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Title of Study: THE RELATIONSHIP BETWEEN SCHOOL ADMINISTRATOR’S LEADERSHIP BEHAVIOR AND THE ACCEPTANCE AND USE OF TECHNOLOGY IN SCHOOLS

Pages in Study: 133

Candidate for Degree of Doctor of Education in Educational Leadership

In the field of education, technology has forever changed teachers’ instruction, interaction with students and the management and leadership of schools. Administrators must stay abreast of the latest technology, skills, and devices in order to model its use to teachers within the classroom, which will prepare students for the 21st century and beyond.

The purpose of this study is to evaluate the consideration and initiating structure leadership behavior of school administrators and to what degree the behavior of leadership is related to his/her acceptance and use of technology. The essential intent of this study is to ascertain if there’s a relationship between a particular leadership behavior of a school administrator and their acceptance and use technology. The sources used throughout this paper reflect published research from journals and online sites. Data was
presented after the evaluation of school administrators from a Louisiana school district pertaining to their leadership behavior and level of technology acceptance and use.

Based on the results of the data analyses, there is no relationship between a school administrator’s leadership behavior and their acceptance and use of technology in schools. A school administrator’s leadership behavior is not an indicator or an accurate predictor when related to their level of acceptance and use of technology. Consequently, there is no definitive evidence that suggest a relationship between a school administrator’s leadership behavior and their acceptance and use of technology.