ICT Perceptions and Self-efficacy of Maths and Non-Maths Teachers

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Introduction

Issue: Inadequate ICT use by teachers

Importance: Digital preparedness and enhanced quality education

Argument: Teachers' ICT skills gap limits effective use

Literature Review

Evidence gap
Contradictory evidence gap

Some studies show positive perceptions and benefits of ICT usage, while others report negative attitudes and challenges

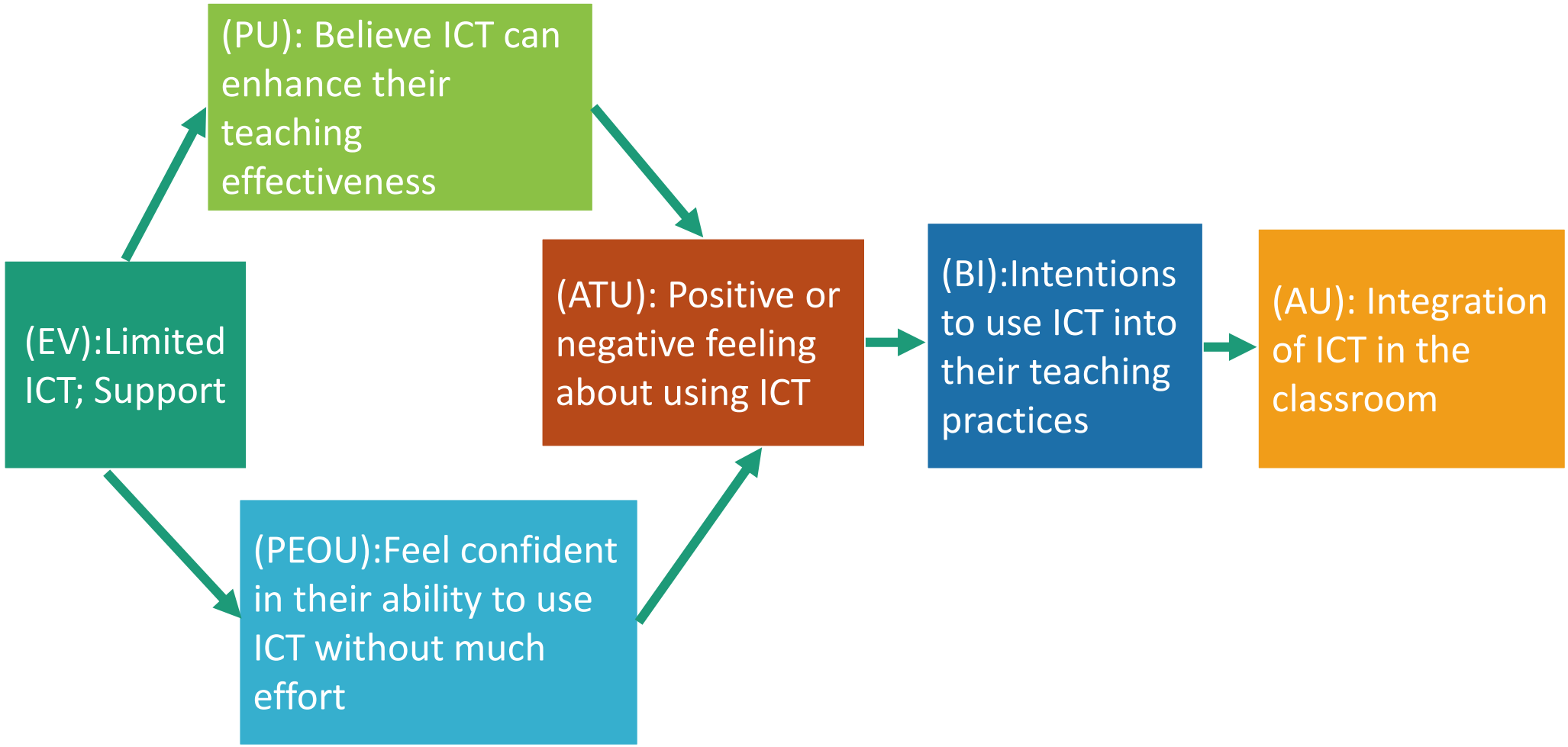
Knowledge gap
Knowledge void gap

Limited research on the perceptions and practices of ICT integration among teachers within a specific municipality

