The Relationship Between Using Technology Classroom and The Social Studies Teachers'

Attitudes in Saudi Arabia

By

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CERTIFICATION OF THESIS/CAPSTONE PROJECT WORK

We, the undersigned, certify that this project entitled The Relationship Between Using Technology Classroom and The Social Studies Teachers' Attitudes in Saudi Arabia by Ebtssam Alqhtani, Candidate for the Degree of Master of Science in Education, Curriculum and Instruction Inclusive], is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.

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Abstract

Technology is an ever-changing tool for educators. This Masters project was designed to clarify if there are relationships between social studies teachers' attitudes about technology and about using it in their classrooms. Findings suggest that the teachers' gender, years of experience in teaching, and levels of education have an influence on their attitudes about using technology in the classroom. A questionnaire designed to measure teacher's attitudes and practices was developed via the online tool Survey Monkey®. In addition, this research found that the gender did not impact attitudes about using technology in the classroom. Years of teaching experience was slightly related to teachers' attitudes about technology, and there was a moderate correlation between classroom technology use and teachers' attitudes about using technology. In addition, teachers with higher levels of education had more favorable attitudes about using technology in the classroom.

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Introduction

Education is always getting attention when someone wants to know which level that any country is. It plays an important role and is essential to building humanity, which is the building block of community, so it has to be correct human preparation that helps to equip the people with all the skills and knowledge required in their life. Communities are seeking to develop the educational process in various fields, so the strength of education depends on effective methods of learning process by encouraging the learners to acquire knowledge, skills and experience. Furthermore, to develop the process of education and raise performance levels, education should be linked with careful planning, execution and evaluation of the whole educational process in the various branches of knowledge

In recent years, there has clearly been a growing interest in the introduction of technology in order to improve the outcomes of the educational system and potential of teachers and students in the development of themselves and their active participation in the community. Also, whether or not to use technology in education depends on the availability of the tools and other ingredients, training on the use, and awareness of its importance. Countries such as Saudi Arabia have begun to focus more on teaching methods that are devising new and appropriate strategies to achieve the objectives of the teaching process.

Ten years ago, social studies teachers taught information delivered from textbooks to the students' brains. However, now it is clear that technology has transformed some teaching methods in the social studies classroom; middle school is not an exception. Many social studies teachers rely on technology to facilitate their teaching. Mehlinger (1996) describes the spread of technology in schools like lava spilling out over the landscape at different rates in different places. Eventually, however, it will be seen everywhere and cover everything.

E-leaning applications have begun to replace traditional methods in the process of education because they have flexibility in providing opportunities to locate a lot of resources, and they cater to individual differences. The teachers can use varied teaching methods such as simulations, learning through exploration, experience-based learning. In addition, if they teachers utilize well-designed exercises and tests the teachers will be able to diagnose the difficulties that prevent students from understanding a certain point, and the applications can provide the teachers and students additional and alternative exercises to explain those points (Carliner, 1998).

Educational researchers have focused on describing the learning process and the learning environment. Hence, researchers have discussed many primary theories in learning that have been applied with technology education: behavioral theory, cognitive theory and the theory of constructivism. The behaviorists emphasize that learning happens through observing changes in the behavior of the learner by responding to stimuli boosters and motivators in an environment intended for the occurrence of learning. Also, these responses occur after getting feedback in the form of boosters, and are repeatable.

Interpretation of learning by traditional learning theories and their application in the era of digital technology is very limited. Sweeny (2010) points out that the communication way was changed, so educators ought to adjust a new literacy context. However, using technology allows students to learn twenty-four hours a day and seven days a week. The increases of using technology will help to raise the process of interaction and communication between the teacher and the students to each other (Carliner, 1998).

The researcher collected many relevant studies from educational databases, Eric, academic research and other sources, so these studies became the data for this research. As the

educators know, the significance of using technology in education is increasing. In order to keep the students on track with technology, the schools should invest in the integration of computers, iPods, iPads, and SMART boards etc.It is vital that teachers integrate such tools into the curriculum, especially for social studies. The BSCS (1994) reform questionnaire says,"For each item on this rating scale, respond by marking the line that best represents your opinion about using educational technology in science instruction. The educational technology means: The teacher uses a wide range of educational technologies (computers, video, print, and manipulatives) to promote student learning. For example: using microcomputer-based laboratories or laser disks in science." The researcher use this method with the questionnaire in this study.

Statement of the Problem

The research problem includes the following elements of the overall question: the role of the technology to increase the scientific knowledge among students, the provision of educational services by using technology, using technology to achieve educational goals, availability tools for teachers who are able to use technology in the educational process, the availability of Internet networks in schools, and the impact on students.

The significance of this study came from the importance of technology in the education, which contributes to solving many of the educational problems such as the information revolution and the problem of non-observance of individual differences between the learners. Also, this study will help officials in the Ministry of Education, Saudi Arabia to observe the attitudes of teachers and students towards technology, which may allow them to focus on the positive aspects of using of technology. As result, the Ministry of Education may make efforts to address the negative attitudes of teachers and students about using technology in schools.

In addition, I believe teachers should encourage students to learn by using technology. Students live in a technology-rich world. According to Friedman (2005), the present vision for educational technology imagines technology's infusion into all aspects of the educational system. Many educators, policymakers, and business leaders recognize technology's persuasive presence in individuals' daily lives and that it ties to future opportunities for students who must compete in a global, knowledge-based economy, so the classrooms should prepare students for this future.

Using traditional teaching methods such as lecture and memorization can lack diversity between students, which requires a great effort from the teacher when explaining the lesson. Also, traditional teaching methods may not attract the attention of the students during the lesson. As a result, the students might become bored and disengaged with social studies.

