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**RESEARCH METHODOLOGY
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RESEARCH PROPOSAL

**“THE READINESS LEVEL OF THE FINAL YEAR STUDENTS FACULTY
OF EDUCATION (UiTM) SHAH ALAM’S BEFORE ENTERING THE
TEACHING PROFESSION”**

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CHAPTER 1

INTRODUCTION

1.0 INTRODUCTION

In this prime era, Malaysia put high emphasis on first class human capital development. Development of human capital is very essential in the pursuit of advanced nation by the year of 2020. Human capital is a precious treasure because it's allowed to indulge in value added, increase its intellectual property and culture.

The development of quality human capital is dependent on the quality of education. Quality education can produce individuals with a strong identity, competent, noble, knowledgeable and skilled in order to fill the needs of the developed countries. Education will enable a nation to produce human capital capable of critical and creative thinking, problem solving skills, ability to create new opportunities, resilience and skillful in order to face the challenging changing global environment.

In this 21st century, the country faces new challenges from globalization, liberalization, internationalization and the development of Information and Communication Technology (ICT). Accordingly Malaysia needs human capital that is excellent in ICT, progressive and able to compete in the global market job.

Education is a dynamic field. This dynamism based on the collaboration between students, teachers and administrators to realize what was contained in the National Education Philosophy (NEP). It is a process of improvement that helps to transforms existing thing which is already good to something better.

Building a world-class education system is the main agenda of the Ministry of Education (MOE). Therefore, teachers need to understand, show enthusiasm and a

strong commitment in implementing initiatives and new approaches in their effort to improve the quality of education, such as the following excerpt:

”... as the most significant and costly resource in schools, teachers are central to school improvement efforts. Improving the efficiency and equity of schooling depends, in large measure, on ensuring that competent people want to work as teachers, that their teaching is of high quality, and that all students have access to high quality teaching.”

(Organization for Economic Co-operation and Development; excerpt from Master Plan for Education Development MOE 2006)

The Ministry of Education has undertaken various efforts to produce quality teachers and ensuring those who have this quality to remain in education system and at the same time remains this quality throughout their service period. Among the measures that have been undertaken include strengthening teacher training, improving the system for selection of teachers, raising the quality of teacher training institutions, and improving career path as well as the welfare of teachers.

Teacher Education Division of Ministry of Education is a leading teacher training in Malaysia. Teacher Education Division together with Institute for Teacher Education (IPG) and Higher Education Institutions is responsible for designing and implementing teacher training to meet the needs of teachers in educational institutions throughout the country. To ensure the high quality of teachers produced, three main aspects are emphasized namely the practice of teaching professionalism, knowledge and understanding, as well as teaching and learning skills.

Therefore, future teachers will need to prepare themselves thoroughly before entering the teaching profession. This will help to fulfill the government's intention and produce first class human capital. In addition, Vision 2020 inspired by the former Prime Minister of Malaysia, Tun Dr. Mahathir Mohamad will be successfully achieved. However, it should start from the grassroots level which is through education because education is the excellent and effective way to produce a career generation who is able to bring the country at par with developed countries in the world.

1.1 BACKGROUND OF THE STUDY

High level of readiness before starting work on any job is important in ensuring that every productivity or results obtained are of high quality and can meet the objectives and targets requirement. It can also ensure the smooth running of the processes involved. There are many possibilities that will occur during the process of teaching and learning in the classroom that can interfere with the process of teaching and learning. However, as a measure to ensure a smooth teaching process, teachers must be willing and prepared themselves before they start their teaching.

To achieve the education goal, educational institutions need to produce human resources and prospective teachers who are knowledgeable, competent, able to think and solve problems, and have the willingness to teach in any area. Willingness, readiness and preparedness in the teaching and learning can be used as a vehicle to create a quality education. To create a future teacher who is skilled in many fields of endeavor, the teacher education curriculum should be capable of producing teachers who are competent and put emphasis on some basic skills. For this purpose, it should start from where they are trained.

In nowadays world, the teaching profession is no longer a profession that is praise by people like the old times. Society perceives the teaching profession as no longer as great as once and teachers are considered as not caliber. Teaching status as a profession in the National Education Policy was also filled with other challenges along with the development of the country. Prior to assuming the position or title as a teacher, they need to prepare themselves in every aspect. Other than mastering in the field of specialization, a teacher must have knowledge and other skills closely related to the field of education (Zainuddin & Noorsafarina, 2011).

According to Mok Soon Sang (2008), to ensure that lessons can produce effective learning, the teachers need to emphasize the approaches, methods, and techniques and based it on the theory and characteristics of learning. The quality of education is very important in ensuring that students are able to develop their full potential. This is depending on the teacher who delivers knowledge resources to students. Quality teachers are able to produce productive human resources in the

future and people have a high intellectual potential and enterprising if they are supplied with optimum quality of education.

1.2 PROBLEM STATEMENT

Teachers need to equip themselves in various aspects before assuming the position as an educator. In addition to his own works in the field of specialization, a future teacher should have the knowledge and skills related to the field of education. Society always views teachers as highly regarded and respected by the community. However, the profession as a teacher is not as easy as it looks. Especially the task of the teacher in the classroom is becoming increasingly challenging, particularly to adjust to the teaching and learning along with the current development.

Minister of Education, Tan Sri Muhyidin Yassin stated that teachers must be at the high level of preparedness to continue improving the level and quality of education to realize the government's aspiration in becoming a developed nation by 2020. He also said teachers should also have the spirit of patriotism, professionalism, and high commitment level in generating quality human capital from the day they start working until their retirement time. (Straits Times, 12 February 2013).

