

UNIVERSITI TEKNOLOGI MARA

**INTEGRATION OF ICT IN A SMART
SCHOOL IN BETONG, SARAWAK**

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M.Ed

(EDUCATIONAL MANAGEMENT AND LEADERSHIP)

February 2013

ABSTRACT

The purpose of this study was to identify the teacher's and student's perception of school ICT readiness. The secondary schools namely national secondary school (Sekolah Menengah Kebangsaan/SMK) was selected for the study. Data were collected using questionnaire and interview techniques. The questionnaire was distributed to a total of 200 randomly selected teacher and student respondents and 165 questionnaires were returned, however only 150 questionnaires were appropriately completed and able to be used for analysis. Data were analysed using descriptive and inferential statistics. The findings revealed that the level of four aspects of readiness including user readiness, management readiness, content readiness and cultural readiness were positively at the highest level. In addition, findings indicated that there was no significant difference in teacher's perception of readiness based on gender. This study indicated that there were significant relationship between the user readiness, management readiness, content readiness and cultural readiness. Besides that, all aspects of readiness positively associated with each other. In terms of the contribution of the significant predictors of ICT integration, the results revealed that there are two important variables namely teacher and student contributed to the variance of ICT readiness. Overall, the findings of this study have implications to the role of principals, teachers and school management in the way to enhance positive integration of ICT readiness. Based on the findings, this study also provides recommendations for improvement of practices and future research.

ABSTRAK

Tujuan kajian ini dijalankan adalah untuk mengenalpasti persepsi guru dan pelajar terhadap kesediaan ICT di sekolah. Sekolah Menengah Kebangsaan (SMK) telah dipilih untuk kajian ini. Data kajian diperolehi dengan menggunakan teknik soal jawab dan temubual. Soal selidik telah ditadbir secara rawak kepada 200 responden merangkumi guru dan pelajar dan sejumlah 165 soal selidik telah dikembalikan, bagaimanapun hanya 150 soal selidik yang lengkap sepenuhnya boleh digunakan untuk dianalisis. Data telah dianalisa dengan menggunakan statistik deskripsi dan inferensi. Dapatan kajian menunjukkan keempat-empat aspek kesediaan ICT iaitu kesediaan pengguna, kesediaan pengurusan, kesediaan kandungan dan kesediaan budaya berada pada tahap tinggi sangat positif. Tambahan pula dapatan kajian tidak menunjukkan perbezaan yang signifikan di antara persepsi guru dan pelajar terhadap kesediaan berdasarkan jantina. Kajian ini juga menunjukkan terdapat hubungan signifikan antara kesediaan pengguna, kesediaan pengurusan, kesediaan kandungan dan kesediaan budaya. Selain itu, semua aspek kesediaan menunjukkan hubungan positif di antara satu sama lain. Bagi menentukan sumbangan pengintegrasian ICT, dapatan menunjukkan bahawa dua pembolehubah iaitu guru dan pelajar merupakan varian penyumbang terhadap kesediaan ICT. Dapatan kajian ini mempunyai implikasi terhadap peranan pengetua, guru dan pengurusan sekolah dalam usaha untuk meningkatkan kesediaan dan pengintegrasian ICT. Berdasarkan dapatan kajian juga beberapa cadangan untuk penambahbaikan dalam amalan dan kajian pada masa hadapan.

ACKNOWLEDGEMENT

This piece of work was made possible through the support and encouragement, directly and indirectly, of many people. I wish to record my grateful appreciation to them all.

I am grateful to my supervisor, Professor Dr. Chan Yuen Fook, for his invaluable guidance, advice and friendship throughout the course of writing the thesis. His caring attitude and ever-readiness to find time to sit down and discuss pertinent points regarding this project was indeed admirable. His encouragement, guidance and support from the initial to the final enable me to develop an understanding of the ideas in this project, and for helpful comments on the text. Without his guidance and persistent help this project would not have been possible.

I am grateful to Dr. Hj. Zabani Bin Darus from Bahagian Perancangan dan Penyelidikan, Kementerian Pelajaran Malaysia for allowing me to carry out the project in educational institutions. I also grateful to Encik Kuswady Bin Chil from Sektor Pengurusan dan Pembangunan, Jabatan Pelajaran Negeri Sarawak for giving me permission to carry out the project in Sekolah Menengah Kebangsaan (SMK) Datuk Patinggi Kedit, Sarawak.

I owe my deepest gratitude to Dr. Lambat Anak Lindong, the principal of SMK Datuk Patinggi Kedit, who provided support and encouragement for the entire project and valuable comments regarding the project. I am also grateful to Mr Kidcarson James Gubar, who helped me to manage and conduct the guided research to students in the survey for the data collection of the project. I am also grateful to Prof. Madya Dr. Chan Yuen Fook for shedding some light on the procedure of analyzing data using the Statistical Packages for Science Social (SPSS) programme.

It is a pleasure to thank my beloved family members who made this thesis possible especially my husband, Che' Ghazali Bin Arbi who always been supportive and understanding, my loving son Che' Mohammad Fadillah Bin Che' Ghazali, my sources of joy and aspiration.

Lastly, I offer my regards and blessing to all of those who supported me in any respect during the completion of the project.

God bless you all

Dayang Hironi Binti Awang Kipli

CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter presents the overview of the study. In this chapter, background of the study, statement of the problems, research objectives and questions, significance of the study, research limitation and terms of definition were discussed.

1.1 Background of the Study

According to Kent (2010), "Information and Communication Technology (ICT)" is the computing and communications facilities and features that support teaching, learning and a range of activities in education management in school". In addition, Blurton (1999) indicates that "ICT stands for information and communication technologies and is defined as a "diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information". Blurton (2002) also further elaborates that technologies include computers, the internet, broadcasting technologies (radio and television) and telephony.

Drapper (2010) added that, ICT is necessary to explain how it understood and used in this study. On the issue of ICT in the curriculum, three separate aspects can be identified (Webb, 2003); learning ICT (as a subject); learning through ICT; and using ICT as a tool for learning.

Shakeel Ahmad Khan (2011) stated ICT purposes are to familiarize students with the use and working of computer and related social and ethical issues. In this new millennium, countries are competing for, not only the natural resources, but also in information resource and knowledge as engine of productivity and economic growth. Hence, the integration of ICT