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Abstract

This study conducted a comprehensive literature-based exploration into the critical role of teacher-student relationships in student motivation and achievement within the Japanese educational context. The foundation of this research pivots around the understanding that these relationships may significantly affect the educational outcomes for students. Drawing upon multiple scholarly sources and empirical studies, the research investigates how the unique cultural and educational environment in Japan impacts these relationships. We found that the Japanese educational system, characterized by a strong teacher authority and a culture that values harmony, shapes unique teacher-student dynamics. The study further analyzed how these dynamics contribute to students' intrinsic motivation and academic performance. Findings suggest that positive teacher-student relationships in Japan, often marked by respect, emotional support, and constructive feedback, are likely to foster a nurturing and motivational learning environment. This supportive atmosphere subsequently promotes student engagement, facilitates cognitive development, and enhances academic achievement. Conversely, less optimal teacher-student relationships may lead to lower motivation levels, hindering students' potential to succeed academically. This study not only highlights the importance of cultivating positive teacher-student relationships in the Japanese context but also underscores the universal applicability of this principle in achieving optimal educational outcomes worldwide. This research contributes to the broader discourse on educational pedagogy, providing valuable insights for policymakers, educators, and researchers. However, it is noteworthy that further empirical investigations are necessary to deepen our understanding of this topic, considering the diverse social, cultural, and individual factors at play. As such, the study concludes with recommendations for future research directions, emphasizing the need for a holistic and inclusive approach to education.

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Keywords: *Teacher-Student Relationships, Student Motivation, Academic Achievement, Japanese Education System, Educational Outcomes*

1.0 Background to the Study

The first computer system in Japan was implemented in 1996 (Chan, 2017). Since then, the Government has introduced various initiatives to facilitate the greater adoption and diffusion of ICT to improve capacities in every field of business, industry, education, and life in general. These measures include the enhancement of education and training programmes, provision of an environment conducive to the development of ICT, provision of incentives for computerization and automation, and creation of venture capital funds. Currently, Japan is in full equipment to guide the economic climate in the direction of a knowledge-based one. The Ministry has actually created three main policies for ICT in education. Whereby, the second plan emphasizes on the duty and also function of ICT in education and learning as a teaching as well as discovering tool, as part of a subject, and also as a subject by itself. In addition to making use of radio and also television as a training and also learning device, this plan emphasizes the use of the computer for accessing info, interaction, and also as a performance device. ICT as part of a subject describes using software application (e.g. AutoCAD and SCAD) in topics such as "Innovation" as well as Design Drawing. ICT as a subject describes the intro of subjects such as Information Technology as well as Computerization.

In reality, most instructors have some familiarity with computers and are able to use a variety of computer software as found in one study done by the National Education Association. It was discovered that 94% of all respondents in the survey had the ability to search the Web. However, they do not know just how to fuse computer system skills right into class direction. As a study performed by Cuban (1999) reported, out of every 10 instructors in U.S., less than two seriously are customers of computers and also other information technologies in their classrooms (several times a week); 3 to 4 are periodic individuals (around as soon as a month); and the rest (4-5 instructors out of every 10) never utilize the devices whatsoever. As another searchings for from a study on Survey of ICT use in Philippines Public Secondary school' stated that 92% of the participants who are instructors of the public college claimed that there is a demand for more information offered to them on just how to use ICT to sustain the educational program and also 96% of the participants need to establish abilities to hands on activity to show their pupils (Tinio, 2019).

The use of ICT in education improves the teaching and learning process by providing support to teachers and students and connecting them to each other and to a wide range of information in an efficient way (Kreijns, Van Acker, Vermeulen & Van Buuren, 2013). There is increasing evidence with regards to the benefits of ICT usage in education (Blackwell, Lauricella, Wartella, Robb & Schomburg, 2013 and Tondeur, Van Braak, Ertmer & Ottenbreit-Leftwich, 2017). Perrotta (2013) observes that ICT use in education assists instructors in accomplishing various tasks which include: looking for information as well as preparing sore materials; offering details (e.g utilizing power point discussions, interactive white boards as well as data projectors); collection as well as monitoring of information concerning pupils' tasks; teaming up with associates; interacting with trainees as well as parents; as well as sharing sources to the broader education and learning neighborhood.

