

INTERNATIONAL BUSINESS EDUCATION JOURNAL

VOLUME 9 ISSUE NUMBER 1 (2016)

ISSN 1985 2126

Differences in the Consumer Literacy of the Nutrition Label across Demographic Factors	1 - 15
<i>Mohamad Rohieszan Ramdan, Zuraidah Zainol, Juliana Osman & Rusliza Yahaya</i>	
Service Quality, Organisational Culture, and Technology Acceptance Towards 1BestariNet Application In Northern Malaysia	16-26
<i>Nek Kamal Yeop Yunus, Mohd Hafez Kamarudin, Tirzah Zubeidah Zachariah & Mohd Nazir bin Md Zabir</i>	
Popularity Of Coaching “Classes” In India	27-36
<i>Jehangir Bharucha</i>	
Ethical Attitudes of Accounting and Business Students: Malaysian Evidence	37-49
<i>Rusliza Yahaya, Zuraidah Zainol, Norhanani Ahamad Rapani, Norlia Mat Norwani, Norsamsinar Samsudin & Jessnor Elmy Mat Jizat</i>	
Students’ Readiness, Motivation and Attitude towards Entrepreneurship	50-57
<i>Norsamsinar Samsudin, Norasibah Ab Jalil, Hariyaty Ab Wahid, Rusliza Yahaya & Jessnor Elmy Mat Jizat</i>	
A Conceptual Review on the Relationship between Teacher Self-Efficacy and Organisational Citizenship Behaviour	58-65
<i>Yuen Onn Choong, Jamal @ Nordin bin Yunus & Hamidah binti Yusof</i>	
Secondary School Choice – What Do Parents Concern?	66-77
<i>Gengeswari Krishnapillai, Kwok See Ying, Pinky Cheong Li Xin, Cheong Ka Kit, Lee Ying Zhen & Liew Zhun Yeau</i>	
Influence of Work Experience and Education towards Business Performance among Entrepreneurs	78-87
<i>Nor Hafiza Othman, Afifah Hanim Md Pazil, Siti Aishah Attaullah, Siti Zamanira Mat Zaib, Chuk Wei Jin & Nur Fatin Diyana Mahadi</i>	
Entrepreneurs’ Acceptance of the Costing Skills Course	88-95
<i>Muhammad Rosni Amir Hussin</i>	
“Yes, I want to be a teacher”: Exploring how male student teachers negotiate their professional identity as future teacher	96-107
<i>Bahijah Abas</i>	
Manuscript Submission Guidelines	108

Service Quality, Organisational Culture, and Technology Acceptance Towards 1BestariNet Application In Northern Malaysia

Nek Kamal Yeop Yunus^a, Mohd Hafez Kamarudin^b, Tirzah Zubeidah Zachariah^c & Mohd Nazir bin Md Zabir^d

^{a,b} *Faculty of Management and Economy, Sultan Idris Education University, TanjungMalim, Perak, MALAYSIA*

^c *University Industry Selangor, Bestari Jaya, Selangor, MALAYSIA*

^d *Faculty of Education and Human Development, Sultan Idris Education University, Tanjung Malim, Perak, MALAYSIA*

Email: nkamal@fpe.upsi.edu.my

Abstract

Since a decade ago, the Malaysian educational system has undergone a tremendous transformation due to recent technological advancement. To achieve the targets in the Malaysian Educational Blueprint, comprehensive usage of technology is crucial, not only in teaching and learning but also in management and administration. This study had been conducted using online administered questionnaires. About 80 secondary school teachers randomly selected in northern states of Malaysia, managed to complete all the questions in the questionnaires. The data collected were analyzed using SPSS and SmartPLS. It was found that organizational culture and technological acceptance influenced the 1BestariNet application but service quality did not. As such, this study had been conducted to fill in the gaps in previous research, especially in terms of the extent of the influence of service quality, organizational culture and technology acceptance on the 1BestariNet application. Future research directions were recommended at the end of the paper.

Keywords:

Service Quality, Organizational Culture, Technology Acceptance, 1BestariNet

INTRODUCTION

Education plays an important role in ensuring the economic growth and development of a nation. In today's global economy, the success of a nation depends greatly on the citizens' knowledge, skills and competencies. This recent development has created a new learning environment which is more flexible in terms of time, approach and learning materials (Abu Bakar, 1991). It is thus no wonder that the current education system requires that the students and the educators to be IT literate. Thus, every school in Malaysia is required to use the 1BestariNet application to facilitate teaching and learning within as well as outside the classroom. The main aim of 1BestariNet is to transform the educational system by providing a quality internet-based education for all Malaysian.