Purpose of Study

The purpose of this research is to determine the effect of using technology as a tool to enhance students' learning in classroom. This research aims toanswer the following questions: what is the correlation between the level of teachers' attitudes toward using technology in classroom and using it in the social studies classroom? Are there differences or similarity in the level of teachers' attitude of using technology based on years of teachers'experiences in teaching, teachers' gender, and level of education of the social studies teachers in Saudi Arabia ?

<div align="center">**Literature Review**</div>

Types of Technology Used in Classrooms

Teachers can use different types of technology to support their content knowledge. Moreover, the technology supports the teacher in making the process of learning clear for students by immersing the technology in integral sources (Marshall, 2002). Also, studies have indicated that there are different kinds of technology that serve various purposes in the

classroom. For instance, communication skills are promoted by word processing and e-mail

corresponding, database and spreadsheet programs can enhance organizational skills, and

understanding of science and math concepts are enhanced by modeling software (Ringstaff &

Kelley, 2002). Koster, Kuiper, and Volman (2012) conducted a study in five middle schools

with the goal of improving students' use of information and communications technology (ICT)

tools, making learning social studies more engaging for pupils, and offering them more chances

to practice using technology. The researchers used many methods to achieve the study's goals:

exploratory learning activities, visual tools (such as iPad, computers, and the Interactive White

Board (IWB). The results of their study indicated that enhanced use of ICT and integrating the

ICT-enhanced learning arrangements gives pupils more opportunities to work together in an easy

way.

Prensky (2005) found that technologies obtainable in classrooms today vary from simple

tool-based applications (such as word processors), to online repositories of scientific data and

two-way distance learning classrooms. Also, now cell phones are carried by students even when

they learn. Two general differences can be recognized. Prensky's (2005) study posited that

students can learn from computers—where technology is basically used as a tutor and serves to

increase the student's basic skills and knowledge, and students can learn with computers—as a

technology tool that can be applied to an assortment of purposes in the learning process such as

improving higher order thinking, creativity and research skills. Students can use blogs as

resource centers as well (Oravec, 2002). According to Becker, Ravitz and Wong (1999), it is

essential to consider how these electronic technologies vary and what characteristics make them

significant as vehicles for education.

The Contribution of Technology

The most important way to involve students in learner-controlled tasks is using technology in the educational process. Becker (2002) stated that technology has a positive influence as a learning tool by taking into account the individual differences of students. According to Ring staff and Kelley (2002), technology is an essential element in students' learning because technology takes into account the individual visual and auditory differences of the students. Rather than attempting to depict the influence of each technology as if the technologies were the same, researchers wanted to think about what kind of technologies are being utilized in the classroom. Also, Bednarz and Robinson (1999) found that technology has the ability to get information about history, mathematics, geography and to improve the students' education level. Technology is surely a very important element in students' daily lives and can enhance students' positive attitudes toward learning (Volk, Yip, & Lo, 2003).

McGrath (1998) indicated that to increase and promote participation and cooperation between students, teachers should use technology in classrooms. According to Anderson and Hornby (1996), integrating technology in a classroom impacts students' thoughts about using a computer. Also, technology has various ways to increase the amount of information about various topics. According to Crowe (2004), integrating technology into teaching is the best way to allow students to experience and use diverse technologies. Crowe also emphasized the importance of involving technology in classroom by assigning technology-related projects for students to complete in an effort to simplify the process of learning.

Bruillard and Baron (2000) found that the technologies support reorganizing mental performance by creating maps and graphs in order to learn visually. These things make the students participate more in classroom. Crowe (2004) emphasized that technology provides

students new method to do things, to solve tricky problems, and to achieve their goals.

Technology promotes effective action and gives the work more interest according to Solomon

(2000). Wellburm (1996) found that after reviewing many research studies about educational

technology most studies emphasized a positive influence of technology on student learning

outcomes, and a positive impact on the students' standardized test scores.

Improving Achievement

According to Prensky (2001), the computer and communication technologies are largely

popular and accepted in the general public as well as in education; also, he found that the

educational computer games play an important role in education. For instance, Kim, Park and

Baek (2009) conducted that digital games are helping to improve children's cognitive and social

processes. Brom, Preuss and Klement (2011) have indicated the value of using educational

computer games and technology in general on the students' developing learning process. Malone

(1980) emphasized that if technology is used in the classroom every day, it will help to enhance

the learning interest of students and further increase their learning motivation. Yang (2012)

examined the effectiveness of using web-based educational programs (such as games, blogs and

videos) to solve the students' problems and enhance academic achievement; he found that the

strategy of web-based educational programs have benefits that enhance the students' problem-

solving skills, but not a big impact on their learning achievement.

On the other hand, the researchers considered the factors that impact the effectiveness of

online educational programs-based learning such as games, social networking programs,

mapping, and air and sea navigation programs. In addition, pointed out by Hainey, Connolly,

Stansfield, and Boyle (2011) there are factors affecting learners' motivations about the

technology while they are using the online educational programs-based learning because these

kinds of programs teach the learners competition and cooperation.

Meluso, Zheng, Spires, and Lester (2012) documented that the web-based gaming activities related to social studies have affects collaboration and understanding of science content knowledge and science self-efficacy. Lee (1999) commented that when technology became a part of the learning environments and the lesson process became rich with technological activities, students' began showing more positive attitudes about technology and positive improvement in their learning achievements. In addition, technology is not just for information gathering, but also technology allows the learner to learn new information in new ways. The technology can address problems of speech and stuttering, help self-directed learning, and develop creative thinking. Also, technology can engage the learners' interests towards the lesson, because more than one sense is used by learners when they use technology, and the technology can help to organize educational material (Yang, 2012). In addition, Diamantes (2007), after using the online management system between teachers and students, found that the students have been more engaged in the learning process and have made strong connections between textbook learning and the real world.

