This research study investigated the factors that either contribute or inhibit a teacher from using information and communication technology as an educational tool in the classroom. Factors as teachers’ perceived level of proficiency with technology, technology-related professional development, planning time, and the technology resources available were all explored. Data from a rural county in central Virginia were collected for this descriptive correlational study. Descriptive statistics were analyzed for the demographic variables, and bivariate correlations were conducted on the factors (teachers’ perceived level of proficiency with technology, technology-related professional development, planning time, and technology resources). Results revealed there is a positive correlation between a teacher’s perceived level of proficiency with technology and the frequency with which technology is used in the classroom. Results also revealed there is a positive correlation between the technology-related professional development and the frequency with which technology is used in the classroom. There were no significant correlations between planning time or the technology resources available with frequency of technology use. A slight negative correlation was found between the number of years teaching and the frequency of technology use, meaning, teachers who have been teaching for many years are less likely to use technology in the classroom than teachers who have been teaching for only a short time. A slight negative correlation was also found between age and frequency of
technology use. This suggests teachers who are older use technology in the classroom less often than teachers who are younger. Neither of these negative correlations were statistically significant. Findings provide insight to policy makers and administrators regarding their allocation of resources when decisions need to be made on technology-related matters. For example, when decisions are being made on technology-related professional development activities, the focus should be placed on encouraging teachers with many years of experience in teaching to participate. Also, by encouraging all teachers to participate in technology-related professional development, there will be an increase in perceived level of proficiency with technology, which will in turn increase all teachers’ frequency of technology use.