

CHALLENGES OF PRIMARY SCHOOL PRINCIPALS IN SUPPORTING THE DEVELOPMENT OF LESSONS THROUGH THE INTEGRATION OF ICT

Venera Shatri Ramosaj
venera_n@hotmail.com

Abstract

The topic of this research has to do with the challenges of the principals of the primary schools of the municipality of Istog in supporting teachers for the development of lessons through the integration of ICT. Considering the state of many schools in Kosovo, the many changes and reforms in the education system, and the necessity of ICT integration to meet the demands of these reforms, I think that this research is useful and important to understand what challenges school principals face in order to create the necessary conditions for teachers and students to hold lessons using ICT.

In order to achieve the most effective and accurate results, quantitative methods were used during this research - questionnaires for teachers and qualitative methods - interviews for the leaders of primary schools in the municipality of Istog. The research was carried out in the municipality of Istog from a total of 25 schools (ShFMU), with 5 principals and 140 corresponding teachers of these schools.

At the end of the realization of this research, the challenges of school leaders in the integration, cooperation and initiation of teachers for the use of technology in the teaching process have been identified, as well as contributing to new leaders who will research in this field.

Key words: Collaboration, teacher, challenges, ICT use, principal's role.

1. INTRODUCTION

The chosen topic comes as a result of my work in the field of teaching. Seeing how every day teaching techniques are necessarily requiring the integration of ICT to make the lesson as attractive and understandable as possible for students.

Modern teaching techniques educate children well and make them understand clearly, and easier to remember the learning unit. In this era, there is an increased use of the Internet in all fields, no doubt even in education. This may mean that students and teachers will increasingly use technology within open and flexible learning systems. Technology plays an important role in improving and developing our learning system.

Kosovo has had the slowest development in terms of the use of ICT in teaching compared to other countries of the world, as a society in transition, of course there are obstacles in terms of the topic that we will address.

2. MATERIALS AND METHODS

This paper has investigated the challenges of the leaders of primary schools in the municipality of Istog in supporting teachers for the development of lessons through the integration of ICT.

Research questions

The main question of this research is:

What are the challenges of school leaders in integrating technology into the learning process?

The main question is accompanied by other auxiliary research questions:

What teaching methods do teachers use for the inclusion of ICT in teaching?

What is the role of the school leader for the teachers to support ICT in teaching?

How much effort did the school leader make for teachers to include technology in the teaching process?

Research hypotheses

The main hypothesis of this research is:

Technology devices help school principals and teachers integrate technology into the classroom. Based on the main hypothesis, as well as on the auxiliary questions of the research, this auxiliary hypothesis is also presented: The mutual cooperation of the school leader with the teachers increases the inclusion of ICT in teaching and increases the learning results of the students.

RESEARCH METHODOLOGY

For the collection of data related to the attitudes of primary school leaders and teachers regarding the integration of ICT in teaching, the following methods were used: quantitative methods through questionnaires and qualitative methods through interviews, which enabled us to identify the challenges of principals of primary schools towards the implementation of ICT in teaching.

The research was carried out through questionnaires developed with 140 teachers who work from the first to the fifth grade, as well as through the interview of 5 directors of the institutions. The research was conducted in all primary schools of the city of Istog.

Research sample

The accuracy of the findings largely depends on how we select the sample. The main objective of any sampling design is to reduce, within financial constraints, the gap between the values obtained from the sample and those prevailing in the study population. The basic premise for sample selection is that a relatively small number of units, if selected to best represent the study population, can provide a fair reflection of the sample population being studied. (Kumar, 2014).

The research will focus on school leaders and primary school teachers. The selection of the schools was made in a deliberate manner. The sample selection was done purposively (chain sampling model) by including all schools in the Municipality of Istog.

The sample of the research is 25 primary schools with a total of 5 principals and 140 teachers of these same schools. The selection of the participants of the population was made with the purposeful method of the "chain" type.

Processing and statistical analysis

All the results collected through the instruments will be analyzed using the statistical package for social sciences SPSS.

