

ANALYZING USING TAM MODUL ON PRIMARY
SCHOOL TEACHERS IN IMPLEMENTING SPPBS: STUDY
OF TEACHERS IN KEDAH, PERLIS AND PENANG.

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UNIVERSITI UTARA MALAYSIA

2014

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ABSTRACT

Adaptation to the changes of information age cause educational discipline all over the world to adopt the use of information systems in the educational institutions. With this regards, Ministry of Education introduced that the School Based Assessment (PBS) as a component of the assessment conducted by the school assessment carried out by teachers of subjects continuously in the process of teaching and learning. Due to the nature of PBS as a type of continuous assessment to observe the student's development as a whole, the introduction of SPPBS application is thought to be handy for teachers to record and store the academic and non-academic data. Despite the benefit of better information management by the system, users among the teachers found the system too difficult to use and have not been able to scale down that hurdle to user acceptance and usage of the SPPBS. Therefore, this research aimed to find the determinants of system usage and relationship between system acceptance and system adoption among the primary school teachers. The data was collected through the use of survey questionnaire, distributed to 379 primary school teachers dispersed around the area of Kedah, Perlis and Penang. The result showed that the most important factor in determining teachers' adoption towards SPPBS was perceived of ease in using the system. There were negative correlation between perceive of usefulness and perceive of dependability towards SPPBS adoption, while there was positive correlation between perceive of ease of use and SPPBS adoption among the primary school teachers.

ABSTRAK

Penyesuaian terhadap perubahan zaman maklumat menyebabkan disiplin pendidikan di seluruh dunia mula menerima pakai penggunaan sistem maklumat dalam institusi pendidikan. Sehubungan dengan itu , Kementerian Pelajaran Malaysia telah memperkenalkan Sistem Pentaksiran Berasaskan Sekolah (PBS) sebagai satu komponen penilaian oleh sekolah yang dijalankan oleh guru-guru mata pelajaran secara berterusan dalam proses pengajaran dan pembelajaran. Disebabkan sifat PBS sebagai sejenis penilaian secara berterusan untuk memantau perkembangan pelajar secara keseluruhan, pengenalan aplikasi SPPBS dianggap berguna untuk guru-guru untuk merekod dan menyimpan data akademik dan bukan akademik. Walaupun terdapat faedah pengurusan maklumat yang lebih baik yang disumbangkan oleh sistem ini, pengguna di kalangan guru-guru mendapati sistem tersebut terlalu sukar untuk digunakan dan tidak dapat untuk melepasi halangan tersebut kepada penerimaan dan penggunaan SPPBS. Oleh itu , kajian ini bertujuan untuk mencari penentu penggunaan sistem serta hubungan antara penerimaan sistem dan penggunaan sistem di kalangan guru-guru sekolah rendah. Data dikumpulkan melalui penggunaan soal selidik yang diedarkan kepada 379 guru sekolah rendah yang mengajar di sekitar kawasan Kedah , Perlis dan Pulau Pinang. Keputusan menunjukkan bahawa faktor yang paling penting dalam menentukan penerimaan guru terhadap SPPBS ialah tanggapan kemudahan dalam menggunakan sistem. Terdapat korelasi negatif antara tanggapan penggunaan dan tanggapan kebergantungan terhadap penggunaan SPPBS , manakala terdapat korelasi positif antara tanggapan kemudahan untuk menggunakan SPPBS kalangan guru-guru sekolah rendah.

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Sincerely,

NAILILHUDA AHMAD

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LIST OF ABBREVIATION

SPPBS	Sistem Pengurusan Pentaksiran Berasaskan Sekolah
KSSR	Kurikulum Standard Sekolah Rendah
TAM	Technology Acceptance Model

CHAPTER ONE

INTRODUCTION

1.1. Introduction

We call the world we live in today as information age, booming with various technological developments and advancements, urge different sectors, disciplines and organizations to stay critically sensitive with technology changes. At this age, due to many significant factors such as continuous developments in information technologies, information exchange, increasing expectations of the society, modern managing perceptions and applications, force the organizations around the globe to develop new information system or information technology in order to survive (Demir, 2003). Recently, contributions of information technologies (IT) to educational field have been among the most highlighted in past researches (Yuen et al., 2003; Webber, 2003; Flanagan & Jacopsen, 2003; Pelgrum, 2001).