Practical knowledge gap
Action knowledge-conflict gap

Need for enhanced ICT integration training in schools

Technology Acceptance Model



Methods

Quantitative, cross-sectional survey

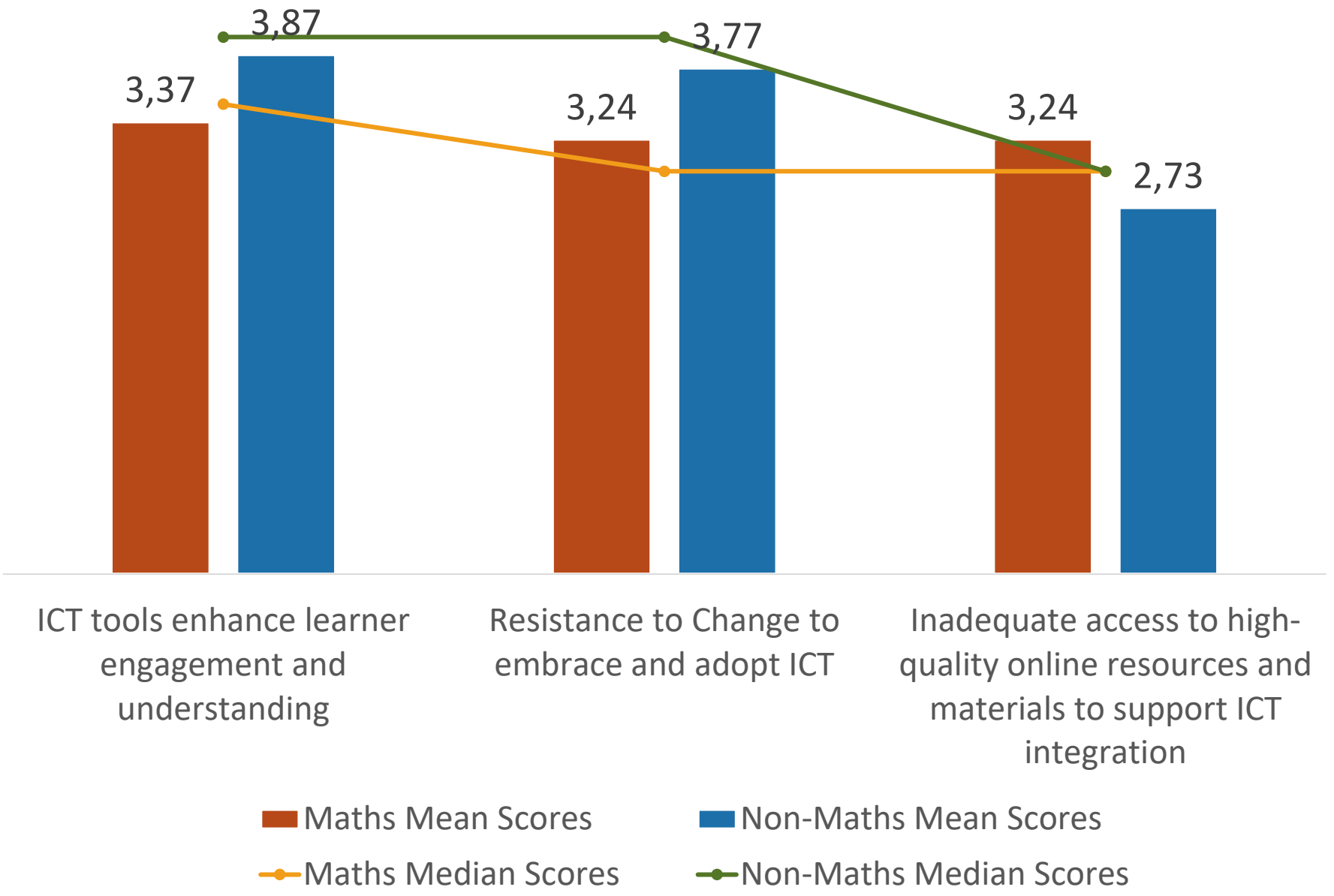
Convenience sampling of 68 teachers; Nama Khoi Municipality

Face-to-face questionnaire distribution

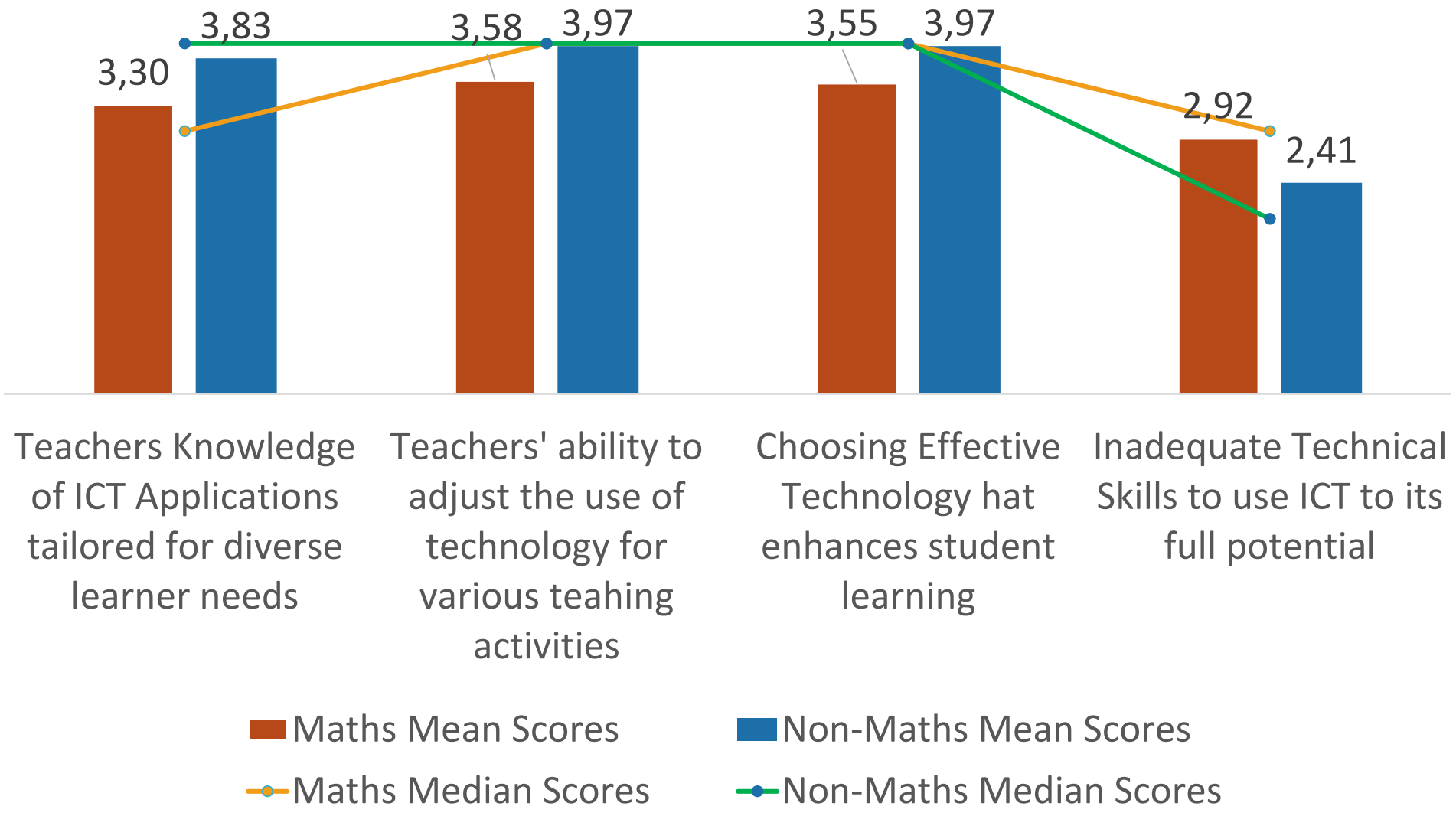
50 females, 15 males,3 prefer not to say; majority aged between 27 and 31