Technology advancement has propelled Malaysia to strive towards transforming Malaysians children to become more informed, and knowledgeable citizens with the right skills. A few initiatives have been implemented to integrate multimedia and IT usage in teaching and learning (Rusmini, 2003). One of the transformations planned by the Ministry of Education (MOE) is the development of an e-service system to facilitate learning. Developed by MOE with the cooperation of YTL Communications, 1BestariNet is also a virtual learning platform which use high-speed internet network and provides access to world-class integrated education solutions. It will take some times to realize the transformational impact of the implementation on the education system. However, the transformation planned by the MOE is not without problems.

The 1BestariNet program which was introduced in March 2012 required feedback from the teachers using the application. Limited usage of the 1BestariNet application in schools

could be regarded as a waste of MOE resources. Furthermore, the country was equipped with rapid information technology and communication development; educational transformation in terms of the teaching and learning process and the administration system need to be improved and thus posit new challenges to the education system (Mohamed & Hassan, 2003; Hazri, 2014).

Teachers who had been teaching for more than 20 years, resisted the change, they often felt that conventional pedagogical method was more effective. The teachers also confessed that they did not know how to use the technology resources (Mahmud *et al.*, 2011).

According to Mohamed Sabri (2003), the vendor normally take three to five months for setting up of the computer equipments, which was a waste of time. He also stated that the poor service quality offered by vendors hindered the teachers to start using the computers for the teaching and learning as soon as school re-opens. Even though the ministry had appointed some 500 computer technicians in each district, the problem still rears its ugly head and it could not be solved completely.

Therefore, the main objectives of this study is to identify the extent of factors such as service quality, school or organizational culture and technology acceptance in influencing the 1BestariNet application and also to identify how the factors interact in the context of 1BestariNet service application. Besides that, it also targeted to identify the possible solution in improving the application among the teachers in Malaysia.

LITERATURE REVIEW

Service Quality

Research in various aspects of service quality in the academic world is still lacking and much to be desired. According to Noraliza *et al.*, (2006), the SERVQUAL is a service quality instrument which is widely used, thus enabling a lot of research based on quality service to be conducted. The research done by Parasuraman *et al.*, (1991, 1985, 1988); Parasuraman (1995) stated that the main aspect to be considered to measure service quality is the nature of the service itself whereby each service has its own characteristics. The evaluation of service quality has to take into account the service characteristics.

Besides that Xu *et al.*, (2013) proposed a 3Q Model by studying the role of service quality (SQ) as an addition to system quality (SysQ) and information quality (IQ) in website usage. Attention to SQ was necessary and given priority. Website users were the main target to identify the customers' evaluation of SQ. However, SysQ and IQ were not subject solely to conventional evaluation. As such, in this particular study which focused on SQ (Xu *et al.*, 2013) found that SysQ had an indirect effect on SQ. This showed that customers were less dependent on SysQ and were more dependent on IQ which influenced the perception towards SQ. The 3Q Model was an improvement to the existing model by acknowledging that service played the main role in information system generally and in customer websites specifically. As such, the following hypothesis would be tested:

Ha1: There is a significant relationship between service quality and the 1BestariNet application.

Organizational Culture

Gamble and Gibson (1999) stressed on the ability to achieve collective decision effectively and efficiently through the socialization and relationship between organizational units. The process of socialization is defined as the development of perceptions, values and beliefs of the organization by the organization's members (Kotter & Heskett, 1992).

Moreover, according to Stewart (2011), the norms and values of the organizational culture may provide impact on the members whether they are involved directly or indirectly with the organization. Conversely, Kavanagh and Ashkanasy (2006) stated that effective culture change occurs, and there is no substitute for active involvement from the top management of an organization. Three different views (integrated, opposing and fragmented) in organizational culture are supported by Martin (1992, 2002), who also suggested that these three views may exist in any organization simultaneously.

From the business aspect, the study by Fakhar *et al.*, (2013) summarizes the relationship between organizational culture with staff work achievement as shown in Figure 1 below.