Haag et al., (1998) emphasized that information systems support not only information process but also innovations to educational institutions, such as school. These systems are helpful in order to cope with the demands for change as the entities being adaptable to changes. Therefore, the management of information systems posed several advantages to the educational field: (1) improve the adaptation of the educational institutions to the environment, (2) enable the institutions to

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APPENDIX A: SURVEY QUESTIONNAIRE

Tarikh / Date:

Kepada Responden yang dihormati / Dear Respected Participant,

Anda terpilih untuk menyertai kajian soal selidik Master ini. Objektif utama kajian ini adalah untuk mengkaji penggunaan Sistem Pengurusan Pentaksiran Berasaskan Sekolah (SPPBS) dikalangan guru-guru Sekolah Rendah di kawasan Utara terutama Kedah, Perlis dan Pulau Pinang. Saya sangat berterima kasih kerana anda dapat meluangkan masa untuk menjawab semua soalan dalam soal selidik ini.

Tidak ada jawapan benar atau salah untuk soal selidik ini. Semua keputusan akan digunakan untuk tujuan kajian sahaja. Penglibatan anda dalam soal selidik ini adalah sukarela. Jawapan anda didalam soal selidik ini tidak akan memberi sebarang implikasi terhadap aktiviti kerja dan rekod peribadi anda.

Namun demikian, kerjasama anda adalah PENTING untuk kajian ini. Maklumat yang anda berikan adalah sulit dan hanya digunakan untuk tujuan kajian ini sahaja. Sila baca arahan dengan cermat dan menjawab sebaik mungkin.

Jika anda mempunyai seolam mengenai soal selidik ini, sila hubungi saya. Penglibatan anda pasti akan membuat sumbangan yang signifikan kepada kajian saya. Terima kasih untuk waktu, kerjasama dan usaha anda.

You have been selected to participate in a Master survey research. The main purpose of this survey is to study the usage of Sistem Pengurusan Pentaksiran Berasaskan Sekolah (SPPBS) among primary school teachers specifically in Kedah, Perlis and Pulau Pinang. I would appreciate it very much if you could spend some time to answer all the questions in this questionnaire.

There will be no right or wrong answers to these questions. All results will be used for research purpose only. Your participation in this survey is completely voluntary. Your responses in this survey will have no impact on any of your work-related activities and personal record.

Nevertheless, your cooperation is VITAL to this study. The information you provide is strictly confidential and will only be used for the purpose of this study. Please read the instructions carefully and answers as accurate as possible.

Should you have any questions concerning this survey, please free to contact me. Your participation will certainly make a significant contribution to my research. Thank you very much for your time, cooperation and effort.

Yours sincerely,

.....
(NAILILHUDA BINTI AHMAD)
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Sintok, Kedah
HP: 012-4625838

SPPBS: Technology Acceptance among School Teachers in Kedah, Penang and Perlis

Jawab SEMUA soalan dalam soal selidik ini. Keputusan dalam soal selidik ini adalah sulit dan hanya digunakan untuk tujuan kajian ini sahaja. Maklumat anda tidak akan diberi atau digunakan oleh individu ataupun organisasi lain. Tidak ada jawapan benar atau salah. Yang penting adalah anda harus menjawab semua soalan dengan sejujur mungkin dengan membaca setiap soalan dengan cermat.

Please answer ALL questions in this questionnaire. Your responses in this questionnaire will be treated strictly confidential and will only be used for the purpose of this study. Your information will not be forwarded or employed by any other individual or organizations. As each respondent may perceive the question differently, there is therefore no right or wrong answers. What is important is you have to answer all the questions as honest as you can by reading carefully each of the following questions.

**Section A: Maklumat Peribadi dan Kerja /
Personal and Work Information**

Berikut adalah beberapa soalan tentang peribadi dan latar belakang pekerjaan. Soalan berikut ini hanya untuk tujuan analisis. Mohon menjawab dengan menulis tanda (✓) bagi pilihan jawapan anda:

Below are few questions on your personal and job background. The following questions are meant only for analysis purpose. Kindly answer by writing or tick (✓) your choice of answer:

A1. Jantina / Gender Lelaki/ ☐ Wanita/ ☐
Male/Female

A2. Umur/ Age: Sila nyatakan/ Please specify Tahun/ Years

A3. Kelayakan Tertinggi / Highest Qualification SRP ☐
SPM ☐
STPM ☐
Diploma ☐
Ijazah/ degree ☐
Lain-lain/others; Sila nyatakan/ Please specify

A4. Adakah anda melanggan perkhidmatan jalur lebar? (Maxis, Celcom, Digi, P1 Wimax, Streamyx) Do you subscribe any broadband or wireless services? (Maxis, Celcom, Digi, P1 Wimax, Streamyx)

Ya/ Yes ☐ Tidak/ No ☐

Section B: Maklumat Penyelidikan / Research Information
--

Dalam bahagian ini, pernyataan dibawah adalah tentang persepsi anda terhadap Sistem Pengurusan Pentaksiran Berasaskan Sekolah (SPPBS).Sila tunjukkan sejauh mana anda bersetuju dengan kenyataan di bawah ini dengan melingkari jawapan anda mengikut skala berikut.