Procedures and conditions- The selection of the sample of principals will be random, choosing every 2 from the list of the Municipal Directorate of Education in Istog, the selection of the sample of teachers was made with the purposeful method (chain selection), from the teachers who are present seeking to identify the rest of the group of teachers in each school.

Instruments

Data collection was initially done through a questionnaire, the questions were of closed type and only one of open type. Also, other data were collected through interviews. Quantitative data were analyzed through the SPSS program. While the qualitative data were analyzed with the inductive method.

3. RESULTS

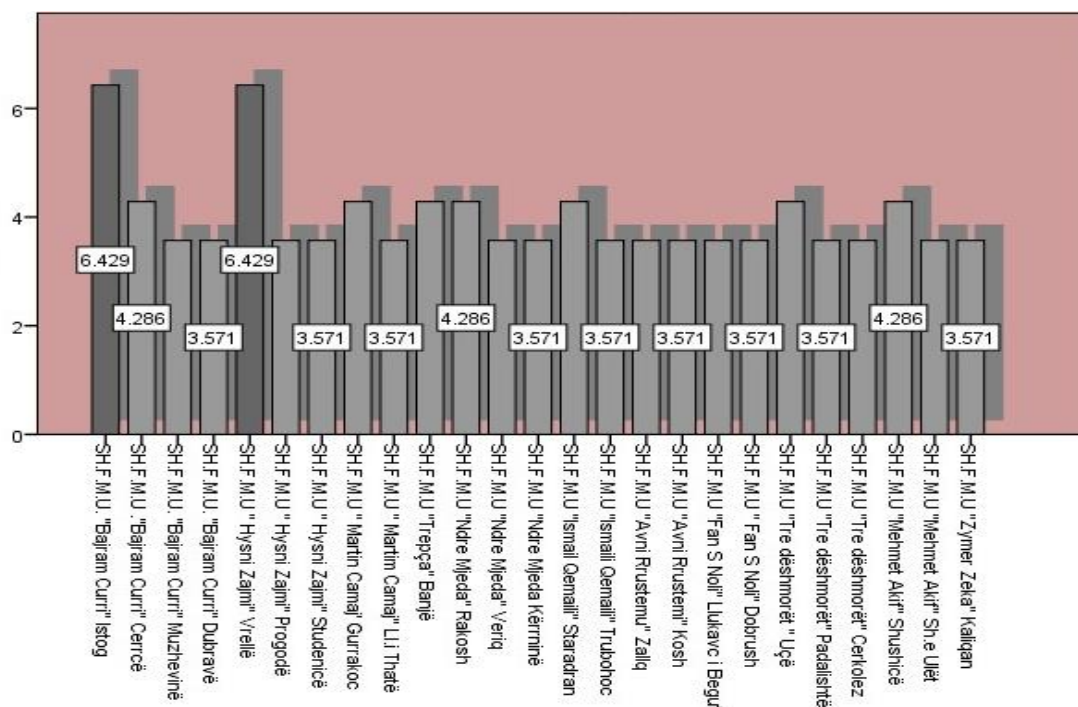


Figure 1. Name of the school where the surveyed participants are employed

The teachers involved in this research are teachers of 25 primary and lower secondary schools in the municipality of Istog. Of the surveyed teachers, a slightly larger number of teachers are those from "Bajram Curri" and "Hysni Zajmi" schools, while the others have approximately the same percentage or from 5 or 6 current teachers in these schools.

