

**EFFICACY OF DIGITAL LITERACY PROGRAMME IN PROMOTING  
ACCESS TO ELECTRONIC INFORMATION RESOURCES BY PUBLIC  
PRIMARY SCHOOL TEACHERS, KAKAMEGA COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED IN FULFILLMENT OF THE AWARD  
OF THE DEGREE OF MASTER OF SCIENCE (RECORDS MANAGEMENT  
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**DECLARATION**

I declare that this project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or table have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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Date.....12/06/2023

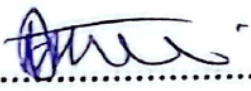
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**Supervisor's Declaration:**

This project has been submitted for appraisal with my approval as a University Supervisor.

**Supervisor:**

Signature.....

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## ABSTRACT

Going by the observation made by advocates of digital learning, digital technologies can increase the effectiveness of teachers. If digital technologies are made good use of, they can lead to increased access to data for learners, teaching materials, mentorship opportunities, and professional development. Successful incorporation of modern technologies into the classroom can be achieved if teachers work collaboratively to create modern learning environments and embrace technology in teaching. For this to be realised, a different set of teachers' skills is essential to ensure frequent use of technology while encouraging a new approach. The researcher carried out an investigation of the efficacy of DLP to uncover the underlying issues that could be hindering access to electronic information resources by public primary school teachers in Kenya's Kakamega County. This research adopted descriptive approach because the intention was to describe the existing conditions with respect to variables which are, digital literacy, ICT infrastructure and teacher's IT competence that affect access to electronic information resources. Proper data analysis was enabled by the researcher applying Statistical Package for Social Sciences (SPSS). Analysis of open-ended questions, which formed part of the qualitative data, was done by use of conceptual content before being presented in prose. Pie charts, tables, percentages and bar graphs were used in presentation of quantitative data. Since previous studies have shown that primary school teachers obtain low scores in integration of digital technologies in the classroom, the researcher sought to identify unique challenges that schools could be facing that require homegrown solutions. The study found out that digital literacy skills, ICT infrastructure and teacher's IT competence significantly affected the access to and use of electronic information resources by public primary school teachers in Kakamega County ( $p < 0.05$ ). Therefore, a unit change in these variables will result in a unit change in the access to electronic information resources by public primary school teachers in Kakamega County. The regression analysis showed that the determinants studied explain 62.6% of the variations in the access to electronic information resources by public primary school teachers in Kakamega County ( $R^2 = 0.626$ ). This implies that only 37.4% of the variation in the access to electronic information resources by public primary school teachers in Kakamega County is explained by factors other than those investigated by the study. However, the study found that there were challenges encountered by the teachers in accessing useful electronic information resources in public primary school teachers in Kakamega County, which limited the efficacy of DLP such as limited resources and lack of or insufficient IT staff. The study thus concludes that managements of public primary school teachers in Kakamega County should ensure computer teachers are trained on a regular basis in order to keep at par with the increasingly changing modern world. There is an advocacy to managements of public primary school teachers in Kakamega County to ensure availability of the required ICT infrastructure to facilitate access to electronic information resources. Further, teachers should undertake professional development trainings to enhance their ICT knowledge and skills.