In this section, the statements below are about your perception towards the usage of Sistem Pengurusan Pentaksiran Berasaskan Sekolah (SPPBS). Kindly answer all questions with honest. Please indicate to what extent you agree with the statements below by circling your response according to the following scale.

Arahan/ Instruction: Sila bulatkan respon anda mengikut skala yang diberikan / *Please circle your response according to the following scale.*

- 1.Sangat Tidak Setuju / *Strongly Disagree*
- 2.Tidak Setuju / *Disagree*
- 3.Antara Tidak Setuju / *Neither Disagree nor Agree*
4. Setuju / *Agree*
5. Sangat Setuju / *Strongly Agree*

Pernyataan dibawah adalah mengenai pilihan persepsi penggunaan SPPBS / *Below are statements that describe your perception towards the usefulness of SPPBS.*

BPU 5	Kerja guru menjadi susah tanpa SPPBS. <i>Teachers job would be difficult without SPPBS.</i>	<div>1 2 3 4</div> <div>5</div>
BPU 6	Guru dapat mengawal kerja mereka dengan menggunakan SPPBS. <i>Using SPPBS gives teachers greater control over their work.</i>	<div>1 2 3 4 5</div>
BPU 7	SPPBS meningkatkan kualiti kerja guru. <i>Using SPPBS improves the quality of teacher's work .</i>	<div>1 2 3 4 5</div>
BPU 8	Dengan menggunakan SPPBS kerja guru menjadi mudah. <i>Using SPPBS makes teachers job easier.</i>	<div>1 2 3 4 5</div>
BPU 9	Secara keseluruhannya, kerja guru menjadi mudah dengan SPPBS. <i>Overall, the SPPBS is useful for teachers.</i>	<div>1 2 3 4 5</div>
BPU 10	Dengan menggunakan SPPBS, guru dah menyiapkan kerja dengan lebih cepat. <i>Handling SPPBS enable teacher to accomplish task more quickly.</i>	<div>1 2 3 4 5</div>

Arahan/ Instruction: Sila bulatkan respon anda mengikut skala yang diberikan / *Please circle your response according to the following scale.*

- 1.Sangat Tidak Setuju / *Strongly Disagree* 2.Tidak Setuju / *Disagree*
 3.Antara Tidak Setuju / *Neither Disagree nor Agree* 4. Setuju / *Agree*
 5 Sangat Setuju / *Strongly Agree*

Dalam bahagian ini, pernyataan dibawah adalah tentang persepsi mudah terhadap Sistem Pengurusan Pentaksiran Berasaskan Sekolah (SPPBS).Sila tunjukkan sejauh mana anda bersetuju dengan kenyataan di bawah ini dengan melingkari jawapan anda mengikut skala berikut.

In this section, the statements below are about your perception of ease towards Sistem Pengurusan Pentaksiran Berasaskan Sekolah (SPPBS). Kindly answer all questions with honest.Please indicate to what extent you agree with the statements below by circling your response according to the following scale.

BPE 11	Kesalahan biasa tidak kerap berlaku apabila menggunakan SPPBS. <i>Frequent errors are not common when using SPPBS.</i>	1 2 3 4 5
BPE 12	Saya jarang memerlukan pertolongan bil menggunakan SPPBS. <i>I rarely need help when using SPPBS.</i>	1 2 3 4 5
BPU 13	Ia adalah mudah untuk menggunakan SPPBS untuk melakukan apa yang saya perlu ia lakukan. <i>It is easy to use SPPBS to do what I need them to do.</i>	1 2 3 4 5
BPU 14	Senang untuk mahir dalam SPPBS. <i>It is easy to become skillful in using SPPBS.</i>	1 2 3 4 5
BPU 15	Belajar menggunakan/ mengoperasikan SPPBS adalah senang. <i>Learning to operate SPPBS is easy.</i>	1 2 3 4 5
BPU 16	Keputusan SPBBS adalah jelas. <i>The results of using SPPBS are apparent.</i>	1 2 3 4 5
BPU 17	SPPBS senang digunakan. <i>SPPBS is easy to use.</i>	1 2 3 4 5

