

Influence of Teacher Accessibility and Attitude towards Integration of Computers in Mathematics Instruction in Secondary Schools in Kenya

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Abstract

The widespread use of computers in schools renders accessibility and preparedness in these technologies necessary. It is critical to understand whether mathematics teachers are accessible to computers and have the necessary attitudes regarding computer integration into their classrooms. The purpose of the study was to establish the influence of teacher accessibility and attitude towards integration of computers in mathematics instruction in secondary schools in Kenya. A descriptive survey design was adopted for this study. 147 mathematics teachers in 25 public secondary schools of Kakamega South were selected through purposive, stratified and simple random procedures. The instruments for data collection were the questionnaire and interview schedule. Reliability of the data collection instruments was determined by split –half method. The data collected was analyzed using descriptive statistics. The findings had implications on integration of computers in secondary school mathematics.

Key words: Integration, accessibility, attitude

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