Furthermore, there are still many teachers who lack of preparation in term of mental, emotional, and personal motivation to develop their profession as teachers (Mulyasa, 2005). Ultimately, this issue will affects negatively on their service as a teacher in terms of teaching and learning, commitment and sacrifice. He also stated that teachers who are lack of motivation, mental preparation, physical and spirit will faces with lack of confidence towards students in teaching and learning process.

According to Lee (2005), he stated, teachers need to improve their ability in using ICT to improve the teaching profession. This is very important since today's world is a world without borders. Information technology keeps on having changes due to the development of science and technology. In maintaining the characteristics of a quality teacher, a teacher must constantly use IT applications in teaching and learning process. This requires teachers to regularly update their computer skills. Previously, people would not questioned the teachers professionalism even the

teachers are less adapt at using Microsoft Power Point to create presentation. However, nowadays if the teachers are incompetent in using this application the teachers will be considered as less or unprofessional in carrying out their job. Furthermore, a profession requires specialized training for specialized areas.

The question is whether teachers will be prepared to face the challenges ahead and enter the teaching profession? Therefore, this study was undertaken to assess the readiness of final year students in the Faculty of Education, UiTM Shah Alam before entering the teaching profession through three main aspects: the level of pedagogy; level of confidence; and the readiness of operating IT. Given that such studies have not been conducted in the Faculty of Education, UiTM Shah Alam, the researcher believes that this study should be conducted to determine the readiness of future teachers in UiTM.

1.3 RESEARCH OBJECTIVES

This study aims:

- a) To identify the level of readiness in knowledge of pedagogy among future teachers.
- b) To examine the level of future teachers' confidence as educators.
- c) To determine the level of future teachers' skill in handling ICT towards education system.

1.4 RESEARCH QUESTIONS

Based on the objectives above the study attempted to answer the following research questions:

- a) What are the levels of readiness in knowledge of pedagogy among future teachers?
- b) What are the levels of future teachers' confidence as educators?
- c) What are the levels of future teachers' skill in handling ICT towards education system?

1.5 SIGNIFICANCE OF THE STUDY

The importance of educator's role is undeniable in helping countries producing human capital that is balanced and harmonious in term of intellectual, spiritual, physical and emotional by faith and devotion to God, which is in line with the National Education Philosophy (NEP).

Therefore, it is expected that the results of this study can:

1. Provide guidance to future teachers to provide themselves with adequate knowledge before serving at school.
2. Provide guidance to the Ministry of Education (MOE) in order to improve the quality of teaching and raise the prestige of teaching profession in the eyes of society and country.
3. Provide useful information to the University in reviewing the existing curriculum to raise the quality of teacher training.

1.6 SCOPE OF THE STUDY

The scope of this study is future teacher of final year students which taking a Bachelor of Education at UiTM, Shah Alam campus in Section 17 only. This is because they are the final year students and also the teachers who will be working at the school in the near future. The scope of this study focuses on the readiness of the teacher in term of knowledge in pedagogy, the level of confidence as educators and the readiness of using ICT of education system.

1.7 LIMITATIONS OF THE STUDY

This study only involved the final year students who are taking Bachelor of Education course at UiTM Shah Alam in Section 17. The method that used in this study is quantative method where a set of questionnaire is prepared to collect the necessary data. The study is carried around the Faculty of Education, UiTM Kampus Seksyen 17, Shah Alam, Selangor. This study was limited to only four aspects, namely to see the level of readiness in knowledge of pedagogy among future teachers, the level of confidence as educators and the readiness of using ICT of education

system. This study can also be simplified to the selected sample only, the final year students majoring in PJPk, TESL, Art, and Science (Biology, Chemistry and Physics).

1.8 DEFINITION OF TERMS

1.8.1 Readiness

According to Moses (1992), readiness means the ability and willingness to learn. If a student has a high level of ability, the learning will be available or easily understood whereas if the student has a low level of ability it is difficult for them to take all the lessons learned. In addition, according to Wang Ying Boon & Ragbir Kaur (1998), willingness is a state in an individual who is willing and able to acquire new learning experience.

In this study, readiness means the student of final year Bachelor of Education in UiTM Shah Alam readiness to be a teacher, before entering the teaching profession. It is evaluated based on four main aspects: the readiness of future teachers about the level of pedagogy knowledge; the level of readiness in accordance with their role as a future teacher; and the readiness of using ICT in the education system. This readiness is measured by using an instrument which is modified from previous studies. This instrument addressed the objectives and research questions which is regarding the readiness of teachers.

1.8.2 The Teaching Profession

Profession is an occupation that requires specialized training for specialized areas, fields and expertise. The program must be clear such as programs that being offered by Faculty of Education of Universiti Teknologi Mara (UiTM), for example Physical Education and Health and Teaching of English as a Second Language (TESL). The teachers who graduated from UiTM expected to teach elective or

provide specialized services that have been trained with high professionalism (Foo, 2005).

According to Mok S. S. (2003) concept of the profession can be concluded as "a specific occupations that being implemented by people with similar qualifications and professional training of sufficient quality, honesty, dedication, responsibility and high moral autonomy and the duty to comply with the code of ethics prescribed by the organization". Based on the concept of a profession, the profession of teaching is defined as a job that requires a high level of education and specialized training, for example training that is conducted in the college.