Arahan/ Instruction: Sila bulatkan respon anda mengikut skala yang diberikan / *Please circle your response according to the following scale.*

- 1.Sangat Tidak Setuju / *Strongly Disagree* 2.Tidak Setuju / *Disagree*
 3.Antara Tidak Setuju / *Neither Disagree nor Agree* 4. Setuju / *Agree*
 5. Sangat Setuju / *Strongly Agree*

Dalam bahagian ini, pernyataan dibawah adalah tentang tahap kebergantungan anda terhadap Sistem Pengurusan Pentaksiran Berasaskan Sekolah (SPPBS). Sila tunjukkan sejauh mana anda bersetuju dengan kenyataan di bawah ini dengan melingkari jawapan anda mengikut skala berikut.

In this section, the statements below are about your dependability towards Sistem Pengurusan Pentaksiran Berasaskan Sekolah (SPPBS). Kindly answer all questions with honest. Please indicate to what extent you agree with the statements below by circling your response according to the following

BD 18	Apabila guru mempunyai masalah, SPPBS akan membantu guru-guru menyelesaikannya. <i>When teachers have problems, SPPBS will help teachers solving it.</i>	1 5	2	3	4
BD 19	SPPBS menyediakan perkhidmatan yang baik untuk pengguna kali pertama. <i>SPPBS provides the good service for the first time users.</i>	1 5	2	3	4
BD 20	SPPBS menyediakan perkhidmatan mereka untuk guru-guru pada mengikut masa yang telah dijanjikan/ dinyatakan. <i>SPPBS provides their service for teachers at the time it promises to do so.</i>	1 5	2	3	4
BD 21	Guru percaya, SPPBS adalah dipercayai dan bebas masalah dalam pengumpulan data/markah murid. <i>Teachers believe handling the SPPBS are reliable and trouble free for data collection.</i>	1 5	2	3	4
BD 22	Guru boleh bergantung dengan SPPBS terutama dalam pengumpulan data/ markah. <i>Teachers believe SPPBS is dependable systems for that data collection.</i>	1 5	2	3	4
BD 23	Guru percaya, SPPBS boleh menyediakan koleksi data yang tepat untuk sistem pendidikan pada bila-bila masa. <i>Teachers believe handling computer is available for education systems to use for accurate data collection at any times.</i>	1 5	2	3	4

BAU 24- Pengetahuan saya tentang SPPBS / *My knowledge about SPPBS*

- (1) Tidak pernah mendengar tentangnya. / *Never heard of it.*
- (2) Saya tahu hanya sedikit tentang SPPBS. / *I know little about it.*
- (3) Saya Cuma ada sedikit pengetahuan tentang SPPBS. / *I have some basic ideas about it.*
- (4) Saya tahu tentang SPPBS. / *I know it quite well.*
- (5) Saya memang tahu tentang SPPBS. / *I know it very well.*

BAU 25 – My frequency of using SPPBS / *Kekerapan menggunakan SPPBS.*

- (1) Kurang dari sekali / *Less than once.*
- (2) 2-5 kali / *2-5 times.*
- (3) 6-10 kali / *6-10 times.*
- (4) 11- 15 kali / *11-15 times.*
- (5) Lebih dari 15 kali / *More than 15 times.*

BAU 26 – My experience of using SPPBS is. / *Pengalaman menggunakan SPPBS.*

- (1) Tiada pengalaman / *No experience at all.*
- (2) Sangat sedikit pengalaman / *I have a little experience.*
- (3) Sedikit pengalaman / *I have some experience.*
- (4) Pengalaman yang sederhana / *I have considerable experience.*
- (5) Banyak pengalaman / *I have a lot of experience.*

APPENDIX B: DESCRIPTIVE ANALYSIS

Demographic:

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	136	35.9	35.9	35.9
Valid Female	243	64.1	64.1	100.0
Total	379	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
21 - 30	158	41.7	41.7	41.7
31 - 40	163	43.0	43.0	84.7
Valid 41 - 50	50	13.2	13.2	97.9
51 - 60	8	2.1	2.1	100.0
Total	379	100.0	100.0	

Highest Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
PMR	3	.8	.8	.8
SPM	2	.5	.5	1.3
STPM	3	.8	.8	2.1
Valid Bachelor Degree	307	81.0	81.0	83.1
Diploma	46	12.1	12.1	95.3
Master Degree	17	4.5	4.5	99.7
PhD	1	.3	.3	100.0
Total	379	100.0	100.0	

