

Effects of Teachers' Experience and Training on Implementation of Information Communication Technology in Public Secondary Schools in Nyeri, Central District, Kenya

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Abstract:

The purpose of the study was to investigate the effects of teachers' demographic variables on implementation of Information Communication Technology in public secondary schools in Nyeri Central district, Kenya. The dependent variable was implementation of ICT and the independent variables were teachers' teaching experience and training. The research design used was descriptive survey design. The target population was 275 teachers working in 15 public secondary schools in Nyeri Central district. The sampling design was stratified random sampling and sample size was 82 teachers. The study targeted 15 principals of the schools in Nyeri Central district. The data collection tools were questionnaires, interview schedule and observation schedule. Data were analyzed quantitatively and qualitatively. Teachers' training in ICT and teaching experience are not consistent in affecting ICT implementation. Many schools especially in rural areas had not embraced ICT mainly because teachers lacked adequate training, had lower levels of education, and had negative attitude towards ICT implementation. This has led to schools facing major challenges in ICT implementation. The researcher recommends that Public secondary schools should find a way to purchase more ICT facilities and support teachers' training on the use of ICT. The government needs to give more financial support through free education programme and donations to enhance ICT implementation in public secondary schools. The teachers should change their attitude towards the use and implementation of ICT in the schools so as to create information technology culture in all aspects of teaching and learning.

Keywords: Teachers' Experience and Teacher Training, Information Communication Technology, Curriculum Implementation

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