

Abstract

This study set out to develop a framework for Information and Communication Technology (ICT) integration in teaching and learning in public Technical Training Institute in Kenya. The sample for the study was drawn strategically from public Technical Training Institutes in Kenya. Technical training institutes are under the Ministry of Higher Education, Science and Technology and were established to provide hands-on skills and award craft and diploma certificates. This study is quantitative using a cross-sectional survey design. There was an interest in the different interpretations of use of ICT for teaching and learning across a number of technical training institutes and different processes which had been adopted to achieve this. The main data collection method that was deployed is likert type scaling questionnaires. The study found that most public Technical Training Institutes are yet to embrace ICT in teaching and learning although they have fairly adequate number of ICT tools. It was also found out that the institutions have few or no ICT support, policies and practices that may enhance ICT integration. The study concludes that public Technical Training Institutes are at the emerging stage of the UNESCO (2005) model as far as ICT integration in teaching and learning is concerned. In addition, it notes that, as much as there are a number of factors that influence ICT integration in teaching and learning, Competence in ICT applications and tools has a higher influence on pedagogy Integration of ICT. The study therefore recommends a comprehensive and continuous plan for training lecturers and students in the use of advanced ICT applications and tools and motivation of lecturers and students in the use of ICT in teaching and learning.