Descriptive, inferential statistics via SPSS, Mann-Whitney U test

Mean And Median Scores

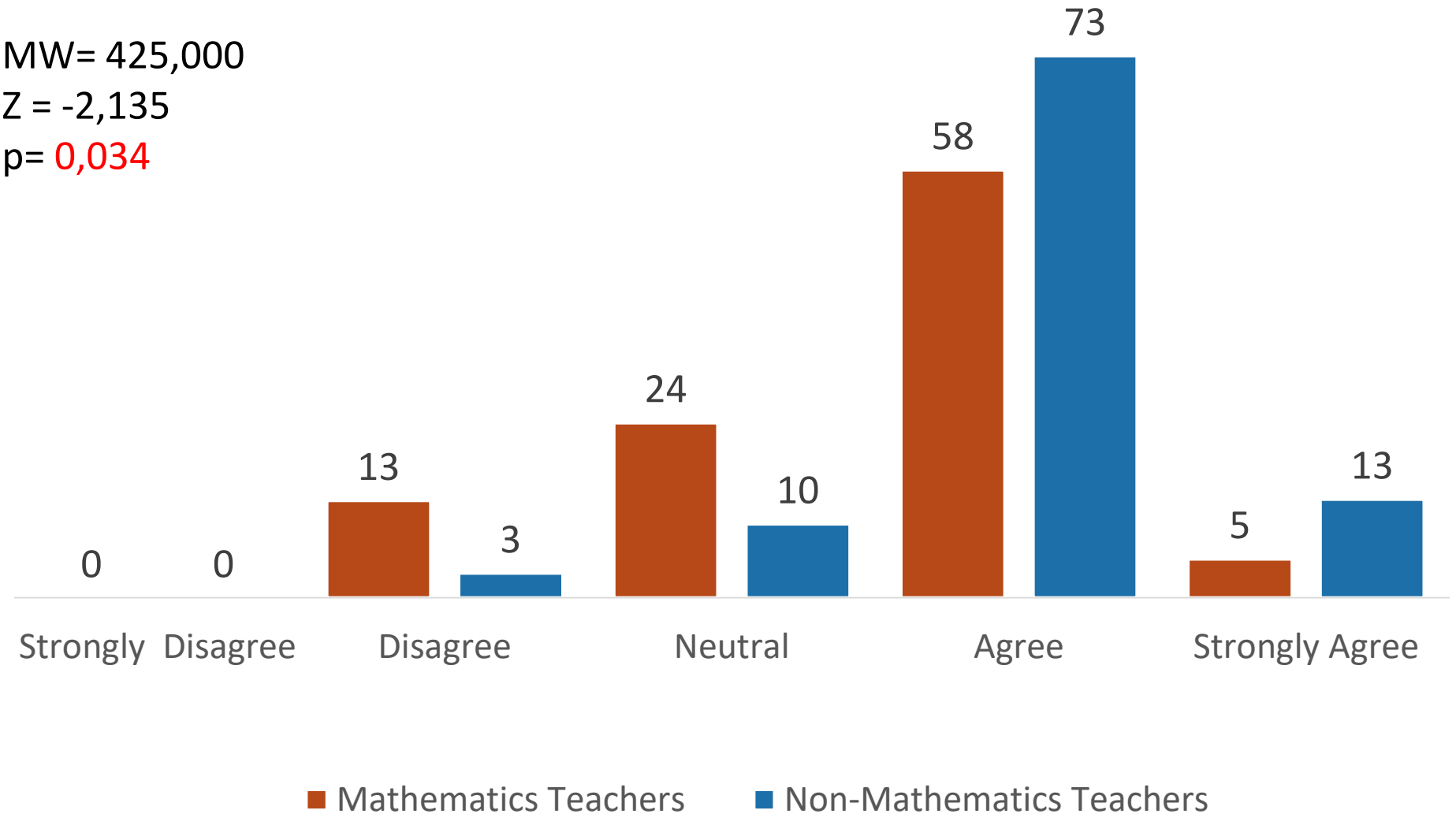


Mean And Median Scores (Cont.)



