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Teachers' attitude to using information and communication technologies in the classroom

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ABSTRACT

The purpose of this study was to determine the attitudes of teachers in four secondary schools in Pretoria to the use of Information and Communication Technologies in their classrooms. Digital technology has become an integral part of modern society. Participating teachers completed an online questionnaire based on the Technology Acceptance Model (Davis, Bagozzi, & Warshaw, 1989) to gauge their attitude towards using technology in the classroom as well as their intentions to use the technology. Variables such as perceived usefulness, perceived ease of use, technical support, attitude towards using technology and intention to use technology were used. Results revealed that teachers had a positive attitude towards the technology being used at school and their behavioural intention to use the technology was high.