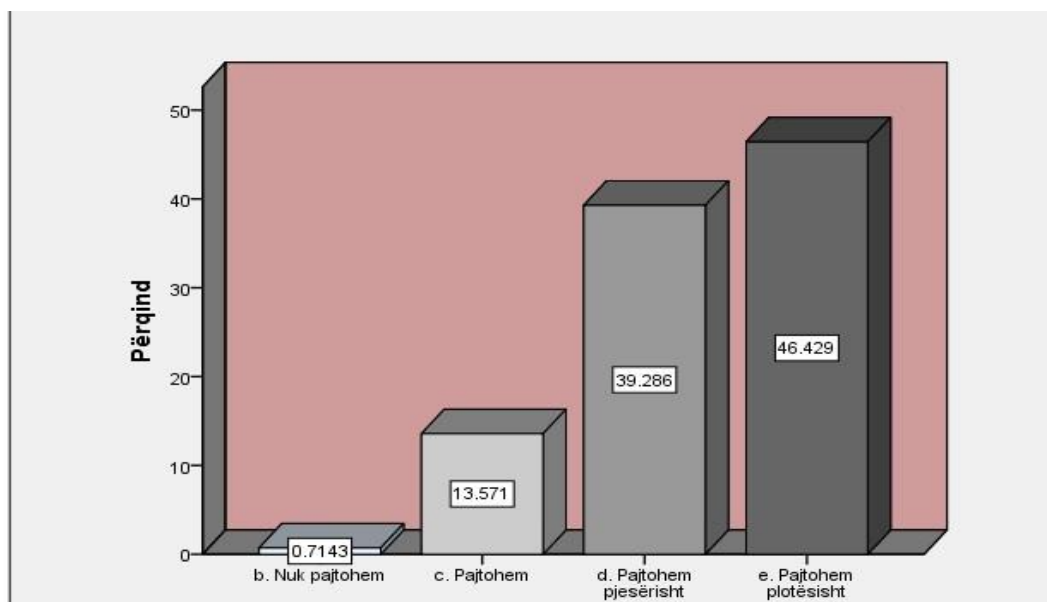


Figure 2. The impact of technological devices on teaching

Technological devices in teaching are an important part for the integration of ICT in teaching, this was confirmed by the teachers participating in the questionnaire, where out of 140 participants 46.42% of them fully agree that technological devices influence the integration of ICT in teaching, 39.28% have selected the alternative partially agree, 13.57% the alternative agree, and a very small percentage 0.71% disagree. Based on the graph, teachers have expressed that they fully agree that technological devices help to integrate ICT in teaching.

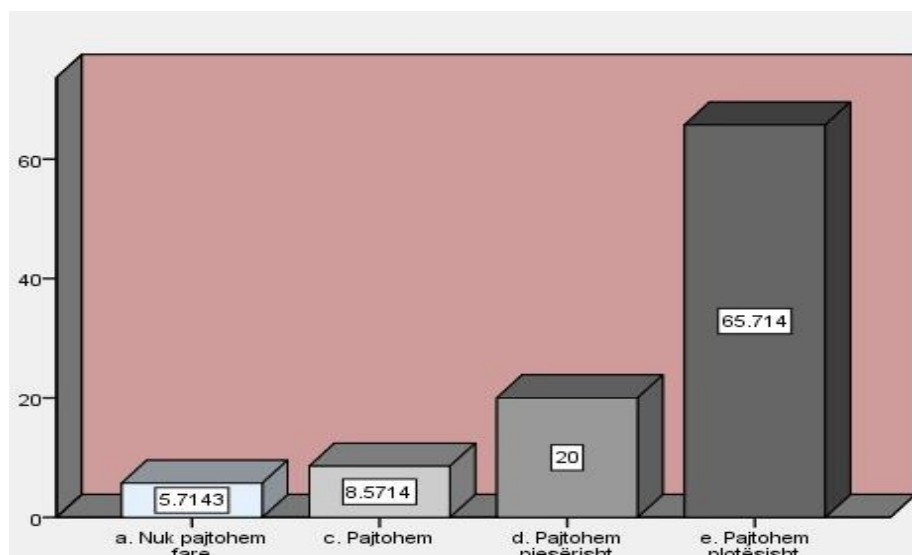


Figure 3. Leader-teacher cooperation for the inclusion of ICT in teaching

In the question related to the question about leader-teacher cooperation for the integration of ICT in teaching, the respondents selected the following alternatives: with the largest percentage from the graph, we see the alternative I completely agree with 65.71%, which means that for successful integration of ICT- ut in teaching there must definitely be leader-teacher cooperation, 20% have declared for the alternative partially agree, 8.57% for the alternative agree and only 5.71% have selected the alternative 5.71%.