In this study, the profession means jobs that will be held by the future teacher according to specialization that they undergone in the teacher training. In this study, the specialization involved are composed of six courses namely Physical Education & Health, Science Education (Biology, Chemistry and Physics), Teaching of English as a Second Language (TESL), and Visual Art Education (ART) in Universiti Teknologi Mara, Shah Alam (UiTM). Future teachers have received specialized training in this specialization and many of them will be assuming the position as teachers when they graduate in the near future.

1.9 SUMMARY

In conclusion, this study describes the background of the study, the problem statement of the study, the research objectives, the research questions, the significance of the study, limitations, and also about the operational definition. In the next chapter, the researcher will discuss aspects that were examined in this study and describe this study method and the data analysis method utilized to find the level of readiness of final year students in the Faculty of Education, UiTM Shah Alam before entering teaching profession.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

To set off the excellence of education, future teachers must brace themselves in two complimentary aspects, which are mental and physical. Current trending has shown that teachers are usually the subjects to be blamed pertaining to the educational issues. In details, many parties perceive teachers as the major factor contributing to the troubles and problems of education. For that reason, future teachers are required to be prepared in facing challenges in teaching. Besides that, the massive development of Malaysian education has made teaching profession more challenging particularly in term of the usage of ICT in teaching and learning process. Such challenge necessitates high determination and efficient planning to resolve any of the educational issues.

Thus, the process of reviewing literature is essential as it provides the framework and ideas of how this study will be conducted. On top of that, previous research provides thoughtful information to a researcher which offers closely similar or almost similar research questions (Fraenkel & Wallen, 1996). In short, this chapter reviews and discusses the previous research pertaining to the future teachers' readiness before embarking on their teaching profession.

2.1 Professionalism

According to Yahya (2012), professional teachers can be assumed as the one who is knowledgeable, competent and proficient in the process of teaching and learning, a good exemplar to the group of students and possesses noble attitude. Professional teachers incorporate the teaching contents or the curriculum with the practical usage to enable the students to correlate its importance in daily life. In other words, professional teachers execute the teaching and learning processes that are high with authenticity.

Teachers, on a general basis, functions as the catalyst to the transformation process of education system in producing future generations that are intellectual and competitive, possess high self-esteem and firmly hold on to the religion and universal values. Standard Curriculum for Primary Schools (KSSR) and Standard Curriculum for Secondary Schools (KSSM) that are introduced by the Ministry of Education (MOE) Malaysia, however, will not realize Malaysia Education Blueprint without the teachers' support system and commitment. The absence of teachers' commitment and diligent effort will only cause to the failure of curriculum execution and it is proven clear that teachers play major roles in molding and shaping the upcoming generations (Abd. Ghafar Mahmud, 2011).

A professional teacher is not supposed to be constantly pushed, advised, guided and assisted in performing his or her duty at school. Instead, a professional teacher should execute his or her responsibility and duty efficiently and independently, with excitement and be capable of making precise decision during the teaching and learning process in a classroom. Accordingly, teachers should not solely depend on the findings of other researchers to increase the level of teaching professionalism. In this context, teachers should perceive that variety approaches, techniques, strategies and activities in teaching and learning that are executed either inside or outside of a classroom are experimental processes, instead of getting prepared to improve and criticize them for the purpose of teaching professionalism enhancement (Othman, 2000; McDonald, 1971; Stenhouse, 1984).

2.2 Teacher's Readiness

Many researches upon the teachers' readiness have been conducted both locally and internationally. According to J.M. Cooper as cited in Mok Soon Sang (2003), effective teachers are teachers who obtain their knowledge in the theories of learning and human psychology. Teachers should also demonstrate an honesty to encourage and promote learning, thus, shaping the positive interaction in the learning process.

Mok Soon Sang (2002) adds that readiness refers to an individual's capability of preparation in commencing the teaching and learning activities, consisting of cognitive, affective and psychomotor readiness. In this study, readiness is defined as the readiness of final year students at the Faculty of Education, UiTM Shah Alam before entering the teaching profession. According to Zainuddin & Noorsafarina (2011), prior obtaining any position in governmental or private bodies, an individual must brace themselves in various aspects. This has been essential so that an individual (he/she) is ready for any kind of situations if he/she is designated with huge responsibility. In relation with this study, future teachers must prepare themselves with various aspects so they can keep updated with current news and development.

Teachers' readiness towards their area of expertise is important to enable them carrying out their duties effectively. Readiness helps to boost not only their self-confidence level but also their students' trust of their capability in executing smooth and effective teaching and learning activities. Sihes & Bandi (2010)'s research towards the teachers' readiness in terms of knowledge aspect, level of competency, level of exposure and future teachers' behavior in executing teaching and learning process indicates that future teachers have high level of readiness in teaching.

Another point to be added, teachers must also be prepared to be best exemplar to their students. Ragbir Kaur (2007) explains that teachers are responsible in shaping their students to possess noble attitude and high moral values. These moral values range from the students' morality, religion, terminal and instrumental. For that matter, teachers are supposed to have positive quality of mannerism, professionalism and good social so that they are able to carry out their duties as educators to the

perfections. Teachers also act as the students' parents at school, thus, it is not surprising that their morality and behavior become the example to their students. The teachers' morality and values are indirectly etched in the heart of the students. Ee Ah Meng (2003) further clarifies that determined teachers will put efforts to become a model for their students. As a result, the practices of good mannerism will inculcate positive identity development among the students.

Again, teachers play major role in determining the success of any execution of the changes in policy and education programmes (Fullan, 1993; Saharudin Ishak, 1996). Meanwhile, Saharudin (1996) elucidates the ability of teachers to implement any changes or reformations in education works closely with their knowledge and understanding towards the intended changes. That is why Saharudin urges teachers to carefully understand all of the aspects in the educational programmes and should be ready to implement and modernize the changes.

