



E-Learning Platforms in Vocational Training: Adoption and Skill Development Among Female Primary School Teachers in Nairobi, Kenya

Kerubo Mutambi¹, Oluoch Agwai^{2,3}

¹ Department of Artificial Intelligence, Kenya Agricultural and Livestock Research Organization (KALRO)

² Department of Data Science, Kenya Medical Research Institute (KEMRI)

³ Kenya Agricultural and Livestock Research Organization (KALRO)

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Correspondence: kmutambi@aol.com

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Author notes

Kerubo Mutambi is affiliated with Department of Artificial Intelligence, Kenya Agricultural and Livestock Research Organization (KALRO) and focuses on Computer Science research in Africa.

Oluoch Agwai is affiliated with Department of Data Science, Kenya Medical Research Institute (KEMRI) and focuses on Computer Science research in Africa.

Abstract

E-learning platforms have gained traction in vocational training across various sectors, including education. In Kenya, particularly Nairobi, there is a need to explore how these platforms can be effectively utilised by female primary school teachers for skill development. A mixed-methods approach was employed, involving a survey targeting 150 female primary school teachers with e-learning experience, supplemented by focus group discussions (FGDs) with 20 participants to gather qualitative insights. The quantitative analysis revealed that 78% of respondents reported enhanced skills in using digital tools for lesson preparation. Qualitative data indicated common challenges such as limited internet connectivity and insufficient training resources. Female primary school teachers in Nairobi show significant interest and efficacy in adopting e-learning platforms for vocational training, with notable improvements in their skill set. However, further support is needed to address technological barriers. Investment in digital infrastructure and teacher training programmes should be prioritised to maximise the potential of e-learning platforms in educational settings. Model estimation used $\hat{\theta} = \underset{\theta}{\operatorname{argmin}} \{ \sum_{i=1}^n \ell(y_i, f_{\theta}(\xi_i)) + \lambda \|\theta\|_2^2 \}$, with performance evaluated using out-of-sample error.

Keywords: Kenya, Vocational Training, E-Learning, Distance Education, Adult Literacy, Gender Studies, Quantitative Research

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