Perceived Computer Self-Efficacy of Secondary Education Teachers

Abstract

The main aim of this research was to investigate computer self-efficacy of general secondary education teachers. The population of the study consisted of a total of 98 secondary education teachers working in two different schools located in Famagusta, N.Cyprus. Data collection was made through a “Computer Self-Efficacy Scale” which is developed by Askar and Umay (2001) and a demographic questionnaire. The instrument was applied to all secondary education school teachers in the 2009–2010 terms. According to the results the perceived computer self-efficacy of the teachers is moderate (medium). Furthermore, the results of this research revealed that teachers do not benefit from computer technology either while preparing their lessons, or in the classroom during lecture time, although all of them have computers at home.

Key words: computer self-efficacy, general secondary education teachers, integration of computer technology into classroom.

Introduction

In the recent years, the development in the field of information and communication technologies has enabled the emergence of changes in the lives and lifestyles of individuals. Especially computers have been an indispensable part of life. Nowadays, all individuals in society should have computer skills of a particular level in order to continue their lives more comfortably and more successfully. Undoubtedly, the development that affects daily lives of individuals influences education, too.