2.3 The Mastery of Pedagogical Knowledge

According to history, pedagogy roots from the word '*pedagogue*' referring to a tutor or educator who has talents and expertise in carrying out teaching duties in an effective way particularly in the children's development in terms of cognitive, affective and psychomotor. In other words, pedagogue is a scientific art of teaching at schools. In general, pedagogy is a compulsory course credited in teaching programmes for those who aim in becoming a teacher. Pedagogy is a broad field of study, comprising of teaching and learning processes, classroom management, school organization and interactions between teachers and students as claimed by Zamri Mahamod (2011).

In addition, competent teachers tend to vary their teaching techniques and approaches for more effectual outcomes. Teachers who aim for success have adequate pedagogical implications that include in-depth understanding of a particular subject and suitable problem solving techniques in teaching and learning. Mok Soon Sang (2008) posits that the development of knowledge occurs in an extensive manner in which the teaching contents and teaching techniques also experience reformation and innovation from time to time. Pedagogical implications, basically, includes the

knowledge of education and theories as well as the practices of teaching and learning. Comprehensive microteaching and teaching practices (or widely known as teaching practicum) are designed to enhance teachers' expertise and competency in carrying out teaching and learning duties. This is because students' learning preferences undergo multiple changes regardless of the teaching styles, techniques or approaches in a classroom. The practices of conventional way of teaching will only cause students to perpetually become lazy, play truant, become less interested and be disrespectful toward teachers (Mohd Izranuddin, 2006).

According to Ab Halim et al. (2010), competent teachers are teachers who create teaching and learning atmosphere that is capable of capturing the students' interest and attention, facilitating the process of understanding and appreciating the knowledge learnt. Effective teaching usage is a mechanism that provides a room for teachers to reinforce students' comprehension and to monitor the students' learning activities. In fact, effective teaching usage may create a conducive learning environment which is effective to both teachers and students.

A study conducted by Ng Choon Lan (2006) finds out that teachers who impart knowledge must be equipped with skills and expertise, making them effective communicators of science and enabling them to choose teaching methods that are appropriate to the students' learning abilities. Teachers' success in teaching a particular subject depends on the teachers' aptitude in administering the teaching and learning processes. Furthermore, the research findings also find that the teaching techniques usage is best to deliver teaching contents to students. This indicates that the research respondents in the past time had expertise in utilizing various teaching techniques and approaches. Meanwhile, Ida (2008) discovers that future teachers of UiTM are skillful in pedagogical implication mastery. The mastery includes the ability of managing classrooms, choosing the applicable approaches with the students' ability and utilizing the teaching aids to capture the students' learning interest.

2.4 Teachers' Self-Confidence

In general, self-confidence can be defined as an individual's confidence and trust in his or her capability in doing something. Self-confidence does not depend on oneself personality, good projection or eye-capturing clothing. In fact, an individual who has high self-confidence level does not hold on to the surrounding's acceptance. Instead, the individual does not put any attention to surrounding's perception but to maximize the opportunities he or she has. Rooted from the word Latin, '*confidere*', confidence means belief. For instance, '*I believe in your capability*'. Confidence also means believing oneself in making decision of life to confront the unexpected circumstances or matters and to socialize with others (Philippa Davies, as cited from Hasriani, 2008).

Teachers must display their beliefs and high confidence level in playing their roles in front of students. This mannerism gives confidence to the students towards the teachers' teaching, thus, nurturing similar positive values in both teachers and students (Andullah Sani et. Al, 2007). On the other hand, Hudson & Hudson as cited in Ahmad Mohamad Sharif, claims that confidence of what and how to teach affects the quality of teachers' teaching and learning. In short, teachers' readiness refers to the teachers' skills and abilities to manage and enhance knowledge, theories of learning and psychology, plan strategies, styles, techniques and activities and apply them in teaching and learning according to the objectives and contents of the curriculum. In relation with this study, the teachers must be high-spirited to educate and portray good attitude to the students and pay close attention to the students' development.

2.5 The Use of Information and Communications Technology (ICT) in Teaching

Teachers' readiness in using information technology has become a benchmark to examine the level of teachers' understanding of new technology and the skills acquired upon attending the new developing technology seminars or courses. As cited from Mohd Izam & Noraini (2007), Norizan reveals that language teachers' readiness in utilizing computer is limited to knowing what computer is, not the skills of

operating the computer. Teachers' readiness, as what has been emphasized previously, is one of the important elements to assist students in adapting with new learning atmosphere to be exposed to the skills of operating technology in a classroom.

Lang (1992) explores the teachers' readiness in operating computer system and their reactions. He finds out that teachers demonstrate present knowledge of operating computer but are ready to undergo learning process more in-depth. To address changes towards more effective and efficient teaching and learning, teachers' readiness level in operating Information and Communications Technology (ICT) is one of its essential elements (Mohd Izam & Noraini Attaan, 2007). The teachers' readiness level is the point of reference to investigate the level of teachers' understanding of this new technology and what they have acquired as the results of their learning. Accordingly, teachers may assist their students in adapting to the mainstream development and may standardize the teaching content with the circulation of modernization. Otherwise, the vision of MOE as written in Malaysian Education Development Plan (PPPM) cannot be met if teachers are unprepared.