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Similarly, Williams (2008) indicate that making use of ICT that include using electronic media, net system and advanced academic innovations leads to a number of benefits: accessibility to a broader circle of finding out products; much better information and also understandings on the subject taught, by utilizing a plethora of presentation devices, hence promoting participatory rearing. Despite the tried and tested positive academic outcomes associated with making use of ICT in education and learning, teachers have actually been discovered to be show unwillingness to adopt ICT in the training as well as discovering process (Ward, 2020). Undoubtedly, while a couple of instructors seem to have no troubles in incorporating ICT in the educational procedure and have a mostly favorable point of view about the advantages of ICT in education and learning, numerous instructors do express some kind of adverse reactions (Kreijns et al, 2019). Innovation is even seen by some teachers as providing risk to their conventional method of job (Williams, 2008). Consequently, it becomes important to identify the determinants of ICT adoption in education so as to increase its use in the teaching and learning process by teachers.

The intention of an individual to make use of a particular technology has been found to be highly associated with his or her actual usage of the technology and two main determinants of usage intention as suggested by the Technology Acceptance Model (TAM), are the user's ease of use and perceived usefulness of technology (Davis, 2017). Zhao and Cziko (2018) believe that three conditions are required for educators to totally welcome ICT; the last must have the idea that they have control over the technology utilized, its performance as well as finally be assured that the medium utilized will not cause disruptions. The applicability of TAM to the education market as well as the significance of other determinants such as teacher self-efficacy and educator ICT literacy are further talked about listed below. Technology can play various instructional roles and also it is the responsibility of the instructors to determine just how to ideal usage modern technology to support pupil knowing. Having a full framework of the ICT will go worthless if it is not used to the maximum capacity. Meanwhile, Schwach (2019) and Demetriadis et. al. (2018) suggest that the effective use of technology in classroom is not just limited to the educators' perceptions on how to use innovation is class but additionally through expert growth for educators. Their study suggests that training is needed in order for instructors to be able to integrate computer system in their classroom method.

Information and Communication Technology (ICT) is recognized as an essential tool for improving the quality of education (Blackwell, Lauricella, Wartella, Robb and Schomburg, 2013). Governments throughout the world have actually accepted the fact that ICT does play a substantial duty in enhancing education and learning as well as massive investments have been made in this field given that a while Vongkulluksn, Xie & Bowman, 2018; Prasad, Lalitha & Srikar, 2015; Dalby, & Swan, 2019; Sharma, 2015 as well as Kangro as well as Kangro, 2014). Undoubtedly, the adoption as well as effective use of ICT in the teaching and finding out process is just one of the most gone over problems in the modern education policy making process (Baturay, Gökçearslan and Ke, 2017). The understanding and also skills required to welcome the development of ICT is also a concern for all education authorities worldwide (Hordern & Tatto, 2018). The significance of ICT in education has been supported by a number of researchers who found that the correct use of ICT as a facilitator in the teaching process do have favorable effects as well as assist in pupils' achieving much better outcomes (Shemroske, Burnett & Khayum, 2016; Teeroovengadum, Heeraman & Jugurnath, 2017; Ding, Ottenbreit-Leftwich, Lu & Glazewski, 2019 as well as Noor-Ul-Amin, 2013). Certainly, findings from the extant literature show that ICT

has the capability to sustain education and learning and provide chances for reliable interaction amongst educators as well as pupils across the curriculum in ways that have not been possible before (Tondeur, Aesaert, Pynoo, Braak, Fraeyman and Erstad, 2017).

