

**FACTORS ASSOCIATED WITH
THE LEVEL OF SELF-CONFIDENCE IN USING
COMPUTER TECHNOLOGY AMONG TEACHERS
OF ENGLISH LANGUAGE IN SCHOOLS IN
KOTA BHARU DISTRICT, KELANTAN**

WAN NAZIHAH BINTI WAN MOHAMED

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COMPUTER TECHNOLOGY AMONG TEACHERS
OF ENGLISH LANGUAGE IN SCHOOLS IN
KOTA BHARU DISTRICT, KELANTAN

A thesis submitted to the Graduate School in partial
fulfillment of the requirements for the degree
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by

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IN USING COMPUTER TECHNOLOGY AMONG TEACHERS OF ENGLISH

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ABSTRAK

Tujuan kajian ini dijalankan adalah untuk mengenalpasti faktor-faktor yang mempengaruhi tahap keyakinan diri di dalam penggunaan teknologi komputer di kalangan guru Bahasa Inggeris sekolah menengah di sekitar daerah Kota Bharu. Faktor-faktor yang terpilih untuk dikaji adalah umur, jantina, taraf pendidikan, pengalaman mengajar, penggunaan komputer, pengalaman menggunakan komputer, latarbelakang latihan komputer, tempat memperoleh latihan, serta corak penerimaan latihan. Borang kajiselidik telah diedarkan kepada sampel guru Bahasa Inggeris sekolah menengah di sekitar daerah Kota Bharu. Sebanyak 142 instrumen telah diedarkan dan 112 borang kajiselidik yang lengkap diisi telah diterima balik dengan peratus penerimaan sebanyak 78.9%. Prosedur statistik yang digunakan untuk menguji hipotesis di dalam kajian ini adalah ujian-t. Kesimpulan yang dibuat melalui analisa data adalah (1) didapati tiada perhubungan signifikan di antara pembolehubah demografi dengan tahap keyakinan diri guru Bahasa Inggeris dalam penggunaan teknologi komputer; (2) pembolehubah penggunaan komputer dan pengalaman menggunakan komputer mempunyai hubungan signifikan dengan tahap keyakinan diri guru Bahasa Inggeris dalam menggunakan komputer; (3) pembolehubah latarbelakang latihan komputer mempunyai hubungan signifikan dengan tahap keyakinan diri guru Bahasa Inggeris; serta (4) guru Bahasa Inggeris mempunyai keyakinan diri di dalam menggunakan beberapa aplikasi teknologi komputer seperti program pemprosesan perkataan, Internet, program lembaran kerja, dan sistem telekomunikasi.

ABSTRACT

The purpose of this study was to determine whether selected factors were associated with the level of self-confidence in using computer technology among teachers of the English language in Kota Bharu district schools. The selected variables investigated were age, gender, formal education level, years of teaching experience, computer usage, amount of computer experience, computer training background, place of attending computer training and mode of attending computer training. A survey instrument was mailed to a sample of secondary school English teachers within Kota Bharu district. Of the 142 instruments mailed, 112 usable surveys were returned for 78.9% return rate. The primary statistical procedures used in testing the hypotheses in this study were t-tests. Conclusions drawn from the study were (1) none of the selected socio-demographic variables is significantly related to the English teachers' level of self-confidence in using computer technology; (2) both computer usage and amount of computer experience variables are significantly related to the English teachers' level of self-confidence in using computer technology; (3) computer training background variable is significantly related to the level of self-confidence among the English teachers; and (4) several types of computer technology applications that the English teachers felt confident in using them are word processing programs, the Internet, spreadsheet programs, and telecommunication system.

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DEDICATION

This project paper is specially dedicated to my beloved father,

Allahyarham

WAN MOHAMED BIN HAJI WAN AHMAD

for his love and support throughout his living years,

and who had wished his children

to fulfill his dream of completing a Master's degree.

May Allah bless Baba.

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CHAPTER 1

RESEARCH BACKGROUND

1.1 Introduction

Computer technologies have made an impact on every aspect of society and life. Seymour (1993) asserts that technology as the process through which we attempt to expand human potential to improve and control our world. Ever since the advent of technology into society and the workplace, educational institutions have struggled with the question of how to teach, given the variety of technologies that are available to enhance human potential and improve teaching. Similarly, teacher education programs have also struggled with the question of how to prepare prospective teachers for the next century. It is obvious that in the 21st century, almost all jobs will involve computers in some way. It is, therefore, crucial for teachers to have appropriate technology training, if they are to meet their students' needs for the next century.

The widespread utilization of computers has had a dramatic impact on education. Technology changes rapidly, and schools consistently struggle to keep up with the latest hardware and software for their schools. But what about the skills of the individuals utilizing that hardware and software - especially the teachers? How do they maintain their skills and knowledge related to computer technology? Many teachers are

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