

TEACHER PERSPECTIVES ON THE CURRENT STATE OF COMPUTER
TECHNOLOGY INTEGRATION INTO THE
PUBLIC SCHOOL CLASSROOM

A Dissertation

by

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ABSTRACT

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Since the introduction of computers into the public school arena over forty years ago, educators have been convinced that the integration of computer technology into the public school classroom will transform education. Joining educators are state and federal governments. Public schools and others involved in the process of computer technology integration have invested billions of dollars. Taking into account the resources that public schools, state and federal governments have invested, one is compelled to assess how far the computer technology integration phenomenon has progressed and whether all parties involved share the same perspectives. Of particular interest are the perspectives held by public school teachers. This qualitative study investigates the phenomenon of computer technology integration into the public school classroom. The study includes perspectives from thirty public school teachers from three different public school districts, their respective superintendents, a representative from the Texas Education Agency, and a representative of the United States Department of Education. Ten teachers were selected from each school district: three elementary; three junior high; and four high school. The teachers were selected for this study from a small, a medium and a large sized school district within the Region One area as defined by the Texas Education

Agency. Finding one suggests that the level of computer technology integration into the public school classroom is not that of full integration. Finding two identifies three of the most significant factors impeding the integration phenomenon: lack of high quality training; lack of time; and fear of computer technology. Finding three suggests that the Texas state mandated assessment program overshadows the computer technology integration process. Finding four suggests that the superintendents' perspectives are aligned with those of their teachers. Finding five suggests that the perspectives of the government representatives were also aligned with those of the teachers included in this study. Finding six highlights the lack of knowledge within the school districts regarding computer technology integration models.