

Universiti Teknologi MARA

**Implementation of ICT: A comparative study
between SMK La Salle Petaling Jaya and SMK Sri
Bintang Utara Wilayah Persekutuan**

MOHD SHAHRAN ADNAN

Independent Study submitted in partial fulfillment of the requirements
for the degree of
Master of Science in Information Technology
Faculty of Information Technology and Quantitative Sciences

September 2004

ACKNOWLEDGEMENT

Praise to Allah S.W.T for giving me strength, courage, confidence and good health to complete this Independent Study.

First of all, I would like to express my utmost gratitude to my supervisor Mr.Shamsul Ariffin Bin Yahya for his valuable advice and guidelines in completing this Independent Study.

I would also like to convey my special thanks to Mrs.Rogayah, my beloved family and my classmates for the advice, assistance and support.

Last but not least, I hope that all of you will find this Independence Study useful and satisfying.

TABLE OF CONTENT

| | |
|--|-----|
| Declaration | i |
| Acknowledgment | ii |
| Table of Contents | iii |
| List of Tables | vi |
| List of Figure | ix |
| List of Abbreviation | x |
| Abstracts | xi |
| CHAPTER ONE- INTRODUCTION | |
| 1.1 Introduction | 1 |
| 1.2 Background of Study | 5 |
| 1.3 Statement of Problem | 7 |
| 1.4 Objectives of The Study | 8 |
| 1.5 Research Questions | 8 |
| 1.6 Significance of the Study | 9 |
| 1.7 Limitation of the Study | 10 |
| CHAPTER TWO- LITERATURE REVIEW | |
| 2.1 The Concept of ICT | 11 |
| 2.2 Benefit Of ICT In Schools | 15 |
| 2.3 The Reason of Introduction of ICT in Education | 16 |
| 2.4 Training Program For The Teachers | 19 |
| 2.5 Concept of Smart School (SS) | 21 |
| 2.6 Government Involvement | 24 |
| 2.7 Conceptual Framework | 26 |
| 2.8 Operational Definition | 26 |
| 2.9 Conclusion | 28 |

CHAPTER THREE- RESEARCH METHODOLOGY

| | | |
|-----|-------------------------------|----|
| 3.1 | Design of The Study | 29 |
| 3.2 | Study Population And Sampling | 29 |
| 3.3 | Instruments | 30 |
| 3.4 | Data Collection Procedures | 30 |
| 3.5 | Data Analysis | 31 |

CHAPTER FOUR- RESULT

| | | |
|------|--|----|
| 4.1 | Analysis of Data | 32 |
| 4.2 | Demographic Profile | 32 |
| | 4.2.1 Gender | 32 |
| | 4.2.2 Education level | 34 |
| | 4.2.3 Teaching Experience | 36 |
| | 4.2.4 Teaching Specialization and Professional Position | 37 |
| 4.3 | Attendance of ICT Courses | 38 |
| 4.4 | Equipment availability | 40 |
| 4.5 | Understanding of ICT | 42 |
| 4.6 | Current Capabilities | 43 |
| 4.7 | Leadership Role | 45 |
| 4.8 | Equipments/Capabilities in Respondents Schools | 47 |
| 4.9 | Software Application | 50 |
| 4.10 | Funding ICT | 53 |
| 4.11 | Effect of ICT and The Information Superhighway on Schools/Communities | 55 |
| 4.12 | ICT and MSC Beneficial or Detrimental | 56 |
| 4.13 | ICT and Teaching | 59 |
| 4.14 | Smart School (SS) | 61 |

ABSTRACTS

Trend and style in learning and teaching have been evolving through time. The implementation of Information Communication Technology (ICT) in secondary school will give another new alternative in the educational world. By using ICT in the study and teaching, the teachers and students will have more control over the material that they want to learn and in more manageable ways. In this survey, the focus is on the comparison of factors involved in implementation of ICT between the regular school's teachers and Smart School's teachers within the Klang Valley. This study aims at establishing and identifying the factors that help teachers as well as impede the process of ICT implementation in Malaysian schools. One of the objectives of this study is to look at the perception of teachers, including the school administrators, primarily the principal's role, towards the use of ICT in their schools and classrooms. In this research, there are two populations which are the secondary schools teachers from Sekolah Menengah Kebangsaan La Salle Petaling Jaya (SMLSPJ) and Sekolah Menengah Kebangsaan Sri Bintang Utara in Wilayah Persekutuan (SMSBUWP). The samples as generalized from the populations are 40 respondents from each school and the total sample are 80 respondents from both schools by interviewing them and gave questionnaires. The use of ICT in schools should not be viewed as a pan aced but instead as a tool that is capable of changing the ways in which schools operate. It would be used to remote curriculum and teaching methods. The technology is expensive and complex. It is seldom easy to see how to integrate it into an existing curriculum. Some issues, related to ICT integration in schools that should be considered to ensure success in the implementation process.