

Perceptions of Educators on the Learners' Youngest Age for the Introduction of ICTs in Schools: A Personality Theory Approach

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Abstract : Age ratings are very helpful in providing parents with relevant information for the purchase and use of digital technologies by the children; this is why the non-definition of age ratings for the use of ICT's by children in schools is a major concern; and this problem serves as a motivation for this study whose aim is to examine the factors affecting the perceptions of educators on the learners' youngest age for the introduction of ICT's in schools. This aim is achieved through two types of research objectives: the identification and design of theories and models on age ratings, and the empirical testing of such theories and models in a survey of educators from the Camperdown district of the South African KwaZulu-Natal province. A questionnaire is used for the collection of the data of this survey whose validity and reliability is checked in SPSS prior to its descriptive and correlative quantitative analysis. The main hypothesis supporting this research is the association between the demographics of educators, their personality, and their perceptions on the learners' youngest age for the introduction of ICT's in schools; as claimed by existing research; except that the present study looks at personality from three dimensions: self-actualized personalities, fully functioning personalities, and healthy personalities. This hypothesis was fully confirmed by the empirical study conducted by this research except for the demographic factor where only the educators' grade or class was found to be associated with the personality of educators.

Keywords : age ratings, educators, e-learning, personality theories

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