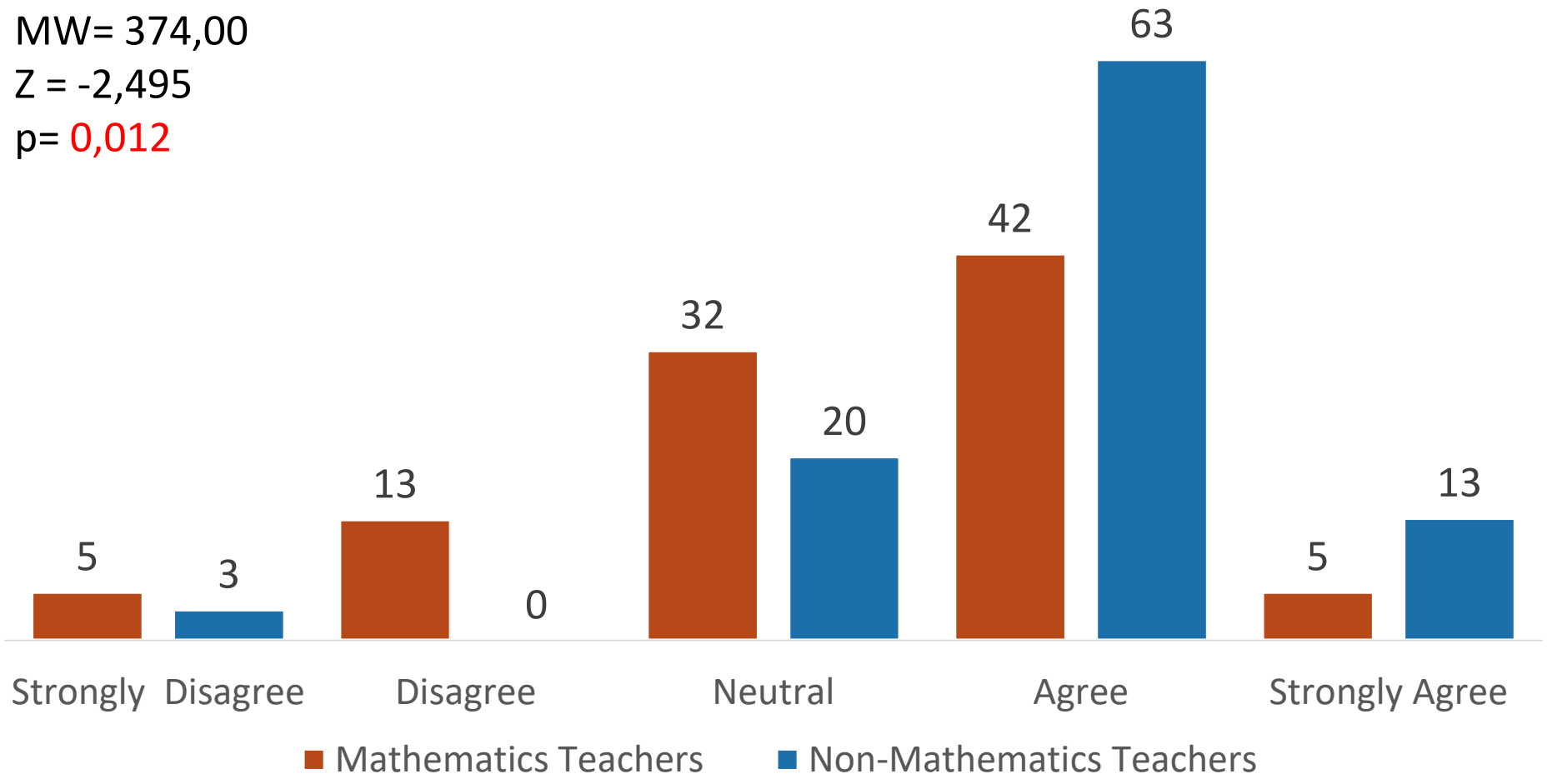
Ability To Adjust The Use Of ICT For Various Teaching Activities (in %)

