

ABSTRACT

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The Relationships of Teachers Level of Technology Integration (Major Professor: Kim Kimbell-Lopez PhD)

The purpose of this study was to determine to what extent the level of technology integration of 4th and 8th grade teachers in eleven rural school districts in northeastern Louisiana is related to student achievement in reading and mathematics.

The sample consisted of 123 fourth and eighth grade teachers and their students from the eleven rural school districts in northeastern Louisiana. Fifty-eight percent of the teachers represented the 4th grade and 42% of the teachers' represented the 8th grade. The teachers served a school age population in which 20% or more were from families with incomes below the poverty line.

Mean scores from the students' Louisiana Educational Assessment Program for the 21st Century (*LEAP 21*) were collected together with teacher demographic variables- teachers' ages, years of experience, highest degrees earned, certification status, levels of technology integration, current instructional practices, and personal computer use. Pearson Correlation was used to determine if there were any significant relationships between the teachers' level of technology integration and the mean scores of reading and mathematics as well as the demographic data. Regression analysis was used to determine if the levels of technology use and the teacher demographics might have predicted the *LEAP 21* reading and mathematics scores in grades 4 and 8.

The quantitative data from the study suggested that few conclusions could be made due to the lack of significant relationships found during the data analysis. The results showed that eighth grade teachers' age is related to the teacher's level of technology integration meaning, the older the teachers, the less likely the teachers are to integrate technology in the classroom. The fourth grade teachers' certification status is related to the teacher's level of technology integration meaning certified teachers are less likely to integrate technology in their classrooms. An eighth grade teachers' highest degree earned when using mathematics as dependent variable is related to the teachers' level of technology integration meaning, the higher the education of the teachers the least likely the teachers will integrate technology into the classroom.

The lack of statistically significant differences between the teacher's level of technology integration and student achievement indicates that technology does not have an impact on students' achievement. Impacts on student achievement typically take place when teachers use it for more than just "drill and practice". Students will continue to perform at the approaching basic level if teachers are not properly trained using techniques that will impact students' achievement in their classrooms.