PRE-SERVICE TEACHERS' PREPARATION AS A CATALYST FOR THE ACCEPTANCE OF DIGITAL TOOLS FOR TEACHING MATHEMATICS AND SCIENCE

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Abstract

The present research examines whether pre-service teachers' preparation in using digital tools in their teaching in the training schools, develop their acceptance of these tools as teaching tools. Here, acceptance is measured in terms of the constructs of the technology acceptance model (TAM). It also examines the mediation of self-efficacy, anxiety of using digital tools for teaching mathematics and science and enjoyment of this use between the constructs of the pre-service teachers' acceptance of digital tools for their teaching. We used questionnaires that are part of TAM introduced by Davis. Forty eight mathematics and science pre-service teachers participated in the study. We analyzed the collected data using SPSS 21. The research results indicate that the pre-service teachers' preparation resulted in significant differences in their scores of affective and usage constructs associated with their acceptance of digital tools for mathematics and science teaching, except in the scores of anxiety.

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