

## ABSTRACT

An investigation into the use of Technology in Barbadian Schools

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This study examined the use of technology in Barbadian schools, identified the barriers to the use of technology in schools and analysed the importance of technology to the academic achievement of students. The data collection instruments comprised questionnaires, interviews and observations. These instruments were primarily administered to teachers, Information Technology Coordinators and students from three primary and two secondary Phase 1 Education Sector Enhancement (ESEP) schools.

The results suggested that teachers were using technology more for lesson preparation tasks than for activities during instruction. Students were exposed to technology predominantly during their Information Technology classes. The computer and word processing software were two of the technologies frequently

used by teachers and students.

Issues relating to equipment and software were the main barriers to teachers' use of technology. Other reported hindrances were associated with training, support and time matters.

Less than 50% of the students or the teachers considered technology to be an important contributor to the academic achievement of students. The instructional use of technology was not perceived to be substantially more important than such traditional factors as the students' desire to succeed, the teaching methods employed, attending private tuition or even the use of textbooks.

Keywords: Wesley Gill; technology integration; barriers to technology; technology and achievement.