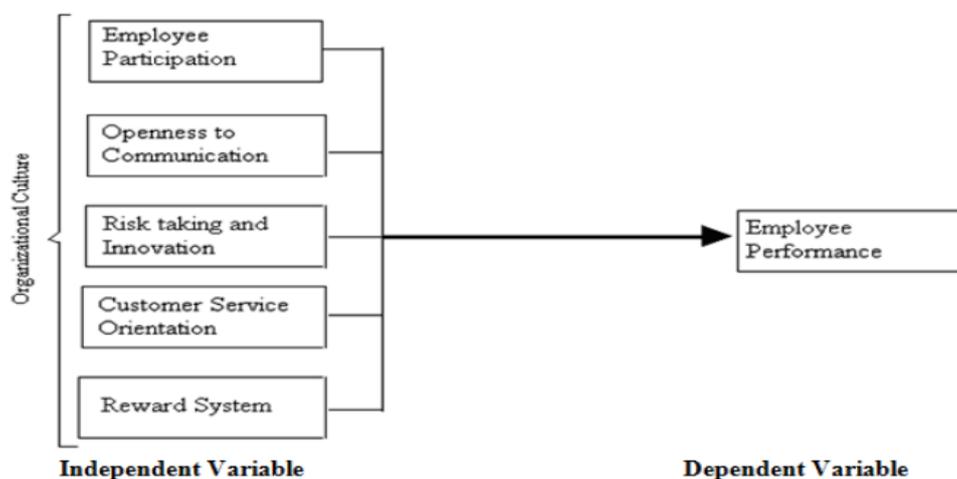


Figure 1: Influence of organizational culture on staff achievement

No one could deny that organizational culture is closely related to collective purpose, values, attitudes and beliefs. The main elements in an organization can also be summarized as the attitude, confidence, norms and hopes carried by all its members from the top-level management to low-level workers. In other words, no one is excluded from a certain culture especially in a small organization like school. Thus, the hypothesis below is proposed.

Ha2: There is a significant relationship between organizational culture and the 1BestariNet application.

Technology Acceptance

The unified theory of acceptance and use of technology (UTAUT) is a technology acceptance model for explaining user intentions to use an information system and subsequent usage behavior (Venkatesh *et al.*, 2003). There are three variables for usage intention and usage behavior in this model. The fourth variable concerns usage behavior. Gender, age, experience, and voluntariness of use are posited to moderate the impact of the four key constructs on usage intention and behavior.

The theory was developed through a review and consolidation of the constructs of eight models which had been employed in earlier research to explain information systems usage behavior (theory of reasoned action, technology acceptance model, motivational model, theory of planned behavior, a combined theory of planned behavior/technology acceptance model, model of personal computer use, diffusion of innovations theory and social cognitive theory).

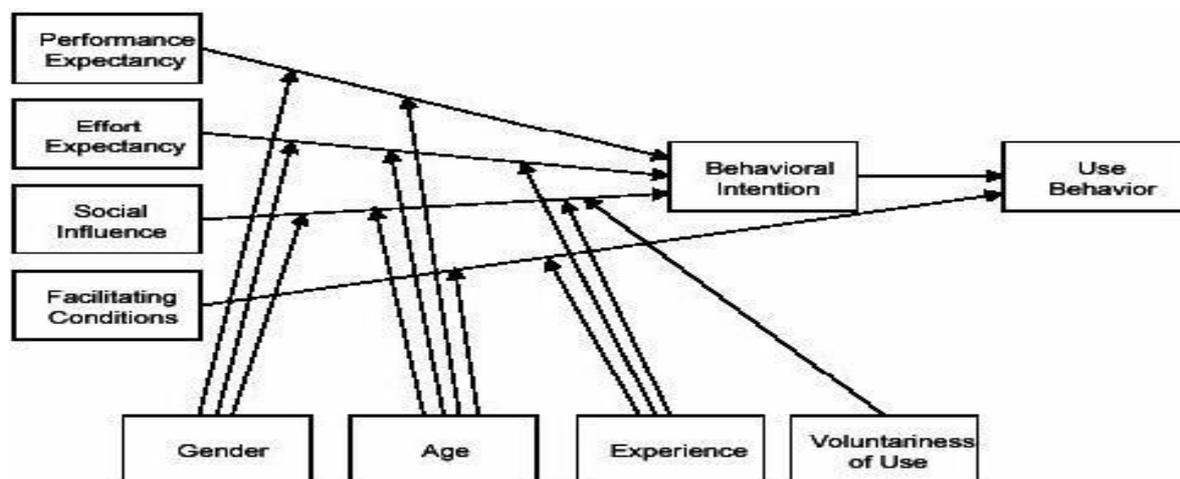


Figure 2: The UTAUT Model (Venkatesh, Morris, Davis & Davis, 2003)

Meanwhile, Tibenderana *et al.*, (2010) made a few modifications to the UTAUT model and developed the Service Oriented Unified Theory of Acceptance and Use of Technology (SOUTAUT) model to measure levels of end users' acceptance and use of hybrid library service in eight Ugandan universities. SOUTAUT was developed by substituting a few variables in UTAUT with other variables which were considered more suitable with the study environment. In this context, 'effort expectancy' and 'voluntary' in UTAUT were substituted with 'Relevance' and 'Awareness' in building the SOUTAUT model. This was done to ensure the difference between end users' acceptance and usage of the e-library service; as such, the researchers believed that 'Relevance' and 'Awareness' were more important in the context of education and digital library services. Therefore, the hypothesis below would be tested:

Ha3: there is a significant relationship between technology acceptance and the 1BestariNet application.

