THE ROLE OF THE PRINCIPAL IN INTEGRATING ICT AMONGST TEACHERS

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Abstract

The development of technology affects all aspects of our lives and does not pass over the field of education (Solomon, 2000). A significant change in the educational system that has been evident in the last few years is the integration of ICT amongst the teaching staff and pupils (Gaitanaru, 2014). Many researchers believe that the principal of the school plays an important role in the integration of ITC (Wasserman & Milligram, 2005; Peled, Kelly and Dori, 2011). Several variables that relate to school principals can affect the implementation of ICT. These variables include the principal's level of interest, his involvement in everything related to ICT integration; the amount of effort he invests in mobilizing resources for it; the requirements he sets and the rewards he establishes regarding all aspects of ICT integration (Peled, Kelly and Dori, 2011; Meyudsar, Nachmias, Farkash and Tobin, 2003). Due to the central role of the principal, one can assume that the attitude of the principal would be a relevant variable in implementing changes in general and in implementing ICT in particular.

The aim of this study is to examine whether there is a correlation between the attitude of the principal towards ICT implementation and the use of ICT media teachers at school, and whether there is a link between the principal's management style and the level of ICT implementation in the school.

The study was conducted using the quantitative method where 103 questionnaires were dispensed to various employees in the school: principals, vice-principals, ICT supervisors, grade supervisors, home room teachers and teachers of specific subjects. Four elementary schools in Israel participated in the study.

The results of the study found correlation between the principal's attitude towards ICT and the use of ICT amongst the teachers. A positive relationship was found between the principal's attitude towards ICT and the following variables: The use of computers in teaching; The use of electronic communications in teaching; The variety of activities; The method of integrating ICT in the learning process. These relationships indicate that there does exist a correlation between the principal who attributes importance to the program and the success of the ICT program in the school. The teachers will use computers more in their teaching, they will use more electronic communication in their teaching, there will be more varied activities using ICT and there will be more integration of ICT in the learning process.

Keywords: management style, technological innovation, ICT integration, integration of change.