Gil-Flores, Rodríguez-Santero and Torres-Gordillo (2017) points out that some factors influence the likelihood that ICT will be integrated in schools include access to ICT facilities, teachers' expertise, ICT resourcing or cost, ICT leadership and general teaching. On educators' ICT proficiency, there is expanding and also widespread awareness that the instructional and technical expertise of the teacher is absolutely critical in the training as well as discovering (Bingimlas, 2009). This has actually made federal governments in Asia, as somewhere else to stress on educator advancement as the key to effectively implementing plan and also curricular, to making use of ICT to boost training and also mentor to increasing instructional criteria. Details as well as interaction modern technology assimilation is largely a personalized method to teaching which permits pupils to function separately creating self-independence which encourages mastery of content thus assisting proficiency of discovering in institution (Ghavifekr, Razak, Ghani, Ran, Meixi, & Tengyue, 2014). Reliable introduction of ICT technology into schools is also mostly dependent upon the schedule and availability of ICT resources that is, hardware, software, and also interaction facilities (Liverpool, 2002). Bransford & Brown, (2000) in their research kept in mind that, the situation has been boosting in the last couple of years. Schools are significantly being geared up with computer systems for mentor, discovering as well as management objectives; connectivity is boosting and also the trainees are enthusiastic about using computers for finding out in spite of inadequate computers in the establishments (Lynch, & Weycker, 2018).

Abdi (2018) posit that Information and Communications Technology (ICT) has undergone innovations and transformed the society that has totally changed the way people think, work and live as part of this, schools and other educational institutions which are supposed to prepare students to live in a knowledge society need to consider ICT integration in their curriculum (Ghavifekr, Razak, Ghani, Ran, Meixi & Tengyue, 2014). Combined with preparing pupils for the current electronic era, teachers are viewed as the principals being used ICT in their day-to-day classrooms. This is due to the ability of ICT in giving dynamic as well as positive teaching-learning environment (Arnseth & Hatlevik, 2012). According to Zinger, Tat and also Warschauer (2018), both pupils and instructors require to find out to rely on the innovation for technical performance in addition to boost the uptake as well as lower resistance to innovation. Educators require to be confident and also experienced in operation numerous ICT devices to develop their skills on the innovation. Without educators' expertise as well as proficiency abilities of ICT assimilation which is appropriate to their demands, ICT cannot be taken into excellent use for educational delivery.

Teachers should have a range of different technical and communication skills which include using chat rooms, word processing skills, web page authoring and using various kinds of ICT tools such as File Transfer Protocol (FTP), compress and decompress of files, e.g., Win zip and so forth (Uerz, Volman & Kral, 2018). Grabe and Stoller (2013) suggest that, before attempting to address integration of technology in learning, it should be first pointed out that in the current information society a country could choose to be an e-tiger (a country determined to take radical policy decisions to be a front runner), e-floater (a country trying to keep pace with the most dynamic countries), e-follower (a country that makes the best use of what reaches it in due course), or e-skeptic (a country which does not believe in the transformation and development potential of ICT and does not take any active step). So only the first two can stay networked. The best will receive

residual e-fallout (willing in the case of e-follower and unwilling in the case of e-skeptic). ICTs are transforming schools and classrooms by bringing in new curricula based on real world problems, providing scaffolds and tools to enhance learning, giving students and teachers more opportunities for feedback and reflection, and building local and global communities that include students, teachers, parents, practicing scientists, and other interested parties (Francis, Ngugi & Kinzi, 2017).

In Saudi Arabia, Alwani and Soomro (2010) found out that some barriers that prevented effective use of IT in science teaching included the fact that poor consistency and compatibility existed between teacher training, available software, and hardware in schools. It was revealed that most efforts undertaken were to supply hardware; however, the hardware that was delivered to Saudi schools was very limited; consisting of older and limited versions. The hardware installed supported very limited software applications produced by the hardware company. Often, this software did not serve the needs of the science teachers. There were also the issues of a lack of availability of Arabic computer software for science and what was available was very expensive.

