

Opportunities and Challenges: Integration of ICT in Teaching and Learning Mathematics in Secondary Schools, Nairobi, Kenya

Sheila Amuko, Marguerite Miheso and Sophie Ndeuthi

Abstract

This presentation is based on a larger study whose purpose was to explore the various opportunities and challenges influencing integration of ICT in teaching and learning Mathematics in secondary schools in Nairobi County. The study, adopted a descriptive survey design. Three instruments questionnaires', a structured interview schedule and an observation checklist were used to collect data. The study was carried out in twelve public secondary schools in Nairobi County. Data was analysed using descriptive statistics. Findings from the study indicated that, teachers face major challenges such as developing their own technological skills and knowledge as well as self-training in the use ICTs in their teaching. This lack of capacity building support was found by the study to contribute to teacher lax in integrating technology in their teaching inspite of the enthusiasm. This study recommends that new frontiers on technology integration be made accessible to both teachers and students for learning purpose to increase access to information and that, capacity building in technology integration be increased for teachers and awareness be built among pre-service teachers trainees integrating ICT in teaching and learning Mathematics.

Keywords: ICT, School and Teacher Challenges, Teaching and Learning Mathematics.

Full text: <https://files.eric.ed.gov/fulltext/EJ1078869.pdf>