MW= 425,000
Z = -2,135
p= 0,034

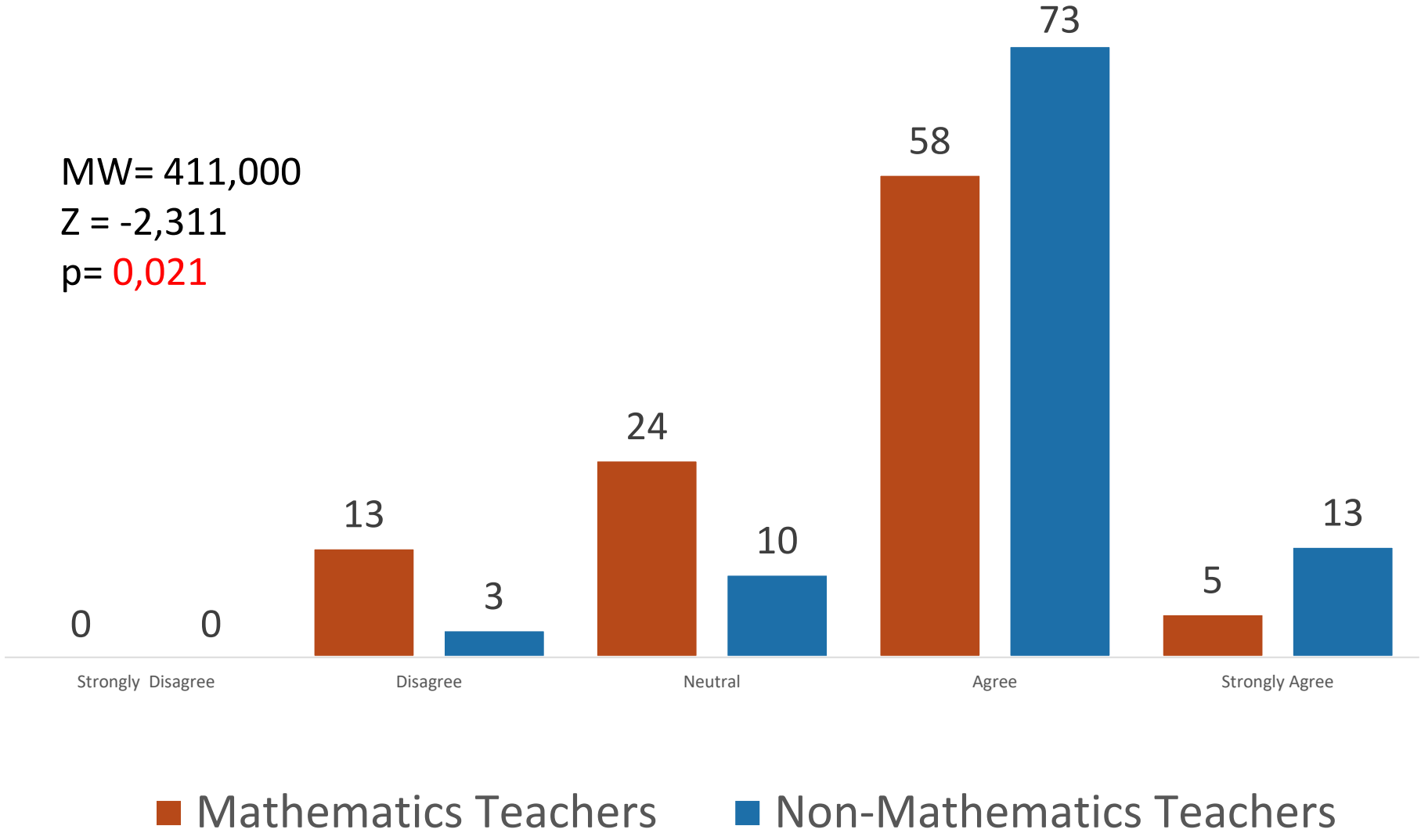


Teachers Knowledge of ICT Applications for Diverse Learner Needs (in %)

