

Skill Challenges in Adoption and Use of ICT in Public Secondary Schools, Kenya

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Abstract

Adoption and use of ICT in schools in Kenya faces several challenges, including teacher's skills. For schools to benefit from using ICT, qualified teachers are needed. This study explored teachers' skills that influenced the process of adoption and use of ICT in public secondary schools in Meru County. The study adopted a descriptive survey research design. 105 (30%) schools were sampled through stratified sampling from a target population of 350 for the study. 315 respondents were sampled through simple random sampling. 220 (69.8%) questionnaires were appropriately filled and return. Data collected was analyzed by use of descriptive and inferential statistical techniques after which results were presented in tables. The study findings established that there was limited supply of qualified ICT teachers in Kenya. More ICT teachers should be employed in public secondary schools and trained in ICT skills to make them effectively deliver ICT based curriculum. In-service courses should be designed that can enable teachers to acquire ICT skills. Continued professional development of teachers is central to successful implementation of ICT in schools. Generally, teachers had positive attitudes towards adoption and use of ICT in schools.

Key words: Teachers' skills, Adoption, ICT, Schools, Kenya

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