

TEACHERS' ACCEPTANCE ON USING INFORMATION COMMUNICATION AND TECHNOLOGY (ICT) IN TEACHING TAMIL LANGUAGE

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Abstract: This study was conducted to identify the teachers' perception of using information communication and technology (ICT) in teaching Tamil Language at Tier 1. Theory of acceptance model (TAM) was used to identify the teachers' perception on their acceptance of using ICT in teaching Tamil language at Tier 1 KSSR. The study was conducted using a qualitative approach. Observations and interviews were used to collect data. Six respondents among teachers were interviewed. The results showed that teachers' acceptance on using ICT is positive in terms of significancy, facility and teachers' readiness in teaching Tamil at Tier 1 KSSR. Based on the research findings, suggestions have been proposed to increase the effective use of ICT in teaching Tamil language at Tier 1 KSSR among teachers.

Keywords: Teachers' perception, information communication and technology (ICT), Tamil language, theory acceptance model (TAM).

1. Introduction

In the 21st century, Malaysia country faces the challenges of globalization, liberalization, internationalization and development of Information and Communication Technology (ICT). Thus the Ministry of Education (MOE) provides an educational development program that can produce citizens who are knowledgeable and ICT literacy, skills and noble, (PIPP) 2006-2010. Ministry of Education (MOE) has introduced a range of policies and measures to promote education, including launching the National Education Blueprint (PIPP) 2006-2010. One of the core roles of PIPP is to modulate up and promotes the smart school program and the use of ICT in teaching and learning has been established, PIPP (2006). To expand the use of ICT in schools, the MOE targeting all Primary Schools and secondary schools completed infrastructure, equipment and software is complete and sufficient, the instructors and staff receive adequate training to ensure that the use of ICT in force in R & D. (PIPP, 2007).

According Volman and Eck (2001), cited from a subject, Singh and Chan (2014), The use of ICT brings a creative and supportive learning environment that is able to transform pedagogy and learning in any event it still gives knowledge. ICT is not just regarded as a creature, but also as a way to hold up new ways of instruction and scholarship. The use of multimedia in education many students interested in learning because it is attractive, easy to use, there is increasing diversity such as music, videos, demonstrations, and even understanding them become more efficient through lighting through images and impressions directly (Plamen & Rodgers, 2003). The information revolution is happening due to the advancement of ICT posed new challenges to the teaching profession, as well as the progress that has occurred needs to be exploited to enhance the prestige of the teaching profession who are facing changes in the 21 century (Ward & Peppard, 2003).

The government of Malaysia has introduced the computer hardware in schools across the nation. Expected in 2015, all schools across the country will enforce the learning concept of "Smart School" of the teaching and learning based ICT (Ministry of Education, 2012). The challenges of education, requires the active participation of the ICT among teachers to apply technology in teaching and scholarship process. This is confirmed by research led by Isaiah (2003), the teachers are asked to master ICT skills in the instruction process. Therefore, the development of ICT has changed the development process of reading from traditional methods to more advanced methods. According Melvina and Jamaludin (2010), developing countries require more teachers who have specialised in the field of information and communication technology (ICT). Teacher education, grooming also implies a paradigm shift in society to produce qualified teachers in their ability to develop and evolve the society and the state.

2. Teachers' Acceptance On Using ICT in Teaching Tamil Language

Teacher means one who teaches, teacher, educator or caregiver (Kamus Dewan, Fourth Edition, 2013). A teacher is a pleader in the scholarship process. Teachers are educators who instruct the pupils in the school syllabus set by the CDC (Curriculum Development Centre). They must be skilled in performing the duties of teaching and reading along. The job of a teacher is to instruct and prepare people so that scholars can achieve the objectives of the planned teaching and learning based on the syllabus that has been typeset. In the 21st century, the workload of teachers is more challenging. In rundown to his teaching duties, teachers are also burdened with clerical duties, facilitator, motivator, planners, curriculum advisors, leaders of clubs or associations, uniformed units, sports instructors and more.

