

Investigation of K-12 Teachers' ICT Competences and the Contributing Factors in Acquiring These Competences

Abstract

This study investigates K-12 teachers' ICT competence levels, the differences in teachers' ICT competences based on their demographic characteristics, and factors that have an impact on their ICT competences. The data were collected from 1,429 K-12 teachers by means of a questionnaire. The findings of the study indicate that the majority of the participants do not perceive themselves as competent in basic and advanced ICT. Gender, prior preservice education ICT courses, and computer ownership are significantly related to the perceived ICT competences of K-12 teachers. Personal interest, possession of a home computer, and family and friends were rated as the most influential factors in acquiring ICT competences.

Key words: *ICT competences; acquiring ICT competences; factors that influence ICT competences; K-12 teachers; computer usage in K-12 schools*

1. Introduction

Information and communication technologies (ICT) play a proven critical role in enhancing the quality of education. They are particularly important in helping teachers and students to perform more effectively. To make the best use of ICT, teachers must be equipped with adequate ICT competences. In the process of integrating ICT into education, both teachers' ICT competences and how they perceive the role of ICT in their teaching/learning processes play key roles. Analy-