From this we can conclude that in order to have a genuine integration of ICT in teaching, there must be cooperation between leaders and teachers.

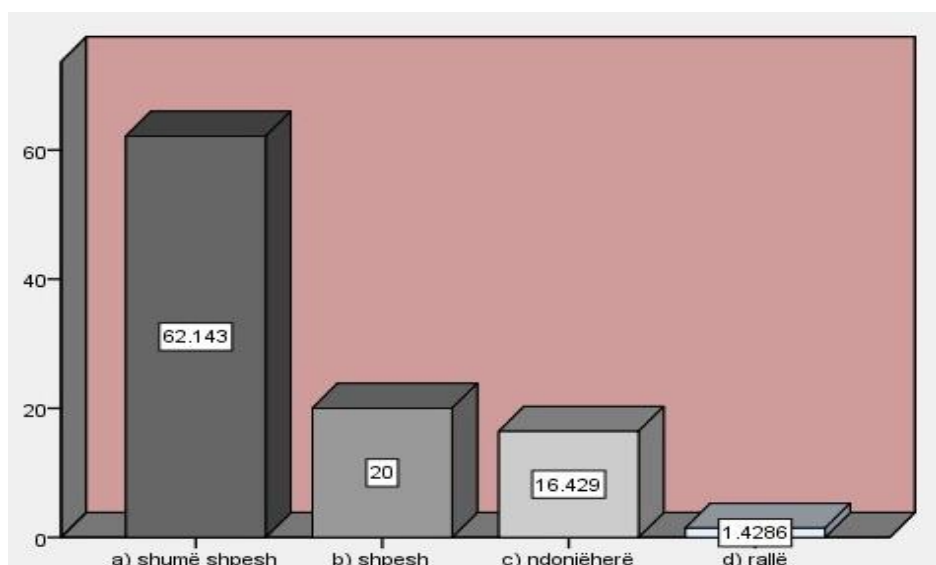


Figure 4. ICT for the preparation of pedagogical materials for students

For the preparation of pedagogical materials for students, there is no doubt that today ICT occupies an important place. In the question of how often the respondents use ICT to prepare pedagogical materials for students, the graph shows the following trends: 62.14% stated that they use ICT very often, 20% of them use it often, 16.42% sometimes and 1.42% declared that they rarely use ICT for the preparation of pedagogical materials for students.

From this we can see that ICT has a very important place in the preparation of pedagogical materials for students.

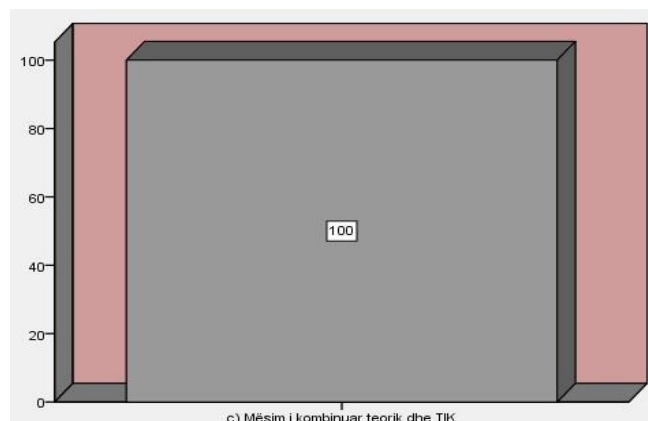


Figure 5. Productive methods in teaching

From the question of which methods are more productive in teaching, we see that all respondents are of the opinion that the combined theory and ICT method is more productive in teaching, not singling out the theoretical method or only the method integrating ICT.

