

IS TEACHERS' ATTITUDE STILL A BARRIER TOWARDS TECHNOLOGY ACCEPTANCE AFTER YEARS OF IMPLEMENTATION?

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Abstract

Teachers' attitude towards technology acceptance and the inevitable rally of new technology into education has been a focus of previous researches for more than three decades. Teachers' attitudes to accept and utilize technology and the impact on pedagogic practice have been central to the researches that had often seen teachers' attitude as a barrier, not a force for change. The purpose of this study is to investigate the prolonged status of pessimism on teachers' attitude after years of technology evolution in education. Accordingly, this paper applied the Analytic Hierarchy Process (AHP) method, which is a multi-criteria decision making technique to prioritize the factors affecting teachers' acceptance towards the implementation of virtual education in Malaysian public secondary schools. The findings revealed six prominent factors through a review of literature, which were then prioritized and ranked accordingly. Remarkably, through a survey of 26 panels of experts in handling Frog Virtual Learning Environment in Malaysia, teachers' attitude is ranked as the fifth among the other six prominent factors with the percentage of only 10% of the overall result. Management support was identified as the most significant contributing factor in ensuring the success of virtual education which takes up 38.3% of the total accumulation. These suggest that the teachers' attitude is no longer a pessimistic barrier of technology acceptance after years of implementation. Technology acceptance is aligned with the enforcement of the administrators. If the enforcement is efficacious, then all other factors can be dealt competently.

Keywords: Teaching, Technology & Analytic Hierarchy Process.
