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Principal ' s Strategies for Leading ICT Integration: the Ma-laysian Perspective

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ABSTRACT

This study is the first of its kind in the nation to examine the strategies used by principals in leading the ICT integration among their teachers. It also attempted to study the extent to which these strategies are being used, the top ten practices in each of these strategies, and whether there exist demographic differences in the use of the strategies. A survey method, using the Principal Leading ICT Integration Questionnaire (PLICTQ), was employed to capture all the relevant information. A sample of 106 principals from two neighbouring states in Malaysia participated in this study. The findings indicate that principals use all the three strategies (modeling, promoting and creating opportunities) but at varying degrees of strengths. The modeling is found to be the strategy with the highest degree of strength followed by creating opportunities, and finally promoting strategy. As for the demographic variables, the findings indicate significant differences for the academic qualifications (first degree and post graduate) and the training (yes and no). However, gender differences were not significant in the analysis. This study suggests that the higher the academic qualification, the better the principals in understanding and showing good technology leadership. Those who said that they had some training indicated a higher mean in all three strategies. One important suggestion that can be drawn from here is that if these principals are provided with the appropriate professional development in technology leadership, then they can really excel to even higher levels in exhibiting ICT leadership for their teachers.

KEYWORDS

Principals ' Strategies, ICT Integration, Leading, Modeling, Creating Opportunity, Promoting

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