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Teachers' Perceptions of Using ICT in Science Instruction in Pre-University Settings

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Abstract

ICT is one of the essential cornerstones of modern society. Preuniversity schools in Albania are provided with access to a large array of innovative, high-quality science-based ICT resources. In terms of classroom processes, supervision, individual use, and professional growth, this study attempts to highlight how science teachers use ICT. Evidence on how science teachers pick and deploy ICT-based instructional technologies to teach science is limited. This served as the impetus for the current study, which seeks to discover the sorts of ICT-based teaching aids that science instructors are most likely to apply, as well as the factors that impact their decision. This study is focused on issues like: (i) what factors determine teachers' decisions to employ ICT-based instructional instruments when teaching science; and (ii) which ICT-based teaching tools do instructors in secondary schools apply while teaching science. The value of this study rests in its ability to assess how much science teachers apply the ICT-based instructional devices to teach science. Additionally, it will offer relevant information from the opinions of science instructors regarding how the concrete practical usage of ICT influences the daily incorporation of ICT-based teaching aids into science classroom. Eighty science teachers employed by South Albanian schools contributed the data. A self-made questionnaire was utilized to acquire information on the aforementioned domains. The chosen persons' prior agreement and assent were acquired before any data was collected. When it comes to how science teachers evaluated the use of ICT in the classroom, the results showed that the vast majority of them were largely favorable about using ICT in the classroom.

Keywords: Science Teaching; Educational Technology; Secondary Education