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2017

https://hdl.handle.net/10539/24440

Daya, Avika (2017) The impact of access to educational technology and educator's attitudes towards educational technology on the use and integration of educational technology in South African schools, University of the Witwatersrand, <https://hdl.handle.net/10539/24440>

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The Impact of Access to Educational Technology and Educator's Attitudes towards Educational Technology on the Use and Integration of Educational Technology in South African schools.

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A research project submitted in partial fulfilment of the requirements for the degree of BA Masters (Educational Psychology) in the Faculty of Humanities, University of the Witwatersrand, Johannesburg, January 2017

ABSTRACT

Educational Technology (ET) is fast becoming a part of South African classrooms. Educators play a major role in the effective and successful integration of this technology within the classroom. This study explores the relationship between educators' level of access to ET, their attitudes towards ET and their use of ET for various teaching related purposes. The factors of perceived competence, cultural relevance and perceived usefulness are also explored. Roger's Diffusion of Innovations Theory and Ajzen and Fishbein's Theory of Reasoned Action and Theory of Planned Behaviour were used as the theoretical framework for this study. A convenience sample of 119 educators from various schools in Gauteng (both public and private) completed a questionnaire consisting of a demographics section, the Attitudes towards Computer Scale (ACTS) and the Information and Communication Technology Survey. Results were analyzed using descriptive statistics and multiple regressions. The study found that while educator's attitudes towards ET are positive, levels of use and integration of more complex ET items are still low. Varying levels of access were recorded for different ET items at home and at school. Both, perceived usefulness and levels of access were found to be the most significant predictors of educators ET use and integration. These results are in keepings with both Roger's Diffusion of Innovations Theory and Ajzen and Fishbein's Theory of Reasoned Action and Theory of Planned Behaviour as attitudes were shown to predict use and integration of ET. This research has potential to contribute to teaching policy, practice and research in South African schools.

Keywords: Attitudes; Access; Educational Technology; Educators; Integration