In Japan, there have been moves to adopting technologies in many schools, more significantly in higher education 15 institutions (Japan National ICT Policy of 2013). Several of these organizations of greater understanding have actually presented new modern technology, specifically computer science and information technology, into their curriculum. For instance, in 1995, the College of Dar-es-Salaam approved a Details and also Interaction Technology (ICT) policy strategy, which was geared towards looking after and also implementing ICT programs in improving modern technology usage at the university (Lwoga, Sife, Busagala & Chilimo, 2016). According to the university web site (<http://www.udsm.ac.tz/>), all scholastic buildings were networked and this allowed all educating staff to have accessibility to computers.

To facilitate the implementation of ICT in carrying out its primary activities of teaching, learning, research, and service to the community, the Instructional Technology Resource Unit (ITRU) was established in Japan from a project proposal submitted to the Carnegie Corporation for funding in 2001. This plus other relocate various professors as well as institutes at the university recommend that there are efforts to put technology combination in place. However, obstacles in the use of technology, particularly in the context of college in establishing countries, have actually been recognized. As an example, Sife, Lwoga, and Sanga (2007) suggest that the ICTs have actually not penetrated to a wonderful degree in lots of higher discovering organizations, not just in Japan however in many establishing nations, because of many socioeconomic and technological scenarios. In their write-up, they observe that in spite of the achievements that the institutions of higher education in Japan have actually achieved, they still deal with many difficulties in carrying out the ICT assimilation process. The obstacles include lack of a system approach to knowing, awareness as well as mindsets towards ICTs, management and technological support, team development, lack of ownership, insufficient funds, and transforming college.

1.1 Statement of the Problem

Despite of the efforts carried out by the Japan government on ICT, according to Schank (2007), modern technology has had very little effect on educators' conceptions of teaching and learning. Besides that, institution authorities have spent millions of ringgit in investment to equip their centres with educational technologies such as computer lab, LCD projector, networking or other computer peripherals like printers and modems to assist teaching and preparations of teaching

materials. Furthermore, some have actually engaged professionals to provide computer system training courses to their scholastic personnel to prepare to step up as world-class university. As shown and found in a few researches pointed out below, this survey would love to consider the Japan Higher Institution circumstance of ICT application amongst their educators. Making use of modern technology in education and learning is considered among the major trends in instructional reforms in Japan. Integrating technology into the discovering and also teaching processes is widely viewed as a fantastic assert in those reforms. Nonetheless, the execution procedure of modern technology assimilation by colleges in Japan has been bordered by apprehension worrying its effectiveness (Mtebe & Raphael, 2017). Obstacles to and also gaps in technology combination have actually been identified as well as gone over by scholars based upon different contexts. In the context of college in developing nations, in spite of significant development, numerous obstacles loom concerning using technology.

There is a requirement to make certain that there are efforts to check the adoption as well as the efficient use innovation to fulfill the wanted objectives. Checking the effectiveness of innovation in education is a need, offered the observations of some scholars that schools have primarily concentrated on the placement of technology in classrooms without authentic energy in the process of learning and mentor. In addition, monitoring may avoid the losing of sources invested in acquisition of that technology. In that context, the scientist has the perception that although that the Colleges in Japan shows initiatives to take on as well as use innovation, the details supplied concerning modern technology usage does not indicate brilliant information of the nature of application of modern technology assimilation right into the college educational program or the existence of technology prepares to direct implementation. The researcher felt that there was a gap in research indicating that the University is on the right track in implementing the requirement of the Vision 2025; therefore, there was a need to conduct a study to reveal the implication of using Information Communication Technology to present, comment on and discuss student work on the outcome of students' performance: Evidence from Japan.

1.2 Study Objective

To determine the implication of using Information Communication Technology to present, comment on and discuss student work on the outcome of students' performance: Evidence from Japan.