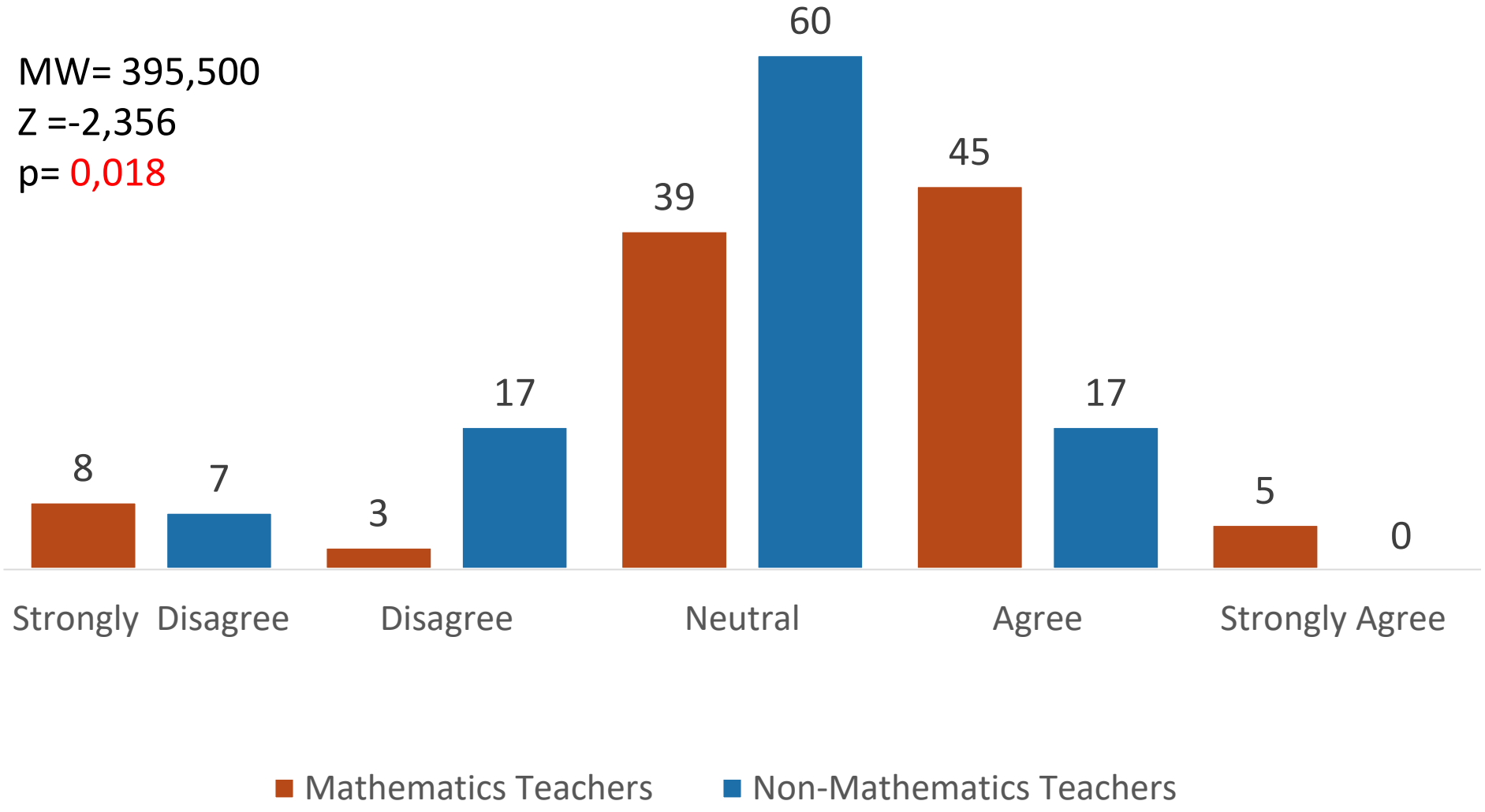
MW= 374,00
Z = -2,495
p= 0,012



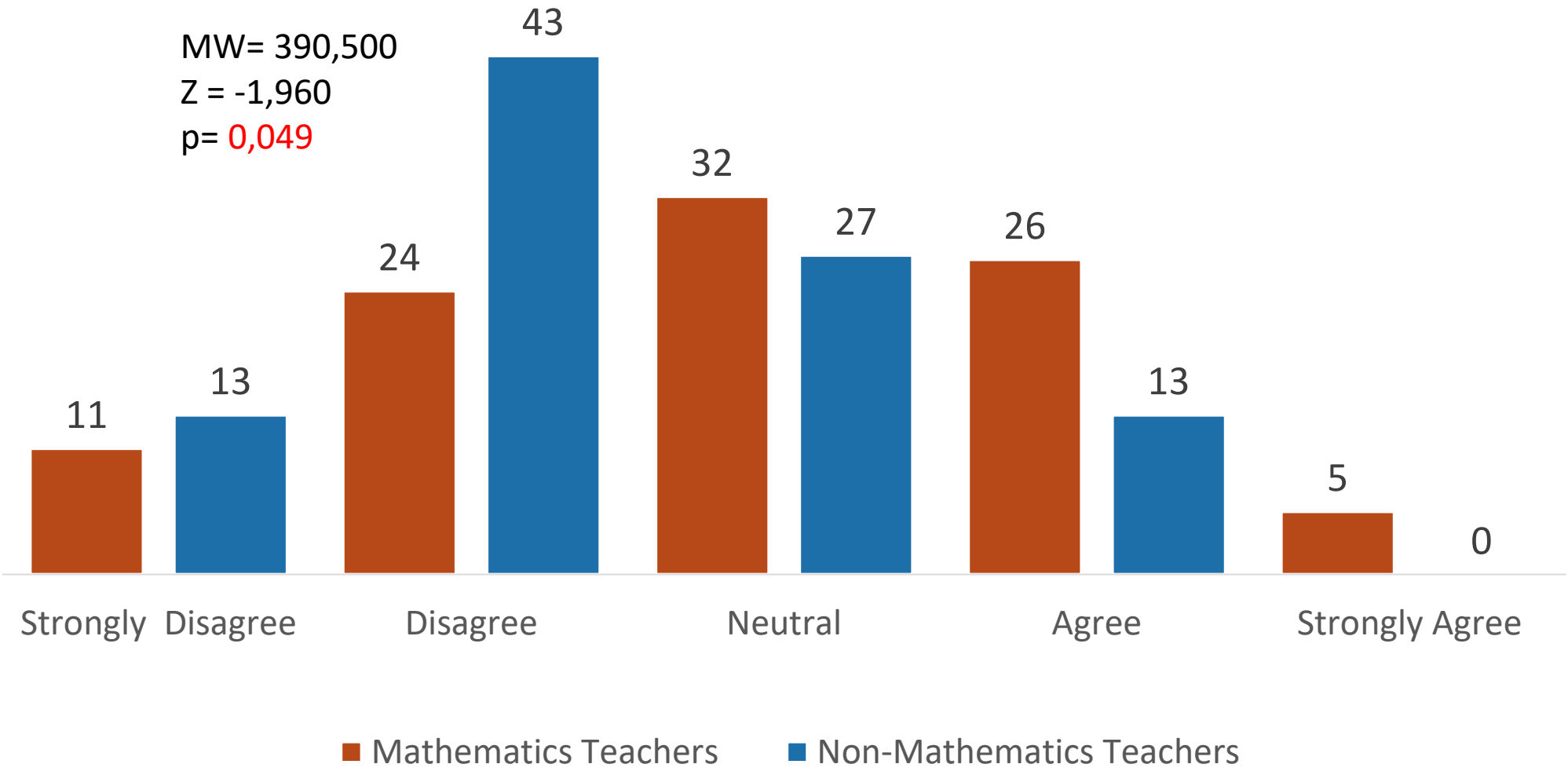
Choosing Effective Technology that enhances student learning (in %)



