

Mt Kenya



University

SCHOOL OF EDUCATION

DEPARTMENT OF CURRICULUM AND INSTRUCTIONS

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PROJECT

TITLE

SECONDARY TEACHERS' COMPETENCE AND ATTITUDE TOWARDS  
TECHNOLOGY ENHANCED INSTRUCTIONS

PRESENTER

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## ABSTRACT

Integration of Information and Communication Technologies (ICT) into education has been an important concern in our country. Recently, Ministry of Education has done great efforts and major financial investments to implement ICT into teaching and learning environments. However, as in many developing countries, ICT tools are provided to teachers without considering their competency and attitudes toward ICT. The purpose of this study was to reveal secondary teachers' competency and attitudes toward ICT in education and then explore the relationship between teachers' attitudes and factors which are related to teachers' personal characteristics (gender, age, computer ownership at home, and computer experience). In order to collect data, an instrument survey was employed by researchers and administered to 270 teachers almost uniformly distributed in four departments from 25 secondary schools. In data analyses, descriptive statistics were used to describe and summarize the properties of the mass of data collected from the respondents. The results indicate that teachers have positive attitudes toward ICT and although teachers' attitudes toward ICT do not differ regarding gender, it differs regarding age, computer ownership at home and computer experience. It is hoped that the outcomes of this study can be used in shaping innovational practices in the Educational system. Literature shows that in order to use technology in the classroom effectively, teachers' attitude toward technology should be positive and they should be trained in using the modern technologies in the field of education. Chin and Hortin (1994) stated that the teacher clearly must act as the "change agent" in the relationship between technology and the student.