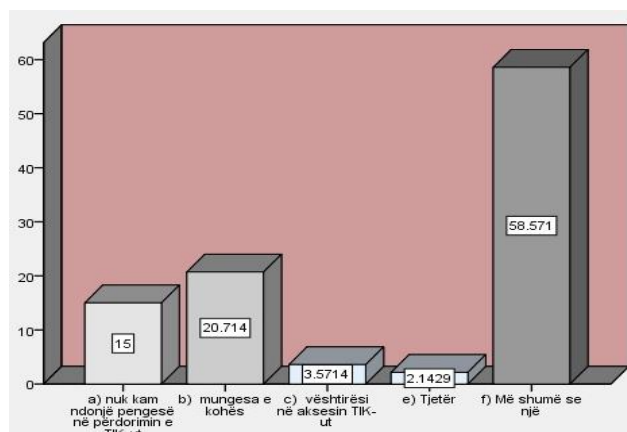


Figure 6. Obstacles during the use of ICT in teaching

From the graph, we can see that teachers in a greater percentage 58.57% have more than one obstacle that appears to them during the use of ICT in teaching, 20.71% of teachers are of the opinion that the lack of time prevents them from using ICT in teaching, 15% have no obstacle in using ICT and 3.57% have difficulties in accessing ICT.

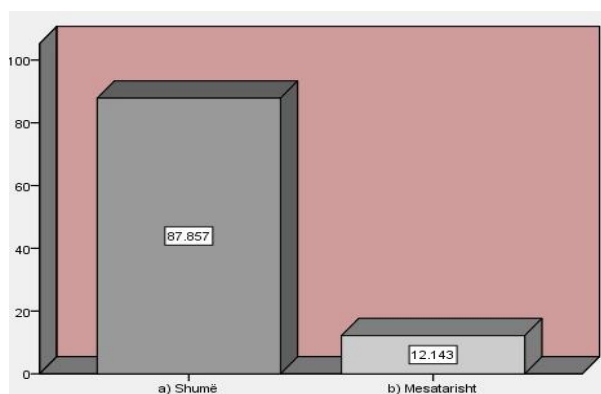


Figure 7. Interest in learning, using ICT in lessons

In the question of how much it increases students' interest in learning when teachers use ICT in lessons, from the graphic we see that we have two answers which affirm that the use of ICT increases interest in learning, 87.85% of teachers have chosen the alternative many and 12.14% have selected the alternative on average. These answers make us understand that ICT increases students' interest in learning.

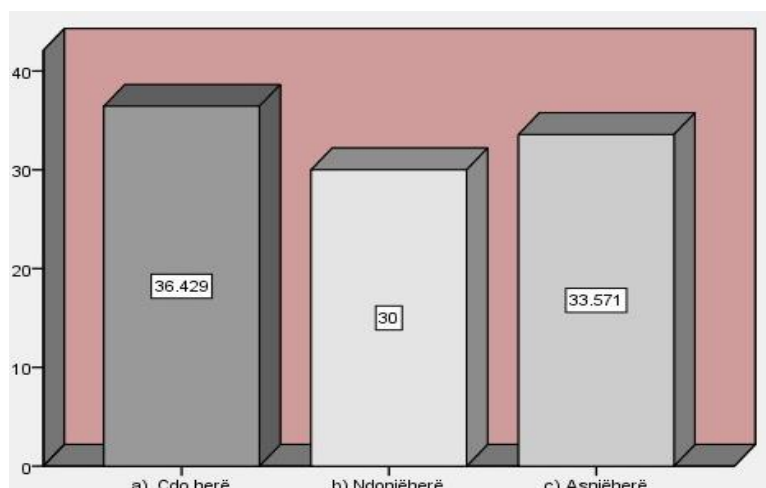


Figure 8. Leaders' support for the use of ICT in the classroom

From the graphs regarding the question of whether teachers have support from their leaders to use ICT in class, we can see that the respondents in approximately the same percentage have selected the three alternatives above as: 36.42% affirmed that every time they support from leaders for the use of ICT in lessons, 30% have selected the alternative sometimes, and 33.57% the alternative never. This made us understand that the support of the leaders in the schools of the municipality of Istog for the integration of ICT in the lessons is not at the right level.