Malaysian Education Development Plan (*Pelan Pembangunan Pendidikan Malaysia*, PPPM) 2013-2015, drafts some improvements and amendments. Malaysian government aims of every 20 students at school for one technological device and wireless internet connection with speed at least 2Mbps for the period 2013 to 2015. Meanwhile, MOE targets for 24 hours internet speed from 2 to 10 Mbps and at least 10 students for each device at all schools from 2016 to 2020. Nevertheless, MOE has planned carefully to create an attractive school environment for 21st century to be able to target infrastructure development which is expected to be able to help each secondary school student to have a laptop computer and internet speed of at least 10Mbps for all schools. The most significant development is at least one videoconference facilities each district to support distance education (Ministry of Education, 2013).

In present education system, efforts in increasing the use of computer in teaching and learning has been more intensified to produce generations that are computer literate and aware of the technology developments (Abd Wahab et.al 2006).

Besides, based on the previous researches conducted, the teachers' and students' response towards the ICT is found to be positive but need to improve and strengthen its operation and implementation (Siti Fatimah, 2010).

Sulaiman & Zoraini (1994) add that computer starts operating in the world of education particularly at secondary schools. Prior the existence of computer, teachers applied more conventional teaching style which was chalk and talk without the ICT facility as compared to the current state. ICT generates and imparts knowledge with no boundaries. Thus, it is proven that teachers may facilitate their students in developing the students' potential by utilizing and operating computer in a classroom (Hasyim Yaacob & Abd Jalil Othman dalam Norazah & Ngau Chai Hong 2009).

2.6 Theoretical Framework

2.6.1 Wallace's Reflective Model (1991)

This present study employs Wallace's Reflective Model (1991). This theory is commonly used abroad for English based research. However, for the purpose of this study, this theory is adapted according to the need of the researcher in an attempt to investigate about future teachers who will be teaching in Malay language. Wallace argues that a teacher's existing knowledge and experiences are usually related to his or her field of expertise. Upon completing the professional training, a teacher tends to incorporate between their received knowledge and experiential knowledge which both is two important sources in professional training. Both sources of knowledge, as claimed by Wallace, are interdependent to brace teachers in performing their duties.

Wallace's reflective model has become a dominant paradigm in the research area of language teachers' teaching and other various programmes around the world. Then again, this model is not a form of innovation in teaching. This model, instead, has its own genealogy towards a wide array of task among educational practitioners and theorists. Many reflective definitions or assumptions found in teaching literature are based on the research conception by John Dewey. In the era of 80s, Dewey's reflection basis was further extended by Donald A. Schön, an American sociologist. Only later, in 1991, Michael J. Wallace further explains Schön's ideas much clearer.

Wallace's reflective Model is built based on the assumptions that teachers enhance their professional experts by reflecting their teaching services. In other words, teaching experiences are reviewed and taken into account to achieve the standard of assessment. It also aims to provide valuable inputs to the future planning and actions.

Wallace believes that the teachers' education field is supposed to entail two types of knowledge, making the education structure more professional. The two types of knowledge are listed below:

1. Knowledge of Acceptance:

- Closely related to all theories, concepts and skills that are learnt during the teaching and learning process.

2. Knowledge of Experiences:

- Knowledge that is constructed by trainees throughout teaching processes.

This Reflective Model is applicable to both pre-service and in-service education. This model is divided into three levels:

1. Pre-Service:

- People who intend to start in the field of professional education do not participate in the programme with an empty mind. Instead, they must possess some knowledge about teaching.

2. Professional Development:

- Professional education or development occurs through theories and training or practices.

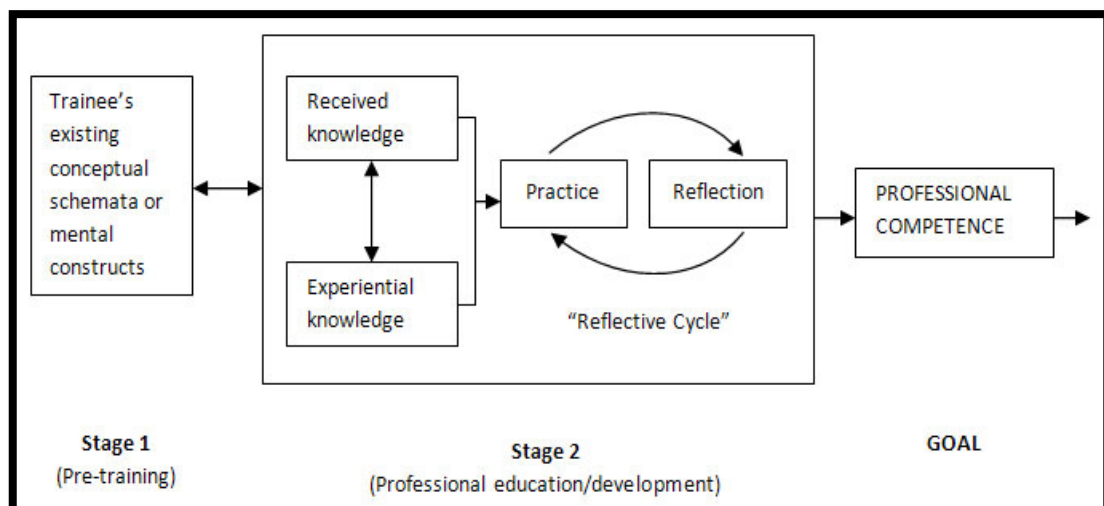
3. Professional Expertise/ Excellence

- Aims to increase the professional excellence.

