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Title: Pre-service Teachers' Personality Types and Computer Achievement

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## ABSTRACT

### Pre-service Teachers' Personality Types and Computer Achievement

Research findings have suggested that students' computer achievement is a function of four computer attitude variables – enjoyment, motivation, importance, and anxiety (Liu & Johnson, 1998). The more positive attitudes students have toward using and learning computers, the higher their computer achievement scores are likely to be. While studying computer attitudes, researchers found that a person's attitudes are subject to change in different learning environment or with different learning experiences (Liu, 1999). What interests us more is to explore some factors that are more stable to a person, which also influence an individual's attitudes and learning achievement. According to literature, personality type relates to a person's thinking style (Zhang, 2000), to learning anxiety (Hadfield & McNeil, 1994), and use of technology (Smith & Munday, 1995). The purpose of the current study is to explore and determine the relationships between personality types and computer attitudes.

#### Variables:

The personality variables explored in this study are Holland's (1992) six personality types: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). Although all six types are present to certain extent in everyone, some specific types predominate in each individual person. The computer attitude variables are enjoyment, motivation, importance, and anxiety (Liu & Johnson, 1998).

#### Subjects

Subjects of the current study are a sample of 400 teacher education undergraduate students from two state universities.

#### Instruments:

Holland's instrument, the Self-directed Search (SDS), (Holland, 1994), is used to measure the personality types. It is a self-administered and self-scored instrument containing 228 items in five sections. A computer attitude instrument ((Liu & Johnson, 1998), is used to measure students' attitudes toward using and learning computer technologies.

#### Procedures:

Data are to be collected at the beginning of the fall semester. We will be looking at

1. The major personality types that the teacher education students are likely to have.
2. The relationships between each of the four computer attitude variables and personality types
3. The relationships between students' computer achievements (from an information literacy class) and their personality types.

#### Expected results:

According to the literature, we will be able to identify the major personality types of teacher education students; and find the relationship between personality types and at least two attitude variables: motivation and anxiety. Furthermore, since computer attitude relates to computer achievement, we expected to find positive relationship between personality types and computer achievement.

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