# UNIVERSITI TEKNOLOGI MARA

# INVESTIGATING READINESS OF MOBILE DEVICES AS A TEACHING AIDS FOR KEMAS PRESCHOOL TEACHERS IN RURAL AREAS: A QUALITATIVE CONTENT ANALYSIS

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Computing Project submitted in partial fulfillment
of the requirements for the degree of
**Master of Science in Information Technology**

**Faculty of Computer and Mathematical Sciences**

January 2017

# ABSTRACT

There are still existence of unequal diffusion of technologies and digital divide in Malaysia. Currently, mobile teaching in Malaysia is still considered at the infancy level. While the state of readiness level of mobile teaching at KEMAS preschools are still unknown. Thus, there is a need to conduct empirical investigation to unravel the state of readiness of mobile teaching for preschool teachers at KEMAS in rural areas at Selangor. The rigidity of current teaching may be seen the style of teaching and learning where learning is provided equally to all students without predetermined the ability of students. The main objectives of this study are (i) To investigate the readiness of mobile teaching for KEMAS preschool teachers in rural areas (ii) To investigate factors of mobile teaching implementation hindrance at KEMAS preschools (iii) To propose recommendations to motivate the usage of mobile teaching for KEMAS preschool teachers in rural areas. Teachers from KEMAS preschool in rural areas at Selangor were selected as case studies to answer the open-ended question. The collected data were analysing using qualitative content analysis. From the result of qualitative content analysis, the findings of first objective show that key informants are ready to use mobile teachings. There are seven (7) reasons given for their readiness. The seven reasons are (i) Children more focus (ii) Learning with fun (iii) New experience for children and teachers (iv) Teaching become easy (v) Can attract children (vi) Enhance teaching materials and (vii) Easy to find teaching materials. The findings of second objective show the factors of mobile teaching implementation hindrance at KEMAS preschools. There are six reasons given for their hindrance. The six reasons are (i) Devices are not provided (ii) Lack of knowledge about technology (iii) Cannot accept new teaching style (iv) Less encouragement from KEMAS (v) Costs and (vi) No initiative from teachers. The finding of third objective proposes the recommendations to motivate the usage of mobile teaching for KEMAS preschool teachers in rural areas. There are six (6) recommendations to motivate the usage of mobile teaching for KEMAS preschool teachers in rural areas. The six recommendations are (i) Current trend (ii) Easy to teach (iii) To attract children (iv) Encouragement from KEMAS (v) Initiative from teachers and (vi) Previous experience. The finding of this study also provides the other exploratory result regarding to mobile teaching. There are (i) Advantages of mobile teaching for KEMAS preschool (ii) Challenges of implementing mobile teaching for KEMAS preschool (iii) Infrastructure readiness to use mobile teaching at KEMAS preschool and (iv) Important of mobile teaching for KEMAS preschool. For future work, it is recommended to further research by providing Technology Readiness Index (TRI) 2.0 by A. Parasuraman and Rockbridge Associates, Inc. A part of that, it might be helpful for next research to investigate the mobile teaching readiness from administration of KEMAS perspective rather than from teachers.

# ACKNOWLEDGEMENT

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## CHAPTER THREE: RESEARCH METHODOLOGY