According to Che Jacob (1991), instructors are burdened with tasks which many sides may reduce their focus to the primary task of instruction. Che Jacob statement is backed up by studies that accept been led by Abdul Shukor Shari, Abd.Rahim Mohamad Rome and Yazid Kerya (2006) which puts forward other than academic subject area, teachers also have to submit a band of other duties either in non-academic domains such as the chairman of the committee and the committee of the committee in varying task in school. And then the teachers are forced not get to spend a good heap of time to stimulate the economic consumption of ICT in the teaching process.

Teaching & learning methods in Tamil language and application of ICT is one of the latest to be practiced by educators. Instructors are encouraged to employ teaching methods and computer-aided learning (CAL) in language teaching assignments. Based on the matters contained in the use of this courseware, planning and implementation of computer-oriented teaching students practicable. The teachers also receive the opportunity to diversify teaching strategies in the classroom and be capable to optimize the effectiveness of pupil-centred instruction.

Acceptance means the description or individual receiving or accepting a tool (Kamus Dewan, Fourth Edition, 2013). Acceptance teacher means a teacher or instructor receives a device or person for the purpose of improving the instruction procedure. In the context of the teacher, they need to think either positively or negatively the acceptance of changes in teaching and learning in the development of ICT. In this study, teacher recruitment refers to the ability level of use of ICT by the ICT skills mastered by teachers in teaching and learning Tamil. Maznah Zulkifli and the King (1994) in his study found that a positive attitude is important to encourage a student to read a subject. Therefore, attitudes and awareness are the best means to foresee and predict its commitment to the utilisation of information processing systems. Attitude and confidence and high efficacy of teachers can help simplify the process of increasing acceptance for use in the implementation of ICT as teaching and learning in the classroom

Teachers as well play a role in determining a positive attitude towards the adoption and use of ICT in teaching and scholarship. The findings establish the perceptions and attitudes could change if teachers have training or ICT courses. This is observable in the study Jimoyiannis and Komis (2006) studying the effects of ICT courses for teachers' perceptions and attitudes towards ICT in educational activity. Results showed that the legal age of teachers holds a positive attitude towards the importance of using ICT as a tool for teaching & learning. They also felt ICT very important in today's education system. While Levin and Wadmany (2006) examined the perceptual experience and practice of teachers in the use of ICT in the classroom. Their findings showed that teachers' perception began to qualify when they are using ICT in the classroom. Teachers' perceptions changed from negative to positive, and they in turn feel more confident in using ICT in the classroom.

Still, usage of ICT in the process of learning is still not widely used by teachers, especially teachers who teach Tamil language in primary Tamil schools. The question of to what extent ICT has been acknowledged and practiced by primary school teachers in Tamil schools remains questionable. According to the study, Norsidah T, Mohamed, Mahmud Rosnaini Dato Hj Nawawi & Mokhtar (2012) also explain that the level of ICT usage among elementary school teachers is still poorly implemented. Thus the primary aims of this survey are to identify the perception of acceptance the use of ICT in teaching Tamil language among teachers in primary Tamil school.

3. Methodology

In this research, the researcher opted to adopt qualitative of observation and interviews. According Marriam (1998), is a form of qualitative research methods often used by researchers to obtain and understand a phenomenon of perspective and a holistic view of the masses involved. Observations with the interview method

used to produce evidence on the use of ICT in teaching and learning among instructors. Researchers have conducted laboratory observations of the computers available at the school and observe the respondents teach in teaching and learning to ensure that stated by respondents about ICT in teaching is true as required by the Ministry of Education (No.6 / 2003). Researchers collect samples during the interviews and observations taken for a period of 2 weeks for 60 minutes over 6 teachers (the respondents) who taught Tamil language in one of the primary Tamil schools.

The respondents consisted of 6 teachers teaching subjects in Tamil under the oversight of a committee of teachers whom teaches Tamil language in primary Tamil schools in Mentakab Town, Pahang. The respondents were selected using purposive sampling (purposeful sampling). Purposive sampling means that researchers take the theme and location of features and specific functions. (Caresswell, 2005). Respondents were selected for this study is based on their experience teaching and use of ICT and related equipment.

