

**Digital literacy and effectiveness of online learning among pre-primary school learners with special needs in narok county.**

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**Abstract**

Application of technology in teaching has been witnessed across many countries in the world, however, not much has been done to adequately assess the level of digital literacy key in the application of digital learning in schools in Kenya. The COVID-19 pandemic has exposed teachers' preparedness to digital learning across all learning institutions. The paper sought to assess the effectiveness of online learning by assessing the level of digital literacy among the pre-primary teachers, parents and the learner who have special needs in public pre-primary schools in Kenya. The study took a descriptive design and targeted teachers, parents, and learners from 20 public pre-primary schools in Narok County, Kenya. The validity of the instruments was determined using experts in survey research design, who analyzed and judged the suitability of the instrument's items to the study objectives. The study purposively selected 20 public pre-primary schools from which teachers and parents with pre-primary learners were selected. Qualitative data were analyzed thematically along the study objectives and presented in narrative forms. Quantitative data were analyzed using descriptive statistics such as frequencies, percentages mean and standard deviation and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Packages for Social Science (SPSS Version 23). The results present various aspects and challenges facing the application and use of digital literacy in basic education such as access to technology and the ability to use the technology. It was established that lack of skills in using the technology among pre-primary learners reduces their concentration making online learning unproductive. The study concluded that Kenyan schools need to prioritize training of teachers in the use of technology which is a prerequisite knowledge in guiding learners. The study concludes that teachers were not prepared for digital teaching with challenges in using technology. The study recommends that schools should take the initiative to develop appropriate framework for them to enhance digital literacy among all other stakeholders.

**Key Words:** Digital literacy, Innovation, ICT, Pre-primary school, education sustainability, Special needs *education*.