Wallace explains his Reflective Model in a circulation form, intends for trainee teachers to be fully engaged in their teaching experiences. This circulation intends for perpetual improvements and theories development of personal actions. Some assumptions claim that trainee teachers actually have some knowledge that is obtained as a student and also during the development programmes. Students and teachers find the actual framework regarding the teaching and learning process and become more aware of the different classroom's surrounding once they have the opportunities to enter a classroom. Consequently, teachers start recalling their performance of teaching, their experienced teachers' styles in dealing any situations in a classroom and their own techniques in managing classrooms.

Common results indicate that decisions and actions are usually taken in the contexts of themselves. Nevertheless, assessing professional developments also occurs in the context classroom activities. This type of assessment helps teachers to weigh up the positive and negative sides of their teaching strategies. In details, reflection helps teachers to avoid future professional dilemma by reflecting the previous experiences. Figure 2.1 below illustrates Wallace's Reflective Model:

Figure 2.1 Wallace's Reflective Model



Wallace's Reflective Model illustrates the usual way of how professional competence is developed in which the process of reflective practices take place internally even though the element of practices occur outside of this framework. The

use of reflective practices is proven legitimate but still contains several weaknesses. The weaknesses are:

1. Experiences are private and confidential (major drawbacks).
2. Lack of focus with the potential to shape the discussion.
3. Lack of structure in voicing out reflection.
4. Flexibility and emphasis on joint initiatives and participants' inputs may lead to deficient organization and abandonment.

2.6.2 Conceptual Framework

Figure 2.2 Research Framework

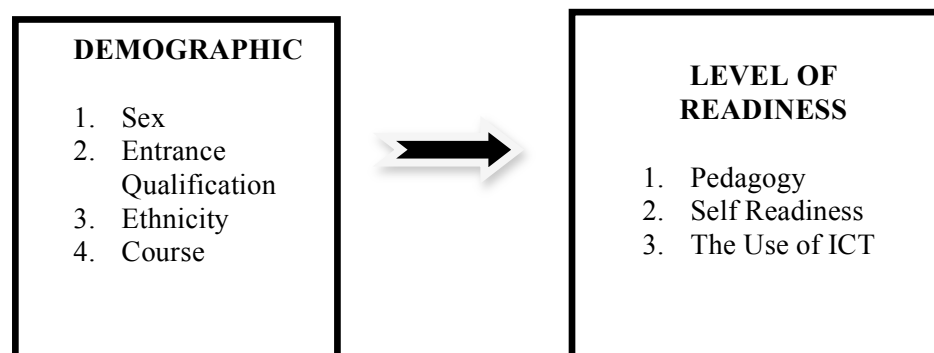


Figure 2.2 above illustrates the conceptual framework of this present study. This framework is based on the variables of level of readiness which is observed through three aspects; pedagogy, self readiness and the use of ICT.

2.7 Conclusion

This chapter discusses on the findings and beliefs of previous researchers. Based on the previous empirical researches, it may be concluded that teachers' level of readiness must be put extensive attention to prepare teachers before going to school. A few researchers suggest some thoughtful ideas towards this type of present study relating to the teachers' readiness level which include the importance of pedagogical knowledge of each teacher.

In conclusion, the literatures reviewed above suggest that each future teacher must be prepared before going into teaching profession thus, the education system becomes more effective and efficient and eventually realizes government's intention in producing the world-class human capital.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains the design and method will be used in this study. Further, this chapter discusses the research population and its sample, research instrument, research validity and how pilot test helped the researcher to examine the reliability of the research instrument, data collection procedures and data analysis.

3.1 Research Design

This study is a descriptive quantitative study in an attempt to explore the readiness of final year students of Faculty of Education, UiTM Shah Alam before entering the teaching profession in terms of the respondents' level of pedagogy, level of confidence and readiness of operating Information Technology (IT).

According to Chua (2006), conducting a survey represents a research method that is used to collect data directly from a group of subjects. Survey is normally done in a form of interview with the research subjects or questionnaire to be completed by the respondents. Mohd Majid Konting (2000) explains that survey is a rather specific method to obtain required information or data from a large group of population. Furthermore, he further argues that the use of questionnaire also eases researcher to obtain the respondents' cooperation.

Correspondingly, this research design has been found suitable with the objective of this study to explore the readiness of final year students of Faculty of Education, UiTM Shah Alam before entering the teaching profession. Plus, survey is used for finding answers to the assumptions prior conducting the research (Kerlinger, 1970). A questionnaire, thus, will be used to obtain the required data from the

research respondents. The use of this research instrument enabled the researcher to distribute and to retrieve the questionnaire forms expeditiously. As mentioned, this study is a descriptive study. Hence, the data that is obtained from the questionnaire are interpreted descriptively to concisely explain the nature of this study.

3.2 Research Populations and Research Sample

The population of this study consisted of the entire final year students who were in semester 8. The respondents are from four major programmes, which are Physical & Health Education, Visual Arts Education, TESL and Science Education (Physics, Chemistry and Biology). In line with the objectives of this study, the researcher selected this population to investigate more in depth of the respondents' level of readiness whether at high, average or low level. The total number of population is 147 respondents altogether. However, only 107 respondents are selected as the sample of this study. The method of sampling is based on the table created by Krejcie and Morgan (1970) that had been proven valid and reliable. The samples are selected randomly according to the four programmes as stated earlier.

3.3 Research Instrument

The instrument of this study is a questionnaire rooted from Ida Juliana's work (2008) and the questionnaire is adapted according to the need of the researcher. Built-items questionnaire will be used in this study for its advantages such as time and cost saving, the researcher is more unrestricted and prepared to provide immediate response pertaining to the questionnaire items, its efficacy in collecting the required data, its suitability with the respondents and its practicality to collect data from large number of respondents as argued by Mohd Najib (2002).

