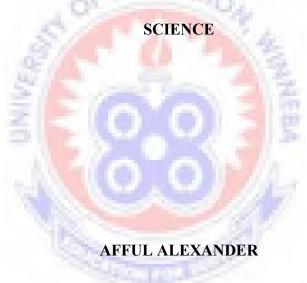
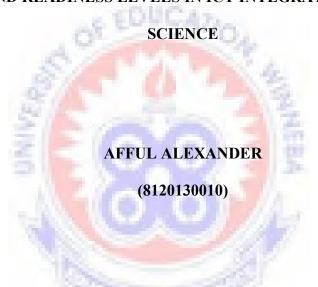
### UNIVERSITY OF EDUCATION, WINNEBA

# PRE-SERVICE SCIENCE TEACHERS' COMPETENCE, SELF-EFFICACY BELIEFS AND READINESS LEVELS IN ICT INTEGRATION IN TEACHING



#### UNIVERSITY OF EDUCATION, WINNEBA

# PRE-SERVICE SCIENCE TEACHERS' COMPETENCE, SELF-EFFICACY BELIEVES AND READINESS LEVELS IN ICT INTEGRATION IN TEACHING



A Thesis in the Department of SCIENCE EDUCATION, Faculty of SCIENCE EDUCATION, submitted to the School of Graduate Studies, University of Education, Winneba in partial fulfillment of the requirements for award of the MASTER OF PHILOSOPHY (SCIENCE EDUCATION) degree

# **DECLARATION**

I, Afful Alexander hereby declare that this dissertation, with the exception of quotations

# **Candidate's Declaration**

Dr. E. K. Oppong	Date
Dr. Ernest I. D. Ngman-Wara	Date
University of Education, Winneba.	
supervised in accordance with the guidelines s	et for dissertation as laid down by the
We hereby declare that the preparation and	presentation of this dissertation was
Supervisors' Declaration	3 8
Afful Alexander	Date
degree.	
submitted, either in part or whole to any institu	ation anywhere for the award of another
been identified and acknowledged, is entirely my	y own original work, and it has not been
and references contained in published works whi	ch have all to the best of my knowledge,

#### **ACKNOWLEDGEMENTS**

First and foremost, I am very grateful to my Lord Jesus Christ whose divine protection, guidance, direction and provision have brought me this far. I want to express my sincere appreciation to Dr. Ernest I. D. Ngman-Wura and Dr. E. K. Oppong for their time, patience, love and fatherly kindness offered me in the course of this research work.

I am also thankful to all lecturers who in no small way imparted knowledge to me through my entire stay on this course. God richly bless all of them. I cannot forget my darling wife, Rachel Cramer for her spiritual and physical support and my three lovely children, Adwoa Sarfowaa Afful, Kwadwo Aduyeboah Afful and Nana Yaa Bemah Afful for their tremendous sacrifice and endurance while I was away.

I am thankful to my parents, Mr. & Mrs. Afful and my in-laws especially Mr. George Cramer for their support in diverse ways. May God bless and replenish all they lost on me. I am equally thankful to my siblings especially Charles Afful and his wife for their memorable support and care in the course of the study. I am also grateful to my church members especially Mr. Charles Appiah-Kubi and Brother Abban Joseph for their prayers and concern in the course of my study. I am equally thankful to Sarpong Lawrence, Mr. Asuako Yeboah, Mr. Anafo Yin and Mr. Emmanuel Kofi Amponsah for their immense contributions toward the success of this research work.

In the same way, I am most grateful to the teachers and the pre-service science teachers in the study areas who contributed to the work in diverse ways to make my data gathering a success. To all friends and colleagues who supported in diverse ways, I say God bless you. My final appreciation goes to all the authors and corporate bodies whose work(s) I have quoted directly or indirectly in this work.

# **DEDICATION**

With much delight, I dedicate this work to my children Adwoa Sarfowaa Afful, Kwadwo Aduyeboah Afful, Nana Yaa Bemah Afful and my wife, Miss Rachel Cramer.



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#### **ABSTRACT**

The purpose of this study was to examine the levels of pre-service teachers' self-efficacy beliefs, competence and readiness toward ICT integration in science teaching. Data was collected in two phases. The first phase consisted of a structured questionnaire, which was given to one hundred and seventy-two (172) pre-service science teachers at Wesley and Akrokerri Colleges of Education in Ashanti Region of Ghana to gather their opinions. The second phase involved structured face-to-face interview with purposive sample of twenty-two (24) pre-service science teachers, who had already responded to the questionnaire to explore or cross check major issues, which emerged from the questionnaire data. The instrument used in analysing the data collected was SPSS version 16.00. The quantitative results of the study showed that the pre-service basic science teachers had high levels of competence (with subscale mean of 3.71 and standard deviation of 1.07), self-efficacy beliefs (with a subscale mean of 3.72 and standard deviation of 1.08) and readiness (with subscale mean of 3.73 and standard deviation of 1.34) in ICT integration in science teaching. However, the qualitative data obtained from the study did not wholly reflect the outcome of the quantitative aspect of the study. In spite of the disparity between the quantitative and the qualitative findings, the results in general raise significant issues related to the quality of ICT integration regarding preservice basic science teachers' competence, self-efficacy beliefs and readiness, which need to be given a serious consideration.