Individual differences

Using technology has many advantages: technology can be used anytime and anywhere; also technology provides learners access to any form of media of interest, including audio, visual, text, graphics and video. So, technology assists learners in accessing information and linking the learners with other Web sources. Moreover, researcher shows that there is diversity in students' levels of thinking and expectations of lessons, and technology can engage students effectively (Burgoon & LePoire, 1993; Rubin & Rubin, 1985). In addition, online courses may control for some individual differences such as shy and busy learners, because online courses

allow the users to make new friends and get information and use many social networking

programs (Joint Information Systems Committee, 2007).

Allsopp, Alvarez, McHatton, and Farmer (2010) noted that the best advantages of

technology are that it often meets the needs of the individual differences among learners and the

aims of many types of technology are to enhance and support positive student outcomes. Lee

(1999) confirmed that using technology in classrooms has positive effects on the students'

engagement, but the study did not give results on the students' academic performance or

individual differences.

Lu and Chiou, (2010) found that with different groups of students -in terms of the

contingent variables of gender, job status and learning styles-to e-learning systems got high

satisfaction ratings of all students participating in this study. In addition, Lu and Chiou, (2010)

showed that the impact of an e-learning system on the group involved in the study had the same

amount of influence and lineage interaction with technology.

Special Needs

Many types of technology will enhance computer use and increase progress in students

with disabilities' skills (Solomon, 2000). The effect of using modern technology with students

who have special needs allows them to succeed. According to Solomon (2000), technology has

become so much a part of people's lives that it has the power to assist in the completion of

everyday tasks such as research, translation, viewing news from around the world, homework

completion and connections with other people. Also, it can help special needs students deal with

their daily lives because technology can give the students opportunities to communicate directly

and learn how to deal with their disabilities. Wilson (2011) even emphasized that technology

could provide the opportunity for students with physical disabilities to walk and compete in some

sports in classrooms. Thus, students with physical disabilities are able to be active because this technology gives them the power to participate in different games with other people.

In the 1960s, technology became an important tool for information gathering, which, in turn, resulted in inventions such as computer screen readers, compact discs (CDs), multiple hardware, devices that enlarge written or printed text, scanners and optical character recognition software, and Braille embossers (a specialized tactile printer). Many of these inventions helped individuals with visual impairments to learn and access information as well (Kapperman & Sticken, 2000). Kelly and Smith (2011) found that almost all the assistive technology for individuals with visual impairments used for classroom-based educational interventions have high rates of success. Also, specialists should evaluate the technology to give the students who are visually impaired information about the skills and how use technology; that will let them have the highest quality possible when using the technology (Kelly & Smith 2011).

Technology can help students with learning disabilities (LD) bypass disability-related barriers, allowing them to access whatever kind of instruction is being provided, and encourage them to have instructional effectiveness. For example, technology allows the students with learning disabilities to make connections and communicate through the help of electronic devices to suit their needs (Allsopp, Alvarez McHatton& Farme 2010). Englert, Zhao and Dunsmore (2007) concluded that the influences of technology-supported learning environments (TELE) for learners with special needs during the mapping and writing process supported and refined the learners' instrument with special needs.

Teachers' Technology Use

Kurt (2004) found technology and computers used in four different ways: directives in the use of technology, administrative purposes, instructional purposes, and non-educational

tasks. Kurt's (2004) study shows that common technology like television is used more by teachers than computers, regardless of the availability of computers, partly because they do not have experience in using technology. He also found that teachers think that they spend a good amount of time using technologies in their teaching methods, but actually they did not. Also, Becker (2000) found that elementary teachers use technology more for non-instructional activities than for instructional activities. Results from Miranda and Russell (2012) indicated that teachers' experience, confidence, and beliefs about using technology are three variables contributing to the effect of technology use in the classroom.

Teachers' attitude by their characteristics

Age

Avoiding using a technology is more likely among the older teachers (Kurt, 2004). For example, one teacher who is more than fifty years old said that he has not yet learned to use computers, and he asked one of his colleagues to help him to enter grades. Also, he said that he was really embarrassed to ask for any help this semester. Another teacher said that he and his wife seek help from their son. Also, they still want to write in paper instead of learning how to use a computer (Kurt, 2004). According to Kurt (2004), the school principal said that because the majority of the teachers in this school are over 40 years old, he and his vice principal were reluctant to ask their teachers to enter the grades electronically. They knew the older teachers would have a difficult time using the computer, but they tried to address this problem for new teachers through training (in-service and pre-service) to improve their skills. This training worked with most of the teachers.

Gender

Fluck and Dowden (2013) found that a higher percentage of men than women have

expectations of using ICT in their future classrooms. The educators tried to create an intervention

to help all genders in general and encourage women to incorporate ICT into their classroom. Ong

and Lai (2006) explain that there are gender differences in willingness to learn or teach

electronically, and in using and accepting technology in general life or in classrooms. Spotts

(1997) found that female teachers have more ability to deal with technology, manage time, and

help students understand the lesson by using technology. In addition, Spotts (1997) suggests that

increase training for teachers might uncover factors that impact the teachers' attitudes about

technology use.

