# Low Adoption of Digital Technology Among Indigenous Amerindian Preservice Teachers in Guyana

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## Abstract

Training is a vital component for crystallizing acceptable technological classroom practices in diverse geographical regions. Yet, Indigenous Amerindian preservice teachers needed first to acquire the skills and overcome the technological barriers to better prepare learners beyond the classroom. Even though internet access would allow Indigenous Amerindians in Guyana to develop technology literacy skills and access educational resources, Indigenous preservice teachers have a low rate of technology adoption in the classroom. The purpose of this qualitative study is to discover the perceptions of Indigenous Amerindian preservice teachers about the adoption of digital technology in the classroom. Rogers's diffusion of innovation theory and David and Venkatesh technology of acceptance model were used to understand Indigenous Amerindian preservice teachers' perceptions about the use of digital technology, perceived barriers, and the coping and adopting mechanism throughout their pedagogical practices. Ten Indigenous Amerindian preservice teachers participated in this qualitative study. Semistructured, interviews were the primary data collection tool. Open coding was used to generate themes, and analyzed emergent coding. Findings showed that the rate of adoption of digital technology could accelerate if (a) training is strategic, (b) reduction of institutional barriers, and (c) professional practices are aligned for educational growth. This study contributes knowledge to the field of digital technology and furthers understanding of pedagogical practices. The findings may contribute to positive social change in that professional development centers can improve skills that provide flexible learning for IAPT to integrate digital technology beyond the classroom. and serve as a catalyst to promote growth by capacity building.

**Keywords:** barriers, changes, motivation, perception, training