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TEACHERS RELATED FACTORS INFLUENCING THE INTEGRATION OF  
INFORMATION TECHNOLOGY IN THE TEACHING OF MATHEMATICS IN  
SECONDARY SCHOOLS IN KENYA

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**ABSTRACT**

The widespread use of computers in our daily life including education renders preparedness in new technologies necessary. It is therefore critical to understand whether teachers have the necessary skills and attitudes regarding computer integration into their classrooms. The study sets to establish teacher related factors influencing computer integration in mathematics instruction. An exploratory descriptive survey design was used. Mathematics teachers in 25 public secondary schools in the Kakamega South District of Kenya formed the study population. Purposive sampling was used in selecting schools with computers. The sample frame consisted of 147 mathematics teachers stratified into gender. Simple random sampling was then used to pick the required sample in each stratum. Data collection instruments were questionnaires, checklists and interview schedules. Reliability was determined by use of the split half method. Data collected were analyzed using descriptive statistics. The findings indicated that most mathematics teachers have a positive attitude towards computers and are convinced of the positive role that computers can play in the teaching and learning of mathematics. The only aggravating action is the technical know-how and necessary computer skills essential in guiding pedagogical activities towards effective and proper utilization of the computer technologies in the teaching and learning of mathematics.

**Keywords:** IT Technical Skills, Integration, Teacher Related Factors, Teacher Preparedness

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