

**ZMATH 2009f.00124**

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**Identifying discriminating variables between teachers who fully integrate computers and teachers with limited integration.**

Comput. Educ. (Exeter) 51, No. 4, 1523-1537 (2008).

Summary: Given the prevalence of computers in education today, it is critical to understand teachers' perspectives regarding computer integration in their classrooms. The current study surveyed a random sample of a heterogeneous group of 185 elementary and 204 secondary teachers in order to provide a comprehensive summary of teacher characteristics and variables that best discriminate between teachers who integrate computers and those who do not. Discriminant Function Analysis indicated seven variables for elementary teachers and six for secondary teachers (accounting for 74% and 68% of the variance, respectively) that discriminated between high and low integrators. Variables included positive teaching experiences with computers; teacher's comfort with computers; beliefs supporting the use of computers as an instructional tool; training; motivation; support; and teaching efficacy. Implications for support of computer integration in the classroom are discussed.

*Classification:* B50 C29 U50

*Keywords:* computer integration; elementary teachers; secondary teachers; computers in classrooms; teacher characteristics; computer technology; teachers; computers

doi:10.1016/j.compedu.2008.02.003