Broadband or Wireless Subscriber

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	352	92.9	92.9	92.9
Valid No	27	7.1	7.1	100.0
Total	379	100.0	100.0	

Variable Items:

Perceive of Usefulness

Statistics

	Teacher's job would be difficult without SPPBS	Using SPPBS gives teachers greater control over their work	Using SPPBS improves the quality of teacher's work	Using SPPBS makes teachers job easier	Overall, the SPPBS is useful for teachers	Handling SPPBS enable teacher to accomplish task more quickly
Valid N	379	379	379	379	379	379
Missing	0	0	0	0	0	0
Mean	1.50	1.58	1.56	1.44	1.45	1.36
Std. Deviation	1.009	.929	.948	.872	.878	.815

Perceive of Ease of Use

Statistics							
	Frequent errors are not common when using SPPBS	I rarely need help when using SPPBS	It is easy to use SPPBS to do what I need them to do	It is easy to become skillful in using SPPBS	Learning to operate SPPBS is easy	The results of using SPPBS are apparent	SPPBS is easy to use
Valid N	379	379	379	379	379	379	379
Missing	0	0	0	0	0	0	0
Mean	1.73	2.22	1.65	2.42	2.31	1.85	1.73
Std. Deviation	.989	1.319	.994	1.333	1.301	1.157	1.092

Perceive of Dependability

Statistics						
	When teachers have problems, SPPBS will help teachers solving it	SPPBS provides the good service for the first time users	SPPBS provides their service for teachers at the time it promises to do so	Teachers believe handling the SPPBS are reliable and trouble free for data collection	Teachers believe SPPBS is dependable systems for that data collection	Teachers believe handling computer is available for education systems to use for accurate data collection at any times
Valid N	379	379	379	379	379	379
Missing	0	0	0	0	0	0
Mean	1.48	1.51	1.38	1.47	1.56	1.56
Std. Deviation	.892	.895	.775	.895	.939	.939

SPPBS Adoption

Statistics

		Knowledge about SPPBS	Frequency of using SPPBS	Experience of using SPPBS
N	Valid	379	379	379
	Missing	0	0	0
Mean		4.18	4.01	4.11
Std. Deviation		.897	1.274	1.061

Variables:

Descriptive Statistics

	N	Mean	Std. Deviation
Perceive of Usefulness	379	1.4802	.77918
Perceive of Ease of Use	379	1.9872	.91506
Perceive of Dependability	379	1.4943	.75790
SPPBS Adoption	379	4.0976	.92240
Valid N (listwise)	379		

APPENDIX C: Reliability Analysis

Scale: Perceive of Usefulness

Case Processing Summary

	N	%
Valid	379	100.0
Cases Excluded ^a	0	.0
Total	379	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.927	.930	6

Item Statistics

	Mean	Std. Deviation	N
Teacher's job would be difficult without SPPBS	1.50	1.009	379
Using SPPBS gives teachers greater control over their work	1.58	.929	379
Using SPPBS improves the quality of teacher's work	1.56	.948	379
Using SPPBS makes teachers job easier	1.44	.872	379
Overall, the SPPBS is useful for teachers	1.45	.878	379
Handling SPPBS enable teacher to accomplish task more quickly	1.36	.815	379

Inter-Item Correlation Matrix

	Teacher's job would be difficult without SPPBS	Using SPPBS gives teachers greater control over their work	Using SPPBS improves the quality of teacher's work	Using SPPBS makes teachers job easier	Overall, the SPPBS is useful for teachers	Handling SPPBS enable teacher to accomplish task more quickly
Teacher's job would be difficult without SPPBS	1.000	.534	.601	.550	.547	.567
Using SPPBS gives teachers greater control over their work	.534	1.000	.727	.702	.678	.664
Using SPPBS improves the quality of teacher's work	.601	.727	1.000	.782	.775	.722
Using SPPBS makes teachers job easier	.550	.702	.782	1.000	.833	.801
Overall, the SPPBS is useful for teachers	.547	.678	.775	.833	1.000	.850
Handling SPPBS enable teacher to accomplish task more quickly	.567	.664	.722	.801	.850	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Teacher's job would be difficult without SPPBS	7.38	15.818	.626	.406	.937
Using SPPBS gives teachers greater control over their work	7.30	15.461	.757	.590	.918
Using SPPBS improves the quality of teacher's work	7.32	14.828	.840	.719	.906

