

# JOURNAL ARTICLE REVIEW TEMPLATE (Summer 1-2025)

North American University  
Education Department  
M.Ed. in Educational Leadership  
EDUC 5324 Integrating Technology into Education

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## INTRODUCTION

**Research Questions (if research questions are not specifically mentioned, what is the theoretical background or overarching theme):**

This study looks at how principals feel about the role of technology in schools. It explores how important they believe technology is for teaching and learning, and how their support and leadership can make a difference in how well technology is used in the classroom.

- ☐ Understanding principals' perceptions of the importance and role of technology in schools.
- ☐ Investigating how school leaders support and promote technology integration in instructional practices.
- ☐ Exploring the differences in perceptions based on demographic or school variables, such as years of experience or school level.

**Purpose of the research:**

The goal of the research is to better understand principals' views on educational technology what they think about its value, what influences their opinions, and how their support can help teachers and students use technology more effectively. The study also looks at how things like experience or the type of school might shape these views.

## METHODOLOGY

**What is the methodology for the research or approach used to understand the issue? Provide information regarding the following:**

**Participants:** A sample of 310 principals from a large metropolitan area in the southwest region of the U. S. The sample consisted of 126 males and 184 females

**Procedures:**

a cognitive interview questionnaire that asked principals about their perceptions regarding the importance of technology for their schools was given to the sample

**Data Collection Methods/Data Source:** a questionnaire that addressed public school principals' perceptions related to the major functions of technology in their schools.

**Data Analysis:**

The researchers started by reviewing the interview responses multiple times to get familiar with the information. They then organized the responses into meaningful categories, a process known as data reduction and coding. To make sure the coding was accurate and consistent, another researcher independently reviewed 10% of the responses. The comparison between the two sets of coding showed a strong level of agreement, with a reliability score of 0.94 (using Cohen's kappa)

## RESULTS

**Findings or Results (or main points of the article):**

Primary Functions of Technology: Principals identified six major functions of technology in their schools:

Communication – 34.5%

Instruction – 27.7%

Resource – 14.5%

Data Sharing and Management – 13.6%

Administrative Tasks – 10.0%

Student Learning – 9.7%

**Influence of Experience:** Principals with 12 or more years of experience were more likely to perceive technology as integral to instruction, data management, and administrative tasks compared to those with less experience.

**Gender Differences:** Male principals tended to view technology more as a resource and for administrative purposes than their female counterparts.

These findings suggest that both the experience level and gender of principals can influence their perceptions of technology's role in schools. Understanding these perceptions is crucial, as they can impact how technology is implemented and utilized within educational settings.

## DISCUSSIONS

### **Conclusions/Implications (for your profession):**

As technology continues to shape education, principals are increasingly seen as key to successful tech integration in schools. This study found that principals generally view technology as important for communication, instruction, and administrative tasks, which supports previous research showing their attitudes can influence teacher adoption. However, many principals lack a clear vision for technology and have limited training in tech leadership. Differences in perception based on experience and gender suggest the need for further research. To strengthen technology leadership, principal preparation programs and ongoing training should prioritize tech skills and strategic planning.

## REFLECTIONS

### **Student's Reflections (changes to your understanding; implications for your school/work):**

Educational technology is no longer optional—it's essential for effective school leadership. As a school leader, I recognize that personal comfort or beliefs about technology can't get in the way of preparing students for a tech-driven world. Strong technology leadership must be intentionally planned and incorporated into a school's vision and daily operations. Supporting staff, modeling use, and continuously learning are all part of ensuring our schools stay relevant and responsive.