

**FACTORS INFLUENCING CHOICE OF DISTANCE EDUCATION BY TEACHERS  
IN EARLY CHILDHOOD PROGRAMME IN MURANG'A SOUTH DISTRICT**

**BY**

**ROSEMARY WANJIRU WAMBUGUA**

**E35S/09/05916**

**BED/SCHOOL BASED**

**SUBMITTED IN PARTIAL FULFILMENT OF AWARD OF BACHELOR OF ARTS**

**AT**

**MT. KENYA UNIVERSITY**

**THIKA, KENYA**

**SEPTEMBER 2012**

**PRESENTED TO: MADAM AGNES KARENYUA**

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

As education enters the 21<sup>st</sup> Century, teachers are challenged daily to keep up with rapid changes that are evolving at an even increasing rate. One of the major Millennium Development Goals (MDGs) declared that “by 2015 children everywhere boys and girls alike will be able to complete a full course of primary schooling” (Republic of Kenya 2003). Giving all children of the appropriate age access to school implies that large numbers of additional teachers must be recruited and trained. Therefore working teachers need support, unqualified teachers need to be trained and trained teachers will need career long professional development and updating. The demand for teacher education in developing countries is so great that policymakers, program planners and teacher educators will have to explore alternatives to these existing conventional programs. Distance education can provide a flexible and effective response to the challenge.

Demand for qualified teachers has been high and will continue to be so as countries around the world work to ensure that all citizens can access education through to high level as minimum and beyond a highly desirable goal of basic education for all (UNESCO 2007).

The use of distance delivered teacher education programmes continues to grow and the early twenty first century is seen as a time of existing possibilities for distance delivered teacher education (Moon and Robinson 2003). Distance education is viewed by those teachers who are willing to improve themselves and manage their time as an accessible and inexpensive approach to teacher training (Martinez 2002).

Today distance education programs are implemented in many countries for both pre-service and in-service training of teachers. Perraton, Creed and Robinson (2001) states that countries adopt the distance approach for teacher training in order to achieve various aims such as initial training of teachers, continued professional development, re-orientation for teachers for curriculum reform and