 On the other hand, Basow and Silberg (1987) found that male and female students gave

male teachers more positive ratings for interaction, enthusiasm, and linking the educational

material with technology than the female teachers. Also, Basow and Silberg (1987) mentioned

that the students' genders impact their classroom interactions. For example, male students tend to

accept any information with technology or without. However, there are many researchers

interested to see if there are sex differences in technology use or not such as Spotts (1997); he

did not find a clear result for his study. The result seems to show that no significant differences

of the teachers attitude of using any kinds of technology in or out classroom between male and

female teachers.

Ong and Lai (2006) found that when the programmers design any internet training course

for the teachers, they must take into consideration the differences between the genders and how

teachers expect any development of using technology in classroom.

Pre-service teachers

Pre-service teachers are eager to have more support and knowledge about the use

technology in classrooms (Pegg, 2007). Teo (2012) pointed out that pre-service teachers are very

interested in learning how to use technology in their future classroom because they believe in the value of technology. In order to develop pre-service teachers' knowledge and interest in using technology, there must be strategies to support the pre-service teachers' integration of technology in teaching and learning. This might be provided through training courses and seminars for more advanced skills and knowledge on the use of technology (Teo and Ursavas, 2012).

Fluck and Dowden (2013) found that the pre-service teachers expect more than what they ultimately find in the real classroom, in terms of students' acceptance of technology, time available, and access to tools in the classroom. Also, pre-service teachers often have long-term views about using technology to support positive student outcomes. Fluck and Dowden (2013) showed that the training the pre service teachers took gave them expectation about future digital classroom. As result, the pre-service teachers feel engaged to use technology, but they are still curious about the aims and outcomes of technology (Fluck & Dowde, 2013). The researchers found that pre-service teachers generally have optimistic attitudes about technology, and they think that technology will help them to improve their teaching. Also, Yildirim (2000) found that many researchers confirm their results that pre-service teachers are more motivated to use in their future classroom. Teo (2012) showed that the attitudes of pre-service teachers about technology use are that it will impact their performance in their future classrooms, and that they believe technology is easy to use and readily available in schools.

Many researches proved the importance of teach the pre service teachers the Information and Communication Technologies (ICT) program is to improve their performance in the future (Zhang 2010). In addition, ICT program allowed the pre service teachers to share their ideas and suggestions for their lesson and what good technology to use in the classroom (Diamantes 2007).

Also, Zhang (2010) this program improved the inputs for the pre service teachers and made new improvements to the classroom.

Koehler and Mishra (2005) found that provide opportunities to the pre service teachers to observe other teachers use technology. These experiences gave pre-service teachers confidence to apply technology methods in their own classrooms. Also, the pre service teachers will know how to ''accommodate student needs, promote student learning, and better prepare students for the digital society'' (Zhao, 2007, p.312).

Methodology

The current technical, cognitive and cultural explosions make it necessary that individuals adapt to changes. The most important characteristic is the link of cognitive communications and information technology with the classroom. These attributes are interdependent and interrelated - development in one affects the other. Perhaps the most important component of teaching contemporary skills is use of computers which allow teachers to teach with more innovation, to alter their routines, and to combat the repetition and monotony that often permeates classroom instruction. Utilizing technology can improve and enhance social studies teachers' connections to the curriculum through interesting and correct methods. This research examined the extent to which teachers are using technology and teachers' attitudes about using technology. The present study was conducted in a middle-sized city in Saudi Arabia named Alkharj. Alkharj has a culturally diverse population which includes individuals from Egypt, Sudan, India, Bangladesh, Lebanon, and from all areas of Saudi Arabia. Also, Alkharj was selected because it is located in the middle of Saudi Arabia. In Alkharj there are two different areas: a rural agricultural area and a more metropolitan area.

The research sample

Alkharj has 100 high schools, with approximately twenty private schools. The Ministry of Education in Saudi Arabia is trying hard to build school buildings that meet the safety requirements and are affiliated with government buildings. In addition, Ministry of Education in Saudi Arabia aims to provide all materials needed for teachers to connect information to the student (such as black, white, smart and speak boards, pens, and laboratories of all types, such as computer, science ,chemistry, physics and art education labs).

The number of students in the schools of Alkharj is estimated to be about eight hundred thousand students, with four hundred of them having special needs. One out of every ten students in the schools of Alkharj are not from Saudi Arabia:80% from Egypt, 6% from Jordan, 4% from Lebanon, 2% from India, 3 % from Sudan 3% and 2% from States Council Cooperation Gulf (GCC); however, these estimates are not exact because the researcher could not find any document resources. This information was obtained from a number of high school teachers in Saudi Arabia. High school ranges from tenth grade through twelfth grade. Student class size ranges from 20-30 students, depending on the size of the classroom and the availability of teachers.

There are around 250- 270 social studies teachers in Alkharj - about 2 to 3 for each school. Moreover, a large number of teachers in general majors are older than forty years old and have graduated from 2-year colleges. About fifteen years ago the Ministry of Education in Saudi Arabia stopped recruiting people who graduated from these kinds of colleges. Now there are many four-year university teacher education programs, and teachers must pass a test to become certified.

Independent Variables & Dependent Variables

The first question in this study is *What is the correlation between the teachers' attitudes toward using technology in classroom and their actual use of it in classroom*? The independent variable is the teacher attitude and the dependent variable is technology use in classroom. The independent and dependent variables for the second question in this study are gender (independent variable) and the teachers' attitude (dependent variable) In addition, independent and dependent variables for the question of whether there are differences in of teachers' attitude of using technology based on years of experiences in teaching are years of experiences in teaching (independent variable) and teachers' attitudes toward using technology in classroom (dependent variable). Independent and dependent variable for the lest question in this study are level of teachers' education (independent variable) and teachers' attitude toward using technology in classroom (dependent variables).