Using SPPBS makes teachers job easier	7.44	15.284	.852	.766	.905
Overall, the SPPBS is useful for teachers	7.44	15.225	.855	.802	.905
Handling SPPBS enable teacher to accomplish task more quickly	7.53	15.784	.835	.761	.909

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
8.88	21.856	4.675	6

Scale: Perceive of Ease of Use

Case Processing Summary

	N	%
Valid	379	100.0
Cases Excluded ^a	0	.0
Total	379	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.891	.893	7

Item Statistics

	Mean	Std. Deviation	N
Frequent errors are not common when using SPPBS	1.73	.989	379
I rarely need help when using SPPBS	2.22	1.319	379
It is easy to use SPPBS to do what I need them to do	1.65	.994	379
It is easy to become skillful in using SPPBS	2.42	1.333	379
Learning to operate SPPBS is easy	2.31	1.301	379
The results of using SPPBS are apparent	1.85	1.157	379
SPPBS is easy to use	1.73	1.092	379

Inter-Item Correlation Matrix

	Frequent errors are not common when using SPPBS	I rarely need help when using SPPBS	It is easy to use SPPBS to do what I need them to do	It is easy to become skillful in using SPPBS	Learning to operate SPPBS is easy	The results of using SPPBS are apparent	SPPBS is easy to use
Frequent errors are not common when using SPPBS	1.000	.507	.581	.458	.417	.463	.511
I rarely need help when using SPPBS	.507	1.000	.553	.614	.550	.421	.518
It is easy to use SPPBS to do what I need them to do	.581	.553	1.000	.518	.438	.566	.671
It is easy to become skillful in using SPPBS	.458	.614	.518	1.000	.757	.555	.567
Learning to operate SPPBS is easy	.417	.550	.438	.757	1.000	.569	.563

The results of using SPPBS are apparent	.463	.421	.566	.555	.569	1.000	.620
SPPBS is easy to use	.511	.518	.671	.567	.563	.620	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Frequent errors are not common when using SPPBS	12.18	33.140	.607	.411	.884
I rarely need help when using SPPBS	11.69	29.696	.667	.488	.878
It is easy to use SPPBS to do what I need them to do	12.26	32.180	.697	.575	.875
It is easy to become skillful in using SPPBS	11.49	28.520	.753	.650	.866
Learning to operate SPPBS is easy	11.60	29.305	.712	.626	.872
The results of using SPPBS are apparent	12.06	31.047	.670	.499	.877
SPPBS is easy to use	12.18	30.964	.730	.580	.870

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.91	41.029	6.405	7

Scale: Perceive of Dependability

Case Processing Summary

		N	%
Cases	Valid	379	100.0
	Excluded ^a	0	.0
	Total	379	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.924	.924	6

Item Statistics

	Mean	Std. Deviation	N
When teachers have problems, SPPBS will help teachers solving it	1.48	.892	379
SPPBS provides the good service for the first time users	1.51	.895	379
SPPBS provides their service for teachers at the time it promises to do so	1.38	.775	379
Teachers believe handling the SPPBS are reliable and trouble free for data collection	1.47	.895	379
Teachers believe SPPBS is dependable systems for that data collection	1.56	.939	379
Teachers believe handling computer is available for education systems to use for accurate data collection at any times	1.56	.939	379

Inter-Item Correlation Matrix

	When teachers have problems, SPPBS will help teachers solving it	SPPBS provides the good service for the first time users	SPPBS provides their service for teachers at the time it promises to do so	Teachers believe handling the SPPBS are reliable and trouble free for data collection	Teachers believe SPPBS is dependable systems for that data collection	Teachers believe handling computer is available for education systems to use for accurate data collection at any times
When teachers have problems, SPPBS will help teachers solving it	1.000	.601	.658	.642	.613	.618
SPPBS provides the good service for the first time users	.601	1.000	.732	.580	.652	.659
SPPBS provides their service for teachers at the time it promises to do so	.658	.732	1.000	.670	.682	.654
Teachers believe handling the SPPBS are reliable and trouble free for data collection	.642	.580	.670	1.000	.732	.730
Teachers believe SPPBS is dependable systems for that data collection	.613	.652	.682	.732	1.000	.843
Teachers believe handling computer is available for education systems to use for accurate data collection at any times	.618	.659	.654	.730	.843	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
When teachers have problems, SPPBS will help teachers solving it	7.48	14.928	.719	.532	.918
SPPBS provides the good service for the first time users	7.45	14.772	.742	.603	.915
SPPBS provides their service for teachers at the time it promises to do so	7.59	15.280	.792	.660	.910
Teachers believe handling the SPPBS are reliable and trouble free for data collection	7.49	14.542	.782	.637	.910
Teachers believe SPPBS is dependable systems for that data collection	7.40	13.966	.831	.755	.903
Teachers believe handling computer is available for education systems to use for accurate data collection at any times	7.41	13.988	.827	.753	.903