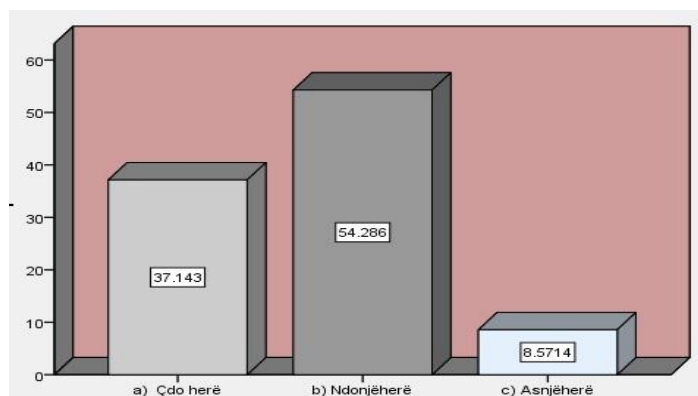


Figure 9. Leader-teacher communication through electronic form

Nowadays electronic communication is very much in use and a very fast way of communication. In our question addressed to the teachers, does the director of their school require that communication be done via electronic form (e-mail), the respondents in the largest percentage 54.28% answered sometimes, 37.14% every time and 8.57% never.

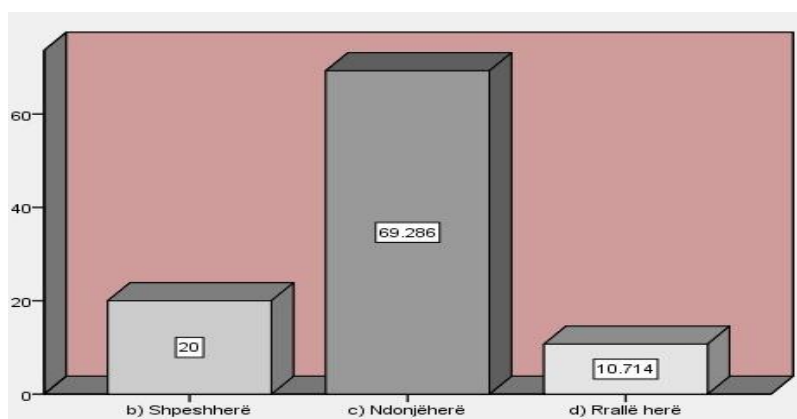


Figure 10. Instructing students to use the computer for homework

Necessarily, the use of computers is inevitable by students for a variety of extracurricular activities, but how much they use the computer to complete the homework that teachers instruct them, from the graphs can be we notice that 69.28% of teachers sometimes engage students to complete tasks with the help of the computer, 20% often instruct them and 10.71% rarely practice this.

DISCUSSIONS AND CONCLUSIONS

From the data obtained from the measuring instruments for this research as well as their analysis and discussion, we were able to draw some reliable findings regarding the integration of ICT in the lessons in the elementary schools of the municipality of Istog. In addition to the integration of ICT in the lessons, the data obtained from the respondents who were teachers and some leaders managed to gain knowledge about the challenges faced by teachers and leaders to integrate ICT in teaching.

The findings that give us answers to the main research question, to the auxiliary questions and that prove the hypothesis are:

What are the challenges of school leaders in integrating technology into the learning process?

From the data obtained from the leaders related to the main research question, we can observe that their main challenges to integrate ICT in the classroom are the lack of technological equipment in schools, the lack of Internet, the lack of training to train teachers to the use of technology. These findings show that the lack of technological tools and the difficulties that teachers have to use ICT are the main challenges of leaders for the integration of ICT in teaching.

What teaching methods do teachers use for the inclusion of ICT in teaching?

The other finding of the research is about the methods used by teachers to integrate ICT in teaching, where all teachers are of the opinion that the method of teaching combined theory and ICT is more productive and during teaching the main activities they use are different from 140 participating teachers, 47 of them or 33.6% use more than one activity, 31 or 22.1% use it for searching for information 24 or 17.1% for different exercises 14 or 10% for projects 11 or 7.9% use Power Point is used to a lesser extent for assessment and quizzes.

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