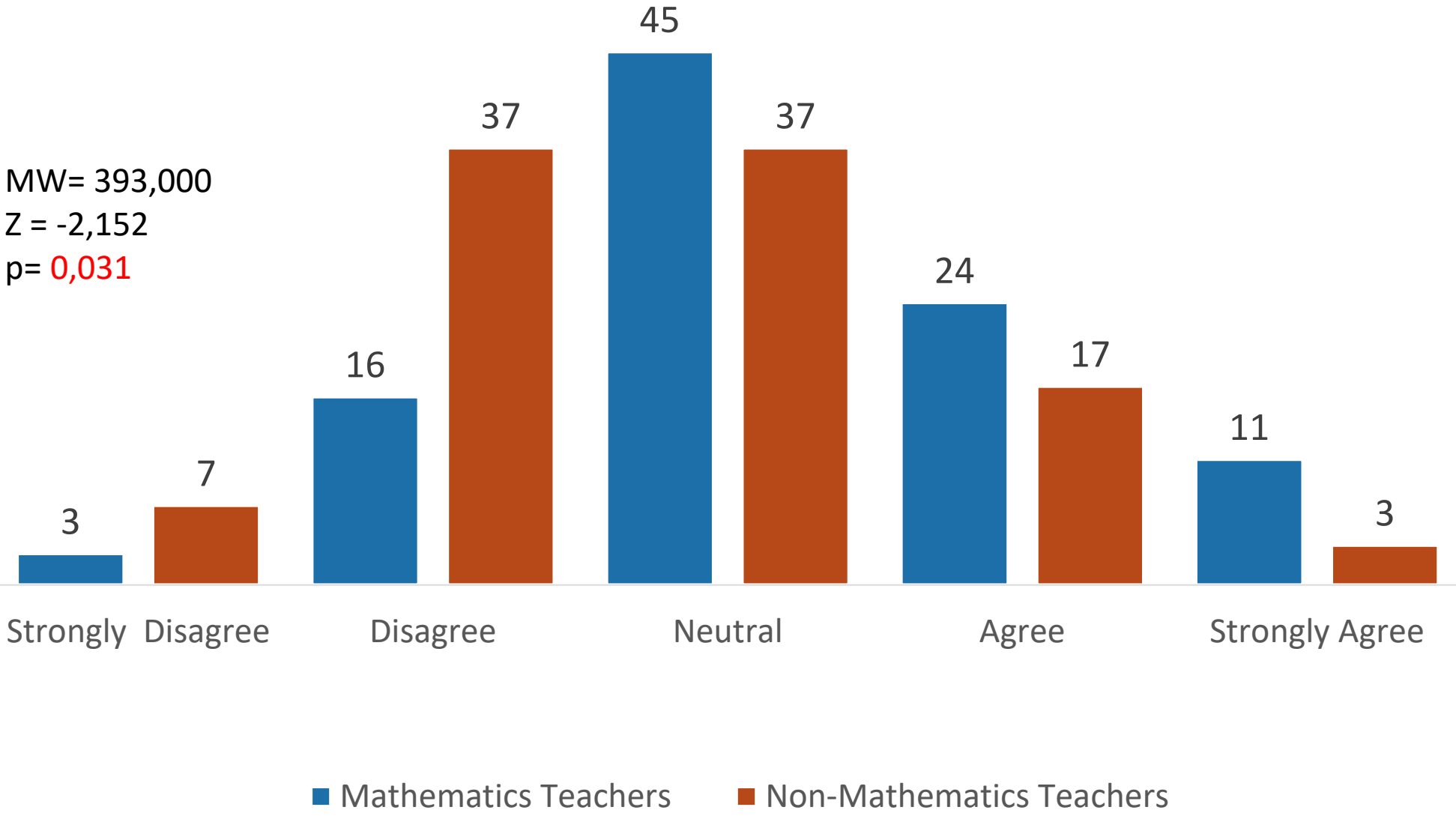
ICT tools enhance learner engagement and understanding (in %)



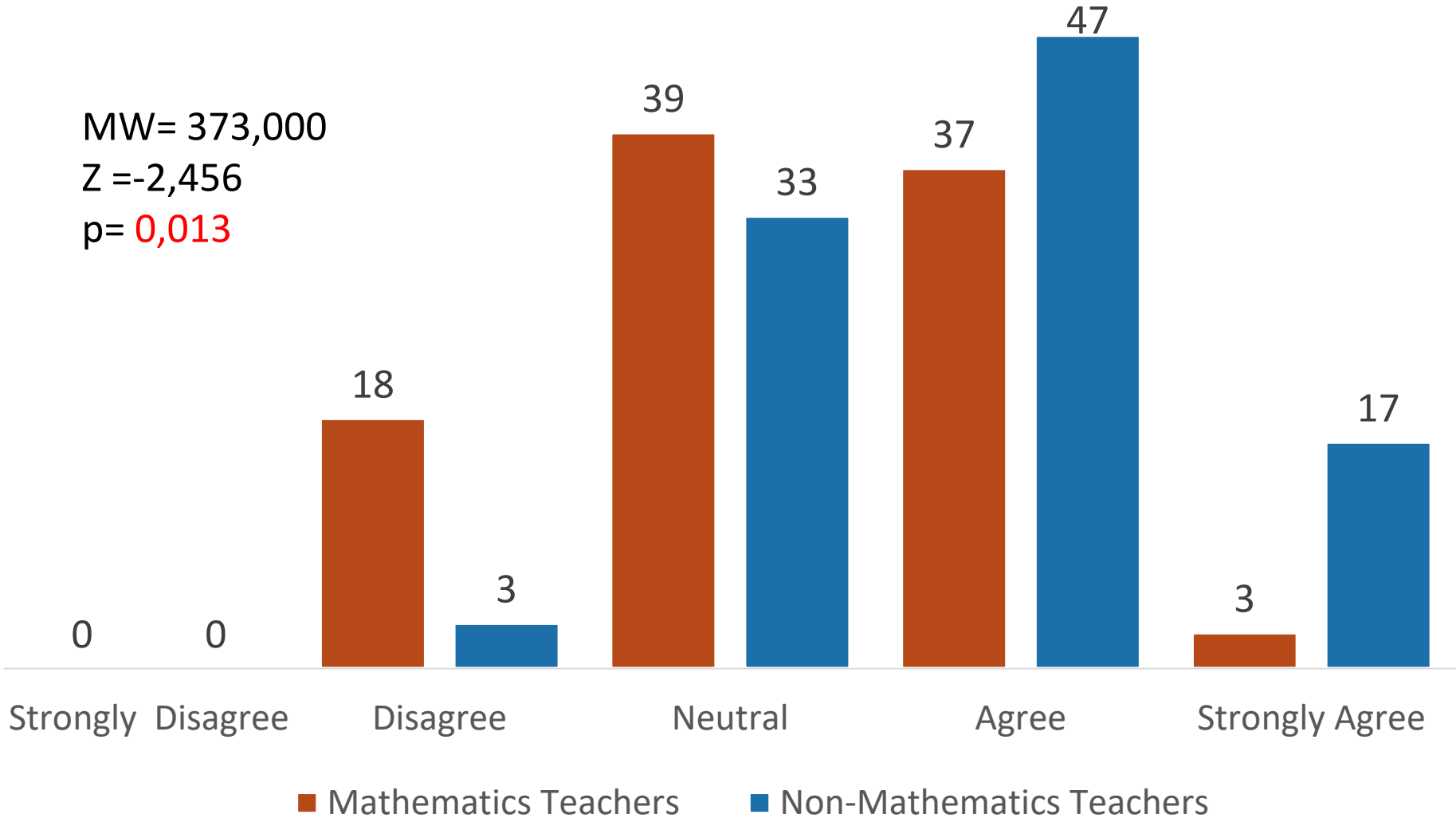
Inadequate Technical Skills to use ICT to its full potential (in %)



