ABSTRACT

The study focused on establishing how teachers use their digital literacy skills to facilitate learning in Kenya and the Czech Republic. This was achieved by focusing on four objectives: to identify how teachers apply digital literacy skills to facilitate learning; to establish self-efficacy in digital literacy among primary school teachers of learners with disabilities in Kenya and the Czech Republic; to investigate the challenges to the application of digital competencies in class by teachers of learners with disabilities in special primary schools; and to explore how teachers of learners with disabilities overcome the challenges faced in the application of digital competencies. The study was guided by the Self-efficacy element of Albert Bandura's Socio-Cognitive Theory. A descriptive research design was used for the study. The target population for the study was teachers of learners with disabilities in primary schools in Kenya and the Czech Republic. Probabilistic sampling was applied in the study. A semi-structured questionnaire and observation checklist were used to collect data from 456 teachers: 329 from Kenya and 127 from the Czech Republic. A mixed-method approach was used in the analysis, where statistical methods including descriptive, independent sample and chi-square tests were used. Thematic analysis was used to analyse text-based qualitative data relating to one research question. The study found that how teachers in the Czech Republic apply digital literacy to facilitate learning is on average 27% above the common average of the two countries, while Kenyan teachers apply digital literacy to facilitate learning is 15% below the common average. The average score for self-efficacy in digital literacy for teachers in the Czech Republic was 38% above the common mean, while Kenyan teachers were 16% below the common mean. This study established that teachers in both Kenya and the Czech Republic face both personal and institutional challenges that affect their application of digital literacy. Some strategies used by teachers to overcome these challenges are focused on using available resources, seeking funding and support, personal training and professional development, time management and adaptation, collaboration and peer learning, and alternative methods and solutions. The study concluded that teachers facilitating learning for learners with disabilities in Kenyan and Czech primary schools had average self-efficacy, though those from the Czech Republic rated better. It was recommended that they be further trained through in-service programs to improve their self-efficacy in digital literacy. In policy, the study recommends compulsory in-service teacher training in digital literacy.

Key words: Digital literacy, Self-efficacy, Teachers, Learners with Disabilities