Research Model

The research model was built based on a few other models such as UTAUT, SOUTAUT, NUTAUT, the 3Q model proposed by Xu *et al.*, (2013) as well as the cultural model developed by Fakhar *et al.*, (2013). One of the variables which was social influence was developed by previous researchers in which they defined it as the degree to which an individual perceives that important others believe he or she should use the new system (Venkatesh, 2003; Tibenderana, 2010). As such, this is unsuitable to be used in a study about an organization like MOE. This is because such an organization has its own uniqueness as it accepts orders and implements them, although there may be differences in other aspects such as organizational culture.

Nevertheless, this statement is further strengthened when Sami and Wael (2013) maintained that organizational culture also presents various changes in organizational innovation. This places organizational culture as a community; therefore, it cannot be considered as an individual. In creating a particular culture, one finds that it may take a long period of time as stated by Lytle, *et al.*,(1995). Therefore, culture may be represented as a series of actions, behavior or even a summary of basic belief patterns about past and future behavior.

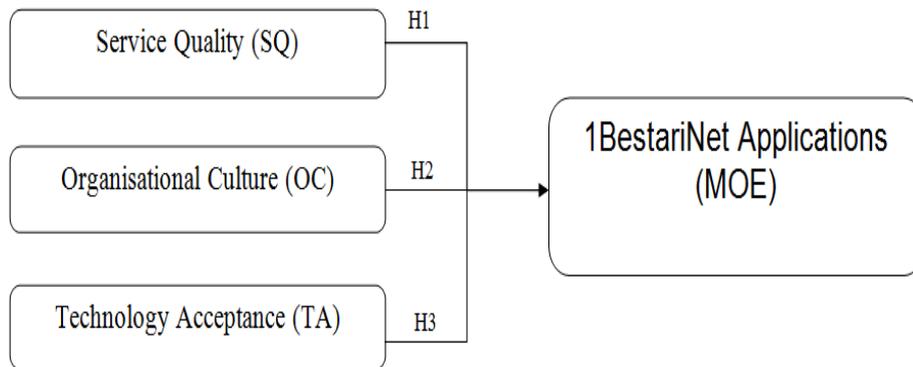


Figure 3: Research model

Eventually, the 3Q Model was used to complete the proposed model by acknowledging that the role of service is central to information system nowadays. According to Gotzami dan Tsiotras (2002), an organization which places an emphasis on quality in service would help in improving operations as well as create awareness about the quality of communication in an environment. Additionally, the organization would be able to raise awareness about the issue of quality, increase productivity in order to increase customer satisfaction and customer trust towards a particular product. The service standard offered to the customers should be high in value to the extent that it exceeds customer expectations, in line with the ministry’s requirements.

METHODOLOGY

This study was conducted in a quantitative method because this study is an explanatory study. It’s enable the examination and explain the relationship between variables in particular cause-and-effect relationship between services quality, organizational culture and technology acceptance with application of 1BestariNet. The data was collected using a modified and adapted questionnaire (Venkatesh *et al.*, 2003; Tibenderana, 2010; Fakhar *et al.*, 2013 and (Xu et al., 2013). A few items had been omitted due to ‘*low loadings*’and ‘*cross loadings*’. The respondents were secondary school teachers in the northern states Malaysia whom had used the 1BestariNet software. Only 80 respondents completed the questionnaires online for a forth night. The data was later analyzed using the SPSS and SmartPLS softwares.

RESEARCH FINDINGS

Respondents Demographic

The majority of respondents were male (48%) local Chinese (55%), aged between 31-40 years old (55%), and with 11-15 years of teaching experience (25%).

Internal Assessment Model

Internal consistency reliability should have composite reliability where values at the early stage should at least be 0.7 and values should exceed 0.8 or 0.9 at the advanced level of study; whereas values below 0.6 show a low reliability (Nunnally & Bernstein, 1994). A loading at 0.5 level or exceeding 0.7 shows reliability (Chin, 1998), the convergent validity should have a value of at least 0.5 for the average variance extracted (AVE) and the discriminant validity value for the diagonal should be higher than all other values in the column and rows (Fornell & Larcker, 1981).

