

The Role of Information Technology for Quality Education in Higher Private Universities in Malaysia (Student's Perspective)

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ABSTRACT

The nature of quality education in universities has been subject to continuing research and debate. Many researchers have found that information technology can have influence on education by enhancing student's literacy development, giving greater access to information, impacting language acquisition, motivating students, providing support to learning, and enhancing student's self-confidence and self-esteem (Susan, 2009). Malaysia as a country is developing in the direction of the top of developing country range; the society in Malaysia is at the same time changing. The Malaysian youth are becoming less interested in the traditional way of education. Nowadays, the youth in Malaysia are changing increasingly to what some authors called the e-geners or in other words e-generation (Wim Veen, et al., 2003 and Wim Veen, 2002).

This motivated the author to conduct a research on the role of information technology in education in the higher private universities in Malaysia. The main purpose of this research is to investigate the role that information technology plays in education looking at it from the student's perspective i.e. how students perceive the use of information technology in education as student's viewpoint on all their experiences in universities is now being regarded as an important way of measuring quality in private universities (Yvonne et al., 2003). The research began with the introductory section where the research questions and objectives, problem statement and importance of study were all clearly stated and discussed. The next section is the literature review which contains a review of past research literatures related to this research area from different authors, some past research frameworks and the proposed research model. A section on methodology describes the methods used to come up with this research and data analysis section presents analysis on the data collected. Five hypotheses were tested out of which four proved to be significant. Discussions and conclusions were made in the final section of the research.

Key words: Information Technology, Quality Education, Higher Private Universities