#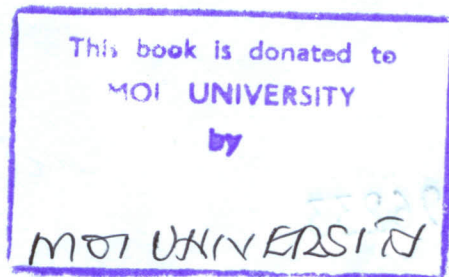 EVALUATION OF THE EFFECTIVENESS OF IMPLEMENTATION OF INFORMATION COMMUNICATIONS TECHNOLOGY (ICT) IN PRIMARY TEACHER TRAINING COLLEGES IN KENYA

BY

DAVID KIMELI MENJO

A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION (EDUCATIONAL ADMINISTRATION) OF THE DEPARTMENT OF EDUCATIONAL MANAGEMENT AND POLICY STUDIES, MOI UNIVERSITY

NOVEMBER, 2012

ABSTRACT

The study sought to evaluate the extent of ICT implementation effectiveness in selected Kenyan public Primary Teacher Training Colleges since the launch of the initiative by the Kenya government in the year 2004. Four public Primary Teacher Training Colleges in the Rift Valley Province were purposely selected for the study. The objectives of the study involved an investigation into the extent of application of ICT implementation strategies, ICT level competences, the extent of ICT use and impact of ICT implementation with respect to the students and lecturers in these institutions. The theoretical framework for identification of research variables in the study was based on the works of Adrie Visscher and Penni Tearle in ICT and its application to educational management. The study adopted mainly the descriptive survey research design, employing an eclectic mix of quantitative and qualitative methodologies. The target population comprised of 257 lecturers and 1937 second year teacher trainees in the study institutions. In each college, random sampling was used to select 40 lecturers and 80 second year students to participate in the study to yield quantitative data through filling of questionnaires. Qualitative data was mainly gathered using focus group discussions and interviews. Observation and document analysis formed part of data collection methods. Research instruments included questionnaires, semi-structured interview schedules and checklists. Piloting was done to ascertain data collection instruments' validity and reliability. The overall number of questionnaire respondents was 257 and 129 for students and lecturers respectively. Quantitative data was analyzed using both descriptive and inferential statistics employing the Software Package for Social Scientists (SPSS), while qualitative data was recorded, summarized and analysis made. The study outcome was that PTTCs' application of the ICT implementation strategies identified was minimal resulting in low ICT usage by lecturers and students. The overall conclusion being that the extent of ICT implementation effectiveness in the study PTTCs was low. It is hoped that the study findings will propel educational institutions and policy makers in the two Ministries of Education to be more proactive in adopting strategies that enhance effective ICT implementation in support of pedagogy and institutional management in teacher training educational institutions.