

# ANALYSIS OF ICT USE BY PRIMARY AND SECONDARY SCHOOL TEACHERS.

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A lot of European researches have focused on the analysis of ICT use. Among them, one of the most important studies has been done by BECTA [1] which defines some of the enablers for higher ICT use in educational institutions. Moreover, its variables agree with the variables we study in our own research: it is the case of “gender”, where men have higher level of ICT use, availability of technological resources at home as computers and Internet, and, of course, resources at school. On the other hand, the researches done by Training Teacher Agency (2004) [2] also endorse that variables as training, personal characteristics of teachers, available resources at school, etc. are key aspects for a higher level of ICT use in the school environment.

Specifically, the objective of our research is the analysis of the use of several technological resources (personal-professional use and use in classroom) by Primary and Secondary School teachers. Also we study the influence of the following variables in the ICT use: gender, to have computer at home with or without Internet and the availability of computer classroom in the school timetable in the educational institution.

The study is based on a survey design with random sampling stratified depending on educational level and county. The primary unit of sampling is the type of educational institution and the secondary unit is the teachers who answered the questionnaire. The sample is composed of 860 teachers.

As for the results, the patterns for personal-professional use are the same for the three educational levels (Primary School, Compulsory and non-compulsory Secondary School): word processor and Internet as Internet (as information resource and communication tool). However, Compulsory and non-compulsory Secondary School teachers have a higher level of use compared to Primary School teachers. Regarding use in the classroom, the pattern is again the same in the three educational levels: audiovisual means, educational software, word processor and Internet as an information tool.

The significant differences are in Primary School compared to the other two levels, but there are not any significant differences between compulsory and non-compulsory Secondary School.

With reference to gender, there are significant differences: men have higher means in ICT use. Besides, having computer and Internet at home and the availability of computer classroom in the school timetable in the educational institution have also significant influence on a higher level of ICT use at school.

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## References

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