

Teachers' Perception of Administrators Support towards the Integration of Laptops in Schools: An Exploratory Study

Priscilla MOSES* & Su Luan WONG

Faculty of Educational Studies, Universiti Putra Malaysia, Malaysia

*prismo6@yahoo.com

Abstract: The Malaysian Ministry of Education granted each Mathematics and Science teacher with a laptop. The integration of laptop needs strong support from the school administrators to successfully implement it. Therefore, this quantitative study was carried out to explore how teachers perceived the support of administrators in the integration of laptops in the teaching-learning process. Respondents were 38 secondary school teachers from the state of Selangor, Malaysia. The overall perception of the teachers on the administrators support was reported as satisfying. More than half of the teachers (56.5%) agreed that they received administrators support in integrating the laptops in the teaching-learning process and only a small percentage of the teachers (17.5%) disagreed that they received adequate support by the administrators.

Introduction

Malaysia is taking every attempt in pursuing the technological trends in the education system. In line with this, the Ministry of Education has begun to grant each Mathematics and Science teacher with a laptop to facilitate the teachers' instruction [1, 2]. Nevertheless, the integration of laptops in the schools needs greater support from the higher authority as Fullon [3] stated "Effective school leaders are key to large-scale, sustainable education reform" (p.16). School leaders have the foremost responsibility to assist in making complex decisions concerning the incorporation of ICT into the teaching and learning practice by initiating and implementing the school change [4].

Studies have shown that a high level of successful integration of laptops in the teaching-learning process depends heavily on the support given by the higher authorities in the schools such as the principal or administrators in the school [5, 6]. Although it is seen as vital, thus far there are no studies done in Malaysia regarding the perception of the teachers on the administrators in supporting the integration of laptops in schools. Therefore, there is a need for a study to be done to explore the teachers' perception of the administrators support in their respective schools.

This research employed a quantitative descriptive design which incorporated the survey questionnaire. The scale was developed based on a comprehensive review of the literature. The scale was quantified using a five-point Likert scale, ranging from "Strongly Disagree", "Disagree", "Neutral", "Agree" to "Strongly Agree". The teachers who participated in this survey were 38 Mathematics and Science teachers from the state of Selangor; six male and 32 female teachers and their age varied from 24 to 54 years old. The Cronbach's alpha coefficient was recorded at .75, indicating that the scale had good internal consistency [7].

Results and Discussion

Table 1: Descriptive Statistics on the Teachers' Perceptions of the Administrators Support

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	S. D.
	F (%)	F (%)	F (%)	F (%)	F (%)		
Provides latest equipment (e.g.: laptop, LCD screen, printer etc.)	0 (0.0)	5 (13.2)	7 (18.4)	24 (63.2)	2 (5.3)	3.61	0.128
Encourage the use of the laptop	0 (0.0)	1 (2.6)	3 (7.9)	28 (73.7)	6 (15.8)	4.03	0.096
Motivates the teachers to integrate laptop	0 (0.0)	0 (0.0)	6 (15.8)	26 (68.4)	6 (15.8)	4.00	0.092
Provides adequate training on how to use the laptop	0 (0.0)	9 (23.7)	15 (39.5)	9 (23.7)	5 (13.2)	3.26	0.159
Provides adequate technology support for the usage of laptop	0 (0.0)	9 (23.7)	11 (28.9)	14 (36.8)	4 (10.5)	3.34	0.157
Encourages the teachers to give ideas on how to enhance the integration of laptop	1 (2.6)	5 (13.2)	12 (31.6)	18 (47.4)	2 (5.3)	3.39	0.144
Rewards the teachers who integrate laptop	3 (7.9)	12 (31.6)	15 (39.5)	7 (18.4)	1 (2.6)	2.76	0.153
Monitors the usage of the laptops	1 (2.6)	4 (10.5)	10 (26.3)	22 (57.9)	1 (2.6)	3.47	0.135
Evaluates the usage of laptops by the teachers	1 (2.6)	9 (23.7)	10 (26.3)	16 (42.1)	2 (5.3)	3.24	0.157

From the output shown, the mean score of the teachers' perception towards the administrators support in providing the latest equipment such as laptop, LCD screen, and printer was 3.61 (S.D. = 0.128). According to the findings, 68.5% of the teachers agreed that they are provided with the latest equipment by the administrators and only a minority of them disagreed with the statement. The mean scores of the teachers' perception towards the encouragement of the administrators to utilise the laptop was reported as 4.03 (S.D. = .096). Based on the results obtained, nearly all the teachers (89.5%) agreed that they are encouraged by the administrators to use the laptop.

The mean score of the teachers' perception towards the motivation from the administrator for them to integrate the laptop was 4.00 (S.D. = .092). Thus, nearly all the teachers (84.2%) agreed that they are motivated by the administrators to use the laptop and none of them disagreed with the statement. As for the teachers' perception towards the administrator support on providing adequate training, the mean score was reported as 3.26 (S.D. = .159). More than one third of the teachers (39.5%) have neutral perception on the adequate training provided by the administrator.

Besides that, the mean score of the teachers' perception towards the administrator support on providing adequate technology support was 3.34 (S.D. = .157). Nearly half of the teachers (47.3%) agreed that they are provided with the technology support by the administrator and only a minority of them disagreed with the statement. The teachers' perception towards the administrator's encouragement to give ideas on how to integrate laptop was 3.39 (S.D. = .144). More than half of the teachers (52.7%) agreed that they are

encouraged by the administrator to give opinions on how to enhance the integration of laptop only a minority of them disagreed with the view.

Moreover, the mean score of the teachers' perception towards the rewards of the administrator to utilise the laptop was 2.76 (S.D. = .153). More than one third of the teachers (39.5%) disagreed and had neutral perception regarding the rewards they receive from the administrator whereas only a minority of them agreed. The mean score of the teachers' perception towards the observation of the administrator concerning the laptop use was 3.47 (S.D. = .135). Hence, 60.5% of the teachers agreed that the administrator monitors the usage of the laptop. It was reported that the mean score of the teachers' perception towards the administrator's evaluation on laptop use was 3.24 (S.D. = .157). Nearly half of the teachers (47.4%) agreed that they are evaluated by the administrator on the usage of the laptop

The overall perception of the teachers on the administrators support towards the integration of laptops is summarized. Based on the results, 1.7% of the teachers strongly disagreed, 15.8% of the teachers disagreed followed by 26.0% of the teachers who are neutral on the perception, 48.0% of the teachers agreed and 8.5% of the respondents strongly agreed that they receive the support of the administrators to integrate the laptops in secondary schools. Thus, majority of the teachers (56.5%) agreed that they obtained the administrators support in integrating the laptops compared with teachers who disagreed (17.5%). Therefore, it depicted that more than half of the teachers are satisfied with the support given by the administrators in the school and only a small percentage of the teachers are dissatisfied with the support given by the administrators.

Conclusion

This paper revealed that teachers received adequate support from the administrators in the school to integrate the laptops in the teaching-learning process. The findings of this study is preliminary in nature as it gives a glimpse on the extent of support given by school administrators as perceived by schools teachers in four secondary schools. It would be worthwhile to carry out a larger scale study to investigate the relationship between administrators' support and the success of laptop integration.

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