

Teachers' Preparedness in Integrating Information Communication Technology in Training Teachers in Public Primary Teacher Training Colleges in Central Region Kenya

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Abstract

Integration of ICT in education is embraced all over the world and Kenya is not exceptional. This study was therefore concerned with teachers' preparedness in integrating ICT in training teachers in public teacher training colleges. The rationale was based on the view that properly designed, learning materials inspired by integration of ICT and delivered by technology add value to a teaching environment in which contact hours are limited. The curriculum needs academic standards and the development of digital age skill for the 21st century learners if vision 2030 and beyond education goals have to be realized. The literature review focused on the meaning of ICT, Global ranking on integration of ICT, Global overview of ICT use in education, Integration of ICT in Africa, Status of integration of ICT in education in Africa, Readiness in the integration of ICT in Kenya, Integrating ICT and education in Kenya, the rationale for integrating ICT in education, and challenges of integrating technology in the primary teacher curriculum. A descriptive survey research design was used in the study which was conducted in four (4) public primary teacher training colleges in Central region of Kenya. These provided an ideal population for the study. The target populations were tutors, second year student teacher trainees, College principals and Kenya Institute of Curriculum Development (KICD) e-learning Officers. The major research instruments were questionnaires for tutors and student teacher trainees, interview schedule for the principals and Kenya Institute of Curriculum Development elearning developers, and observation schedule. The obtained data were analyzed systematically using descriptive statistics and presented with the help of frequency tables, figures and percentages. The study findings revealed that the types of ICTs available were inadequate; access to the computers was poor with limited internet connectivity. There was lack of proper training in the use of ICTs and that preparedness in integration of ICT was at an infant stage. Adoption of integrating ICT by tutors into their instructional process was not significantly related to their years of teaching experience. Further, there was no significant relationship between the tutors' attitude towards integrating ICT. Finally, tutors faced several challenges in an attempt to integrate ICTs into the curriculum such as inadequate facilities, lack of competence, knowledge and skills, lack of support from the college administration and the government and lack of ICT policies on integration of ICT in PTTCs. In view of these findings, key recommendations were made: PPTTCs have a revised syllabus to include ICT, KICD develop and supply e-content to PPTTCs and the ministry of education together with other stakeholders needs to come-up with clear guidelines on integration of ICTs in PTTCs.

Keywords: Teachers' Preparedness, Integrating, Information Communication Technology, Training Teachers, Public Primary Teacher Training Colleges, Central Region, Kenya

Full text:

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