

**An investigation of tutors' knowledge on and use of icts in teaching and learning in  
teachers' colleges: A Case Study of Singida Region**

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The study investigated Tutors' knowledge on and the use of Information and Communication Technology in Teaching and Learning in Teachers' Colleges in Singida region, Tanzania. The objectives of the study were to examine the knowledge that tutors had on ICTs in Teacher's Education Colleges sampled; examine tutor's skills on the use of ICT; assess the role of ICTs in teaching and learning process in Teacher's Education Colleges, and finally identify the barriers towards the use of ICTs in teaching and learning process in Teacher's Educational Colleges. The study employed mainly qualitative approach involving case study design. A total of 57 participants were involved in the study. This constituted 2 Deputy Principals, 29 tutors and 26 student teachers from two teacher's colleges. The tutors were sampled using purposive sampling obtained from the population of 80 tutors in two colleges. On the other hand, student teachers were randomly selected in the study area. Data were collected through interviews, focus group discussions, documentary review and observation and were analysed using content analysis. The findings of the study indicated that majority of tutors had some basic knowledge on ICTs but they lacked pedagogical knowledge on the use of ICTs in teaching and learning in both teachers' colleges under study. The findings indicated various challenges on the use of ICT in teaching and learning process in teacher's education. These included tutor's insufficient knowledge on the integration of ICTs in teaching and learning process, tutors lack of technical knowledge of ICTs, insufficient teaching and learning of ICT devices and insufficient professional development in ICT among tutors which could foster tutors practical and theoretical knowledge. The study concludes that, tutor's knowledge on and the use of ICT in teacher education colleges is a vital aspect in the development of education sector. Thus, when tutors are fully trained on the use of ICT during their teacher education programs, they are enhanced to minimise cases of low access and poor quality of education. In the light of the findings, it is recommended that the Ministry of Education and Vocational Training in collaboration with the National Council for Technical Education (NACTE) have to ensure that teachers at all levels of education are well trained on and the use of ICTs by being given enough time for studying ICT courses.