

Sociocultural Factors that Influence Pre-Service Teachers' Intentions to Adopt Computer-Based Instructional Technology in Kenya

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Abstract

Although the use of computer technology has transformed the modern society in an Unprecedented way, its use has not been evenly adopted across the globe. Kenya is among the African countries where the use of technology in education is in the early stages of integration. Research shows that external factors such as technology costs and inadequate infrastructures alone are not the only causal factors that affect adoption of educational technology (Szabo, 2002). Other factors inherent within individuals can restrict teachers' adoption of education technology (Niederhauser & Perkmen, 2008). Using a mixed-method research design, this study explores the underlying internal beliefs that influence Kenyan pre-service secondary school teachers' intentions to adopt computer-based instructional technology (CBIT) in their future teaching practices. A survey questionnaire with both quantitative and qualitative questions was given to junior and senior year college students enrolled in a bachelor's degree on Education at a public university located in a metropolitan city in Kenya. The findings highlighted several factors that influence adoption of CBIT by pre-service secondary school teachers. These factors include the role of socioeconomic factors such as the job market, local and global competition for technology use, access to computers and Internet, and the availability of proper CBIT training for teachers. The findings also highlighted the inadequacy of teacher training programs to provide appropriate preparation using technology for pre-service secondary school teachers to adopt CBIT in their future teaching practices. Moreover, pre-service secondary school teachers' believed that the facilitating conditions influence their intention to adopt CBIT. Addressing these factors is critical if the integration of technology in education is to be realized in Kenya.

Keywords: Sociocultural Factors, Pre-Service Teachers', Computer-Based Instructional Technology, Kenya

Full text:

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