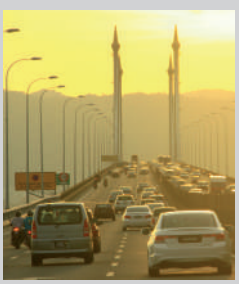
MRR No. 367



Research Report

Assessing Teacher Readiness in Implementing the Scoring of Pedestrian Facilities by Schools in Selangor

Norainy Othman
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Published by:
Malaysian Institute of Road Safety Research (MIROS)
Lot 125-135, Jalan TKS 1, Taman Kajang Sentral,
4300 Kajang, Selangor Darul Ehsan, Malaysia

Perpustakaan Negara Malaysia Cataloguing-in-Publication Data

Norainy Othman
Assessing Teacher Readiness in Implementing the Scoring of Pedestrian Facilities by Schools in Selangor / Norainy Othman, Siti Noradiah Jamaludin, Nursayba Megat Johari, Akmalia Shabadin.
(Research Report; MRR No. 367)
ISBN 978-967-2078-98-2
1. Traffic safety--Research--Malaysia.
2. Pedestrian facilities design--Research--Malaysia.
3. Pedestrian areas--Research--Malaysia.
4. Government publications--Malaysia
I. Siti Noradiah Jamaludin. II. Nursayba Megat Johari.
III. Akmalia Shabadin.
IV. Title. V. Series.
363.1250720595

Printed by:
VISUAL PRINT SDN BHD (186281-A)
No 47, 47-1, Jalan Damai Raya 1,
Alam Damai, 56000 Cheras,
Kuala Lumpur

Typeface: Calibri
Size: 11 pt

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Acknowledgements

The authors would like to express their most sincere appreciation to the Ministry of Transport, Malaysia, for providing the Malaysian Institute of Road Safety Research (MIROS) the grant to conduct this research in Selangor in 2014. Special acknowledgement goes to the Ministry of Education, Malaysia, for granting researchers with permission to conduct the study at selected schools and for allowing teachers to participate in the study. The authors are also grateful to the previous Director-General of MIROS, Professor Dr Wong Shaw Voon for extending his full support to this study. Appreciation also goes to Dr Low Suet Fin, former Director of Road User Behavioural Change Research Centre (RUBC), MIROS, on the guidance and advice in producing this report. The authors would also like to express special thanks to the team members, research officers, research assistants and drivers for their contribution to the project.

Abstract

The main objective of the study was to identify the issues related to teachers' readiness in conducting the scoring exercise through the guidelines provided to them, namely "Guidelines for Pedestrian Facilities: School Area". The teachers, whom were selected by their respective school principals, were evaluated on their potential to perform the exercise and the preparedness to conduct the exercise. The mode of dissemination of forms accepted by Ministry of Education was through post, which meant no briefing was delivered to the school prior the scoring exercise. This raised an issue, as the demonstration of exercise could not be assessed in the study. However, teachers' readiness in terms of their prior experience and existing knowledge relating to this scoring exercise helped to identify the issues of teachers self-administering the scoring form. 169 respondents, comprising teachers from nine Educational District Offices in Selangor were involved. In general, the survey on implementation readiness was implemented among teachers who had completed the Pedestrian Facilities Scoring Form in 2014. It indicated that two factors were possible influencing factors towards teachers readiness from the descriptive analysis performed. From the four factors studied, it was found that a majority of the teachers agreed that potential to perform the scoring exercise is a critical factor towards readiness to implement the task. Most of the teachers also responded positively that preparedness to perform the scoring exercise is another critical factor to being ready to complete the scoring form. Among characteristics of preparedness to perform is the importance of training relating to the task prior to the scoring exercise implementation. Further in-depth analysis is recommended for future study.

1. Introduction

Road traffic crashes is the second leading cause of death in children aged between 5-14 years in the world. Without effective interventions to address the issue, road traffic injury (RTI) will keep increasing and by 2020, road traffic crashes are forecasted move to third position in the world ranking of burden of disease, up from ninth place (Peden et al, 2004).

Malaysia has shown an annual increase in the number of RTI and fatalities from 2007 to 2013. In 2007, there were 6,282 fatalities from 363,319 road crashes and the number rose to 6915 fatalities from 477,204 road crashes in 2013. From this data, pedestrians account the third highest group of road user. Thus, various strategies and plans have been implemented through the Malaysia Road Safety Plan 2006-2010. One such strategy was the implementation of the Road Safety Education (RSE) programme in primary and secondary schools in Malaysia. Apart from the RSE programme in school, a Guideline for Pedestrian Facilities in School Areas was developed by MIROS to enhance the safety of school children on the road.

