

Teacher Preparedness in the Pedagogical Integration of Information Communication Technology (ICT) in Chemistry among Public Secondary Schools in Kisumu County, Kenya.

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Abstract

The purpose of present research was establishing the level of teacher preparedness in pedagogical integration of ICT among public secondary schools in Kenya. Results indicated that a mean of 9.7/39 teachers were computer literate and generally used ICT; confirming that computer literacy among chemistry teachers was low. Regarding the extent chemistry teachers used tasks with ICT in instruction, the study revealed that about one quarter of teachers have never used ICT at all, indicating that there has not been much success in ICT integration in Kenyan schools. Regarding capacity to use ICT by teachers in teaching and learning, almost half of the teachers have never used ICT, indicating that majority of teachers never integrate ICT in pedagogy. Nonetheless, there was significant association between teachers' extent of use of ICT and performance of their students. It was concluded that integration of ICT in pedagogy in chemistry was minimal.

Keywords: ICT integration, Teacher preparedness, Pedagogical Integration, Performance.

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