

Teachers' Preparedness in Integrating Information Communication Technologies in Public Primary Teacher Training Colleges in Kenya

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Abstract

This study investigated teachers' preparedness in integrating ICTs in public primary teacher training colleges in Kenya. Integration of ICTs brings revolutionary changes in teaching methodologies. The innovation lies not per se in the introduction and use of ICTs, but in its role as a contributor towards students-centered form of teaching and learning. Teachers' preparedness was measured in; types of ICTs available, teacher's training levels, teacher attitudes towards ICTs and challenges faced on ICTs integration. A descriptive survey design was used in the study which was conducted in four (4) public primary teacher training colleges in Central region of Kenya. These provided an ideal population for the study. The obtained data was analyzed systematically using descriptive statistics and presented with the help of frequency tables, figures and percentages. The study findings revealed that the types of ICTs available were inadequate; there was lack of proper training in the use of ICTs and preparedness on integration of ICTs was at an infant stage with several challenges on attempts to integration.

Key words: Preparedness, Integrating Information Communication Technology, Training

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