

Teachers' Attitude towards Uptake and Integration of Laptop Computers in Public Primary Schools: The Case of Digital Literacy Programme (DLP) in Homa Bay County, Kenya

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Abstract

Kenya has joined many other countries in the world in embracing technology in teaching and learning. The Digital Literacy Programme (DLP) in Kenyan public primary schools forced the teachers to quickly change their teaching methodologies to accommodate the use of technology in teaching and learning. The purpose of the study was to assess the teachers' attitude towards the adoption of DLP in selected public primary schools in Homa Bay County, Kenya. The study adopted a mixed research approach with a cross sectional survey design. A total of 6529 public primary school teachers in Homa Bay County were used as the population of the study. The sample size of 362 teachers was generated from the study population. The sample size was then stratified to capture all the six sub counties of Homa Bay based on the population of teachers in each and every sub county. Questionnaires and interview schedules were used to collect data. Subject area experts were used to validate the contents of the research instruments as the reliability index for the questionnaires stood at 0.96 based on the pilot study. Descriptive statistics such as tables, frequencies, average means and percentages were used to analyze the quantitative data from questionnaires. One Way ANOVA was also used to establish differences in teachers' attitude and their work experience. Interviews were analyzed quantitatively by recording, transcribing, coding and then major themes reported. The research findings showed that teachers' attitude was high and welcoming. The findings were based on teachers' perception on usefulness of laptop computers which was found to be higher than the expected e-learning readiness levels ($3.61 > 3.41$). The research also pointed out that teachers' perception on ease of use of laptop computers was also high when compared to the expected e-learning readiness levels ($3.81 > 3.41$). The results also indicated that there were no statistical differences between teachers' attitude and work experience. F observed was 1.117 while F critical was 2.02. It was concluded that primary school teachers were ready for the uptake and integration of DLP in Kenya.

Keywords: Digital Literacy Programme, Perception, Attitude, Laptop Computer, Schools

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