

# **Why Don't They Use Technology?**

## **A Descriptive Study of Community College Teacher's Attitudes towards Online Learning**

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### ***Abstract***

*With the proliferation of the World Wide Web, the concept of distance education is gaining more attention in higher educational institutions. In spite of this, many professors and instructors do not take advantage of the potential benefits that technology (i.e. distance education) could provide. This study investigates how community college professors feel about online learning, both as it relates to their individual subjects as well as their varied levels of technological skill. In addition, the study examines if there is a correlation between years of teaching experience and attitude toward online learning. We conducted a cross-sectional, quantitative descriptive study to gain insights into this matter. Data was collected by distribution of a 25-item attitudinal survey, rated on a five-point Likert scale, to 84 out of 136 total faculty members at a local community college. The survey revealed that most of the participants felt that with adequate training, technology could be a valuable tool in education. The confidence of the respondents in their own computer skills was rather high, although it was apparent that this confidence did not cover the application of their computer skills to the development of online instruction. There was also a general feeling that college administration provides little support in regards to equipment, training or merit incentives for online instruction. This fact, along with the increased time it would take to produce online materials, provided the participants with little incentive to use technology in their classrooms. However, the survey results did not reveal any correlation between the participants' years of teaching experience and their attitudes. Findings of this study would be beneficial for administrators who are considering the implementation of distance education courses in their respective institutions. This study will also generate interests among those who are interested in pursuing further research into possible incentives and training that would motivate and prepare instructors to develop and teach distance education courses.*