



TEACHERS' INSIGHT ON DIGITAL COMPETENCIES AND MATURITY AMONG SCHOOL ADMINISTRATORS IN SARAWAK, MALAYSIAN SCHOOLS

Caroline Cathy Anak Nubun

Faculty of Cognitive Sciences and Human Development
University of Malaysia Sarawak
Malaysia
22010202@siswa.unimas.my

Zaiton Binti Hassan*

Faculty of Cognitive Sciences and Human Development
University of Malaysia Sarawak
Malaysia
hzaiton@unimas.my

Hana Binti Hamidi

Faculty of Cognitive Sciences and Human Development
University of Malaysia Sarawak
Malaysia
hhana@unimas.my

*Corresponding Author email: hzaiton@unimas.my

Submitted: 01 February 2024

Revised: 19 March 2024

Accepted: 24 March 2024

Peer-review under responsibility of 9th ASIA International Conference (Langkawi, Malaysia) Scientific Committee

<http://connectingasia.org/scientific-committee/>

© 2024 Published by Readers Insight Publisher,

Office # 6, First Floor, A & K Plaza, Near D Watson, F-10 Markaz, Islamabad, Pakistan,

editor@readersinsight.net

This is an open access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>).



ABSTRACT

Digital in education is always evolving at a quick pace and Malaysia experienced a slower rate of adaptation among the some Southeast countries. The administrators at the schools possess inadequate digital competence. This article aims to investigate the competence of school administrators from the perspective of teachers, as well as to classify Malaysian schools' level of digital maturity. Moreover, digital maturity is a prerequisite for the success of digital transformation, yet research on digital maturity in Malaysian education is lacking. Six Malaysian teachers participated in a Focus Group Discussion (FGD) by utilising a qualitative method. This study identified school administrators' competence for digital leadership are vision and mission, digital culture, digital professional development, digitally go-forward, digital safety and digital resilience. The subthemes are problem-solving, communication, teamwork, creativity, critical thinking, ethical and cultural awareness, adaptability, self-direction, technical skills, lifelong learning, and information management. Malaysian schools' digital maturity, as measured by the Educational Process-Capability Digital Maturity (EPCMM), is at level 3, which is designated as "Management". In order to empower and improve school administrators' competences to fully integrate digital technology into daily administrative tasks while leading the digital cultural changes in their schools, it is helpful to know the level of digital maturity in Malaysian schools.

Keywords: *Digital Leadership; Digital Maturity; School Administrators*

RESEARCH HIGHLIGHTS

Malaysian education is changing dramatically because of digital transformation since the pandemic of Covid-19. The modern workplace is changing due to growing digitization, which presents administrators with new issues and has an impact on organisations (Edmead, 2016; Van Veldhoven & Vanthienen, 2019). It is critical to assess the existing level of digital maturity in schools to develop a purpose and vision and implement interventions. This implies that they might perform their leadership responsibilities over the teachers while ill-prepared. The current state of digital maturity in Malaysian schools is to identify the advantages and disadvantages of the strategy for promoting digitalization. As stated by Ferry (2018), leaders in Malaysia and the Asia-Pacific region are not prepared for the digital age, which could impede the advancement of digital maturity. Therefore, school administrators in Malaysia should apply the digital leadership competence to achieve the highest level of digital maturity. It is critical to assess the existing level of digital maturity in schools to develop a purpose and vision and implement interventions. This implies that they might perform their leadership responsibilities over the teachers while ill-prepared (MOE, 2013). The current state of digital maturity in Malaysian schools is to identify the advantages and disadvantages of the strategy for promoting digitalization. As stated by Ferry (2018), leaders in Malaysia and the Asia-Pacific region are not prepared for the digital age, which could impede the advancement of digital maturity. Therefore, the school administrators in Malaysia should imply the digital leadership competence to achieve the highest level of digital maturity.

Research Objectives

As schools digitise, administrators who possess digital leadership competency can influence transformation processes. Administrators in schools need to be prepared to