

UNIVERSITI TEKNOLOGI MARA

**TEACHERS' READINESS FOR
INTEGRATION OF E-LEARNING IN
SARATOK SECONDARY SCHOOLS**

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A Dissertation submitted in partial fulfillment
of the requirements for the degree of
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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

E-learning is considerable as importance elements for our national education. These programs have cost our government million of cash outflows. However, the successfulness of e-learning programs still depends on teachers' participation. Teachers' play an important roles to drive the successfulness of e-learning implementation. The purpose of this study is to investigate the teachers' readiness for e-learning implementation. This study also examined the differences between male and female teachers' readiness for the e-learning programs. Moreover, the study also explored the relationship between teachers' readiness model for e-learning implementation. There were eight categories that can influenced teachers' readiness toward e-learning such as psychological, sociological, environmental, human resource, financial, technological skills, equipment, and content readiness. Findings showed that Saratok secondary school teachers' readiness for the e-learning implementation were still at the moderate level. Categories such as psychological, technological skills, and equipment has become major barriers for them to determine the success of e-learning programs in Saratok secondary schools. The sample of this study involved 140 teachers' that were teaching in three secondary schools in Saratok district. This study was using the quantitative method by distributing questionnaire to the respondents'. The instrument was divided into two sections which is demographic profiles of respondents and teachers' e-learning readiness model. The overall data collected was analyzed using the SPSS version 21. Descriptive statistic and inferential statistic was conducted to address the research objectives. The result showed that the level of teachers' readiness for e-learning in Saratok secondary schools were still at the moderate level. There also no differences between male and female teachers' readiness toward the implementation of e-learning. This study also found no significant relationship between the teachers' e-learning readiness model that were used in this study.

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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

As instructional technology continues to develop, ICT has played important roles in our life and throughout ICT we can communicate with all the people around this world (Ye He, 2014). Besides, the communication can help us to shared ideas with others for example in improving our quality of work or academic activities; we can generate more ideas from others about the others experiences in conducting ICT. The usage of ICT especially in education field helps the teaching and learning process become more interesting, attractive, and effectives. Ministry of Education has showed us that ICT were important for our teachers and learner nowadays especially in way to improving the curricular, pedagogies, organizational structure in schools, links between school and society and the empowerment of disenfranchised learners.

Ministry of Education has introduced eLearning for teachers and learners as a new ways of teaching and learning methods in classes. E-learning is the new ways of teaching and learning method which not consist any physical material or face to face contact between teachers and learners. Nichols (2003), defined e-Learning as strictly being accessible using technological tools that are web-based, web-distributed, or web-capable. From the statements above, we can assume that ICT were only can be access by us using the ICT tools. In ways to access the ICT, we must know how to conducting the ICT tools at the first place. This is extremely important especially for those teachers who usually using the eLearning tools as a method in their teaching activities.

Furthermore, Ministry of Education has introduced the eLearning implementation in all stages of education in our country which is started from pre-schools until the university. The teachers or lecturers are well encourage by the MOE to used eLearning as teaching tools in schools or university. The MOE believes that using the eLearning tools we can improve the outcomes of the students in both schools and university. However,