

A Preliminary Analysis of Teachers' Digital Citizenship Practices in Schools

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Abstract

The main aim of this research is to study teachers' digital citizenship practices in schools. A mixed-method research design was used in this study. 868 teachers were studied as subjects from 80 Basic Education High Schools in Southern Shan State, using a simple random sampling method. The questionnaires, interviews, and documentations were used to collect the required data. Three parts of questionnaires for teachers were used to gather information in this study. The questionnaires included demographic data, teachers' digital citizenship practices in ten dimensions, and open-ended questions. The instruments were reviewed by a panel of experts. The reliability coefficient (Cronbach's alpha) was 0.91 for teachers' digital citizenship practices. For the qualitative study, twenty teachers were purposively selected. The descriptive statistics was used to analyze the quantitative data. In analyzing qualitative data, the cyclic process was used. Based on the findings collected from the questionnaires, the mean values for the teachers' digital citizenship practices concerning access and inclusion, learning and creativity, media and information literacy, ethics and empathy, health and well-being, e-presence and communication, active participation, rights and responsibilities, privacy and security, and consumer awareness were 3.37, 3.63, 3.51, 4.55, 3.19, 3.63, 3.45, 3.81, 3.94, and 3.68 respectively. It was found that the teachers practice to a great extent in ethics and empathy dimension (Mean=4.55), practice to a somewhat extent in access and inclusion (Mean=3.37), and in health and wellbeing (Mean=3.19). It could be interpreted that the teachers practice to a moderate extent in the areas of digital citizenship because the overall mean value was 3.68. Moreover, the qualitative study revealed the barriers and challenges for ICT integration in schools.

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