Abstract

This study investigated the factors that influence mathematics teachers' perceptions of ICT in mathematics teaching in Kenyan secondary schools. Participants for the study came from a population of mathematics teachers in Nairobi and Nyandarua counties in Kenya. The results revealed that mathematics teachers' perceived roles of ICT in the classroom were positive with a large proportion of teachers agreeing that ICT plays a significant role in the teaching-learning process. Additionally, demographic factors such as age, school type, teachers' educational level, principal's subject major, and so on were significantly related to mathematics teachers' perceptions of the roles of ICT in the classroom. The Internet and ownership of laptop computer were found to be useful in shaping mathematics teachers' perceptions; however, this was not true for the availability of computer labs, technology resources, and location of the school (rural or urban). Additionally, limited time to integrate ICT in the lessons and inadequate ICT training in mathematics related software were found to limit mathematics perceptions of the positive roles of ICT in mathematics teaching. The study recommends that mathematics teachers need to be trained on the relevant mathematics software, be provided with reliable Internet connection, and encouraged to acquire laptop computers for instructional use.