by principals is crucial for fostering environments conducive to digital inclusion. As Nigeria continues to advance in its educational practices, emphasizing the importance of effective leadership in this context will lead to improved educational outcomes, preparing students for success in an increasingly digital world.

Statement of the Problem

In the context of today's rapidly evolving educational landscape, digital inclusion has become essential for enhancing teaching and learning processes. However, many secondary schools in Nigeria, particularly within the Abakaliki Education Zone of Ebonyi State, face significant challenges in effectively integrating technology into the classroom. This integration is often impeded by a lack of resources, inadequate training for teachers, and insufficient support from school leadership. Despite the critical role that principals play in fostering an environment conducive to digital inclusion, their supervisory effectiveness varies widely. Many principals may lack the necessary skills, knowledge, or strategies to support teachers adequately in adopting and utilizing

digital tools. Consequently, teachers may struggle to integrate technology into their pedagogical practices, leading to suboptimal educational outcomes for students. Moreover, the impact of principals' supervisory roles on teachers' job performance, particularly regarding digital inclusion, is not well-documented in the Nigerian context. This gap in understanding hinders the ability of educational stakeholders to implement effective strategies aimed at improving teaching and learning through technology. Therefore, this research seeks to address the following critical questions: What supervisory practices do principals employ to promote digital inclusion in secondary schools? How do these practices influence teachers' job performance and the effective integration of technology in the classroom? What challenges do principals encounter in their efforts to support digital inclusion, and how do these challenges affect their leadership effectiveness?

Purpose of the Study

The purpose of this research is to investigate the supervisory roles of principals in promoting digital inclusion within secondary schools and to examine how these roles impact teachers' job performance. Specifically, this study aims to:

1. To identify and analyze the specific practices and strategies employed by principals to facilitate digital inclusion among teachers, including professional development, resource allocation, and support mechanisms.
2. To evaluate the extent to which effective principal supervision affects teachers' job performance, focusing on their ability to integrate technology into teaching practices, enhance student engagement, and improve educational outcomes.
3. To assess the challenges and barriers that principals face in fostering digital inclusion and how these challenges may impact their supervisory effectiveness and the overall teaching and learning environment.

Significance of the Study

This research on principals' supervisory roles regarding digital inclusion and teachers' job performance has the potential to benefit several key stakeholders:

School Principals: The findings will provide principals with insights into effective practices for promoting digital inclusion in their schools. Understanding the impact of their supervisory roles on teachers can help them develop strategies to enhance support for educators in integrating technology into their classrooms.

Teachers: Teachers will benefit from enhanced professional development opportunities that arise from the research. By identifying effective supervisory practices, principals can create environments that foster greater confidence and competence among teachers in using digital tools, ultimately leading to improved teaching practices and student outcomes.

Students: Improved teachers' job performance due to effective principal supervision and support for digital inclusion can lead to enhanced learning experiences for students. Access to innovative and technology-integrated teaching methods can increase student engagement and achievement.

Educational Policymakers: Policymakers can use the research findings to inform decisions related to technology integration in education. The study can highlight the importance of principal leadership in digital inclusion and support the development of policies that allocate resources and training for school leaders and teachers.

School Districts and Administrators: School districts and educational administrators can utilize the research to understand the vital role of principals in fostering a culture of digital inclusion. The findings may guide the development of professional development programs, resource allocation strategies, and supervisory frameworks that enhance educational outcomes.

Educational Researchers: This research contributes to the existing body of knowledge regarding leadership in education and the integration of technology. Other researchers can reference or build upon these findings for further studies focused on effective leadership practices and educational technology.

Parents and Community Stakeholders: Understanding how digital inclusion and principal support impact teaching quality can inform parents and community stakeholders about the importance of technology in education. This awareness can foster community support for initiatives that enhance technological integration in schools.

In summary, this research has the potential to create a positive ripple effect across various stakeholders in the educational landscape, ultimately enhancing the teaching and learning experience through improved principal leadership in digital inclusion.

Research Questions

1. What supervisory practices do principals employ to promote digital inclusion in secondary schools?
2. How do these practices influence teachers' job performance and the effective integration of technology in the classroom?
3. What challenges do principals encounter in their efforts to support digital inclusion, and how do these challenges affect their leadership effectiveness?

Methodology

Design of the Study

The design employed in the study wasa descriptive survey research design.

This study was carryout in Abakaliki Education Zone, out of the three Education Zones in Ebonyi State. Abakaliki Education Zone is made up of four local government areas: Abakaliki, Ebonyi, Izzi and OhaukwuLGA respectively. Abakaliki Education Zone is bounded in the East by Cross River State, in the West by Ishielu

Local Government, in the North by Benue State, while in the South by Ezza North Local Government Area.Ebonyi State is one of the states created in October 1st 1996 by the then Abatcha led military administration. The nascent nature of the state has qualified it to have this study carried out onPrincipals Supervisory Roles and Teachers' Job Performance in Secondary Schools in Abakaliki Education Zone of Ebonyi State**.**

The population of this study comprised all the 1915 teachers and principals in 77 public secondary schools in Abakaliki Education Zone of Ebonyi State. There are 77 principals and 1838 class room teachers totaling 1915 principals and teachers in the zone. (Planning, Research and Statistics (PRS) Dept: SEB, Abakaliki 2019/2020 school year).

