

ABSTRACT

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A National Study Of The Influence Of Computer Technology Training

Received By K--12 Principals On The Integration Of Computer

Technology Into The Curricula Of Schools

(Major Professor: Glenda Holland)

The purpose of this study was to investigate whether the amounts and types of technology training received by K-12 principals influence the levels of technology integration into the schools' curricula. An online survey, composed of researcher-developed demographic questions and questions from the CEO Forum's School Technology and Readiness (StaR) Chart assessment instrument, was used in collecting data for the study.

Three hundred ninety-eight usable responses were returned, including at least two from each of the 50 states. The data were analyzed using chi square, frequencies procedure, one-way analysis of variance (ANOVA), Levine's test of homogeneity, and Scheffé post hoc comparison.

Findings of the study indicated that interrelationships exist between both the amounts and types of technology training principals receive and the levels of technology integration into the schools. Regardless of the school level (elementary, middle school/junior high, high school), principals who had received 51 or more hours of technology training tended to head schools with the highest levels of technology integration. Likewise, regardless of the school level, principals receiving training focusing on integrating technology into the curriculum tended to head schools with the highest levels of technology integration. The findings of this study show that technology training for principals can make a difference in the levels of technology integration into the school, and they point to a need for technology training for principals.