TEACHER READINESS AND BARRIERS IN USING THE VIRTUAL LEARNING ENVIRONMENT FOR TEACHING AND LEARNING IN MALAYSIAN SECONDARY SCHOOLS

MAHIZER HAMZAH, SITI NORAZLIKHA ZELKEPLI &NORAINI MOHAMED NOH

Faculty of Education and Human Development, Sultan Idris Education University, Malaysia

ABSTRACT

This study was designed to examine the readiness of teachers in using the virtual learning environment (Frog VLE) for teaching and learning. This study also examines the obstacles faced by the teachers in the use of Frog VLE in school. The sample consisted of 60 teachers in two schools in one of the districts in Malaysia and they were randomly selected. Questionnaire was used as an instrument. The results show that the Cronbach Alpha for readiness of teacher items is 0.822 and barriers preventing teachers an item is 0.911. Readiness and barriers faced by the teachers in the use of Frog VLE were measured using descriptive statistical analysis (frequency, percentage, mean and standard deviation). For the relationship between teacher immediacy obstacles in the use of Frog VLE, the Pearson correlation test was used. The results have shown that the level of preparedness of teachers in terms of the appropriateness, effectiveness, and comfort was at a moderate level with mean = 3.40. In addition, the findings of the obstacles faced by teachers ranging from 5 hurdle a barrier lack of confidence, lack of efficiency barriers, barriers of lack of time, lack of access barriers and obstacles less effective training shows that barriers of lack of time is the highest barrier (mean = 3.62) when compared with other obstacles. The study also showed a modest but strong values (r = -0.503, p = 0.000 <0.01) between teacher immediacy obstacles in the use of Frog VLE. There are several suggestions for further research mentioned for the effective use of Frog VLE.

KEYWORDS: Virtual Learning Environment (Frog VLE), Teacher Readiness and Barriers