The questionnaire comprised into two parts; part A and part B. Part A consisted of demographic questions meanwhile part B consisted of items examining the readiness level of final year students of Faculty of Education, UiTM Shah Alam before entering the teaching profession. There are 30 items overall that covered four important aspects which are; i) the readiness level of pedagogy, ii) the confidence

level, and iii) the expertise level in operating ICT. Every aspect contained 10 items respectively. Table 3.1 below further illustrates the distribution of questionnaire items.

Table 3.1: The Distribution of Questionnaire Items

PART	SUBJECT	NO. ITEM	TOTAL
A	Respondents' Demographic Data		
B	a) Proficiency of Pedagogy Teaching	1-10	10
	b) Knowledge of Content	11-20	10
	c) Skills of operating ICT	21-30	10
		Total	30

These items are arranged according to the research questions to enable the respondents to answer the question items in more efficient way. In the process of constructing the questionnaire items, Stacey and Ida (2008) argue that first questionnaire item works to link the respondents and the item. Concurrently, the questionnaire items must not be confusing but easy to answer instead. The questionnaire of this study required the respondents to choose one from the scales given. Likert-scale of five is chosen due to its high reliability and its capability of providing the respondents to make the right choice (Mohd Majid, 2005). Table 3.2 below further illustrates the Likert-Scale of Five.

Table 3.2 5 Likert-Scale Rating

Scales	Description
1	Strongly disagree
2	Disagree
3	Mix feeling
4	Agree
5	Strongly agree

Sources: Majid Konting (2005)

3.3.1 Validity of Research Instrument: Questionnaire

The pilot test was conducted to examine the reliability of the questionnaire items. In details, this pilot test was carried out to identify if the targeted respondents were capable of understanding the questionnaire items and also to find out if the questionnaire items were applicable for respective research question. The data obtained was analysed by using Statistical Package for the Social Science (SPSS) software.

3.4 Pilot Test

As aforementioned above, pilot test was conducted earlier prior conducting this study in an effort to pinpoint the inapplicable and confusing questionnaire items for the respondents. As what Stanley & Sedlack (1992) explain of the purpose of conducting pilot test is to ascertain the difficult items including the respondents' misunderstanding of the items, confusing items as reported by the respondents, vague and unclear instruction and other problems related.

Another point to be added, Gay claims that pilot test is performed prior conducting the real research to ensure the reliability of the research instrument. Reliability refers to the degree of consistency of measurement regardless of what aspect is being measure (as cited in Ida, 2008). Reliability of any research instrument, however, can be identified through various mechanisms of statistics such as Cronbach Alpha.

Cronbach Alpha is a statistical method assuming that respondents will provide almost identical answers towards the identical items (Mohd Najib, 1999). This method enables the researcher of this study to examine the degree of reliability and consistency of each questionnaire item. The questionnaire items will be improvised or eliminated if they do not meet the optimum reliability standard. For such reason, the statistical analysis can be done effortlessly through SPSS.

Mohd Najib (1999), then, adds that the coefficient of an acceptable Cronbach in a particular study ranges from 0.8 to 1.0. If the coefficient alpha exceeds this index,

the questionnaire items of a study have the high value of reliability which signifies the usability of the questionnaire items in a study. On the contrary, if the coefficient alpha does not exceed this index, the questionnaire items need to be improvised or replaced with other items. Below illustrates the table of Cronbach Alpha Coefficient Index.

Table 3.3 Cronbach Alpha Coefficient Index

Alpha Value	Arrangement of Items
0.00 – 0.20	Modifying all items
0.21 – 0.80	Modifying some of the items
0.81 – 1.00	All items are acceptable

Source: Mohd Najib (1999)

The pilot test of this study was conducted at Faculty of Education, UiTM Shah Alam and the questionnaires were administered to 15 students of semester 7 who were future teachers. The samples of this pilot test, however, were not involved as the respondents of this study.

Table 3.4: Validity of Pilot Test

Aspect	Value of Reliability
Pedagogy	0.84
Self-confidence	0.88
Skills of operating ICT	0.86
Total	0.86

Based on the conducted pilot test, the researcher found out that all questionnaire items were accepted. According to the Cronbach Alpha Coefficient Index as recommended by Mohd Najib (1999), all questionnaire items may be accepted without any modification needed if the reliability value is between 0.81 and 1.00. Table 3.4 above explains that all questionnaire items of the pilot test exceeded the reliability value of 0.86. Accordingly, all questionnaire items were proven valid to distribute to the respondents.

3.5 Data Collection Procedures

Researcher of this study employed the systematic procedures in executing this study. There are eight steps taken to conduct this study. First, the researcher began with deciding on conducting quantitative research design and the research population in UiTM. Then, the researcher selected the research samples which are the future teachers among bachelor's degree final year students in UiTM Shah Alam. Next, the researcher decided on adapting the questionnaire rooted from Ida Juliana's work (2008). Later, the researcher set the data collection procedures and conducted the pilot test to assess the reliability of the instrument and obtained the validity of the instrument from the experts. After that, the researcher administered the questionnaires to the respondents for this study right after the instrument met the high reliability level. Last but not least, the researcher analyzed the questionnaires data.