Table 2: CR, Loading and AVE for the study instrument

Variables		Items	Loadings	AVE	CR	
1BestariNet Applications	Intention to use	B1	0.919	0.864	0.962	
		B2	0.869			
		B3	0.960			
		B4	0.975			
	Continue used	B5	0.943	0.873	0.954	
		B6	0.927			
		B7	0.932			
Service Quality (SQ)	SQ_Empathy	E1	0.796	0.822	0.949	
		E2	0.960			
		E3	0.947			
		E4	0.915			
	SQ_Reliability	E5	0.940	0.889	0.960	
		E6	0.936			
		E7	0.953			
	SQ_Tangible	E8	0.858	0.780	0.934	
		E9	0.861			
		E10	0.944			
		E11	0.867			
	SQ_Assurance	E12	0.962	0.931	0.976	
		E13	0.979			
		E14	0.953			
	SQ_Responsiveness	E15	0.891	0.829	0.936	
		E16	0.931			
		E17	0.909			
Organisational Culture (OC)	OC_Employee Participation	D1	0.725	0.665	0.797	
		D2	0.897			
	OC_Openness Communication	D3	0.948	0.894	0.944	
		D4	0.943			
	OC_Risk & Innovation	D10	0.859	0.712	0.881	
		D11	0.777			
		D12	0.892			
	OC_Reward	D13	0.838	0.687	0.867	
		D14	0.895			
		D15	0.746			
	Technology Acceptance (TA)	TA_Performance	C1	0.747	0.872	0.842
			C2	0.795		
			C3	0.722		
			C4	0.760		
		TA_Effort	C5	0.750	0.733	0.891
C6			0.943			
C7			0.865			
TA_Facilitating Condition		C9	0.715	0.713	0.908	
		C10	0.902			
		C11	0.935			
		C12	0.809			
TA_Awareness		C13	0.876	0.750	0.857	
		C14	0.856			
TA_Voluntary		C20	0.936	0.750	0.923	
		C21	0.880			
	C23	0.797				
	C25	0.844				

This study fulfilled both the reliability and validity of measurement when the CR has a bigger value than 0.7 and the loading has a bigger value than the benchmark of 0.5 (Chin, 1998). For the first order, it is suggested that the AVE for every variable should exceed the benchmark of 0.5 and a higher discriminant validity value for the diagonal compared to other values in the columns and rows (Huber *et al.*, 2007). The detailed value of the CR, *loadings and AVE* can be referred to in Table 2 while the discriminant validity can be referred to in Table 3.

Table 3: Discriminant Validity

	AP_Continue Used	AP_Intention to use	OC_Reward	OC_O.Com unication	OC_E.Par ticipation	OC_Risk	SQ_Respo nsiveness	SQ_Assur ance	SQ-Ta ngible	SQ_Rel iability	SQ_Emp haty	TA_F.Con dition	TA_Awar eness	TA_Perfo rmance	TA_Vol untary	TA_Eff ort
AP_Continue Used	0.934															
AP_Intention to use	0.881	0.929														
OC_Reward	-0.190	-0.111	0.829													
OC_O.Com unication	-0.230	-0.200	0.441	0.946												
OC_E.Participation	-0.160	-0.146	0.490	0.781	0.815											
OC_Risk	-0.258	-0.235	0.679	0.641	0.553	0.844										
SQ_Responsiveness	0.381	0.439	0.108	-0.151	-0.114	-0.085	0.911									
SQ_Assurance	0.275	0.321	0.235	-0.062	-0.001	0.041	0.842	0.965								
SQ_Tangible	0.418	0.428	0.072	-0.128	-0.130	-0.083	0.882	0.788	0.884							
SQ_Reliability	0.109	0.171	0.109	0.015	0.025	-0.029	0.329	0.337	0.323	0.946						
SQ_Empathy	0.182	0.251	0.105	0.060	0.072	0.019	0.409	0.413	0.400	0.871	0.907					
TA_F.Condition	0.144	0.177	0.232	0.142	0.104	0.129	0.066	-0.011	0.064	-0.008	-0.030	0.844				
TA_Awareness	-0.014	-0.074	0.035	0.143	0.202	0.168	-0.040	-0.024	-0.091	0.011	0.000	0.082	0.866			
TA_Performance	0.596	0.597	-0.025	-0.062	-0.149	-0.048	0.479	0.435	0.502	0.293	0.401	0.168	0.026	0.756		
TA_Voluntary	0.059	0.059	0.354	0.467	0.583	0.357	-0.139	-0.018	-0.133	-0.019	0.018	0.210	0.328	0.110	0.866	
TA_Effort	0.217	0.280	0.094	-0.059	-0.128	-0.043	0.334	0.378	0.316	0.243	0.405	-0.088	-0.009	0.581	0.013	0.856

External Assessment Model

This model could be ascertained based on R², Q² and T-values. The coefficient of determination (R²) in this study was 0.434 whereby the three latent variables explained the 43.4% of the variance in the IBestariNet application. A relevant prediction (Q²) was made based on cv-red values where cv-red > 0 showed that there was a relevant prediction (Q²), while a value < 0 showed that the model did not show a relevant prediction (Claes & Cha, 1994). Cv-red in this study is k 0.400 which indicated a relevant prediction (Q²). R², Q² and the T value can be referred to in Figure 4.

