UNIVERSITI TEKNOLOGI MARA
KOTA SAMARAHAN

The Levels of Computer Competency among English Language Primary School Teachers in Asajaya Cluster, Samarahan Division

Kalong ak Katik

FACULTY OF EDUCATION
UNIVERSITI TEKNOLOGI MARA
B. Ed TESL (Hons)
April 2006

ABSTRACT

The purpose of this study is to explore the levels of computing competency among the English Language primary school teachers. It is to embark on the balance between extensive efforts by the Ministry of Education in introducing the use of information technology throughout the schools and the readiness of teachers in utilizing these facilities. The government has spent millions on disseminating this technology over the years to various schools. Undoubtedly the main issue here entails the requisites of computing competency among teachers to utilize this technology. Hence it is for this reason that this study was initiated. A total of 30 English Primary school teachers from 12 different schools around Asajaya cluster, were the respondents of this study. It is interesting to discover that this study has a fair distribution of 15 male and 15 female teachers as the respondents. This provides a direct avenue to explore the computing competency levels between genders. Survey questionnaire was use to collect data for the study. It was then analyzed using the Statistical Package for Social Sciences (SPSS) which were converted into tables. The finding of this study revealed that despite a high level of positive assumption among teachers that computing is easy but in reality their levels of computing competency are relatively low. Most of them are at the novice and beginner levels despite been using computers for more than 5 years. Another finding of this study is that it could not establish clear differences between genders in computing competency. However, the level of computing competency using internet is lower compare to the ordinary basic operational category in computing.

TABLE OF CONTENTS

Page

CHAPTER ONE

INTRODUCTION

1.1   Background of the study

The government had equipped both rural and urban schools in Malaysia with computer related facilities so both grade A and B primary schools throughout Sarawak can now enjoy this new development which was in the school since late '80s (MOE, 1999).   It begun with the supply of personal computers to some selected teachers and today some schools even have twenty-hours of internet connectivity through the schoolnet projects, Liquid Crystal Display (LCD), computer laboratory and other multimedia facilities. In the January 1999 report from the Ministry of education, revealed that the institutionalization of IT in the education system in Malaysia has undoubtedly begun.

However the key issue concerning the process of development in the use of ITCs in school is still a major problem bugging the Ministry of Education. According to their January 1999 report as well, it bring to the limelight the capacities of these technologies which have not been fully utilized in the school and have been mainly as supplements to traditional practices and as audio-visual aids. According to their report, computers are placed in a special room and used mainly for teaching computer literacy or in some cases for remedial and enrichment activities. It was hardly ever integrated in everyday classroom instruction and the teacher remained virtually the sole provider of knowledge and skills (MOE, 1999). In the report also the ministry had as well signaled the critical need to assess the impact of the new

1

CHAPTER TWO

REVIEW OF THE LITERATURE

2.0   Introduction

This chapter will deliberate on the theories that are related to computer competency and ICT in general. It begins by exploring the significance of ICT and its development in the country as well as exploring the issue pertaining to the level of teachers' competency in computing. Apart from that it is also exploring the framework of competency categories.

2.1   Definition of Information and Communication Technology (ICT)

ICTs stand for *information and communication technologies* and are defined, as "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information (Blurton, 2002) These technologies include computers, the internet, broad-casting technologies (radio and television), and telephony. However a more current interpretation of ICTs was described by UNESCO in the following way:

> *"the tools and the processes to access, retrieve, store, organize, manipulate, produce, present and exchange information by electronic and other automated means. These include hardware, software and telecommunications in the forms of personal computers, scanners, digital camera, phones, faxes, modems, CD and DVD players and recorders,*