The Cluster Tamil Schools in Pahang were chosen as the study site because this school is a Tamil national type school first received recognition as cluster schools in the state of Pahang. The school is almost equipped with ICT equipment such as an air-conditioned computer laboratory equipped with computers, displays, printers, and smart boards. Amenities such as a computer lab with 20 computers and a printer supplied and financed by the Ministry of Education since 2006. The smart board is funded by the school PTA (Parents and Teachers Association). In fact, three classrooms equipped with smart board (IQ Smart Board) donated by the PTA this school.

In this study, the researcher applied the theory of technology acceptance (Theory of Acceptance Model, TAM) as an instrument to identify the perceptions of teachers' acceptance of the use of ICT in teaching Tamil language. Model TAM formed by two basic elements, namely the perception or attitude toward the use and advantages of both, perception or attitude toward the use of information technology in the model introduced in 1986. Fred Davis Technology Acceptance Model (TAM) is a result of the development of the Theory of Reasoned Action (TRA), which first developed by Fishbein and Ajzen in 1975. The Technology Acceptance Model (TAM) is a model to explain the causality between the belief that (the use of computer technology and ease of use) and the behaviour of the objectives / needs. In the TAM model, underlying sentiment on acceptance rate of innovation refers positive or negative feelings for an individual to change his attitude. (Ajzen & Fishbein, 2000). Thus, a positive or negative act of acceptance of the use of ICT in teaching and learning for teachers can be identified through the TAM model.

4. Findings And Discussion

The study analysed the responses and their views based on questions posed by the researcher through interview and observation forms were made. Acceptance responding skills using ICT equipment like laptops, LCD and smart boards can be analysed as they use the equipment when teaching in their respective classes. Use of the computer lab also be used to find information and teaching materials with the help of the internet. In fact, there are some teachers find and prepare materials, ICT contained in the computer lab at school free time on the encouragement of fellow teachers include computer teacher. Those who have their own laptops do not have a problem to surf the internet at the school at any time to get materials and teaching aids such as pictures, graphics, cartoons, video clips to complete the slide in PowerPoint program or publisher to display in the classroom. On the average of all respondents can use all the facilities of existing ICT according to their respective capabilities in this school.

Figure 4.1, Figure 4.2 and Figure 4.3 shows a computer lab, a teacher computer access and computer classes in the classroom Tamil schools, which are used for this study. While diagrams 4.4, diagrams 4.4 and diagram 4.5 shows an example of teaching materials aids surfed through internet used by teachers in teaching and learning in this study.