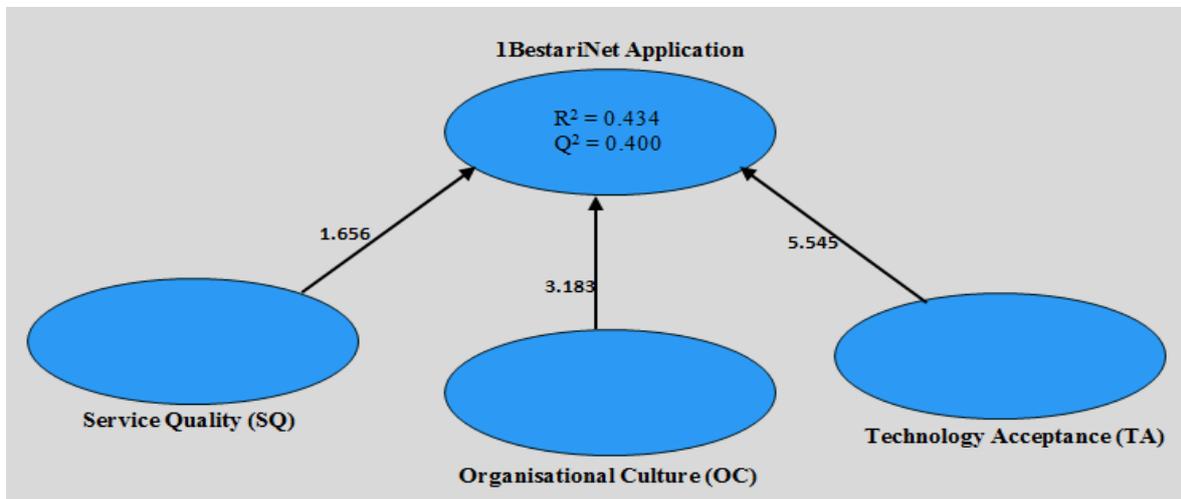


Figure 4: R², Q² and T-value

To confirm the model structure and the suggested hypothesis, a bootstrapping function have been used to generate the T-value statistics. In this study, the bootstrapping function had generated 1000 samples from 80 cases. Using the results from the coefficient evaluation, the acceptance or rejection of hypothesis can be referred to in Table 3. The T value of 1.96 for the two-tailed test similar to this study was significant at the level of 0.05 whereas the value of 2,58 was significant at the level of 0.01 (Huber *et al.*, 2007). The hypothesis and structure model suggested can be seen in Table 4. This table showed that the two hypotheses suggested were accepted while one hypothesis was rejected,

Table 4: Hypothesis testing

Hypothesis	Relationship	Std. Beta	Std. Error	T-Value	Decision
H1	SQ → 1BestariNet Application	0.171	0.103	1.656	NS
H2	OC → 1BestariNet Application	-0.294	0.093	3.183**	Supported
H3	TA → 1BestariNet Application	0.521	0.094	5.545**	Supported

**p<0.01, *p<0.05

DISCUSSIONS

This paper discussed the study on the constructed objectives and hypothesis. It also described the community's response (especially the MOE staff) towards the 1BestariNet application. Generally, there was significant support within the research framework made.

Ha1 : There is a significant relationship between service quality and the 1BestariNet application.

For the findings regarding Ha1, there was no significant relationship between service quality and the 1BestariNet application when the T-value 1.656 did not surpass the stated level of 1.96. This meant that service quality did not influence the 1BestariNet application. The study findings were not consistent with previous studies which stated that consumers of a service were influenced by the service quality (Berry, 1990; Boulding, 1993; Irvine, 2001; Kang, 2004; Ramayah, 2010). As the schools under MOE had received directions and information from the central organization (MOE), the service quality did not affect the 1BestariNet application.

Ha2: There is a significant relationship between organizational culture and the 1BestariNet application.

The findings for H2 were also consistent with studies in organizational culture and usage of technology in developing countries (Dasgupta & Gupta, 2010) ; it can be seen that the organizational culture influenced the 1BestariNet application. However, the relationship between organizational culture and the 1BestariNet application showed an inverse correlation. The organizational culture at school, which could be considered the best in terms of communication, innovation, returns and staff participation, resulted in its staff to refuse using the 1BestariNet application which had a lot of technical problems (Hamzah *et al.*, 2009). Good communication and staff participation between the staff and the management (Ali *et al.*, 2011) propelled them to use other initiatives like *Broadband* service instead of the 1BestariNet application. High risk and innovation also caused the 1BestariNet application to lose its appeal.

Ha3 : There is a significant relationship between technology acceptance with the 1BestariNet application.