Questionnaire

A questionnaire was sent to the Educational Supervision Office to all high school social studies teachers in Alkharj (250- 270 male and female teachers). Permission from the Department of Education in Alkharj was secrured before thethe questionnaire was distributed. Then, one month was given to the teachers to fill the questionnaire.

The questionnaire included both selected-response and open-ended questions. The questionnaire aimed to measure the extent of the education needs and to identify the obstacles facing the sample. In addition, the questionnaire in this study included demographic questions (age, gender, and years of service in the field of education). Also, the questions asked teachers about their attitudes toward technology, the extent of their knowledge of technology, the availability of technological devices in the classroom, the amount of time spent using

technology for each lesson, and whether they believe using technology impacts student engagement.

Data collection

Data collection consisted of a questionnaire that was distributed to high school social studies teachers in Alkharj, in Saudi Arabia. Overall, the goal of this research and questionnaire is to discover how teachers integrate technology into their social studies classrooms. Questionnaire, which was created using the online tool Survey Monkey®, had sixteen questions related to the researcher's main question. The questionnaire asked for each respondent to reflect on their perceptions about technology integration, as well as their preferences and experiences of using technology in their social studies classroom.

In addition, the questionnaire allowed the researcher to better understand how well the social studies teachers were able to successfully integrate technology into the social studies classrooms' module-based curriculum. The researcher sent the questionnaire electronically approximately 200 teachers near the end of January, 2015 and sent reminders every ten days until the end of February, 2015. Fifty-one responses were received, but just twenty-two teachers answered all the sixteen questions.

Teachers' responds to the multiple-choice questionnaire were compiled and content analyzed by categorizing the responses using scale system from 1 to 5. Similar responses were combined and frequencies and percentages were calculated. Three general categories – "Using Technology", "Attitudes about Technology", and "Availability of Technology" were identified. These categories were used for the simple descriptive information to answer the question in this research. The main questions to get the answers from the questionnaire are: correlations between "Using Technology" and "Attitudes about Technology'', as well as teachers' attitudes of using

technology based on gender, years of experience in teaching and level of education.

The researcher labeled each answer from 1 to 5 Likert scale system. Tan (2010) mentioned the coding development as a fundamental analytical process in analyzing and organizing sense of textual data. Seidel and Kelle (1995) stated, "Coding is a heuristic device for discovery" (p.58).

Data Analysis

Fourteen percent of the respondents were men and 86% were women. Respondent levels of education were as follows: 12% having earned a diploma (n=6), 78% earned a bachelor's degree (n=39), and 10% earned a master's degree (n=5). In addition, the third question asked about the teachers' years of experiences; 44 answers were received.

Using technology questions:

Questions related to technology use yielded 42 responses - 23.81% indicated that they always use the computer in their classroom, 11.90% said that they often use the computer in their classroom, 35.71% indicated that they use the computer sometimes in their classroom, 14.29% showed that they rarely use the computer in their classroom, and 14.29% the teachers never use the computer in their classroom. A subsequent question asked whether the students can use the computer at any time during the day when they need to and 39 responded as following: 5.13% answered that they always can, 2.56% selected that they often can, 33.33% said that they sometimes can, 28.21%showed that they rarely can and, 30.77% indicated that students can never use the computer at any time during the day when they need.

When asked whether they have enough time to use technology tools in their classroom the teachers responded as follows: 11.76% replied that they always have enough time to use technology, 11.76% indicated that they have often enough time to use technology in their

classroom, 35.29% sometimes have enough time, 32.35% report rarely having time to use

technology in their classroom, and 8.82% reported that they do not have any time to use the

technology in the classroom. Next, teachers were asked whether they use the computer and the

internet just outside the school, but not while they explain lessons; the question yielded 31

responses: 16.13% always use them just outside of school, 12.90% often use them outside of

school, 61.29% reported that they use them in school and outside of school, 9.68% rarely use

them inside or outside of school, and no teachers indicated that they never use technology either

inside or outside of school.

Twenty nine responded to question fourteen which asked if they use the computer to

monitor students' grades or to respond to e-mail. Only 17.24% reported always using the

computer just for these reasons, 27.59% often use the computer just for these reasons, 44.83%

indicated that they use the computer to monitor the grades or to respond to e-mail and, 10.34%

rarely use the computer to monitor the grades or respond to e-mail, and none reported that they

never use the computer for just these reasons. The subsequent question asked the teachers if they

rely on others, such as other teachers or friends, to do the computer related tasks. Of the thirty

respondents: 6.67% always rely on others, 13.33% often rely on others, 33.33% sometimes rely

on others, 20.00% rarely rely on others and 26.67% never rely on others. An additional question

asked the teachers if they use technology tools with their special needs students every day;

Twenty-two respondents answered the following: 9.09% always, 9.09% often, 31.82%

sometimes, 22.73% rarely, and 27.27% never.

Teachers' Attitude Questions:

A number of questions also asked the teachers about their goals of teaching social studies

classroom, including a question about whether one of their goals is to make the students enjoy

the social studies' lessons materials through using technology as a tool for learning. There were 35 responses: 31.43% indicated this is one of their important goals for their teaching career, 11.43% indicated that make the students enjoy the social studies lesson materials through using technology is often their goal of teaching, 42.86% indicated that this is sometimes their goal but not always, 8.57% rarely think that is their teaching goal, and 5.71% said they never think about this goal.

