

Influence of Trainee Teacher Philosophy about Teaching and Learning on Integration of Computer Technology into Future Teaching Practices

Lilian C. Kimaiyo, Kisilu M. Kitainge and Jackson Too

Abstract

The study sought to establish the influence of trainee teacher philosophy about teaching and learning on integration of computer technology into future teaching practices. This was done in the light of the fact that the Kenya government has launched the national laptop project in public primary schools which is expected to run from July, 2016. It is expected that the teachers who are undertaking training in Primary school Teacher Training colleges are key to effective implementation of computer use. The study was carried out in five public Teacher Training Colleges in the Rift Valley Province, Kenya. This study employed a correlation research design. The research population for the study was all teacher trainees in public teacher training colleges in Rift Valley. The colleges have a total population of 5,075 student teachers. Using a table of random numbers, the researcher then selected proportional samples from each stratum in every Teacher Training College to ensure that there was uniform representation of the different groups. The total sample from the five TTCs was 357 trainee teachers. The primary data was collected using a questionnaire consisting of two scales. The study established that there was a statistically significant influence of trainee teachers' philosophy about teaching and learning on prospective ICT integration. Trainee teachers who believed that learners construct their own knowledge with the teacher as a guide scored highly on intentions to integrate ICT in the classroom than those who believed that the teacher is the source of knowledge. Trainee teachers who intended to use child-centered teaching practices viewed ICT integration positively. It is therefore important that teacher trainers in TTCs emphasize learner-centered teaching methods in order to promote ICT integration.

Keywords: Trainee teacher, Philosophy, Integration, Computer technology, Teaching practices

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