

**THE ADOPTION AND USE OF NEW EDUCATIONAL TECHNOLOGIES IN
THE TRAINING OF TEACHERS OF ENGLISH IN PRIMARY
TEACHERS' COLLEGES IN KENYA.**

BY

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(EDU/D. Phil. 03/2000)

A THESIS SUBMITTED IN PARTIAL FULFIMENT OF THE REQUIREMENTS
OF THE DEGREE OF:

DOCTOR OF PHILOSOPHY IN EDUCATIONAL TECHNOLOGY

DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY
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AUGUST, 2005.



ABSTRACT

“The Adoption and Use of New Educational Technologies in the Training of Teachers of English in Primary Teachers’ Colleges in Kenya” is a study whose purpose was to: (i) identify new educational technologies needed to improve training of teachers of English in Primary teachers’ colleges; (ii) identify factors influencing the adoption and use of these technologies in training of teachers of English in Primary teachers’ colleges; and (iii) make recommendations on the adoption and use of new educational technologies in the training of teachers of English in primary teachers' colleges. Technologies investigated included the Radio, Audiotape, Television, Video, and Computer. The study was based on the needs assessment process, theories of change and Dale’s (1954) Cone of Experience. The theories are centered on the principles that: the validity and appropriateness of any component of education is vital, the adoption and institutionalization of innovations is influenced by various factors, and that different educational technologies promote different levels of learning.

The 404 subjects of the survey included teacher trainers, trainees, and college administrators, resource center personnel, teachers and Ministry of Education personnel; purposively selected from western part of Kenya. The questionnaire, interview and observation were used to collect data. Descriptive and inferential statistics were used for data analysis. Results reveal significant discrepancies between actual and desired levels of adoption and use of new technologies in training primary school English language teachers. The most discrepant technologies identified were the computer and the video. Results also revealed that educational administrators and managers tended to underrate and undervalue discrepant technologies compared to other groups of respondents. The results of the study will move current training of English teachers, and teacher training in general, closer to the realities of their practical work settings and more relevant to the challenges of the twenty first century. Recommendations directed to the different stakeholders were made, which are expected to improve the adoption and use of new educational technologies in training English language teachers in Primary colleges in Kenya.