1.3 Research Questions

How can Information Communication Technology be used to present, comment on and discuss student work, and what are the implications and impact of students' performance?

2.1 Empirical Review

According to Baylor and Ritchie (2020), training has an important influence on how well integration of ICT is embraced in the classroom. Kalra (2018) stress the need for ongoing support by an ICT coordinator, who is in a good position to guide and successfully integrate ICT at institutional level. The study wrapped up that a multitude of instructor instructors were discovered not to have access to computer systems to help the teaching/learning procedure and also this consequently indicate that instructor trainers did not have access to the web which implies that integration is influenced to a huge extent by inaccessibility of requisite ICT facilities. The research ended also that, there were a myriad of elements which were found to influence combination of

these innovations in learning such as; poor computers in the college, lack of experience necessary for the integration of ICT in the training as well as learning process, high work load for the teacher instructors as well as lack of interest amongst teacher fitness instructors which stopped them from integrating ICT in mentor as well as discovering process. Thus, presenting an obstacle in the integration process.

Melo, Llopi, Gascó and also González (2020) observed that without guiding policy suggests that combination of ICT In educator training colleges is much better said than done. Finally, it was ended that the competence of funds was a factor that influenced combination of ICT in the process of mentor and knowing. This influenced on the stipulation of software and hardware, upkeep of the ICT facilities which makes certain that computers function effectively and also stipulation of training for the employees on just how to use ICT, therefore dealing with technophobia which creates educator instructors to fail to take up tasks that need integration of ICT. Based upon the study findings, it was recommended that Primary instructor training colleges ought to develop techniques to recognize strengths as well as weak point of various technological resources with a view to adopting ICT in the process of training and also understanding. It was also suggested that Main instructor training colleges must offer educators with routine trainings and seminars on just how to adopt ICT in the mentor and also finding out process. The main educator training colleges ought to make certain that they provide refresher course training on normal basis.

According to Lazar (2015) with the help of brand-new modern technology comes a surge of understanding and also receiving brand-new information, especially on mobile devices. The study learnt that, today more than ever the role of instructional technology in training is of fantastic value because of the use of info and also interaction technologies. With the help of numerous applications for correspondence course, the Net, teachers, as well as trainees themselves, they see the benefit of instructional innovation. The research suggested that for a much better understanding of educational modern technology needs a set of computer technology, pedagogy, psychology, cybernetics and informatics. It was exposed that the expertise educators have suffices for a standard use education modern technology. However, academic technology is one huge system. The research study suggested that, first off, educators have a basic understanding of the use of instructional technology; it takes far more expert training through a selection of meetings, programs, specialist literature as well as seminars to get a much better expertise in making use of instructional modern technology. Based on the findings it was concluded that, with the application of academic modern technology, students can individually proceed in understanding training products, to select the pace of job, to duplicate the material that is not adequately clear, that after tests performed immediately obtain outcomes as well as track their development.

Wright, Stanford, and Beedle (2007) describe ICTs as giving opportunities for students to explore, discover, create, communicate effectively and freely with instructors, complete and receive assignments and feedback online, initiate and participate in online discussions. Both lecturers as well as pupils in the research study of discourse in this short article settle on the significant influence ICT carries pupils and also their understanding and also on teaching as well as training styles. Amongst the influences of ICT in mentor and learning reported were; learning help and resourcefulness, convenience with ICT, psychoanalytical and psychosocial help, task enabler, connection with ICT and discovering partnership. They ended that accessibility to technology alone does not assure integration as well as modern technology alone will not guarantee trainees' discovering. Thus, bearing this in mind Robinson (2007) recommends that modern technology

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integration be comprehended as an essential component of a much more comprehensive plan of education reform which will certainly consist of curriculum, assessment, direction as well as various other practices within the context of the entire school. It was advised that studies assessing innovation influence ought to use a mix of quantitative and also qualitative methods such that each can make up for the weak point of the other, thus provided a thorough and also reliable outcome

