The Usage of the ICT in kindergarten and schools and Employees Competences (CECIIS). Poster submission

Abstract

This research aims to establish ways of using ICT by preschool teachers and teachers in elementary schools, as well as the competences of respondents to use information technology. The research was conducted in two parts – first one with preschool educators and second part with elementary schools teachers. The aim of the research was to find out the attitudes of the respondents about ICT and usage of ICT, the frequency of use for the purpose of doing business in the profession and for private purposes, the education of the respondents in the field of informatics and the ways of acquiring education. In addition, the aim of the research implementation was to find out the information of the respondents about the concepts related to ICT and the opportunities that ICT brings to the educational system.

The survey was conducted on a total sample of 594 examinees, out of which 394 are preschool educators and 200 are teachers in elementary schools. Two surveys with similar content were used, one for educators, and an adjusted one for teachers in elementary schools. Research has led to the conclusion that teachers generally use computers more often than educators – 94.50% of teachers stated that they use computer every day. Also, 97.50% of teachers use computers for performing everyday tasks at work. Concerning ICT competences, research has shown that educators have been largely taught by formal education (54.57%), most of which are related to attending IT classes in high school. On the other hand, teachers in schools mostly absorbed IT knowledge through informal forms of education, which accounts for 35%, and attended formal and informal forms of IT education (29.50%). All respondents in the survey consider themselves slightly competent to use ICT and monitor IT. Most of respondents claim that they don't find it too difficult or too easy to keep up with computer technology, while only a small part of them claims that actually is difficult to keep track of it. Limitations of research could be linked to the respondents sample – preschool educators are from the whole county while teachers are only from Međimurje county.

References
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