INFLUENCE OF TRANSFORMATIONAL LEADERSHIP STYLE ON DECISION-MAKING AND ICT READINESS OF TEACHERS IN NIGERIAN SCHOOLS

RESEARCH OVERVIEW:

Complete Project: 60 Pages
Literature Review: 2005 Upward
Data Analysis: Product-Moment Correlation Coefficient and Simple Regression Analysis
Research Population: 50 Respondents
Research Location: Nigeria
Questionnaire: 20 Items x 50 Respondents
Chapter One: Introduction

Information and communication technology (ICT) has infiltrated society to the point of becoming essential to much of its everyday functioning. People rely on ICT to communicate, access information, and stay connected in an increasing globalised community. The major way of developing the ICT capability of students is through the implementation of the three facets of ICT-based curriculum which comprise: learning about ICT, learning with ICT and learning through ICT. It is in this regard that Tanner (2003) presents ICT as discipline, resource and key skill. ICT as discipline refers to ICT as a subject in the curriculum.

The transformational leader identifies and utilizes a potential follower’s ICT existent need or demand. Moreover, the transforming leader perceives potential intentions in followers, tries to find to satisfy higher needs, and treats the follower as full person. Consequently, transforming leadership is a blend of mutual encouragement that turns followers into leaders and possibly, leaders into moral agents. Burns also states that the transforming leader is one who, though primarily motivated by the search for personal appreciation and recognition, eventually advances the common purpose by understanding the aims of his or her followers.

Although students exhibit significant difficulties in learning through the use of computer, considerably less attention is devoted to remediating these problems in comparison to behavioral and social difficulties. Given the strong correlation between failure and overall success, the purpose of the study was to investigate the influence of principals’ transformative leadership skills in decision-making process and its implication for teachers’ adoption of ICT tools in their classrooms. Conducting this study is justified on the basis that scholarly attention is yet to be drawn to this area of study which this research seeks to fill the vacuum.
Chapter Two: Literature Review

Chapter two focuses on the literature review. Variables that were taken as independent variables in this study were transformational leadership factors; such as principals’ ability to engage in decision making and principals’ ability to promote and encourage teachers’ professional development. The dependent variable was teachers’ readiness to use computer or other ICT platforms in their classes.

Chapter Three: Research Methodology

This chapter presents the research methodology employed in this study. It entails the Research Design, Population of the Study, Sample and Sampling Procedure, Instrument of Data Collection, Procedure of Administration, and Method of Data Analysis. Data collected from the respondents were analyzed by inferential statistics. Specifically, Product-Moment Correlation Coefficient and Simple Regression Analysis were used. The Product-Moment Correlation Coefficient was to examine the existence of relationship between transformational leadership style on decision-making and ICT readiness of teachers in Nigerian schools and regression analysis was used to ascertain the amount of variations.

Chapter Four: Data Analysis

In this chapter, the researcher analyses the data collected for the researcher work and interprets it according to the research questions formulated in chapter one.

Chapter Five: Summary, Conclusion and Recommendations

Summary and conclusions are to be drawn from the research literature, research findings and data analysis. Recommendations were made in chapter five.
CHAPTER ONE
INTRODUCTION
1.1 Background to the Study
1.2 Statement of the Study
1.3 Purpose of the Study
1.4 Research Question
1.5 Research Hypotheses
1.6 Significance of the Study
1.7 Scope of the Study
1.8 Operational Definition of Terms

CHAPTER TWO
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2.2 Conceptual Framework
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2.2.2 Transformational Leadership in an Educational Context
2.3 Computer Use
2.3.1 Teachers’ Attitudes to Computer Use
2.3.2 Access and Computer Use
2.4 Correlation between Principal Transformative Leadership and Teachers’ ICT Usage
2.4.1 Training and Computer Use
2.4.2 Support and Computer Use
2.5 Decision Making Process and Teachers’ Participation
2.6 Computer Aided Instruction as a Motivational Teaching Strategy
2.7 Appraisal of literature

CHAPTER THREE
RESEARCH METHODOLOGY
3.1 Research Design
3.2 Population of the Study
3.3 Sample and Sampling Procedure
3.4 Instrument of Data Collection
3.5 Procedure of Administration
3.6 Method of Data Analysis

CHAPTER FOUR
DATA ANALYSIS
4.1 Introduction
4.2 Analysis of Research Hypotheses
4.3 Discussion of Findings

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATION
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