Thirty five responded to the question of whether they try to train and develop their skills to use computers and technology as teaching tools in the classroom; the responses were as follows: 37.Fourteen percent said that they always try, 37.14% often try to train and develop their skills to use computers and technology in their classroom. Twenty percent said that they sometimes try to train and develop their skills to use technology while they teach, nobody answered that they rarely even try, and 5.71% reported that they never think about training or developing their skills. The next question asked the teachers if they were looking for activities that promote increased technology use in the social studies classroom. Thirty-two responses were received: 31.25% were always looking for activities like that, 18.75% said that they often research activities in this area, 34.38% said that they sometimes research these kind of activities, 15.63% rarely think of looking for activities that encourage technology use in social studies classroom, and none responded that they never use or look for activities to enhance technology use in social studies classroom.

In addition, a question about whether they had professional goals to learn more ways to use modern technology in education was posed. Of the 31 responses, the answers were: 58.06% always have this professional goal, 19.35% often think about this goal, 19.35% sometimes had this professional goal, 3.23% this rarely have this professional goal, and no one responded that

they never have this professional goal. The subsequent question asked if the teachers about their levels of conviction about the importance of the use of technology in their classroom. Twenty-six responded to the question; the responses were as follows: 38.46% have conviction about the importance of the use of technology and they think the technology is one of the important components in education, 42.31% have conviction about the importance of the use of technology, but do not believeit is not the most important component in education, 11.54% are neutral, 7.69% have less conviction about the importance and they do not think that the technology will bring something to the class, and 0.00% do not have any conviction of the importance of the use of technology.

The question that asked if the teachers think that using technology with children with special needs is helping them to improve their educational performance yielded 23 responses. The responses were as follows: 30.43% strongly believe, 43.48% believe, 17.39% are neutral, 4. 35% do not believe, and 4.35% strongly do not believe that using technology with children with special needs is helping to improve their educational performance.

<div align="center">**Results**</div>

The following section will present the results of the statistical analyses of the data. Results for the study are presented in four parts: first part is the differences in the level of teachers' attitude based on gender. The second part is the correlations between "Using Technology" and "Attitudes about Technology''. Thirdly, the differences in the level of teachers' attitude based on years of experience in teaching. Finally, the differences in the level of teachers' attitude based on teachers' level of education.

Teachers' attitudes and Gender:

In the first section of the questionnaire, teachers were asked six questions about their

attitudes toward using technology in the classroom. An independent-samples t-test was

conducted to compare the level of the teachers' attitudes in using technology with teachers'

gender. The first question asked about the teachers goals for teaching social studies, and whether

one of their goals is to make the students enjoy social studies' lessons through using technology

as a tool for learning; there was not a significant difference in the scores for Females (M=3.74,

SD=1.130) and Males (M=3.40, SD=1.140); t (30) = .619, p >.05. The second question asked

whether the teachers try to train and develop their skills to use computers and technology as

teaching tools in the classroom; there was not a significant difference in the scores for Females

(M=4.19, SD=.786) and Males (M=3.80, SD=1.643); t (30) = .836, p>.05. The third question

asked if the teachers were looking for activities that promote increased technology use in the

social studies classroom; there was a significant difference in the scores for Females (M=3.92,

SD=.977) and Males (M=2.60, SD=894); t (29) = 2.80, p<.05. The fourth question asked

whether the teachers had professional goals to learn more ways to use modern technology in

education; there was a significant difference in the scores for Females (M=4.52, SD=.770) and

Males (M=3.60, SD=1.140); t (28) = 2.25, p<.0. The fifth question asked if the teachers about

their levels of conviction about the importance of the use of technology in their classroom; the

data showed that there was not a significant difference in the scores for Females (M=1.67,

SD=.730) and Males (M=2.40, SD=.894) s; t (24) = -1.93, p >.05. The last question asked if the

teachers think that using technology with children with special needs is helping them to improve

their educational performance; there was a significant difference in the scores for Females

(M=4.17, SD=.857) and Males (M=3.00, SD=1.225); t (21) = 2.45, p <.05.

Teacher Attitudes and Years of Experience:

For this section of the questionnaire, teachers were asked about their years of experience

(see Table 1).

Table 1 - Years of Experience Frequency Chart

Years of experience	Number of Responses	Percentage
Pre-service teachers	7	15.91%
Less than five years	15	34.09%
More than five years ,but less than ten years	13	29.55%
More than 10 years, but less than tony years	8	18.18%
More than twenty years	1	2.27%

For the first question related to teachers' attitudes, there was not a significant effect of years of experience of teaching on the teachers' attitudes at the $p > .05$ [$F_{(4, 28)} = 607$, $p = 0.616$]. In the second question related to teachers' attitudes, there was not a significant effect of years of experiences of teaching on the teachers' attitudes at the $p > .05$ [$F_{(4, 27)} = 303$, $p = 0.873$]. In the third question related to teachers' attitudes, there was not a significant effect of years of experiences of teaching on the teachers' attitudes at the $p > .05$ [$F_{(4, 25)} = 363$, $p = 0.833$]. For question number 11 in Table 2, which related to the teachers' attitudes, there was not a significant effect of years of experiences of teaching on teachers' attitudes at the $p > .05$ [$F_{(4, 24)} = 548$, $p = 0.702$]. In question fourteen in Table 2, which related to teachers' attitudes, there was not a significant effect of years of experiences of teaching on the teachers' attitudes at the $p > .05$ [$F_{(4, 20)} = 451$, $p = 0.770$]. In question fifteen in Table 2, which related to teachers' attitudes, there was not a significant effect of years of experiences of teaching on teachers' attitudes at the $p > .05$ [$F_{(4, 17)} = 1.838$, $p = 0.168$].

