

From Implementation to Efficacy: Factors Affecting Kenyan Secondary Teachers' Technology Integration

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Abstract

Teaching is a complex practice that requires teachers to draw upon their content knowledge, pedagogical approaches and strategies, and knowledge about learners in order to support learning. Integrating technology into the teaching and learning practice of a classroom is a strategy that many teachers are drawing upon. This article reports on the initial findings on information communication technology (ICT) implementation in Kenyan secondary schools and discusses factors affecting effective technology integration. The study used questionnaire and classroom observation data to examine what types of ICTs for education are available in secondary schools in Kenya and what training teachers have had in using ICTs for education; teachers' perspectives regarding the role of ICT in teaching and learning; and what factors might influence ICT integration in teaching and learning in public secondary schools in Kenya. The study found that while few teachers are integrating ICT into their teaching and learning, many teachers are implementing ICT in their teaching.

Keywords: Technology integration, Technology implementation, Secondary school teachers, Kenyan public secondary schools

Full text:

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