

Abstract

This current study examined the extent technology training influence secondary mathematics teachers' decisions to adopt or not to adopt technology in the classroom practice from Nairobi and Nyandarua counties in the Republic of Kenya. The study applied the case study research design and the Rogers' (2003) diffusions of innovations theory to investigate the research problem. The study found that mathematics teachers have not received adequate technology training relevant for mathematics teaching because of technologically unskilled trainers, lack technology software related to mathematics teaching, and teachers are not motivated to attend training for lack of incentives. The study suggests radical changes be undertaken on how training of mathematics teachers by the Center for Mathematics Science and Technology Education in Africa (CEMASTEIA) and the National ICT innovation and Integration Centre (NI3C) and the teacher training programs at the public universities and colleges. The study also recommends that further research is needed to understand technology training for mathematics teachers in Kenya.