Table 2 – Analysis of Variance between Teachers' Attitudes and Years of Experince

		Sum of Squares	df	Mean Square	F	Sig.
Q6	Between Groups	2.778	4	.926	.607	.616
	Within Groups	42.722	28	1.526		
	Total	45.500	31			
Q7	Between Groups	1.542	4	.385	.303	.873
	Within Groups	34.333	27	1.272		
	Total	35.875	31			
Q9	Between Groups	1.858	4	.465	.363	.833
	Within Groups	32.008	25	1.280		
	Total	33.867	29			
Q11	Between Groups	1.759	4	.440	.548	.702
	Within Groups	19.275	24	.803		
	Total	21.034	28			
Q14	Between Groups	1.325	4	.331	.451	.770
	Within Groups	14.675	20	.734		
	Total	16.000	24			
Q15	Between Groups	7.190	4	1.797	1.838	.168
	Within Groups	16.629	17	.978		
	Total	23.818	21			

Correlations Between Using Technology and Attitudes About Technology

For this section of the questionnaire, teachers were asked 13 questions. The participants' responses were based on a 1-5 Likert scale system. There was a moderately strong correlation between Q4 Using and Q6Attitude [$r = 0.552$, n =33, p = 0.001]. There was a moderate positive correlation between Q4 Using and Q7Attitude [$r = 0.467$, n =33, p = 0.006]. There was a moderate positive correlation between Q4 Using and Q9Attitude [$r = 0.471$, n =31, p = 0.008]. There was a moderate positive correlation between Q4 Using and Q11Attitude [$r = 0.455$, n =30, p = 0.011]. There was a weak negative correlation between Q4 Using and Q14 Attitude [$r = 0. -368$, n =26, p = 0.065]. There was a weak negative correlation between Q4 Using and

Q15Attitude [r = 0.122, n =23, p = 0.580].

There was a moderately strong positive correlation between Q5 Using and Q6 Attitude [r = 0. 504, n =33, p = 0.003].   There was moderate positive correlation between Q5 Using and Q7 Attitude [r = 0. 288, n =32, p = 0.110]. There was a weak negative correlation between Q5 Using and Q9 Attitude [r = 0. 095, n =30, p = 0.619]. There was a weak negative correlation between Q5 Using and Q11Attitude [r = 0. 149, n =29, p = 0.440]. There was a weak negative correlation between Q5 Using and Q14 Attitude [r = 0. - 021, n =25, p = 0.921]. There was a weak negative correlation between Q5 Using and Q15Attitude [r = 0. - 124, n =22, p = 0.582].

There was a moderately strong positive correlation between Q8 Using and Q 6Attitude [r = 0. 520, n =31, p = 0.003]. There was a moderate positive correlation between Q8 Using and Q 7Attitude [r = 0. 394, n =31, p = 0.028]. There was a moderate positive correlation between Q8 Using and Q 9Attitude [r = 0. 351, n =30, p = 0.057]. There was a moderate positive correlation between Q8 Using and Q 11Attitude [r = 0. 366, n =29, p = 0.051]. There was a weak negative correlation between Q8 Using and Q 14Attitude [r = 0. -194, n =25, p = 0.349]. There was a weak negative correlation between Q8 Using and Q 15Attitude [r = 0. 105, n =22, p = 0.643].

There was a weak negative correlation between Q10 Using and Q 6Attitude [r = 0. -370, n =29, p = 0.048]. There was a weak negative correlation between Q10 Using and Q 7Attitude [r = 0. -269, n =29, p = 0.158]. There was a weak negative correlation between Q10 Using and Q 9Attitude [r = 0. -067, n =30, p = 0.724]. There was a weak negative correlation between Q10 Using and Q 11Attitude [r = 0. -199, n =30, p = 0.291]. There was a weak negative correlation between Q10 Using and Q 14Attitude [r = 0. 054, n =26, p = 0.793]. There was a weak negative correlation between Q10 Using and Q 15Attitude [r = 0. 245, n =23, p = 0.260].

There was a weak negative correlation between Q12 Using and Q 6Attitude [r = 0. -180,

n =28, p = 0.360]. There was a weak negative correlation between Q12 Using and Q 7Attitude [*r* = 0. -304, n =27, p = 0.124]. There was a weak negative correlation between Q12 Using and Q 9Attitude [*r* = 0. -011, n =28, p = 0.955]." There was a weak negative correlation between Q12 Using and Q 11Attitude [*r* = 0. -194, n =28, p = 0.322]. There was a weak negative correlation between Q12 Using and Q 14Attitude [*r* = 0. 134, n =25, p = 0.523]. There was a weak negative correlation between Q12 Using and Q 15Attitude [*r* = 0. -069, n =22, p = 0.761].

There was a weak negative correlation between Q13 Using and Q 6Attitude [*r* = 0. 178, n =28, p = 0.364]. There was a weak negative correlation between Q13 Using and Q 7Attitude [*r* = 0. 005, n =28, p = 0.980]. There was a weak negative correlation between Q13 Using and Q 9Attitude [*r* = 0. 004, n =29, p = 0.984]. There was a weak negative correlation between Q13 Using and Q 11Attitude [*r* = 0. 087, n =29, p = 0.654]. There was a weak negative correlation between Q13 Using and Q 14Attitude [*r* = 0. 039, n =26, p = 0.848]. There was a weak negative correlation between Q13 Using and Q 15Attitude [*r* = 0. 064, n =23, p = 0.771].

There was a weak negative correlation between Q16 Using and Q 6Attitude [*r* = 0. -033, n =22, p = 0.883]. There was a moderate positive correlation between Q16 Using and Q 7Attitude [*r* = 0. 280, n =21, p = 0.218]. There was a weak negative correlation between Q16 Using and Q 9Attitude [*r* = 0. 143, n =22, p = 0.526]. There was a moderate positive correlation between Q16 Using and Q 11Attitude [*r* = 0. 421, n =22, p = 0.051]. There was a weak negative correlation between Q16 Using and Q 14Attitude [*r* = 0. -475, n =22, p = 0.026]. There was a moderate positive correlation between Q16 Using and Q 15Attitude [*r* = 0.309, n =22, p = 0.162].

