

Influence of Collaborative Discussion Forum Project on the Improvement of Teaching Methodologies among Teachers in Public Primary Schools in Mombasa County, Kenya

Johnson Mayaka Monari

ABSTRACT

The purpose of this study was to examine the influence of Collaborative Discussion Forum (CDF) Project on the improvement of teaching methodologies among teachers in public primary schools in Mombasa County, Kenya. CDF is a project of the Strengthening Education Systems in East Africa (SESEA) program aimed at improving the educational standards through teacher professional development. The study was conducted through a descriptive survey research design by sampling 10% of the 292 teachers who participated in the CDF training project. The study focused on three independent variables: learner centered approaches, ICT integration in teaching and learning, and teacher-learner communication and their influence on the improvement of teaching methodologies. The study found out that learner centered approaches influence the improvement of the teaching methodology among the CDF participants with a composite mean of 3.73 and a standard deviation of 0.78. The Karl Pearson's correlation coefficient indicated a strong positive correlation between the two. The study also found out that ICT integration in teaching and learning influence the improvement of teaching methodologies. The chi-square calculated value of 20.87 against 12.59 at 6 degrees of freedom and 95% level of confidence showed that teacher-learner communication influence the improvement of the teaching methods. The Pearson's correlation coefficient also shows a strong positive correlation between the teacher-learner communication and teaching methods. The study therefore concluded that the improvement of teaching methodologies is influenced by learner-centered approaches, the integration of ICT and teacher-learner communication.

Key words: Teaching methodologies, learner-centered approaches, integrating ICT in teaching and learning, teacher-learner communication

Full text: <http://www.ijern.com/journal/2018/August-2018/02.pdf>