

Abstract

The study that used survey research design and was done in several secondary schools in two counties in Kenya: Nairobi and Nyandarua Counties. The study sought to examine the ICT familiarity levels and frequency of use, ICT training, and ICT perceived barriers in mathematics teaching. First, the study found that teachers were most familiar and mostly used Microsoft applications and the Internet on mobile phones as opposed to mathematical software. Second, training mostly focused on Microsoft applications and the Internet with no training on mathematical software. Third, barriers to ICT usage in mathematics teaching ranged from lack of computerized textbooks and the curriculum, lack of support in the classroom and labs, lack of technology enhanced classrooms and labs to lack of technical knowledge. Time was not a significant ICT barrier in the teaching of mathematics. The study recommends that since the Internet on mobile phones and the use of Microsoft applications were mostly used there is a need to use mixed methodology to get quantitative data and stories from teachers on how mobile phones can be used to teach and learning mathematics.