3.6 Data Analysis

The collected data will be analyzed by using the Statistical Package for the Social Science (SPSS) software version 2.0. According to Mohd Majid Konting (1999), statistical data analysis using SPSS software can produce accurate calculation and error free. In relation with this study, the method used to analyze the collected data is descriptive statistical method. This descriptive statistical method will be used to analyze and interpret the respondents' background that is assessed in part A and the respondents' readiness in part B. Table 3.5 below explains the scales of data analysis.

Table 3.5 Data Analysis

Question	Aspect	Analysis Method
1	Teaching Pedagogy Mastery	Statistical Descriptive: number, percentage, mean, standard deviation and mean interpretation.
2	Self-Confidence as a Future Teacher	Statistical Descriptive: number, percentage, mean, standard deviation and mean

interpretation.

3	Skills of operating ICT	Statistical Descriptive: number, percentage, mean, standard deviation and mean interpretation.
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The researcher used Suwarnee Mohd Solah's (2006) method in determining the level of mean interpretation as illustrated in the following.

Table 3.6 Interpretations of Mean Score

Mean	Level of Interpretation
1.00 - 2.33	Low
2.34 – 3.67	Average
3.68 – 5.00	High

Source: Suwarnee Solah (2006)

3.7 Summary

In conclusion, this chapter focuses on the research methodology in an attempt to answer all inquiries meeting the objectives of this study. This descriptive study used questionnaire as the research instrument to explore the readiness of final year students of Faculty of Education, UiTM Shah Alam before entering the teaching profession. Sampling technique used is random sampling due to equal opportunity for the students to be selected as this study's respondents in which sample size was 107 altogether. Next chapter will discuss on the findings of this study.

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APPENDICES



UNIVERSITI TEKNOLOGI MARA

QUESTIONNAIRE

THE READINESS LEVEL OF THE FINAL YEAR STUDENTS FACULTY OF EDUCATION (UiTM) SHAH ALAM'S BEFORE ENTERING THE TEACHING PROFESSION

Dear respondents,

I am a student from Universiti Teknologi MARA and currently pursuing Master Of Education In Educational Management And Leadership. As part of my course requirement, I am preparing a research on “The Readiness Level of the final year students Faculty of Education (UiTM) Shah Alam’s before entering the Teaching Profession”

I would greatly appreciate your kind co-operation and assistance in filling up this survey. Please be assured that all the information will be used only for academic purpose and will be treated with the strictest confidentiality and no individuals will be identified in any reports of the research.

Thank you for your valuable assistance in participating in the survey.

PART A: PERSONAL INFORMATION

INSTRUCTIONS: Please tick (/) in the space provide

1. Gender

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. Qualification of entering Universiti Teknologi Mara (UiTM)

1. STPM	<input type="checkbox"/>
2. Teaching Certificate/Diploma	<input type="checkbox"/>
3. Matriculation	<input type="checkbox"/>
4. Diploma	<input type="checkbox"/>
5. Others (Please specify) :	_____

3. Ethnicity

1. Malay	<input type="checkbox"/>
2. Bumiputera Sabah	<input type="checkbox"/>
3. Bumiputera Sarawak	<input type="checkbox"/>
4. Others (Please specify) :	_____

4. Course

1. Physical and Health Education	<input type="checkbox"/>
2. Science Education	<input type="checkbox"/>
3. TESL	<input type="checkbox"/>
4. Visual Art Education	<input type="checkbox"/>

PART B: For each item below, you are required to select and mark (/) in the appropriate number.

SCALE: Strongly agree (5)
 Agree (4)
 Mix Feeling (3)
 Disagree (2)
 Strongly disagree (1)

Research Question 1: Mastery Level of Knowledge in Pedagogy

No.	Statement	1	2	3	4	5
1	I know about the concept of pedagogy.					
2	I know how to use an appropriate approach according to students' abilities.					
3	I am able to compile a teaching plan with the goal to produce optimal results.					
4	I am able to determine the outcome of teaching and learning that have the right characteristics.					
5	I am able to choose the teaching methods appropriate to the classroom.					
6	I am able to choose the appropriate techniques for delivering learning content.					
7	I am able to create a comfortable learning environment where students are ready to learn.					
8	I will actively engage students through activities in or outside the classroom.					
9	I would choose a good strategy to ensure that teaching and learning can be done well					
10	I use teaching tool that can help students' understanding					

Research Question 2: Level of Confidence

No. Item	Statement	1	2	3	4	5
11	I will improve my teaching professionalism from time to time.					
12	I am able to show a good example to students					
13	As a future teacher, I will adopt the principles contained in the National Philosophy of Education					
14	I am able to communicate effectively with students.					
15	I am able to guide students towards excellence.					
16	I will practice reading to improve my intellectual and self-confidence					
17	I am willing to venture into the teaching profession and face all the challenges.					
18	I will always empower myself with knowledge relating to the subject that I am teaching					
19	I am willing to teach other subjects other than my major					
20	I am willing to give the best service to the school, parents and the community.					

Research Question 3: Level of Skill in using ICT as Teaching Aids

No. Item	Statement	1	2	3	4	5
21	I am able to apply the use of ICT from what I have learned in UiTM.					
22	I will use the Internet to obtain information related to teaching and learning process.					
23	I know how to use a computer properly.					
24	Through the website software that I learned, I will build my own website to make it easier for students to get information.					
25	I will be using computer-aided learning methods to attract students.					
26	I am ready to handle the teaching aids such as LCD.					
27	I will expose students to the ICT in order to help them to get extra information about the subject that being taught.					
28	I will use the WEB TV as one way to teach in order to improve the quality of teaching.					
29	I will follow the development of ICT to help me in the implementation of teaching and learning.					
30	I am able to teach my students to use the computer.					