

Teacher Attitude towards Use of Chatbots in Routine Teaching

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Abstract

Teacher's attitude towards some particular technology influences their willingness to use that technology in their instructional processes, and consequently the attitude and responses of students to the technology that they observe teachers using. This has a direct bearing on whether or not such technology will successfully be integrated into routine classroom practice and whether benefits of using such technology for teaching-learning purposes will be realized. This study sought to ascertain the attitude of teachers towards use of chatbot technology for teaching and learning purposes, chatbots being yet an emerging educational technology within a majority of developing countries including Kenya.

Keywords: Teacher Attitude, Educational Chatbot, Educational Software, Chatbot, Chatbot Technology, Educational Technology, Integration, Social Constructivism

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