



Applied Business Research  
(ABR795)

## INFORMATION TECHNOLOGY MANAGEMENT (ICT) ADOPTION :

ICT ADOPTION : CHALLENGES IN IMPLEMENTING ICT IN TEACHING  
&  
LEARNING IN SCHOOLS.  
A CASE STUDY IN BATU PAHAT DISTRICT

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## **ABSTRACT**

The purpose of this study was to measure teacher's usage, attitude and perception towards information communication technology (ICT). The results revealed that most teachers possess positive attitudes towards ICT. The findings also established that most teachers have moderate levels of ICT competency.

They also believe that they still lack the appropriate ICT skills to integrate the technology into the teaching and learning process. The result analysis indicated that there are insignificant difference between the group of teachers in terms of usefulness, attitude, perception and readiness in urban and rural area.

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# CHAPTER 1

## INTRODUCTION

### 1.0 Background of the study

The Ministry of Education (MOE) had responded to the powerful currents of the information evolution and the national goal of Vision 2020 and MSC. It implemented wide-ranging reforms to give students in schools, universities and other higher education institutions the skills and competence to ride the crest of the information technology wave. The education system is putting interactive IT at the core of the teaching-learning and management processes. Smart schools were set up where learning was hoped to be very dynamic, lively and brimming with interaction through the use of multimedia technology and worldwide networking. ICT is provided to enable the enhancement of the teaching and learning processes in schools - using notebooks, LCD Projectors and internet access as a platform to integrate all teaching and learning materials.

MOE has invested in many ICT driven initiatives such as Smart School, SchoolNet, ETeMS, to name a few. Being the spine of the countries educational system, we see the needs for continuous enhancement to deliver the best to our future leaders.

With all the ICT Projects in Education such as Computer in Education (CIE) 1992, Smart Partnerships (1996), Computer Lab Project (1999), Smart School project (1999), ETeMS Project (2002) and the latest project is the School Net Project (2004), there are actually be short of feedback on the adoption and application by the main player in all the project implemented by the Ministry. The main player we meant is teacher. Basic training was given to teachers for them to familiarize with the ICT hardware and software. Other than that, The Ministry has also provided courseware for the teachers to use in the teaching and learning process. This has been a millennium challenges that has to be face by 21<sup>st</sup> century teacher.