

Examining Teachers' Computer Literacy and Utilization of ICTs in Teaching and Learning at Primary School Level

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ABSTRACT Teaching and learning in the 21st century should ensure that teachers embrace and utilize the latest Information and Communication Technologies (ICTs) to enhance students' learning. Underpinned by the diffusion of innovations theory, the study sought to establish teachers' levels of computer literacy and utilization of ICTs in teaching and learning. Located in the pragmatist paradigm, the mixed methods research adopted a concurrent triangulation design. A convenient sample of seventy-one primary school teachers participated in the study and an open-ended questionnaire was employed to collect data. Quantitative data was analyzed statistically and qualitative data was analyzed for content. The study found that ICTs were not fully utilized in teaching and learning owing to a multiplicity of reasons. The study concludes that in a 21st century environment awash with technological advancements, some schools were far from enhancing teaching and learning by integrating ICTs. Recommendations were made.