Ohio University
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DISSERTATION ABSTRACT

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Attitudes toward Computers among Teachers: Relationship with Field Dependence and Computer Experience

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This study examined whether field dependence/field independence (FDI) and experience in using computers had any relation with attitudes of teachers toward computers. The study also examined if there were an interaction effect between FDI and computer experience on the attitudes of teachers toward computers. The subjects were 219 pre-service and in-service teachers enrolled in the fall quarter 1994, at the college of Education, Ohio University. Subjects first completed the Group-Embedded Figure Test (GFET) and then they were divided into three groups: Field dependent, field independent and mixed field dependent/independent. Subjects were also divided into three groups according to levels of computer experience: less experience, experience, and more experience groups. Computer experiences were measured in terms of experience in CAI, CMI, or programming. Attitudes of teachers toward computers (anxiety, confidence, liking, and usefulness) were measured by the Computer Attitude Scale (CAS).A two-way multivariate analysis of variance procedure revealed no significant interaction effects. There were multivariate significant main effects (.05 level). At the Univariate level, there were significant differences (.05 level) among FDI groups and computer experience groups for all CAS subscales (anxiety, confidence, liking, and usefulness). The post hoc pairwise comparison found significant differences between field dependent and field independent teachers, less experienced and experienced teachers, less experienced and more experienced teachers, and experienced and more experienced teachers.