Leena (2018) found that several of the obstacles facing assimilation of innovation in understanding are; trainers do not know how to make use of the modern technology, some instructors turn down to integrate innovation in the process of teaching and knowing. They have not happy to customize their typical teaching methods (Lepi, 2013); the request for specific understanding is not adequately sustained by brand-new technologies or techniques. Technology is not frequently proper for all learning styles. Nonetheless, it can aid each learner to get his requirements; a range of the technologies are just initiating to enhance. (Poala, 2015), teachers fall short to analyze both the positive and also negative sides of using educational modern technology and also its effect on the procedure of training and also finding out the English language. (Lepi, 2013), many instructors do not choose to not utilize contemporary technologies for mentor and also learning. They have a negative attitude to existing technologies. For that reason, they need an alteration in their attitude as well as desire to acquaint with the current developments to integrate contemporary technologies into their class and much better methods to teaching are required (Paohhuyla, 2015).

Espay et al (2019) located that a few of the typical challenges impeding proper assimilation of innovation in education consists of; anxiety of modern technology, concern of the unknowns with new modern technologies, terrified to try out new technologies, teachers or teachers believe they need to learn everything at the same time, the students think that an innovation train have to have all responses, some colleges have modern technology, yet it stays unused, lack of training opportunities, absence of innovation support, lack of time to participate in training to discover new modern technologies, lack of time to practice with new modern technologies, absence of time to produce lesson plans that incorporate technology, some teachers exercise a "found out vulnerability" - it's much easier to ask inquiries than to attempt to figure points out for themselves, failure to permit pupils to understand greater than the educator, some educators assume they must have the cutting edges in order to efficiently do their tasks as well as both students as well as instructors do not recognize that older modern technologies are just as effective for many tasks. The research study wrapped up that teachers deal with lots of obstacles as they attempt to integrate modern technology into their class. The study as a result suggested that it is essential that modern technology trains recognize those difficulties, understand the effects of those obstacles, and also are able to generate response to the challenges.

Zinger et al (2018) recognized 2 wide types of obstacles that prevent as well as challenge teachers' efforts in successfully integrating technical pedagogy in the class. The obstacles were categorized as first-order, or external, and also second-order, or inherent, obstacles. The research discovered that first-order obstacles are connected with schedule of sources, as an example, lack of high-speed internet access and absence of instructor PD are first-order obstacles. These barriers are more likely to exist in schools serving poorer youngsters (Warschauer et al., 2014). Worldwide, first-order obstacles associating with equipment are more than likely to be experienced in creating countries. The study also suggested that second-order barriers are complex as well as require considerable attention at the instructor training level. Second-order obstacles related to educators include teachers' beliefs regarding the function of innovation in their classroom, beliefs regarding their

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very own teaching, and also the willingness or ability to transform their technique. The study concluded that the difficulties that teachers as well as students experience in their class and context need to lead program layout and assistance of technology-based programs. It was suggested that, far better understanding educator technological instructional developmental trajectories might notify development efforts throughout institutions and nations.

3.0 Methods

The paper was based on literature review methodology where relevant empirical literature was reviewed to identify main themes. A critical review of empirical literature was conducted to determine the implication of using Information Communication Technology to present, comment on and discuss student work on the outcome of students' performance: Evidence from Japan.

4.0 Results and Discussion of Findings

Based on the results from the reviewed literature it was revealed that the factors that influenced integration of ICT in the primary teacher training colleges included: adequacy of internet connectivity, adequacy of computer hardware, adequacy of computer software, maintenance of ICT infrastructure, training of personnel in ICT, teacher workload, teacher gender, teacher age, presence of ICT policy and adequacy of fund. The reviewed literature also indicated that, other institution-related factors that can be connected to educational computer use are the degree of computer training and ICT-related support.

