Integrating computer technology into classroom learning: A comparative study of the perceptions of prospective principals and teacher credential candidates

Brenda Czech  
School of Education  
National University  
United States  
bzech@nu.edu

Valerie Amber  
School of Education  
National University  
United States  
vamber@nu.edu

Robert Scharf  
School of Education  
National University  
United States  
rscharf@nu.edu

Abstract: Both teachers and principals act as critical decision-makers as to whether or not computer technology is implemented in classroom learning. Yet, there is a limited amount of literature that examines, concurrently, teachers' and principals' frequency of use and confidence levels for a given productivity software, as well as their expectations for the integration of that software into classroom learning. This pilot study is an initial attempt to focus upon the above criteria to sketch a baseline profile for both teacher credential candidates and prospective principals to delineate the following: 1) to the extent that frequency of use of a given productivity software influences personal confidence level when using that software, 2) to the extent that a teacher’s personal confidence level influences the probability that a given productivity software will be utilized in classroom learning, and 3) to the extent that a principal’s personal confidence level influences a professional expectation of teachers to use a given productivity software in classroom instruction.