

A Framework for Implementation of Information and Communication Technology Curriculum in Public Primary Teacher Training Colleges Kenya: Towards Best Practice Model.

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Abstract

This study focused on the implementation of Information and Communication Technology (ICT) Curriculum in Public Primary Teacher Training Colleges in Kenya. The study utilized concurrent mixed method design. Purposive and simple random sampling techniques were used. Respondents were student teachers, tutors and administrators. Research instruments were questionnaires, interview schedules and observation sheet. Frequencies, means, standard deviations and Mann Whitney U test were used in analysis. PPTTC tutors rated themselves good in knowledge of usage of ICTS hardware and software, ICT subject tutors indicated they use ICTs hardware and software and other subjects' tutors indicated that they do not use ICTs hardware and software. Tutors have positive attitudes on ICT control and usefulness. ICT subject tutors use aspects of ICTs in teaching and assessment while other subjects' tutors do not. There was no administrative support toward ICT curriculum implementation. Colleges are adequately supplied with teaching and learning resources and provided reliable infrastructures for ICT curriculum implementation. PPTTC had majority of factors for Successful implementation and integration, few of internal barriers and majority of external barriers to ICT curriculum implementation and integration in PPTTC. The study recommended for adoption BNK Best Practice Model for implementation and integration of ICT curriculum.

Key words: A framework for implementation, Information and communication technology curriculum, Public Primary Teacher Training Colleges Kenya, Towards best practice model