Inadequate access to quality resources to support ICT integration (in %)



Resistance to Change to embrace and adopt ICT (in %)



Discussion

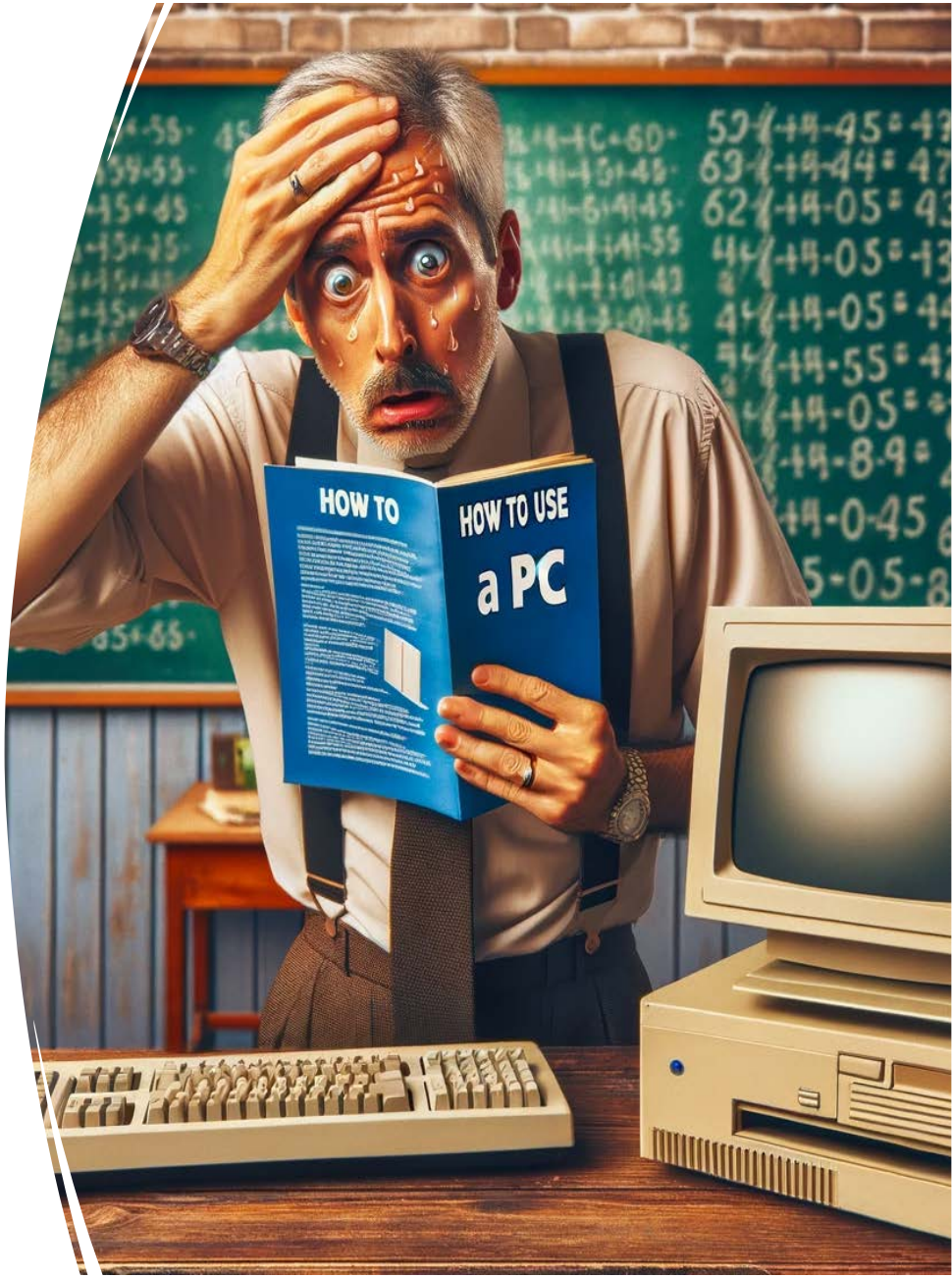
Teachers' ICT self-efficacy varies by subject

Maths teachers face greater challenges in ICT adoption

Need for tailored ICT training for maths teachers

Schools should develop supportive ICT policies

Design interventions to enhance teachers' technical skills

Summary

#ICTinEd: South African mathematics teachers face greater challenges in integrating technology than their non-mathematics peers, highlighting the need for specialised ICT training in mathematical sciences. #DigitalDivide #TeacherTraining #MathEducation