

ABSTRACT

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GABRIEL'S FOUNDATION SCHOOLS

Name: BRO.VERAYUTH BOONPRAM

Dissertation Title: A DEVELOPMENT OF ICT COMPETENCY LEADERSHIP
MODEL FOR TEACHERS IN SAINT GABRIEL'S FOUNDATION
SCHOOLS OF THAILAND

Dissertation Advisor: ASSOC. PROF. DR.SUPIT KARNJANAPUN

This research aimed to (1) explore and (2) design the information and communication technology (ICT) competency leadership model for teachers as well as to (3) find out its efficiency and (4) propose it to maintain the high-academic profile of Saint Gabriel's Foundation schools of Thailand. A mixture of qualitative and quantitative research designs using the five ICT indicators namely hardware, software, ICT communicative tools, teaching and learning and ethical standards were applied. The school directors from 13 Saint Gabriel's Foundation schools were given an in-depth interview and questionnaires were administered with those teachers who used ICT and English as the medium of instructions.

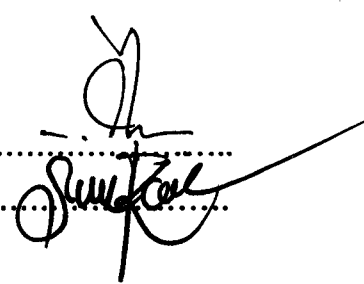
The results showed that 303 teachers used technological media as aids for teaching while computer/laptop and internet were technological devices most commonly used for teaching and learning as well as for research purposes. The use of ICT must be enhanced and supported to promote and develop their leadership skills thus acquire competency. ICT integration in the teaching and learning process provided meaningful experiences, made the work easier using the Microsoft office, communicated and received data worldwide. Most of the respondents used web browsing for research purposes, online materials for class activities, emails for sending and receiving messages, watching movies, listening to music and reading news as recreational forms of ICT communicative tools.

The respondents exhibited skills of integrating ICT in the teaching and learning process. They employed record lesson attendance and made presentation for lectures. They used software to enhance classroom activities and made the lesson more interesting for learners. Two thirds of the respondents agreed that professionalism was an essential requirement for being a good teacher. However, responding to the demands of the modern generation of learners with sufficient knowledge in ICT skills and healthy classroom atmosphere were primary qualifications a teacher must possess to gain competency in leadership. It was to cultivate moral values, enhance ethical standards and employ safety policies on the use of ICT resources.

Field of Study: Doctor of Philosophy in Educational Leadership

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Advisor's signature.....