The H3 findings were consistent with the study on e-library service in Uganda (Tibenderana *et al.*, 2010); mobile learning in Taiwan (Tsai, 2009) and the e-business quality model (Allen & Kishore, 2006). In this regard, technology acceptance appears to have influenced the 1BestariNet application. As such, high technology usage will increase the usage of the 1BestariNet application. On the other hand, low technology usage, due to teachers were unprepared and less receptive towards technology change in teaching and

learning. As a result they refused to use technology, including the 1BestariNet application (Mahmud *et al.*, 2011)

CONCLUSION

The study model would be helpful to MOE in reducing the workload of teachers as well as developing students who are holistically balanced in the education system. Moreover, the MOE could also address the problem of low usage of the 1BestariNet usage by the teachers in teaching and learning processes. Consequently, the MOE would achieve the objective of increasing the use of technology and educational transformation as stated in the Malaysian Education Blueprint (MEB 2013-2025).

For educators, this study could also help to increase their motivation in teaching and learning, as well as make them more aware of relevant information and important instructions from MOE. In addition, the introduction of a new model in the study of the 1BestariNet application would enable researchers to address existing problems. Furthermore, the study questionnaires could be used in future to test the 1BestariNet application to other group of respondents and in different contexts.

REFERENCES

- Abu Bakar, N. (1991). *Reformasi Pendidikan Dalam Menghadapi Cabaran 2020*. Kuala Lumpur: Nurin Enterprise.
- Ali, S., Ahmad, M., Ali, T., & Shahzad, M. (2011). An assessment of professional competencies possessed by extension field staff of private agri. extension system in Punjab, Pakistan. *Pakistan Journal of Agricultural Sciences*, 48, 217–220.
- Berry, L. L., Parasuraman, A., & Zeithaml, V. A. (1990). *Delivering Quality Service: Balancing Customer Perceptions and Expectations*. Business.
- Boulding, W., Kalra, A., Staelin, R., & Zeithaml, V. a. (1993). A Dynamic Process Model of Service Quality: From Expectations to Behavioral Intentions. *Journal of Marketing Research*, 30, 7. doi:10.2307/3172510
- Chin, W. W. (1998). Issues and opinion on structural equation modelling. *MIS Quarterly*, 22(1), 7–15. doi:10.4018/97821246662017926.ch010)
- Claes, F., & Cha, J. (1994). Partial Least Squares. In B. R. P (Ed.), *Advanced Methods of Marketing Research* (Vol. 6446, pp. 52–78). Cambridge, MA: Cambridge, MA.
- Cody-Allen, E., & Kishore, R. (2006). An extension of the UTAUT model with e-quality, trust, and satisfaction constructs. *Proceedings of the 2006 ACM SIGMIS CPR Conference on Computer Personnel Research Forty Four Years of Computer Personnel Research Achievements Challenges the Future SIGMIS CPR 06*, 24(12), 82. doi:10.1145/1125170.1125196
- Dasgupta, S., & Gupta, B. (2010). Organizational Culture and Technology Use in a Developing Country : An Empirical Study. In *Proceedings of SIG GlobDev Third Annual Workshop, Saint Louis, USA* (pp. 61–76).
- Fornell, C., & Larcker, D. F. (1981). Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *Journal of Marketing Research*, 18(1), 39–50.
- Gamble, P. R., & Gibson, D. A. (1999). Executive values and decision making: the relationship of culture and information flows. *Journal of Management Studies*, 36, 0022–2380. doi:10.1111/1467-6486.00134

