

ABSTRACT

Teachers' Non-Use of ICT Based Instruction: A Case Study of a Rural Primary School in East Trinidad

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This study sought to determine why the staff of a rural school primary school in Trinidad and Tobago, including the school principal, were not making use of information and communication technology (ICT) based instruction, the teachers' perceptions on the non-use of such instruction, and some of the consequences that teachers might suffer because of non-use. Data were collected through interviews with the principal and three teachers, one of whom was trained in ICT. Other data were obtained through observations, document analysis, and the examination of artefacts. It was found that a lack of teacher competence, confidence, and training, as well as a lack of support from the school's principal were contributing factors in the teachers' non-use of ICT. The ICT-trained teacher, however, suggested that enhanced academic performance, evidenced by improved grades, would be attained when all students were teachable and reachable. Barriers identified were: 1) access to electricity, 2) lack of Internet services, 3) truant teachers, and 4) migrant students.

Keywords: Case studies; Primary school teachers; Teacher attitudes; Rural schools; Information and communication technology; Computer uses in education; Trinidad and Tobago.