

ABSTRACT

An Investigation Into the Concerns of Three Teachers Regarding the Implementation of Computer Technology in the National Early Childhood Care and Education Curriculum at Two Government ECCE Centres Within One ECCE Cluster in St. George East, Trinidad

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This study investigated the concerns of three early childhood care and education (ECCE) teachers regarding the implementation of the integration of computer technology in the ECCE curriculum. Data were collected through interviews and open-ended concerns statements. The findings revealed that the teachers had a conglomeration of self, task, and impact concerns, with task concerns being predominant. The concerns were mostly due to a multiplicity of external factors affecting implementation of the innovation, including inadequate training, lack of resources, and technical support. It was also found that the teachers understood the importance of using the innovation but they felt that sustainability would be greatly hampered if external assistance was not provided.

Keywords: Concerns; Early childhood care and education; Teacher attitudes; Curriculum implementation; Computer uses in education: Preprimary curriculum; Educational technology; Preprimary teachers; Trinidad and Tobago.