during their pre-service education may contribute to their positive attitudes towards computers in their future professions.

5. Implications & recommendation

The present study has significant implications for the question often asked by researchers related to pre-service teachers' attitudes towards using computers in mathematics, which affect the use of computers in the classroom. Firstly, teacher education programs should provide pre-service teachers with supportive educational experiences in the successful use of computers in learning and teaching mathematics, and computer-based instruction should be made compulsory for students at faculties of education. According to the findings of the present study, it can be seen that in order for the integration of the computer in the mathematics classroom to become a reality, positive and sustained leadership is needed. Therefore, teacher mentors should be a model to pre-service teachers about the integration of computers in the mathematics classroom, at university, and pre-service teachers must be encouraged to use computers in their future classroom.

This study on pre-service teachers’ attitudes toward computer-based mathematics does not have a long history. Further research should be conducted on the relationships between teachers’ attitudes towards computer-based mathematics and students’ achievement, and pre-service teachers’ and in-service teachers’ attitudes towards computer-based mathematics should be compared. Also, research should be carried out on factors influencing teachers’ attitudes towards computer-based mathematics.

References


