

**TEACHERS' PERCEPTION AND MOTIVATION  
TOWARDS THE USE OF ICT TO TEACH  
MATHEMATICS AND SCIENCE IN ENGLISH**

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## DEDICATION

**T**his research project is especially dedicated to my lovely wife and my beautiful charming daughters. Thank you very much for giving me the support to make this project a success. I would like to further my dedication to my supervisor, Madam Saira Joe, Faculty of Education, Universiti Teknologi Mara, Cawangan Sarawak who has been giving me the guidance, assistance and positive comments on my research project (EDU 650 Academic Project). I would also like to dedicate this project to Madam Amelia Alfred from Universiti Teknologi Mara, Cawangan Sarawak, for giving me the guidance and assistance with the absent of my supervisor. Last but not least, a gesture of appreciation to my moderator, Madam Linda Sim, Faculty of Education, Universiti Teknologi Mara, Cawangan Sarawak and especially to MR. Sueb Haji Ibrahim, Coordinator of Bachelor of Education (HONS) TESL, Universiti Teknologi Mara, Cawangan Sarawak.

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## ABSTRACT

This project was set up to investigate the factors which have contributed to the continuing use of ICT by teachers experienced in using it for teaching. The evidence discussed in this research was collected through a literature search, teacher questionnaires, teachers' responds and interviews. The paper attempts to identify common factors that have motivated Mathematics and Science teachers (MSTs) to sustain their use of ICT to support the teaching of Mathematics and Science in English.. Weiner's analysis of motivation research and Ajzen's theories of reasoned action and planned behaviour have been used as a basis for the analysis of the results.

The findings show that the motivational factors which correlated most positively with ICT use were: perceived ability to use IT; level of resources available and their satisfaction with IT; and whether using IT in teaching is considered to be interesting and enjoyable. Other motivational factors attributed by the teachers to using ICT, such as: making the teaching of Mathematics and Science in English more interesting for the teacher, increasing pupils' motivation, improving presentation of materials, making the teaching more enjoyable, improving the content of the lesson, and making the lessons more fun for the pupils were considered by the teacher respondents to contribute to pupils' learning.