Figure 4.1. The computer lab at Mentakab Primary Tamil School



Figure 4.2. The Teacher Computer Access Room at Mentakab Primary Tamil School



Figure 4.3. The Computer Classroom at Mentakab Primary Tamil School



Figure 4.4. Example Of Tamil Website are used as Teaching & Learning Material

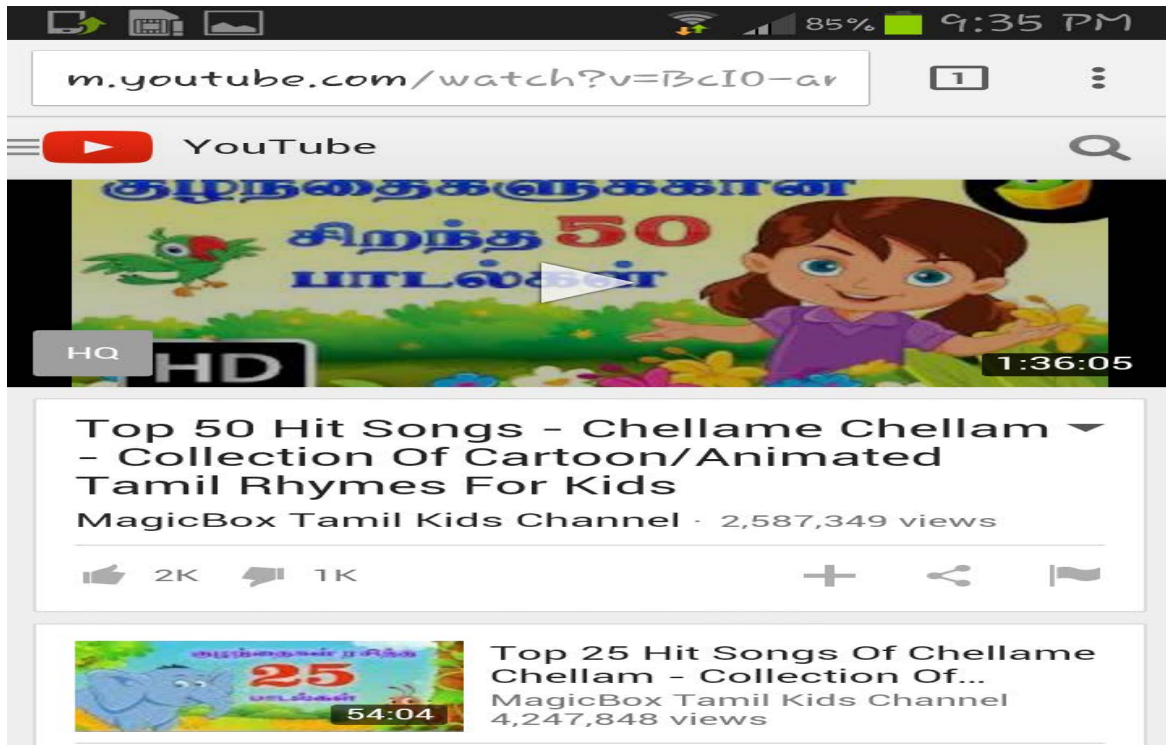


Figure 4.5. Example of Tamil Songs downloaded from YouTube



Figure 4.6. Examples of Facebook surfed by teachers from colleague to share reference book

The researcher capable to identify the role of ICT in teaching and learning among teachers in Tamil by visualization, fluency and assumptions of the respondents in this segment. The role of ICT in teaching and learning to play an important function in this factor. Respondents can tell the frequency of use of ICT in teaching and determining with the guided-time or time allocated for teaching Tamil language. Observations indicated that all respondents provide material aid to prepare for teaching and learning using ICT facilities such as a laptop or a notebook by using internet network at school or at home. Access to those applied depending on the speed of Internet network that they use is uncertain and limited.

Respondents also have the skills to surf the internet to find the information required to develop teaching aids for processes of teaching and learning easily without the need to study the books of textual characters. At the session of observation and interview respondents could give feedback along the acceptance of using ICT in teaching Tamil Language. Admission session the use of ICT by teachers that teach Tamil language to ensure their frequency and sensitivity towards the role of ICT equipment like laptops, LCD, smart boards in classrooms and computer laboratories for instruction and learning Tamil language.

The analysis of this section shows the perception of acceptance among teachers use ICT in teaching and learning Tamil language is positive. Here are the results from interviews carried on.

Respondent 1 (R1), stated that the role of ICT facilities and the role of the computer lab was to find teaching & learning materials, the following experience:

"Even earlier, though I was not so good in using ICT facilities at school, but nowadays I almost adept utilising this facility with tutoring colleagues. Today I possess almost the time using ICT facilities such as IQ Board, LCD and laptops in the classroom. The computer laboratory is also utilized to make materials, related soft copy from search engines like Google and Yahoo to recover images, graphs and charts related to teaching & learning Tamil language." (R1)

The results of the observations of the respondent R1 show that ICT facilities such as smart boards, LCD, laptops and Internet networks fully used to provide teaching aids material such as pictures, graphs and charts related to teaching & learning Tamil language. Even found also substances prepared teaching aids can also be replicated and stored in pendrive to reused or passed on to other teachers.

Respondent 2 (R2), said depending on ICT facilities, the amount of time and the grandness of the Internet for teaching and scholarship. He said:

"I'm strongly depend on ICT facilities in schools. I use the IQ Board, LCD and laptop at least 9-10 hours of the 12 hours allocated to teach the subject Tamil language. The use of ICT facilities is necessary to teach Tamil language because software and teaching materials can obtain through internet search they need to prepare teaching aids in a short time and accurately." (R2)

Based on the reflections of the respondent 2 (R2), the use of ICT facilities becomes very important in the teaching and learning process. On average, about 80 percent of the entire instructional time with the aid of ICT utilization in the teaching of Tamil. This means that the respondent is strongly dependent on the role of ICT tools, especially Internet use in teaching and learning Tamil language also saved their workload time.