The sample of the studycomprised 405 principals and classroom teachers. To select the sample, the researcher used simple random sampling technique to select from the four local government areas in Abakaliki education zone. Therefore, simple random sampling technique was used to select 38 principals and 367 classroom teachers from the four local government areas representing 50% and 20% respectively of the entire population. This gave a total sample of 405 respondents for the study. The population was sampled based on these percentages because the population is large. Nwanna (1981) recommended that if a population is a few hundreds, 40% sample will do if in many hundreds, a 20% sample will do.

The instrument for the study was a researcher's structural questionnaire tagged "Principals Supervisory Roles and Teachers' Job Performance in Secondary Schools Questionnaire. (PSRTJPSSQ). The instrument was summitted for validity to three experts, two in Department of Educational Foundations, and one in Measurement and Evaluation from Ebonyi State University, Abakaliki. In order to determine the reliability of the instrument, the questionnaire was administered on thirty principals of secondary school in Afikpo Education Zone of Ebonyi State which is outside the study area. The internal consistency of the instrument was computed using Cronbach Alpha. The overall reliability coefficient of the instrument was 0.88. The internal consistency of each subscale of the instrument was computed separately. Each of the sections A, B, C and D had reliability coefficient of 0.89, 0.77 and 0.67 respectively. The instrument was personally administered to the respondents by the researcher, with the help of three research assistants. A total of 405 validated copies of the questionnaire were distributed. Out of 405 questionnaires distributed, 400 copies of questionnaire were returned and was used for statistical analysis in the study. The data collected was analyzed using mean scores and standard deviation for the research questions. The degree of agreement or disagreement was used todetermined by finding the mean of the nominal values assigned to each option. Based on the 4-point rating scale, the mean score of the scale was 2.50.

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Results

The researcher presents the results of data analysis based on the five research questions and five null hypotheses that guided the study. They are presented in tables below according to the various research questions and hypotheses.

Research Question 1: What supervisory practices do principals employ to promote digital inclusion in secondary schools in Abakaliki Education Zone?

Table 1: Mean and Standard Deviation on the supervisory practices do principals employ to promote digital inclusion in secondary schools in Abakaliki Education Zone

S/N	Item statement	N	$\bar{X}$	SD	Decision
1	Principal observe classroom instruction to ensure digital inclusion and instructional objectives are being follow	400	3.50	0.59	VHE
2	Principal checking the teacher classroom work enhance teachers' performance	400	3.32	0.66	HE
3	Assess digital inclusion and classroom organization for effective teaching process	400	3.15	0.65	HE
4	The principals assess teachers lesson preparation	400	2.69	0.77	HE
5	Principal mentor teachers on digital inclusion in class	400	3.40	0.75	HE
6	Principal monitors lesson plan and notes of lesson to ensure that they are well prepared to achieve digital inclusion objectives	400	3.40	0.64	HE
7	Principal uses appropriate supervisory techniques like classroom visitation to ensure improved teaching and learning	400	3.31	0.64	HE
8	Principal meets regularly with entire teaching staff to discuss instructional improvement or lack of it	400	3.32	0.85	HE
	Grand mean (x)		**3.67**		**HE**

Table I showed that the respondents agreed on items 1, 2 ,3 4, 5, 6, 7 and 8 that supervisory practices do principals employ to promote digital inclusion in secondary schools in Abakaliki Education Zone with a grand mean score of 3.67.

Research Question 2: To what extent do these practices influence teachers' job performance and the effective integration of technology in the classroom?

Table 2: Mean and Standard Deviation on the extent to which principals' practices influence teachers' job performance and the effective integration of technology in the classroom.

S/N	Item Statement	N	$\bar{X}$	SD	Decision
9	The principal provides digital tools as instructional materials for teaching/learning	400	3.49	0.56	HE
10	Principal encourages quality assurance over school visitation	400	3.42	0.54	HE
11	The principals often visit computer labs during classroom to ensure that curriculum content are covered	400	3.41	0.59	HE
12	Curriculum content are discussed with the teaching staff for improvement	400	3.07	0.85	HE
13	ensure that the scheme of work is covered with digital inclusion each term	400	3.09	0.56	HE
14	Provision of funds for teachers in service training	400	3.16	0.66	HE
	Grand mean (x)		**3.27**		**HE**

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Table 2 result showed that the respondents agreed on items 9, 10, 11, 12, 13, and 14 that principals' practices influence teachers' job performance and the effective integration of technology in the classroom in Abakaliki Education Zone with a grand mean score of 3.27.