1.1 Research Background

This study is a collaboration between two (2) research centres in MIROS, namely the Road Engineering & Environmental Research Centre (REER) and Road User Behavioural Change Research Centre (RUBC). It was conducted by two specific − the Highway & Traffic Engineering Unit (HTE) and Social Marketing and Education Enhancement Unit (SME2). Previously, a project titled 'Development of Pedestrian Guidelines Outside School Areas through the Assessment of Pedestrian Facilities of Schools in Malaysia was conducted in 2013, resulting in the publication of guidelines for pedestrian facilities near school areas. A scoring mechanism was incorporated into the guidelines to categorise schools to: those that fulfil basic requirement for pedestrian facilities i.e.

minimal provision that will facilitate school children as pedestrians; those that do not meet the minimum requirements; and schools that are provided with enhanced pedestrian facility. The purpose of the scoring exercise undertaken by teachers is to enable schools, decision makers, as well as authorities to have a standardised measuring mechanism on the level of need for pedestrian facilities around school area. This would allow objective planning and allocation of budget for improvement of facilities.

The Ministry of Education (MOE) was approached and in the ensuing discussion, the Curriculum Development Division and School Management Division supported a pilot study to be carried out in the state of Selangor to assess the ability of schools to undertake the scoring exercise of schools. However, MOE only agreed to approve for self-administration of the scoring form, and did not allow for training or briefing on the scoring exercise procedure to be carried out. Furthermore, the Guidelines was also not permitted to be distributed to the schools. Initially, this study is aimed at identifying the factors related to teachers' readiness in conducting the scoring exercise through the guidelines provided to them: "Guidelines for Pedestrian Facilities: School Area". However, due to the limitations imposed by MOE, the implementation of the Scoring Exercise was carried out without the Guidelines and without briefing from MIROS. Thus, the teachers implemented self-administered Scoring Exercise with basic instructions on the scoring form. In general, the major task of this study is to answer these two research questions:

i. To what extent are teachers ready to implement the scoring exercise? and
ii. What implementation issues impact their readiness?

1.2 Research Objective

The general objective of the research is to identify the implementation readiness factors faced by teachers on the implementation of the scoring of pedestrian facilities in schools in Selangor.

Specific objectives of the study are as below:

i. To measure the teachers' potential to perform in conducting the scoring exercise;
ii. To ascertain teachers' preparedness in conducting the scoring exercise;
iii. To assess the existing knowledge and prior experience of teachers in implementing the scoring exercise.

2. Literature Review

A trained and well versed person may be able to identify the most appropriate facility on site to match the variables given on the scoring form. A study on validation of the Standardized Field Sobriety Test (SFST) Battery in Colorado found that police officers with field experience of SFST were comparable with newly trained officers on SFST in a laboratory setting (Burns., M., & Anderson E., 1995). It is therefore preferable to conduct briefings to future participants to enable them to conduct the scoring exercise accurately as required.

Ya'acob, Nor and Azman (2005) concluded that more teachers expressed their readiness to implement, due to the early training and exposure given to them by relevant authorities. So and Swatman (2006) concluded in their study that authorities should support the principals and teachers by providing related support and training in order to build their confidence to integrate the required task in their daily task. Ya'acob, Nor and Azman (2005) recommended that teachers need continuous training and their level of knowledge should be upgraded from time to time.

A study conducted by Hay, Smit and Paulsen (2001) on teachers preparedness to teach learners with special education needs revealed that the majority of the responses received were that teachers did not have enough training to deal with the task. In the same construct, respondents also suggest that in order for teachers to be prepared, more training should be given to them. According to Hay, Smit and Paulsen (2001), determining the level of teachers preparedness play a major role to succeed in planning the implementation of inclusive education.

A pilot study conducted by Oliver (2010) found that most teachers who were involved in the implementation phase think that professional development or training were needed to ensure the effectiveness of implementation. According to Oliver (2010), there was a need to build teachers expertise, and suggestions made by teachers

revolved around the type of training needed, follow-up and support to the teachers after they undergo training or professional development. Ya'acob, Nor and Azman (2005) suggested that appropriate skills and well-designed supporting processes were needed for a programme to function effectively.

