

Influence of Relevancy and Adequacy of Teachers Training on Integration of Digital Technologies in Early Years of Education in Kenya.

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Abstract

One guiding principles of Kenyan Basic Education Act 2013 is that education should promote innovativeness, inventiveness creativity, technology transfer and an entrepreneurial culture among learners. However, report from Teacher Performance Appraisal and Development (TPAD) from the ministry of education (Kisumu Central Sub-County) shows a low level of integration of digital technologies in early years of education. The purpose of this study therefore, was to investigate the influence of relevancy and adequacy of teacher training on integration of digital technologies in early years' of education in Kisumu Central Sub- County. The study objective was to determine the influence of relevancy and adequacy of teachers training on integration of digital technologies in early years of education in Kenya. The study adopted Concurrent triangulation design within the mixed method approach. The study was anchored on Davis (1986) Technology Acceptance Model and Preparedness Theory by Seligman (1971). The study targeted 345 teachers from Kisumu Central Sub-County. The study adopted saturated sampling to sample preschool and grade two teachers, stratified random sampling to sample head teachers and grade three teachers and purposive sampling to sample grade one teachers. The sample size comprised of 90 preschool teachers, 75 grade one teachers, 75 grade two teachers, 23 grade three teachers and 9 head teachers. The data collection instruments were structured questionnaires, interview schedules and focus group discussion. Validity was ensured by expert judgment from university supervisors. Cronbach Alpha was used establish reliability and the subscales met the recommended threshold. Trustworthiness of qualitative data was ensured by use of multiple sources of data. Descriptive statistics, Pearson correlation and linear regression were used to analyze quantitative data. The Qualitative data was analyzed using Thematic Analysis Approach. The findings also indicated a low positive correlation ($n=202$; $r=.292$; $p<.05$) between relevancy and adequacy of teachers training and integration of digital technologies. It was also established that teachers training was not relevant and adequate enough to prepare them for integration of digital technologies in their teachings. The study recommended that the ministry of education to consider organizing refresher courses for in-service teachers on integration of digital technologies. It was recommended that KICD to re –examine the curriculum content of pre-service teachers training.

Key Words; Integration, Digital, technologies, Relevancy, Adequacy, Teachers' Training

Full text: <http://ijern.com/journal/2018/August-2018/15.pdf>