

Investigating Teachers' Confidence and Beliefs in Using Technology in Teaching Mathematics in Rwandan Secondary Schools

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Abstract : Confidence and beliefs are the main contributors to the improvement of teachers' mathematical knowledge. The objective of this study was to investigate teachers' confidence and beliefs towards technology use in teaching mathematics subjects in the Musanze District. The data were collected using closed and open questions. These were distributed to 118 secondary school senior 1 to 6 mathematics teachers in Musanze district. The findings revealed that the teachers' confidence about the use of technology in teaching mathematics needs improvement. Apart from confidence, almost a third of the teachers conveyed negative beliefs that technology plays great importance in promoting the understanding of mathematics. Teachers as knowledge transmitters are required to join various professional courses towards technology integration in the teaching of mathematics, to improve the effectiveness of teaching and learning.

Keywords : knowledge, technology, teachers' confidence, beliefs, barriers of technology use

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