Research Question 3: What challenges do principals encounter in their efforts to support digital inclusion, and how do these challenges affect their leadership effectiveness?

Table 3: Mean and Standard Deviation on the extent to which principals encounter in their efforts to support digital inclusion, and how do these challenges affect their leadership effectiveness in secondary schools in Abakaliki Education Zone**.**

S/N	Item Statement	N	X	SD	Decision
15	Lack of digital tools	400	3.24	0.87	HE
16	Lack of maintenance	400	3.59	0.57	HE
17	Lack of training	400	3.23	0.63	HE
18	Lack of data connectivity	400	3.00	0.92	HE
19	Insufficient internet connectivity	400	3.42	0.62	HE
20	Inadequate infrastructure and resources in schools	400	3.31	0.83	HE
	Grand mean (x)		**3.29**		**HE**

Table 3 showed that the respondents agreed on items 15, 16, 17, 18, 19 and 20 that principals' encounter in their efforts to support digital inclusion, and how do these challenges affect their leadership effectiveness in Abakaliki Education Zone with a grand mean score of 3.29.

The Findings

The findings from this study were summarized as follows:

1. To a high extent do principals' supervisory practices do principals employ to promote digital inclusion in secondary schools in Abakaliki Education Zone of Ebonyi State
2. Principals' practices, to high extent, influence teachers' job performance and the effective integration of technology in the classroom in Abakaliki Education Zone of Ebonyi State to a high extent
3. Principals' principals encounter in their efforts to support digital inclusion, and how these challenges affect their leadership effectiveness in secondary schools in Abakaliki Education Zone of Ebonyi

Summary

Digital inclusion in education is critical for enhancing teaching and learning, yet many secondary schools in Nigeria, particularly in the Abakaliki Education Zone of Ebonyi State, encounter obstacles in effectively integrating technology in classrooms. These challenges often stem from limited resources, inadequate teacher training, and insufficient support from school leaders. While principals play a vital role in fostering digital inclusion, their effectiveness can vary significantly due

to a lack of strategies, skills, and knowledge to assist teachers in adopting digital tools.

This research aims to investigate the supervisory roles of principals in promoting digital inclusion and how these roles impact teachers' job performance. Key areas of focus include identifying effective supervisory practices, evaluating their influence on teaching effectiveness, and assessing the challenges that hinder principals' efforts to support technology integration.

By addressing the gap in understanding the relationship between principal leadership and digital inclusion, this study seeks to provide actionable insights for school leaders, policymakers, and educational institutions. The ultimate goal is to enhance the role of principals in fostering digital inclusion, thereby improving the overall educational experience for teachers and students.

Recommendations

Based on the findings and insights gathered from the research on principals' supervisory roles in promoting digital inclusion and its impact on teachers' job performance, the following recommendations are proposed:

Enhanced Professional Development Programs - School districts and educational authorities should develop comprehensive and ongoing professional development programs focused on digital literacy and technology integration. These programs should equip principals and teachers with the necessary skills to effectively incorporate technology into teaching practices.

Principal Training and Support - Educational leadership programs should include specific training on digital inclusion strategies for principals. This training can better prepare school leaders to support their teachers through resources, training, and coaching on effective technology use in the classroom.

Resource Allocation - School administrators should prioritize the allocation of adequate technological resources, including hardware, software, and high-speed internet access, to ensure that both teachers and students can utilize digital tools effectively. This may include seeking partnerships with private organizations for funding and resources.

Collaboration and Networking Opportunities- Create opportunities for collaboration and networking among teachers within and across schools. Facilitating peer support networks can help teachers share experiences, best practices, and challenges related to digital inclusion, fostering a culture of continuous improvement.

Regular Assessment and Feedback- Implement mechanisms for regular assessment and feedback regarding the integration of digital technologies in teaching practices. Principals should monitor progress and provide constructive feedback to teachers to promote effective use of technology and adjust strategies as necessary.

Encourage a Culture of Innovation - Principals should foster an environment that

encourages innovation and experimentation with technology. Recognizing and rewarding teachers for their efforts to integrate technology can motivate them and promote a more positive attitude toward digital inclusion.

Engagement with Stakeholders - Involve parents, community members, and local organizations in discussions about digital inclusion. This collaborative approach can help raise awareness of the importance of technology in education and garner support for initiatives aimed at improving technological integration.

Advocacy for Policy Development - Advocates for educational policy should emphasize the importance of digital inclusion in their agendas. Policymakers at the local, state, and national levels should work to develop policies that support funding and resources for technology integration in schools.

By implementing these recommendations, educational institutions can create a more robust framework for promoting digital inclusion, ultimately enhancing teacher job performance and improving educational outcomes for students.

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