

Aspects and Issues Related to Information and Communication Technology Literacy Among Home Economics Teachers in Junior High Schools

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Abstract

The purpose of this study was to clarify the status of and problems in Information and Communication Technology (ICT) utilization among home economics teachers in junior high schools.

We compared home economics teachers in junior high schools in Kanagawa and Saga prefectures, who are known for their advanced use of ICT.

A survey was conducted to examine the influence of improvements in the ICT environment on ICT utilization; leaders' perceptions of ICT; and relationships between utilization, leadership, and awareness of ICT utilization.

Participants included home economics teachers in junior high schools, including part-time lecturers. The questionnaires were distributed by mail.

Regarding ICT utilization, the common problems experienced by home economics teachers in both prefectures were related to teaching using ICT during class, guiding students to use ICT, and teaching information ethics. Additionally, scores on "teaching students to use of ICT" were significantly lower than the scores of the whole junior high school.

Findings from prefectures with advanced ICT use could help teachers improve their utilization of ICT and upgrade their skills.

The present findings confirmed that providing a support system and fostering learning among teachers increases the number of faculty members who have fun and who actively utilize their ICT knowledge.

In future, home economics teachers could focus on continuously sharing information and examining cases of effective ICT utilization to help improve individual skills and home economics education.

Key words; home economics teacher in junior high school, ICT Literacy, questionnaire survey