Respondent 3 (R3), an opinion based on the role of ICT facilities such as:

"I feel relieved using ICT facilities such as IQ Board, LCD and laptop for ease of usage. I'm getting to the computer lab during recess to find teaching material using the Internet. Sometimes I use a smartphone during recess at school and at home to seek for information through the net. I frequently talk to colleagues identified through Facebook to exchange teaching aids material." (R3)

Based on respondent 3 (R3), ICT facilities available during the intermission to prepare teaching materials. Smartphones and Facebook used to discover data on the Internet for the culmination of the teaching aids for teaching and learning process Tamil language. The teaching aid materials can be shared with colleagues through Facebook.

Respondent 4 (R4), said frequency using a laptop owned and share material to fellow colleague. She said:

"I always use ICT facilities such as IQ Board, LCD and laptop computers, available in classrooms to teach Tamil language in the classroom. The time allotted is 12 times as though not enough. I own a laptop that

can be used at any time as mine. I often use PowerPoint program for preparing teaching and learning slides. Sometimes I have converted teaching aids material prepared in the form of softcopy copied in pendrive and given to colleagues. "(R4)

Referring to respondent 4 (R4) observation and interviews available shows ICT use in classrooms and even the amount of time allocated is not enough. This shows the use of ICT in teaching and learning Tamil language hundred percent applied in the classroom. Pendrive is used to copy and store the teaching material can be shared with colleagues.

Respondent 5 (R5), explains the dependence on ICT facilities to ease the work of teaching and learning. He stated:

"I often use ICT tools in teaching Tamil language because the use of ICT facilities in classroom ease the energy and time saving for the implementation of teaching and learning. I can only use as much as 8-10 times out of 12 times that is allocated for use IQ Board, LCD and laptops in the classroom. The use of ICT in teaching and learning Tamil language save time and energy when operating the classroom. "(R5)

Based on observations of respondents 5 (R5) found the use of ICT tools in teaching and learning Tamil language fully able to save time for the implementation of ICT in teaching and learning. There are savings of time and energy managing the implementation of a teacher during teaching and learning process in the classroom.

Respondents 6 (R6), describes the use of computers and smart phones ease the work of teaching and learning. He said that:

"The work of preparing the teaching aids does not become another barrier in the presence of ICT facilities. I really depend on ICT facilities are available at the school . Laptops and smart phones also make it easier for me to explore teaching aid materials by visiting the websites related to Tamil language. Almost every day I make use of ICT in the classroom, which is certainly an attraction to students "(R6)

Based on the observations of the respondent 6 (R6) is also available to facilitate the use of ICT in teaching and learning process in the classroom. Respondents acknowledge that the use of ICT equipment like laptops and smartphones to facilitate the exploration of teaching materials network with internet facilities that are available at the school. The use of ICT facilities in class every day to attract students in the classroom.

Overall, the results of all respondents concluded the interview responses to three themes: 1) perceived ease of use of ICT, 2) the use of ICT in teaching skills, and 3) attitude towards the acceptance of the use of ICT in the teaching process.

Theme 1: Perceived Ease of Use On Using ICT

According to Suwarnee (2006) have also seen the willingness of teachers to use ICT. Results of research showed the attitude of teachers towards the use of ICT in teaching and learning is at the high level and positive attitude towards the use of ICT in teaching and learning. Apart from saving time in searching for information via the internet only takes a few minutes compared with manually searching in libraries, Internet use by teachers in the subjects taught in the diversity of its teaching pattern, such as teaching by simulation that allows students to look and feel like a real situation.

Thus, the ease of use of ICT in teaching and learning of Tamil language as a computer lab, smart boards, desktop computers, laptops, LCD and internet networks overwhelming impact on students. This is because ICT aided learning students can diversify reference material because it can be applied to various learning activities, such as text, examine the images, video graphics and visual. In addition, students are not necessarily tied to a learning style for ICT aided learning can deal with differences in students by not only focusing on one individual to follow teaching according to their abilities (Sharifah Alawis, 1987).

