

ABSTRACT

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The Relationship Among Demographic, Attitudinal, Computer Use, And Other Selected Variables For Teacher Candidates In Northern Louisiana (Major Professor: Wilton Barham, Ph.D.)

The primary purpose of this study was to investigate (1) the relationship among teacher candidates' age, gender, computer experience, teaching level, academic background, computer education, computer ownership, attitudes toward computers, computer access, and computer use in the classrooms; and (2) to evaluate selected teacher education programs' ability to prepare teacher candidates in the integration of computers in Pre-K through 12 curricula. The Computer Attitude Scale (CAS) developed by Loyd and Loyd (1985) and the Attitudes Toward Computer Technologies Scale (ACT) by Delcourt and Kinzie (1993) were modified and administered to 105 teacher candidates as a pretest and posttest instrument. The statistical analysis that was carried out focused on a sample of 100 properly completed questionnaires.

The study utilized means, standard deviation and correlation (descriptive) and *t*-test and multiple linear regression (inferential) measures to examine the data. The results from these analyses led to several observations. First, multiple regression results indicated that there was a significant direct relationship among age, computer ownership, gender, computer experience, computer access, teaching level, academic background, computer education, attitudes toward computers, and computer use in the classroom although the R^2 was small (.16). Specifically, the predictors, computer ownership and pretest attitudes prevailing study found a significantly positive relationship between taking a computer course and teacher candidates' attitudes toward computers. Correlation analyses were conducted to determine relationships between all variables in the hypotheses. The results indicated that computer ownership was the only one of the independent variables that correlated significantly with computer use in the classroom. Gender was found to be significantly related to computer experience and teaching level. An interpretation and explanation of the findings of the study led to several recommendations aimed at improving the integration of computers into the classroom. These suggestions included the need for developmental educators who lack computer and technology skills to become cognizant of the impact that their technological shortcomings have on the academic preparation of prospective teachers. These recommendations were only suggestive in view of the fact that the generalizability of these results was limited to only the sample studied. Finally, the need for further research to examine the attitudes of college teachers in the School of Education and those of prospective teachers toward computer use in classrooms was deemed urgent.