The results from the reviewed literature indicated that, training has an important influence on how well integration of ICT is embraced in the classroom. The results also indicate that there is need for ongoing support by an ICT coordinator, who is in a good position to guide and successfully integrate ICT at institutional level. , today more than ever the role of educational technology in teaching is of great importance because of the use of information and communication technologies. With the help of various applications for distance education, the Internet, teachers, and students themselves, they see the advantage of educational technology. Based on the findings of the reviewed literatures, for a better understanding of educational technology requires a set of computer science, pedagogy, psychology, cybernetics and informatics. The knowledge teachers possess is sufficient for a basic use of education technology. However, educational technology is one big system.

As per the reviewed literatures' findings, education technology has been confirmed to have great potentials that impact on teaching and learning, it motivates and engages students to learn and helps broaden their skills, helps to simulate the workplace experiences thereby preparing students for the challenges of the labor market. This revolutionaries the school environment, facilitates teaching by providing resourceful teaching aids for teachers and connects the school to the outside world. The results from the reviewed literatures also show that that technology empowers teachers and learners and promotes the growth of skills necessary for the 21st century workplace.

5.0 Conclusion

There are a number of factors which are found to influence integration of these technologies in learning such as; inadequate computers in the college, lack of expertise necessary for the integration of ICT in the teaching and learning process, high work load for the teacher trainers and lack of interest among teacher trainers which prevented them from integrating ICT in teaching and learning process. The research study based upon the assessed literatures likewise ends that, in

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most cases there are absence of correct ICT plan for assisting the procedure of integrating ICT in the mentor and also learning process. Without leading policy suggests that combination of ICT In instructor training colleges is far better stated than done. Ultimately, it was concluded that the adequacy of funds was a variable that affected assimilation of ICT in the process of teaching and knowing. These influence on the stipulation of hardware and software, upkeep of the ICT framework which makes certain that computer systems function properly and also arrangement of training for the workers on how to use ICT, hence resolving technophobia which triggers teacher instructors to fail to use up tasks that call for assimilation of ICT.

With the application of educational innovation, trainees can independently advance in grasping mentor products, to choose the speed of job, to duplicate the material that is not adequately clear, that after tests executed promptly obtain results and also track their progression. Interactive, multimedia material offers an excellent benefit of modern knowing over standard discovering. With the application of academic innovation we get comments between the teacher and also the student. It is additionally concluded that access to technology alone does not guarantee combination and also modern technology alone will not ensure trainees' discovering. Hence, bearing this in mind Robinson (2007) suggests that technology combination be recognized as an important element of a more extensive bundle of education reform which will certainly consist of curriculum, assessment, instruction and other methods within the context of the entire school. Educators for the most part fail to evaluate both the positive and negative sides of using instructional technology and its effect on the process of teaching as well as finding out the English language. Most teachers do not favor to not use contemporary technologies for teaching as well as knowing, they have a negative attitude to existing modern technologies. It is also ended on the basis of the examined literature that educators face several challenges as they attempt to incorporate technology into their classroom s. Finally, based on the results of the reviewed literature, the study concludes that the challenges that teachers and students experience in their classroom and context should guide program design and support of technology-based programs.

6.0 Recommendation

Based on the findings of the reviewed literatures, the study recommends that, the managements of higher learning institutions in Japan should provide teachers with regular trainings and seminars on how to adopt ICT in the teaching and learning process. In addition to this, the management of such higher learning institutions should ensure that they provide refresher training on regular basis. The study also recommends that, more studies should be done to find the right strategies to apply educational technology in teaching in the learning institutions in Japan.

The study based on the findings of the reviewed literature recommends that, studies evaluating technology impact in learning in higher learning institutions in Japan should employ a combination of quantitative and qualitative approaches such that each can compensate for the weakness of the other, thereby given a detailed and credible result. The study further recommends that better understanding teacher technological pedagogical developmental trajectories could inform development efforts across higher learning institutions in Japan.

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