In fact, indirectly help enhance understanding and increase student achievement as well as to improve the skills in the use of ICT in teaching and learning Tamil. Virtually all respondents use ICT facilities in all schools during the process of teaching and learning in the classroom Tamil language even outside the classroom. In conclusion, the average, respondents use ICT facilities for teaching and learning Tamil language. On the average, the respondents in the interview admitted that the use of ICT to make teaching and learning easier, concise because the students will be exposed to the description and presentation of interesting and easy to

understand. Thus, the use of ICT in the teaching of Tamil language by the respondents in this school is evident positive impact of ICT use reception.

Theme 2: The Use Of ICT In Enhancing Teaching Skills.

Based on the findings, the respondents can build skills in using ICT in teaching and learning Tamil language in primary school. The use of ICT equipment in classrooms, prepare teaching aids quickly and easily learn the skills of ICT use by colleagues. They often teach and share experiences among colleagues through forums, email, facebook, twitter and video online. The respondents were almost able to use all ICT facilities such as computer labs, desktop computers, laptops, smart boards, internet, wifi, pendrive and LCD. In fact, the smartphone is owned by the respondent is also used to surf the Internet on school grounds or at any of them are out of school to find materials for teaching and learning.

The results showed that the use of ICT has grown rapidly since then until now used in teaching and learning. Their application is appropriate to the needs of students because it can increase the participation and achievement when ICT is used effectively (Wegerif & Dawes, 2004). A study conducted by Siti Zuraida et al (2003) explains that the use of computers can improve efficiency and encourage potential skills such as imagination, creativity and logic and critical thinking among the users of ICT in teaching and learning.

Theme 3: Teacher Attitudes Toward ICT Acceptance In Teaching.

This finding is also supported by several previous studies on acceptance attitude towards the use of ICT in teaching either in English or other subjects. Among the research studies that have been conducted against teachers is like the study Hamzah (2003), Mohd. Khayr al-Din (2005), Suwanee (2006), Nor'aini (2007), and Fairose (2007). The results of this study also received support from research in other subjects, including studies Abdul Malek (2002) which reviewed the use of ICT in the subjects of the humanities and vocational streams, while M. Nadarajah study (2002) looked at the use of ICT for the eyes Economic studies, while Mohd. Jasmy, Mohd. Arif, and Norsiaty (2003) has conducted studies on the subjects of science and mathematics. The study also found that teachers have a positive attitude towards the acceptance of the use of ICT in their teaching.

5. Conclusion

Overall, the findings of a study found that the perception of acceptance by the teachers' use of ICT in teaching and learning Tamil language which is a positive receipt of the use of ICT is very important for improving the quality of teaching and learning Tamil and attracting students learn in the classroom. These findings are important to the Curriculum Development Centre (CDC), Ministry of Education as a result of this study is expected to serve as a guide for applying the use of ICT for teaching fulfil their obligation, especially for Tamil Language in primary Tamil school.

The study is also expected to serve as a basis for holding a guide or reference book for language teachers who want to teach Tamil to aid the use of ICT in National primary Tamil schools throughout the country. The committee can figure out how to interpret the curriculum content into a form suitable for background Indian students based on current ICT developments. In fact, this study can help teachers understand the use and acceptance of ICT in the teaching Tamil Language in primary Tamil schools.

Several suggestions were made between researchers suggest amenities such as network speed internet networks in schools needs to be improved to launch broadband speed so as not boring teacher speed to access and download software teaching material in the form of text, graphics, video and animation segments. Speed internet network is very important to save time and attract teachers who are always looking for a space of time for the completion of the teaching aids for the teaching and learning process. It is suggested that the Parent Teacher Association (PTA) should play an important role in providing ICT facilities or finance from external financial resources contributed. This is because most of the Tamil schools with the status of capital assistance may be problematic for providing ICT facilities in schools. The financial allocation for school administration can't afford to finance the cost of maintenance of ICT. Noble efforts of the PTA can minimize the lack of ICT facilities. Even the Ministry of Education should also consider giving financial assistance allocated for the provision and maintenance of ICT facilities in Tamil schools with the status of not full aided by government.

A more in-depth follow-up study is expected to be carried out using other methods such as quantitative research, experimental, design and development and so on to see the acceptance of the use of ICT in teaching and learning the Tamil language to be more effective and in keeping with the changing times.

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