

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

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**Abstract:** 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 4Is theory of transformational leadership factors in correlation with the eight types of ICT leadership approaches was used in the design of the ICT competency model. The school directors from its 13 Saint Gabriel's Foundation schools were given an in-depth interview and questionnaires were administered to those teachers who use ICT and English as the medium of instructions.

Most of the respondents were female, ranging from 40 years old and above; with more than 10 years of teaching experience. They were also educationally qualified having at least a minimum qualification of Bachelor's degree. The number of teachers was evenly distributed among the five major subjects such as English, Science, Mathematics, Computer and Social Science.

The results showed that 303 teachers have been using technological media as aid 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 provides meaningful experiences; make the work easier using the Microsoft office and communicate and receive data worldwide. Most of the respondents have been using web browsing for research purposes, online materials for class activities, emails for sending and receiving messages, and watching movies, listening to music and reading news as a recreational form of ICT communicative tools.

The respondents exhibited skills of integrating ICT in the teaching and learning process. They have employed record lesson attendance and making presentation for lectures. They have used software to enhance classroom activities and make 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.

**Keywords:** ICT Competency, Teacher Leadership, Saint Gabriel's Foundation Schools

### Introduction

The advent of globalization creates new opportunities and various challenges. Competency and mastery in information communication technology is one of the prerequisites for meeting these academic challenges.

The schools of Saint Gabriel Foundation in Thailand respond to the call of academic challenges and seek to be ever faithful to its founding principle- "Education for all and all for education." The integration of ICT competency leadership model in the schools of the Saint Gabriel's Foundation of Thailand fosters high academic stability and serves as stronghold of competent educators that can mold future nation builders.

Technology competency goes alongside with the provisions stated in the law specifically, the National Education Decree 2002. Embedded in the legislation is a commitment to transportation and communication. Regulations also encourage the production of quality textbooks, academic text, equipment and integration of technology essential in the teaching- learning process.

Knowledge and skills acquisition of choosing the appropriate technology in the classroom must be vital for attaining quality and efficiency with regard to educational progress. It enhances the abilities of the students to be more adaptable and gain sufficient skills that they may carry throughout their lives (Sanrattana, 2003).

In spite of the growing need to develop ICT teaching and learning, different kinds of problems continuously arise. A recent study conducted by Department of Education Western Australia reveals that only 30% of public teachers have ever used a database. According to its findings based on the Teacher ICT Skills of Western Australian government schools, ICT knowledge, skill and professional attitude were found to be the three most influential factors in the professional development of ICT competences.

Moreover, various means, in academe, have been deployed to increase efficiency and improve standards yet problems regarding administration, supervision and sustainability persistence

Different kinds of problems currently exist regarding its usability in the ICT teaching-learning process; lack of student involvement, lack of enthusiasm on the part of the teachers and learners, a reluctance to shift from more traditional teaching to a more interactive practice, and the lack of a broad understanding of the

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