
A B S T R A C T
Nowadays, digital technology has been increasingly ubiquitous, particularly in teaching pedagogy. Digital technology-based teaching has the potential to significantly increase the students’ learning outcomes as well as their critical thinking and problem-solving skills. As a result, the Ministry of Education has initiated, supported, and promoted the incorporation of information and communications technology (ICT) into educational policy, as well as infusing classrooms with digital learning tools and resources. The Ministry of Education believes that implementing ICT into teaching and learning processes could assist and improve educational standards. However, due to some barriers, ICT integration in teaching has not yet been effectively adopted in Malaysia’s secondary schools. The aim of this study was to analyze and rank the factors that impede the implementation of ICT in urban and rural secondary schools using the analytic hierarchy process (AHP) approach. A t-test analysis is also carried out to determine the significant difference between factors from both urban and rural areas. The finding shows that there is no significant difference between factors from areas. The new mean values have been computed for each factor in order to determine the new ranking for each factor. The workload, lack of accessibility and network connection, and lack of support assistance are the top three factors that impede the ICT adoption in secondary schools in Kedah according to the new mean values obtained. In contrast, a lack of confidence has the least impact factor in this issue, accounting for only 3.5% of the total.

K E Y W O R D S
AHP, t-test, ICT education, secondary schools, teaching-learning process

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Nerda Zura Zaibidi is an Associate Professor in the Department of Decision Science, School of Quantitative Sciences at Universiti Utara Malaysia. She received her Ph.D. in Operational Research from the Department of Mathematics, University of Portsmouth, the UK in 2012. Her research interests are developing mathematical mod-
els and simulation models in solving operation management problems specifically in the areas of multi-objective optimization including Analytical Hierarchical Process (AHP), decision theory, fuzzy theory, cooperative game theory, and any other areas related to operational research. She has successfully secured eleven national grants funded by the Malaysia Ministry of Education and published her works in various journals.

Email: nerda@uum.edu.my

Ch’ng Chee Keong is a senior lecturer in the Department of Decision Science, School of Quantitative Sciences, Universiti Utara Malaysia (UUM). He received his Ph.D. in Decision Science at the same university in 2016. His main research interest focuses on understanding behaviour in big data with multiple measurements, pattern recognition, operational research, and data mining (mainly in classification and clustering). He is also actively involved in applied research and educational research, especially in Technical and Vocational Education and Training (TVET).

Email: chee@uum.edu.my

Teoh Siew Chin is a Bachelor of Science (Hons) in Decision Science at Universiti Utara Malaysia, School of Quantitative Sciences. Her primary field is Data Analyze and Operational Research.

Email: celynn33@gmail.com

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References


