

Integration of ICT into Teacher Training and Professional Development in Kenya

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Abstract

Teachers can only effectively integrate technology in their instruction if they are themselves knowledgeable about the technology. In Kenya, integration of ICT into the curriculum has been the subject of extensive research and various researches have reported challenges encumbering integration: resistance of teachers to embrace innovation; lack of infrastructure for ICT integration; negative attitudes of teachers towards integrating ICT; and school management related problems. These challenges beg several questions: What is missing in the teacher education and training curriculum? Is there skill training and maintenance for teachers? Do the teacher training institutions have the necessary infrastructure for ICT integration? This paper reports on the findings of a study that attempted to respond to these questions.

Keywords: ICT, Curriculum innovation, Teacher education

Full text: <https://www.ajol.info/index.php/majohe/article/view/101184>