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**Technological Leaders in Information and Communication Technology (ICT) Training: The Scenario of a Primary School in Equipping Its Teachers With Appropriate ICT and the 21st Century Skills to Enhance The Quality of Students' Learning**

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There has been a lot of Information and Communication Technology (ICT) development in Malaysian schools, from the introduction of Malaysian Smart Schools (from 1999-2010) and the enculturation of smart schools through High Performance Schools (2010 onwards). The Malaysian Ministry of Education (MoE), particularly the Educational Technology Division, has organized numerous training programmes and initiatives such as ICT skills training and Video Library (e-videos) to elevate the professionalism of teachers of all subjects in schools. In order to boost the academic achievements of students, school administrators are expected to equip teachers with the 21st century teaching skills and ICT that can enhance students' learning. This paper presents the findings of a qualitative research study conducted on 80 teachers (in a national primary school) in a district in the Kedah state. This study uses three methods – questionnaires, semi-structured interviews as well as documentary analysis to gather the data concerning the effectiveness of ICT training attended. Even though majority of teachers (95%) interviewed had understood the expectations of teachers to improve learning through the use of ICT, some (30%) felt that they were not trained adequately to integrate ICT tools into their teaching and learning. Even though the existence of Web 2.0 tools has opened up plentiful of opportunities, yet the teachers were still very comfortable with their chalk and talk approach. They were unclear as how to effectively integrate ICT/ educational technology tools in their teaching strategies and also felt that the training programmes were impractical as they felt that they could hardly integrate ICT while teaching. Recommendations given include the appropriate and careful selection of trainees and practical solutions, headmasters/principals as effective ICT drivers to ensure training effectiveness and smart generation of students/teachers by MOE or its agencies. It is hoped that effective instructional management quality is achieved eventually through ICT enculturation initiatives by MOE.

**Keywords:** Instructional technology, ICT integration, 21st century teaching and learning