"TECHNOLOGY LEADERSHIP OF SCHOOL ADMINISTRATION: BASIS A TRAINING PROGRAM"

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ABSTRACT

Research Problem

Today's generation, the use of technology is highly demanded by the society because of innovations in almost all ways of life. Children can easily learn how to use those technology that they have. Through their capacities to access those technologies, there are adults who will guide them the limitations and importance of technology for them to be aware and understand the usage of technology.

Subproblems and Hypotheses

There is no significant relationship between the level of practice of technology leadership of administrator and the extent of utilization of technology of the teachers.

Research Methodology

The research method to be used in this study is descriptive and correlation design to determine the technological leadership of school administrators: implication within the context of technological integration in secondary schools. To measure the technological leadership of school administrator, the researcher will use questionnaires as the main source of the data. Also, in order to describe

the technological leadership of the school administrator, the researcher will use descriptive technique to describe certain experiences and observations. All the accurate information to be gather will use as the data's to describe the information.

The descriptive method may likewise include the study of factors or current conditions about the nature of individual or a class or even events which may involve induction, classification, analysis, enumeration or measurement. The study of the current condition which basically the technological leadership of the school administrator and how it affects to towards teachers. Given that most school administrator are equipped with the skills, how they also affect to the performance of the teachers inside the classroom through the use of technology as means of instructions.

There are certain experiences and observations that the researcher cannot measure such as the way school administrator supports the technological implementation of the school. To describe certain observations and experiences, the researcher will use descriptive research. Descriptive research is a fact-finding method with adequate interpretations. It involves reflective thinking in order for all the information gathered to be inline and with value. Aside from reflective thinking, it includes data-gathering are being reported from the point of view of the objective of the basic assumption of the project underway.

Similarly, this study is correlation since it tries to determine the relationship of the dependent variables on how they are manipulated by the independent variable.

Results:

The study concluded that:

1. Data travels that the principals fully participate in comparing and aligning the school technology plan with other plans, including the school improvement plan, or other instructional plan, and advocate for inclusion of research-based technology practices in the school improvement plan based from the mean score of 5.00, followed immediately that the principals fully participate in engaging in activities best practices in the use of technology including reviews of literature, attendance at relevant activities, or meeting of professional organizations as indicated from the mean score of 4.73, and that the principals fully participate in promoting participation of the school's stakeholders in the technology planning process of the school as seen form the mean score of 4.67.

2. Effective technology integration requires more than simply introducing computers and related technologies into the classroom to create new kinds of learning experiences. To "integrate means to combine two or more things to make a whole; when school leaders integrates technologies into instruction, they make them an integral part of the

teaching and learning process" which means, technology integration requires changes to many instructional components. One of those change that school administrator must apply is the professional development. Because some studies stated that when principals receive technology leadership professional development they are more likely to effectively integrate technology in their schools.

3. The respondents' lowest assessment was that the principals moderately participate in using technology-based management system to access teacher's personal records as described from the mean score of 3.09, and that the principals slightly use technology such as e-mail, blogs, videoconferences, etc. as a means of communicating with education stakeholders, including peers, experts, students, parents/guardians, and the community as reflected from the mean score of 2.09.

4. The use of technology to communicate and collaborate with peers, parents, and the larger community to nurture student learning. School administrator must be a role model of using telecommunications tools and resources for information sharing, remote information access, and multimedia/hypermedia publishing in order to nurture student learning, communicate with colleagues and discuss current research to support instruction, using applications including electronic mail, online conferencing, and Web browsers, participate in online collaborative

curricular projects and team activities to build bodies of knowledge around specific topics, design, develop, and maintain Web pages and sites that support communication between the school and community.

5. School administrator must work to ensure that technology used to assess students is used responsibly. This means that the assessment techniques are appropriate to the task, and the assessments in fact assess what they are intended for, that they are "valid" in test-speak. In applying technology in assessing student learning of subject matter using a variety of assessment technique. School administrator model the use of technology tools to assess student learning of subject matter using a variety of assessment techniques and assist teachers in using technology to improve learning and instruction through the evaluation and assessment of artefacts and data.

6. It can be said that there is a high correlation between the technology leadership, and the teachers' extent of use of technology. Moreover, since the computed t-value of 2.57 is greater than the tabular t-value of 1.645 using 0.05 level of significance, it can be said that there is a high correlation between the technology leadership, and the teachers' extent of use of technology. Data implies that the teachers' extent of use of technology is affected by the school principals' technology leadership.

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

Today's generation, the use of technology is highly demanded by the society because of innovations in almost all ways of life. Children can easily learn how to use those technology that they have. Through their capacities to access those technologies, there are adults who will guide them the limitations and importance of technology for them to be aware and understand the usage of technology.

Also, with the increase of numbers in the public education, it is difficult for teachers to provide them a better opportunity to inculcate into their minds that there are limitations and importance in using technology. Aside from the basic idea that the home is the primary place to teach their child on how to use technology but as institution, schools has the responsibility to address these concerns. Jacobs (2010) reminds us that in this rapidly changing world, educators need to become strategic learners by deliberately expanding perspectives and updating approaches. The use of technology in both society and education is becoming more prevalent and impacts all aspects of individual lives (Acree & Fox, 2015). Consequently, providing strong technology leadership has become an essential part of the principalship. In order for principals to

become competent technology leaders, they must first be prepared for this important role. However, most principals are not currently prepared for this role.

With the transformation of the society, a "related evolution of new technologies took place to the material improvement of the quality of life and knowledge Pillai (2012). The last 500 years have witnessed a steep growth in the innovation rate, resulting in better understanding and reasoning. The "industrial revolution, and the advent of computers, laser, and internet, have made the world a global village. The future will be dominated by information and communication technology, biotechnology, nano technology, space, and ocean of technology.

Technological developments are both guided and constrained by external influences. Though it is often said that technology, once develop, belongs to the whole of mankind, there are several instance where the flee flow of technology has not been allowed across countries. Domination by foreign powers and prolonged colonization has often resulted in the denial of technology to certain parts of the globe. Pillai (2012)

With the technology development, there's also the need of the society to adopt to this development. However, because of the lack of skills in our teachers and administrators, it's difficult for them to respond to those concerns because of lack of skills. Since students are not properly guided they will become slaves on technology. Technology leadership was noticeably absent from most major school reforms agenda, and even the people who saw technology leadership as important to turning failing schools expressed uncertainty about how to continue.

Now that most institutions wanted to respond to those needs of the students, teachers, stakeholders and administrators improving technology leadership ranks high on the list of priorities for school reforms. A survey conducted last 2010, school and district administrators, and others declared school administrators are called technology leadership the most pressing matters on a list of issues in public schools' education. Teacher's effectiveness stood above everything else, but school administrators came next because of poor quality performance of the school which the principal has the major role. In some public schools, teachers find ways on how to teach and develop their students without asking help from the principal which sometimes creates chaos. With this, the school administrator has a vital role in managing the school to increase the performance of the student through the help of technology integrations. In some cases, classrooms have been recognized to accommodate one or more computers. In other schools, labs have been set up in the library or in separate spaces devoted to computer instructions.

Ginsberg and McCornick (1998) surveyed over 1,000 teachers in both effective and less effective schools in USA. Teachers reported using computers for word processing or drill and practice, but "rarely were they fully integrated into the learning activities". Despite greater access to computer equipment and software, the gap between technology presence and use in high school is wide – the presence of technology alone seldom leads to widespread teacher and