

ABSTRACT

A Mixed Methods Approach on Institutionalising Technology Integration as an Instructional Practice among Primary School Teachers in Barbados: Perceptions of Key Stakeholders

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The purpose of this study is to investigate the perceptions of technology leaders (TLs) and teachers in Barbadian primary schools in order to determine the identified factors that influence the institutionalisation of technology integration as an instructional practice among local primary school teachers. The key stakeholders in this research project were technology leaders (TLs) (Principals, Senior Teachers and Information Technology Coordinators) and teachers. The study employed a mixed methods explanatory sequential approach. Data were collected using questionnaires as well as through focus group interviews. Participants comprised 79 TLs and 250 teachers. The findings from the surveys revealed the TLs and teachers agreed that the strategies researched should be implemented, i.e., theoretical orientations, professional development (PD) strategies, organisational change strategies, strategies used to evaluate technology integration (TI). Participants also supported the suggested roles for the TLs. However, TLs appeared to have been more supportive of the suggested strategies than were the teachers. Teacher focus groups were conducted in order to find out why teachers appeared to have been not as supportive of the strategies. Data revealed that teachers had concerns about the provision of time to plan and implement TI during the school day, as well as about the lack of collaborative cultures in their schools. Moreover, they advanced the idea that TLs appeared to be lacking in the relevant knowledge in order to institutionalise technology.

Keywords: technology leaders; technology integration; teacher collaboration; organisational change; teacher professional development; mentoring; peer coaching.