

Abstract

Attitudes Of School Principals Toward Technology And It's Usage In Their Administrative Work And It's Obstacles In West Bank

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This study aimed to explore the attitudes of governmental school principals toward technology and it's usage in their administrative work and it's obstacles in the West Bank, and the relation between these attitudes and the following variables: gender, qualification, specialization, experience and training.

To achieve these aims, the study attempted to answer the following questions:

1. What are the attitudes among governmental school principals toward technology in the West Bank?
2. To what extent do principals use technology in their administrative work?
3. Are there statistically significant mean differences in the attitudes of principals toward technology according to gender, qualification, specialization, experience and training?

4. What are the obstacles that face principals in adopting technology in their work?

There are five hypotheses that were derived from the third question. To answer these questions and hypotheses, descriptive quantitative and qualitative approaches were used.

The study sample consisted of (210) principals representing 50% of the population that included of all governmental school principals in the districts of Jenin, Ramallah and Bethlehem, The population consisted of (418) principals for the academic year 2009/2010.

To achieve the purpose of this study, a questionnaire was developed consisting of (71) items, followed by an open question about the most important obstacles the principals face in using technology. The reliability coefficient was cronbach alpha (0.87).

Interviews were conducted with 12 principals using seven questions that focused on the obstacles in using technology in their work.

The hypotheses of the study were tested using t-test, one-way analysis of variance, means, and standard deviations.

The study results showed that:

- The attitudes among principals toward technology were positive. The mean was equal to (4.41). The level to which principals use

technology reached the medium level with a mean of (2.51) according to the five-point likert scale.

- There were no significant mean differences at the level ($\alpha \leq 0.05$) in the attitudes that principals have toward technology and its usage according to the years of experience and the specialization. However, such mean differences were found with respect to other three variables: gender (for male), educational qualification (for the master degree) and training (for those who join training courses)
- There were obstacles that prevent principals from using technology in their administrative work. These obstacles were as follows:

Infrastructure- related obstacles: the shortage in budgets, weakness in the infrastructure, unavailability of new facilities and programs, lack of maintenance and internet service.

Person- related obstacles: the lack of training for principals, time limit, the weak level in technology skills among employees, and the lack of technical expertise in the schools.

Administration- related obstacles: regulations and laws, lack of motivations and awards, lack of standards that emphasize technological skills of principals before they are assigned.

Depending on the results, the researcher recommends organizing training courses, providing schools with software programs and internet, and identifying the schools that are in need of technological facilities.

Moreover, the researcher recommends conducting a similar broader study that would include other districts, evaluative studies to explore the attitudes among principals in using technology, and to study cases of successful examples in using technology in order to spread the experience to other schools and educational institutions.