- Gotzami, K. D., & Tsiotras, G. D. (2002). The True Motives behind ISO 9000 Certification: Their Effect on the Overall Certification Benefits and the Long Term Contribution Towards TQM. *International Journal of Quality & Reliability Management*, 19(2), 151–169.
- Hamzah, M. I., Ismail, A., & Embi, M. A. (2009). The Impact of Technology Change in Malaysian Smart Schools on Islamic Education Teachers and Students, 379–391.
- Hazri, J. (2014). Teacher is Matter for Education Quality: A Transformation of Policy for Enhancing the Teaching Profession in Malaysia. *Journal of International Cooperation in Education*, 16 (2), 181-196
- Huber, F., Herrmann, A., Meyer, F., Vogel, J., & Vollhardt, K. (2007). Kausalmodellierung mit partial least squares: eine anwendungsorientierte einföhrung. *Accident; Analysis and Prevention*, 68, 57–74. doi:10.1016/j.aap.2014.02.002
- Irvine, C., & Levin, T. (2001). Quality of Security Service. In *Proceedings of the 2000 workshop on New security paradigms* (p. 99). doi:10.1145/366173.366195
- Jabatan Pelajaran Negeri Melaka. (2013). Mesyuarat Bersama Pengetua Bil 2/2013. Melaka: Sektor Pengurusan Maklumat ICT.
- Kang, G.-D., & James, J. (2004). Service quality dimensions: an examination of Grönroos's service quality model. *Managing Service Quality*. doi:10.1108/09604520410546806
- Kavanagh, M. H., & Ashkanasy, N. M. (2006). The Impact of Leadership and Change Management Strategy on Organizational Culture and Individual Acceptance of Change during a Merger. *British Journal of Management*, 17, 81–103. doi:10.1111/j.1467-8551.2006.00480.x
- Kotter, J. P., & Heskett, J. L. (1992). *Corporate culture and performance*. *Administrative Science Quarterly* (Vol. 47). New York: Free Press. doi:10.1080/15367100903202706
- Lytle, A. L., Brett, J. M., Barsness, Z. I., Tinsley, C. H., & Janssens, M. (1995). A paradigm for confirmatory cross-cultural research in organizational behavior. *Research In Organizational Behavior*, 17, 167–214.
- Mahmud, R., Arif, M., Ismail, H., & Ibrahim, J. (2011). Tahap Kemahiran dan Pengintegrasian ICT di kalangan Guru Sekolah Bestari. *Jurnal Teknologi Pendidikan Malaysia*, 1(1), 5–13.
- MEB 2013-2025 (2012). Retrieved from <http://www.moe.gov.my/userfiles/file/PPP/ Preliminary-Blueprint-Eng.pdf>
- Martin J. (1992). *Cultures in Organizations: Three Perspectives*. New York: Oxford University Press.
- Martin J. (2002). *Organizational Culture: Mapping the Terrain*. Thousand Oaks, CA: Sage Publications.
- Mohamed, R. N. B., & Hassan, M. N. A. (2003). International Policy Seminar. In *Lifelong Learning in Malaysia*. IIEP, UNESCO and KRIVET.
- Mohamed Sabri, M. A. (2003). Penyelenggaraan Komputer Yang Kurang Memuaskan. *Utusan Malaysia*.
- Noraliza, B., Fadilah, M. T., & Zarita, A. B. (2006). *Measuring service quality and tenants' satisfaction of purpose built office buildings in Malaysia using servqual*. Shah Alam.
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory*. New York: McGraw-Hill.
- Parasuraman, A. (1995). Measuring and monitoring service quality. In *understanding services management* (pp. 143–177). Retrieved from C:\Documents and Settings\8902872\Desktop\data disk\Library\CURRENT\EndNote\CATALOGUED + LINKED\01843.pdf
- Parasuraman, A., Zeithaml, A. V., & Berry, L. L. (1991). Refinement and Reassessment of the Servqual Scale. *Journal of Retailing*, 67, 420–450. doi:10.1111/j.1438-8677.2010.00335.x

- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A Conceptual Model of Service Quality and Its Implications for Future Research. *Journal of Marketing*, 49, 41–50. doi:10.2307/1251430
- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERQUAL: A Multiple-Item scale for Measuring Consumer Perceptions of Service Quality. *Journal of Retailing*, 64, 28. doi:10.1016/S0148-2963(99)00084-3
- Ramayah, T., Ahmad, N. H., & Lo, M. C. (2010). The role of quality factors in intention to continue using an e-learning system in Malaysia. In *Procedia - Social and Behavioral Sciences* (Vol. 2, pp. 5422–5426). doi:10.1016/j.sbspro.2010.03.885
- Rusmini, K. A. (2003). Integrasi Teknologi Maklumat dan Komunikasi dalam Pengajaran dan Pembelajaran. *Jurnal Pengurusan Dan Kepimpinan Pendidikan*, (13), 82–91.
- Sami Abdullah Al-bahussin, & Wael Hassan El-garaihy. (2013). The Impact of Human Resource Management Practices , Organisational Culture , Organisational Innovation and Knowledge Management on Organisational Performance in Large Saudi Organisations : Structural Equation Modeling With Conceptual Framework. *International Journal of Business and Management*, 8(22), 1–20. doi:10.5539/ijbm.v8n22p1
- Shahzad, F., Iqbal, Z., & Gulzar, M. (2013). Impact of Organizational Culture on Employees Job Performance : An Empirical Study of Software Houses in Pakistan. *Journal of Business Studies Quarterly*, 5(2), 56–64.
- Stewart, I. D. (2011). A systematic review and scientific critique of methodology in modern urban heat island literature. *International Journal of Climatology*. doi:10.1002/joc.2141
- Tibenderana, P., Ogao, P., Ikoja-Odongo, J., & Wokadala, J. (2010). Measuring Levels of End-Users ' Acceptance and Use of Hybrid Library Services. *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, 6(2), 33–54.
- Tsai, M. J. (2009). The model of strategic e-Learning: Understanding and evaluating student e-learning from metacognitive perspectives. *Educational Technology and Society*, 12(1), 34–48. doi:Feature ABI: Y FTI: Y; P
- Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User Acceptance of Information Technology: Toward A Unified View. *MIS Quarterly*, 27(3), 425–478.
- Xu, J. D., Benbasat, I., & Cenfetelli, R. T. (2013). Integrating Service Quality With System and Information Quality : An Empirical Test In The E-Service Context. *MIS Quarterly*, 37(3), 777–794.

