



INNOVATIVE LEADERSHIP OF SCHOOL ADMINISTRATOR AND ITS RELATIONSHIP WITH ICT INTEGRATION IN DISTRICT OF SEREMBAN, NEGERI SEMBILAN.

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Research Highlights

The Malaysia Education Blueprint 2013-2025 has eleven shifts to transform the system. One of it is leverage ICT to scale up quality learning across Malaysia. Integration of ICT in the process of teaching and learning becomes increasingly important from day to day. Integration of ICT in education provides a more dynamic and proactive learning environment (Ghavifek et al., 2014) that students can learn at their own without the limitation of time and place. Therefore, school administrators (including headmaster, senior assistant administrator, senior assistant of student affairs, senior assistant of co-curricular) who apply their leadership to school, play an important role in order to ensure the integration of ICT (Arokiasamy, Abdullah, & Ismail, 2015).

The hypothesis of this study proposed that there is a significant relationship between the innovative leadership of the administrator and the integration of ICT. The results indicated there is a positive relationship between innovative leadership of administrators and the ICT integration. With increasing the level of leadership of administrators, it can enhance the ICT integration in school.

Research Objectives

Based on the past studies (Stuart, Mills, & Remus, 2009; Hadjithoma-Garstka, 2011; Yuen, Law, & Wong, 2003), there are increasingly attention from the researchers to examine the role of school leaders in ICT integration in education. Hence, this research aims to identify level of innovative leadership of administrators the level of ICT integration in school. Besides, this research explores the relation between practice of innovative leadership of administrator and the ICT integration in school.

Methodology

The research uses the quantitative approach as the method of survey research involving descriptive and inferential analysis. The instrument of this survey is a questionnaire consists of 3 parts. The first part is about the background of respondents including school type, age, position held, highest academic qualifications, and experience as administrator. Second part referred to self evaluation of innovative leadership of school administrators and the last part is about the level of ICT integration in school. In this study, the respondents were required to mark (√) in the bracket provided for the first part while for the second and third part, the respondents used the 5-point Likert Scale to answer the questionnaire. The 5-point Likert scale ranged from 5= Strongly agree, 4= Agree, 3= slightly disagree, 2= disagree, 1= strongly disagree. The interpretation of 5- point Likert scale are as the table below.

Average of Score	Interpretation
1.00 -- 1.80	Very low
1.81 -- 2.60	Low
2.61 -- 3.40	Moderate
3.41 -- 4.20	High
4.21 -- 5.00	Very high

The research was conducted in primary school in district of Seremban, Negeri Sembilan. The population of this research is all the school administrators (headmaster, senior assistant administrator, senior assistant of student affairs, senior assistant of co-curricular) who are currently serving under Ministry of Education Malaysia. The samples are randomly selected.





Results

The total number of respondents who took part in this research was 234 people. That is a response rate of approximately 78.52%. Based on the Statistical Package for Social Science (SPSS) analysis, overall, the findings show that the level of innovative leadership of the administrators in district of Seremban, Negeri Sembilan is at a very high level (mean = 4.354, standard deviation = 0.339). Furthermore, the result of the ICT integration is at high level (mean = 4.105, standard deviation = 0.414). On the other hand, the Pearson's correlation are used to explore the relation between the practice of innovative leadership of administrator and the ICT integration in school. The result shows that there was a positive correlation between the practice of innovative leadership of administrator and the ICT integration in school, $r = 0.441$, $p < 0.001$. The hypothesis of this study proposed that there is a significant relationship between the innovative leadership of the administrator and the integration of ICT, therefore, the hypothesis is accepted.

Findings

The data analysis showed that both the level of innovative leadership of school administrators and ICT integration are at high level and there is a significant relationship between these two variables. This shows the importance of role playing by school administrator to enhance the ICT integration in school by leading all the teachers towards the same direction of goal that stated in Malaysia Education Blueprint 2013-2025. In addition, both the school administrators and teachers are required to equip themselves with various skills in ICT so that they could apply in the process of teaching and learning which will benefit the students.

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