

Teacher Professional Development Needs for Pedagogical ICT Integration in Kenya: Lessons for Transformation

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Abstract

This paper is based on a study carried out in selected secondary schools in Kenya. The research examines teachers' professional development needs in Kenya with a specific focus on the teachers' needs towards professional development in pedagogical ICT integration. Teachers' professional development is often regarded as a key element to successful education reforms. Hence, teachers are expected to undergo continuous professional development to keep abreast with the various changes that occur in the education systems including the modes of teaching and instructional resources. In this study, a cross-sectional and descriptive survey design was used where research data was collected through triangulation. Three key instruments namely; questionnaires, interview guides and checklists were used to collect data. The study sample for the institutions was 30 secondary schools from Nairobi and Kiambu Counties. The sample comprised 278 teachers, 375 secondary school students, 30 schools and Computer for Schools Kenya (CFSK) trainers. The study revealed a variance in the use of ICTs by teachers especially between personal use and pedagogical use. The highest teacher professional development need cited by teachers for effective ICT integration was an intensive approach to ICT integration. Most teachers felt that the approaches used in professional development did not equip them adequately for independent ICT usage in schools. The paper proposes for a convergent approach to teacher professional development which supports constructivist learning among teacher trainers and subsequently among learners in schools to enhance ICT integration in teaching and learning.

Keywords: teacher professional development, ICT integration, challenges of ICT integration

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