Chapter 15

Effect of Administration Support on Teachers’ ICT Utilization in the Malaysian Context

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ABSTRACT

In the 21st century, technology utilization is required in most of the workplaces because it helps to accelerate the pace of globalization and increase the organization’s competitiveness. Utilizing ICT in education can be considered as an effective enabler to create access, store, transmit, and manipulate different information in audio and visual form, due to its capabilities in providing proactive teaching and learning environment. ICT utilization in education can be used for various purposes such as active teaching and learning, students’ engagement, and administrative tasks. Administrative support plays a significant role in the effective and efficient utilization of technology in educational institutions. This piece of work presents a comprehensive review of the relevant literature regarding ICT utilization and Administrative supports in education settings. In addition, this chapter elaborates on the relevant theories to technology use and administrative supports and their key dimensions.

INTRODUCTION

Information and communication technology (ICT) can be defined as technologies which form by hardware and software and used to access, gather, transmit and manipulate information for enabling, supporting and reinforcing educational reform (Kreijnsa et al., 2014).
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In the current 21st century, technology have become very common in our daily life. According to OECD, Berger and Frey (2016), ICT is required in most of the workplace because it helps to accelerate the pace of globalization and increase the organization’s competitiveness. As the uses of ICT grow globally, the teachers need to utilize technology in the teaching and learning process so that the students have the ICT skills to success in globalization. Naji (2017) agreed that utilization of ICT in education play a vital role to increase the teachers’ productivity and enhance the students’ active participation which improves their qualities in critical thinking and problem solving skills.

Utilization of ICT can improve the quality of teaching and learning process. School teachers can also use different types of method to teach by make full use of computer, software, information from internet and education database (Muhametjanova & Cagiltay, 2016). These technology teaching aids can also motivate students to learn and think. Research finding by Asongu and LeRoux (2017) showed evidence that ICT helps to increase the learners’ interests of learning. Thus, the teaching and learning process can be carry out as planned and achieve the objective outcomes.

Besides that, teachers can also create a virtual interaction and communication learning environment for students by utilization of ICT. For instance, e-learning, forum sharing, files sharing, and video conference. According to Dzakiria et al. (2013), the virtual interaction and communication learning environment provide students chances to learn without time and place constraint. Hence, students can interact, communicate with their teachers, classmates and collaborate with the learning materials anytime and anyplace they choose. These also help to create a 21 century learning environment where students take responsibility for their own learning and provide them with more independent critical thinking space through discussion in the forum.

According to Jacob et al. (2015), administrative support plays an important role to assure the school achieves its targeted goals. School administrators should provide suitable resources, professional development, give meaningful feedback and support for teachers to accept, adopt and utilize ICT in their classroom. In other words, school administrators should make sure their schools have adequate ICT infrastructures, provide professional ICT training for teachers and encourage them to utilize ICT in classroom for gaining new experience and enhancing their teaching performance. Furthermore, the school administrators can also give award to the teacher who utilize ICT in the classroom and encourage others teacher to learn from the teacher. Thus, these also help to create organizational climates that promote teachers’ commitment and organizational effectiveness (Dougherty, 2015). As for increasing educational efficiency, the proper and accurate use of technology is important (Durnalı, 2013). What’s more, teachers’ motivation to access to ICT is very significant on information management, school climate, educational organizational technology integration and etc. (Erçetin, Akbaşlı, & Durnalı, 2018).

Therefore, this chapter aims to provide a comprehensive review on the importance of administrative support on teachers’ ICT utilization in both international and Malaysian contexts.

TECHNOLOGY UTILIZATION IN MALAYSIAN EDUCATION

According to a report from UNESCO (2014), most of the Asian countries emphasized on course or objectives which relate to ICT skills from primary until upper secondary levels of education because ICT plays vital role for lifelong learning. Apart from these, ICT has a multiplier effect across the education system because it can enhance the students’ learning performance, promotes social mobility and helps the country to compete in the worldwide economy.