Teachers' Attitudes and Levels of Education:

The researcher did one way analysis of variance (ANOVA) to see if there is a

relationship between teachers' attitude about using technology and level of education. Results

can be seen in Table 3..

The first question asked about the teachers' goals for teaching social studies and whether

one of their goals is to make the students enjoy the social studies' lessons through using

technology as a tool for learning; there was a significant effect of the teachers' level of education

on teachers' attitude at the $p<.05$ [F (2, 29) = 3.194, p = 0.056]. The second question asked

whether the teachers try to train and develop their skills to use computers and technology as

teaching tools in the classroom; there was a not significant effect of level of education on

teachers' attitude at the $p>.05$ [F (2, 29) = 1.337, p = 0.278].

The third question asked if the teachers were looking for activities that promote

increased technology use in the social studies classroom; there was significant effect on teachers'

attitude at the $p<.05$ [F (2, 27) = 3.433, p = 0.047]. The next question asked about whether the

teachers had professional goals to learn more ways to use modern technology in education; there

was significant effect on teachers' attitudes at the $p<.05$ [F (2, 27) = 2.035, p = 0.150]. The

question asked if the teachers about their level of conviction about the importance of the use of

technology in their classroom; level of education significantly impacted teachers' attitudes at the

$p<.05$ [F (2, 23) = 2.043, p = 0.153]. The last question asked if the teachers think that using

technology with children with special needs is helping them to improve their educational

performance; level of education did not significantly affect teachers' attitudes at the $p<.05$ [F (2,

20) = 384, p = 0.686].

Table 3- Analysis of Variance Between Teachers' Attitudes and Years of Experience

		Sum of Squares	df	Mean Square	F	Sig.
Q6	Between Groups	7.802	2	3.901	3.194	.056
	Within Groups	35.417	29	1.221		
	Total	43.219	31			
Q7	Between Groups	3.029	2	1.514	1.337	.278
	Within Groups	32.846	29	1.133		
	Total	35.875	31			
Q9	Between Groups	6.867	2	3.433	3.433	.047
	Within Groups	27.000	27	1.000		
	Total	33.867	29			
Q11	Between Groups	3.008	2	1.504	2.035	.150
	Within Groups	19.958	27	.739		
	Total	22.967	29			
Q14	Between Groups	2.419	2	1.210	2.043	.153
	Within Groups	13.619	23	.592		
	Total	16.038	25			
Q15	Between Groups	.882	2	.441	.384	.686
	Within Groups	22.944	20	1.147		
	Total	23.826	22			

Discussion

The hypothesis for this study was that is there link between the teachers' attitude of using

technology and using it in classroom and are the teachers' gender, years of experience in

teaching and teachers' level of education have an impact the teachers' attitude of using

technology.

The research conducted for this study has provided findings to show that: males and

females have similar attitudes about using technology in the classroom, but there were not

attitudinal differences based on gender. When the reasercher analyzed the six questions about

social studies teachers' attitudes, three questions showed that the gender has an impact on the

teachers' attitudes, and the other three questions showed that gender does not have any impact on the teachers' attitude about using technology in classroom.On the other hand, Hong and Koh (2002) found that female teachers were more anxious than male teachers toward technology in general. However, they also found that the overall computer anxiety levels of male teachers were not significantly different from the anxiety levels of female teachers.

Next, results suggest that neither teachers' ages nor teacher's years of experience affected their attitudes about using technology in the classroom. However, it should be noted that attitude level must be highly positive in order for teachers to indicate comfort with using technology in the classroom..

Also, there was a moderate positive correlation teachers 'attitudes about using technology and their reported technology usage levels. So, the more positive the teachers 'attitude about using technology were, the more likely they were to be using it in the classroom.

Finally, the results suggest that level of education had aneffect on teachers' attitudes. Specifically, results indicate that when the higher the level of education, the more positive the attitudes about using technology in the classroom.

Limitations

It can be clearly seen that this study has limitations that should be taken into consideration when interpreting the results. The limitations were that just twenty-two teachers completed the questionnaire and just seven male teachers participated in this study. Two of the males that began the survey did not complete the survey. Also, the majority of the teachers were white, middle class individuals. Therefore, there was limited diversity among the research participants.

Suggestions for Future Research

For future studies, I would recommend research into the differences in social studies teachers' attitudes about using technology in classroom based on teachers' gender because currently, there appears to be little or no research pertaining to this. Another recommendation for future research is to investigate the impacts of adapted technologiesfor special needs students in the social studies classroom; many strategies havebeen used with special needs students, but most of the research describes the same strategies.Also, if social studies teachers themselves conducted some research their challengesusing technology or selecting specific methods to integrate technology in their it would be helpful for the students.

Conclusion

This descriptive study began with the questions of whether there are relationships between teachers' attitudes about using technology, their classroom practices, gender, years of experience, and levels of education.A descriptive study was conducted to address these questions by questionnaire sent to Alkharj high school teachers in Saudi Arabia. Findings indicate that possible answers to these questions are that the gender does not impact attitudes, whileyears of experience is somewhat linked with teachers' attitude about using technology in classroom. A moderate correlation was found between technology use and teachers 'attitudes, as well as between levels of education and attitudes about using technology in the classroom - the more degrees a teacher has earned, the more positive their attitudes about using technology.

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