

# TEACHERS' ATTITUDES TOWARDS USING ICT IN THE CLASSROOM

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*Researchers identified a range of factors that are influential in teachers' support for technological learning aids in their classrooms. Several studies find that attitude and beliefs influence teachers' decisions to use technology in the classroom.*

*Purpose, In this research examining the take-up of teachers Attitudes Towards Using technological learning in the Classroom.*

**Method:** *A mixed-method approach uses both quantitative and qualitative methodology included a questionnaire and an interview. The former was applied to 230 participants from 73 intermediate schools and the latter involved 17 interviewees, 12 Islamic teachers and five Islamic supervisors from Riyadh, Saudi Arabia*

**Results:** *The findings from this study indicated that Islamic teachers had positive attitudes about the usefulness of Information and communication technology (ICT) in the classroom. Responses of teachers' supervisors in the interviews also indicated that Islamic teachers have, in general, positive attitudes towards using ICT in their classrooms. Teachers and supervisors in this research explained the benefits of using ICT by noting several advantages. These included the lesson becoming more interesting and attractive for the students; delivering material quickly and easily, which in turn contributed to better understanding for the students and saved time; and minimising the effort required for teachers to deliver the information.*

**Conclusion:** *The data gathered in this study highlight that there are relationships between teachers' attitudes towards using ICT, their access to ICT at home and their attendance at ICT training programmes. In addition, teachers who had access to ICT at home were more likely to have positive attitudes towards ICT than teachers who did not have access. This result is consistent with those of other studies in which teachers with computers at home had more positive attitudes. Also, teachers who attended ICT training programmes had more positive attitudes towards ICT, while teachers who did not undertake such training did not.*

**Keywords:** ICT, Learning,