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
8.97	20.679	4.547	6

APPENDIX D: Factor Analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.946
Approx. Chi-Square		5874.929
Bartlett's Test of Sphericity	df	171
Sig.		.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.397	54.722	54.722	10.397	54.722	54.722	5.173	27.229	27.229
2	1.682	8.852	63.574	1.682	8.852	63.574	4.659	24.522	51.751
3	1.387	7.301	70.874	1.387	7.301	70.874	3.633	19.123	70.874
4	.663	3.489	74.363						
5	.610	3.210	77.573						
6	.582	3.065	80.637						
7	.553	2.909	83.546						
8	.427	2.249	85.795						
9	.390	2.054	87.850						
10	.373	1.963	89.812						
11	.316	1.664	91.477						
12	.283	1.487	92.964						
13	.266	1.398	94.362						
14	.233	1.226	95.589						
15	.214	1.124	96.713						
16	.183	.964	97.677						
17	.170	.897	98.574						
18	.148	.780	99.354						
19	.123	.646	100.000						

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Component		
	1	2	3
Using SPPBS makes teachers job easier	.833	-.331	.137
Using SPPBS improves the quality of teacher's work	.816	-.327	
Overall, the SPPBS is useful for teachers	.809	-.383	.151
Handling SPPBS enable teacher to accomplish task more quickly	.797	-.385	.147
Teachers believe SPPBS is dependable systems for that data collection	.792	.125	-.404
Teachers believe handling computer is available for education systems to use for accurate data collection at any times	.792		-.397
It is easy to use SPPBS to do what I need them to do	.774		.184
SPPBS is easy to use	.766	.186	.168
When teachers have problems, SPPBS will help teachers solving it	.753		-.258
Teachers believe handling the SPPBS are reliable and trouble free for data collection	.751	.103	-.399
SPPBS provides their service for teachers at the time it promises to do so	.749		-.420
SPPBS provides the good service for the first time users	.742	.128	-.304
Using SPPBS gives teachers greater control over their work	.739	-.273	.222
Frequent errors are not common when using SPPBS	.716		.207
The results of using SPPBS are apparent	.705	.375	
It is easy to become skillful in using SPPBS	.638	.508	.357
I rarely need help when using SPPBS	.630	.333	.326

Learning to operate SPPBS is easy	.594	.579	.286
Teacher's job would be difficult without SPPBS	.590	-.400	.158

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

Rotated Component Matrix^a

	Component		
	1	2	3
Overall, the SPPBS is useful for teachers	.831	.310	.194
Handling SPPBS enable teacher to accomplish task more quickly	.823	.306	.185
Using SPPBS makes teachers job easier	.806	.344	.236
Using SPPBS improves the quality of teacher's work	.778	.365	.210
Using SPPBS gives teachers greater control over their work	.737	.230	.274
Teacher's job would be difficult without SPPBS	.706	.171	
Frequent errors are not common when using SPPBS	.543	.266	.436
It is easy to use SPPBS to do what I need them to do	.530	.328	.496
Teachers believe SPPBS is dependable systems for that data collection	.275	.812	.266
Teachers believe handling computer is available for education systems to use for accurate data collection at any times	.297	.803	.249
Teachers believe handling the SPPBS are reliable and trouble free for data collection	.265	.781	.233
SPPBS provides their service for teachers at the time it promises to do so	.332	.779	.142

SPPBS provides the good service for the first time users	.277	.704	.294
When teachers have problems, SPPBS will help teachers solving it	.429	.647	.189
It is easy to become skillful in using SPPBS	.186	.181	.851
Learning to operate SPPBS is easy		.221	.845
I rarely need help when using SPPBS	.289	.174	.708
SPPBS is easy to use	.420	.358	.587
The results of using SPPBS are apparent	.170	.531	.575

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Component Transformation Matrix

Component	1	2	3
1	.636	.602	.482
2	-.684	.152	.713
3	.356	-.784	.508

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Appendix E: One-way ANOVA

SPPBS Acceptance:

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Gender	Between Groups	38.148	163	.234	1.026	.428
	Within Groups	49.050	215	.228		
	Total	87.198	378			
Age	Between Groups	89.669	163	.550	.924	.702
	Within Groups	127.999	215	.595		
	Total	217.668	378			
Highest Qualification	Between Groups	70.581	163	.433	1.185	.122
	Within Groups	78.575	215	.365		
	Total	149.156	378			
Broadband or Wireless Subscriber	Between Groups	6.764	163	.041	.487	1.000
	Within Groups	18.313	215	.085		
	Total	25.077	378			

SPPBS Adoption:

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Gender	Between Groups	5.489	12	.457	2.049	.020
	Within Groups	81.709	366	.223		
	Total	87.198	378			
Age	Between Groups	5.942	12	.495	.856	.593
	Within Groups	211.726	366	.578		
	Total	217.668	378			
Highest Qualification	Between Groups	5.337	12	.445	1.132	.333
	Within Groups	143.818	366	.393		
	Total	149.156	378			
Broadband or Wireless Subscriber	Between Groups	.551	12	.046	.685	.766
	Within Groups	24.525	366	.067		
	Total	25.077	378			

Appendix F: Correlations

Correlations

		Perceive of Usefulness	SPPBS Adoption
Perceive of Usefulness	Pearson Correlation	1	-.132**
	Sig. (2-tailed)		.010
	N	379	379
SPPBS Adoption	Pearson Correlation	-.132**	1
	Sig. (2-tailed)	.010	
	N	379	379

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		SPPBS Adoption	Perceive of Ease of Use
SPPBS Adoption	Pearson Correlation	1	.089
	Sig. (2-tailed)		.084
	N	379	379
Perceive of Ease of Use	Pearson Correlation	.089	1
	Sig. (2-tailed)	.084	
	N	379	379

Correlations

		SPPBS Adoption	Perceive of Dependability
SPPBS Adoption	Pearson Correlation	1	-.142**
	Sig. (2-tailed)		.006
	N	379	379
Perceive of Dependability	Pearson Correlation	-.142**	1
	Sig. (2-tailed)	.006	
	N	379	379

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix G: Multiple Regressions

Descriptive Statistics

	Mean	Std. Deviation	N
SPPBS Adoption	4.0976	.92240	379
Perceive of Usefulness	1.4802	.77918	379
Perceive of Ease of Use	1.9872	.91506	379
Perceive of Dependability	1.4943	.75790	379

Correlations

		SPPBS Adoption	Perceive of Usefulness	Perceive of Ease of Use	Perceive of Dependability
					y
Pearson Correlation	SPPBS Adoption	1.000	-.132	.089	-.142
	Perceive of Usefulness	-.132	1.000	.653	.686
	Perceive of Ease of Use	.089	.653	1.000	.691
	Perceive of Dependability	-.142	.686	.691	1.000
Sig. (1-tailed)	SPPBS Adoption	.	.005	.042	.003
	Perceive of Usefulness	.005	.	.000	.000
	Perceive of Ease of Use	.042	.000	.	.000
	Perceive of Dependability	.003	.000	.000	.
N	SPPBS Adoption	379	379	379	379
	Perceive of Usefulness	379	379	379	379
	Perceive of Ease of Use	379	379	379	379
	Perceive of Dependability	379	379	379	379

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Perceive of Dependability, Perceive of Usefulness, Perceive of Ease of Use ^b	.	Enter

a. Dependent Variable: SPPBS Adoption

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.328 ^a	.108	.101	.87478	.108	15.090	3	375	.000	1.821

a. Predictors: (Constant), Perceive of Dependability, Perceive of Usefulness, Perceive of Ease of Use

b. Dependent Variable: SPPBS Adoption

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.643	3	11.548	15.090	.000 ^b
	Residual	286.967	375	.765		
	Total	321.610	378			

a. Dependent Variable: SPPBS Adoption

b. Predictors: (Constant), Perceive of Dependability, Perceive of Usefulness, Perceive of Ease of Use

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

	(Constant)	4.141	.113		36.685	.000
	Perceive of Usefulness	-.251	.084	-.212	-2.974	.003
1	Perceive of Ease of Use	.433	.072	.430	5.989	.000
	Perceive of Dependability	-.356	.091	-.293	-3.920	.000

a. Dependent Variable: SPPBS Adoption

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.1564	5.5188	4.0976	.30273	379
Residual	-2.96672	1.73034	.00000	.87131	379
Std. Predicted Value	-3.109	4.694	.000	1.000	379
Std. Residual	-3.391	1.978	.000	.996	379

a. Dependent Variable: SPPBS Adoption