Apart from training, implementation readiness of the guidelines by teachers can also be gauged by potential to perform the exercise (So & Swatman, 2006), preparedness to conduct the exercise (Morrison & Fletcher,2002) as well as conducting a demonstration of the exercise (Oliver, 2010).

3. Methodology

This section explains the methods and materials used in this study.

3.1 Research Design

A cross-sectional study design is adopted in this research. Survey approach was deployed for data collection and all data collected were measured quantitatively. REER Research team was responsible to mail the scoring form to all the schools individually, and compiled the responses. The list of the school responses then, was given to SME2 research team to arrange for the preparation of data collection.

3.2 Research Location

This study was carried out in Selangor. Based on suggestions from the School Management Division of the Ministry of Education, Day Schools (*Sekolah Harian*) in Selangor had been chosen to evaluate the implementation of the Guidelines by schools. There are approximately 900 schools from 10 districts in Selangor. All educational districts were involved in the study, with one exemption due to time constraint. The data collection was conducted in November 2014 close to the year-end school break, which resulted in the Sepang Educational District Office not suggesting any date agreeable to both party (researcher & educational district office). In total, nine (9) educational districts with 169 schools (71 secondary schools and 98 primary schools) participated in the survey. The list of educational districts and number of schools involved are shown in Table 1 below.

Table 1 List of educational districts and number of schools involved in the study

Educational districts	Number of secondary schools involved	Number of primary schools involved
Hulu Langat	10	14
Hulu Selangor	5	8
Kuala Langat	5	11
Sabak Bernam	10	15
Kuala Selangor	3	16
Petaling Perdana	4	5
Petaling Utama	9	10
Gombak	5	3
Klang	20	26
Total school	71	98

3.3 Sample Population

The population for this study make up of 169 schools which completed and responded to the scoring form. All schools were involved; thus a census is used here. The teachers who were appointed as Pedestrian Facilities Scoring Exercise Committee Member from the schools were then identified as respondents. All the schools in the list were involved, except a few schools under the Sepang Educational District for the reason described in above in Section 3.2.

3.4 Research Instruments

A questionnaire was developed as a data collection tool. All questions were written in Malay Language as it is the first language used in all schools. Likert five-scales of agreeableness, binary scale yes-no, right-wrong and three (3) options yes-uncertain-no were used as the measurement scales. The questionnaire was designed to measure the teachers' implementation readiness to undertake the scoring exercise, from four domains as below:

i. Potential to perform: comprising 13 questions
ii. Preparedness to perform: five (5) questions.
iii. Existing Knowledge: sub-divided into three (3) sections as below:
    a. Knowledge on pedestrian safety before the Scoring Exercise;
    b. Knowledge based on the Scoring Form; and
    c. Knowledge on the Scoring Exercise Implementation Instruction.
iv. Prior Experience: consisting seven (7) questions.

Demographic variables were included i.e. gender, age, ethnicity, teaching duration, experience teaching Road Safety Education (RSE), experience attended RSE training, and experience teaching Bahasa Malaysia subject.
The instrument reliability was measured using Cronbach's Alpha. Respondents rate the 13 items on 5-point Likert-scale under the domain potential to perform. The internal consistency of items pertaining to respondents' potential to perform was found to be 0.817. This value exceeded the minimum reliability coefficient of 0.70 which is considered as acceptable (Nunnaly, 1978). Thus, the reliability of the items has relatively high internal consistency.

3.5 Data Collection Method

Data collection was conducted within one (1) week from 14 November until 20 November 2014. This was the last week of school before the year-end school break. Communication via telephone with all the Educational District Offices were initiated and application letters were sent formally. The questionnaire administration were conducted in group meetings which were held at the Educational District Offices respectively, and the meeting involved briefings from the researcher, question-and-answer session, and administration of questionnaire.

4. Results

The survey was conducted in order to identify the implementation readiness of teachers selected by the school's principal to conduct the scoring exercise. Specifically, there are four aspects being considered in testing the readiness of implementation among teachers. The four aspects are: potential to perform the scoring exercise; preparedness to conduct the scoring exercise; existing knowledge; and prior experience. The variables will be analyzed descriptively in term of frequency and percentage.

The analysis of data and results are presented in two (2) sections. First, a description of the sample of the respondents, including background characteristics. The second section contains the statements and table describing the results for each aspects of the survey. Data pertaining to the variables was entered in the SPSS statistical analysis programme using appropriate codes. The results of this analysis are offered here.

4.1 Description of Participants

This research involved 169 primary and secondary schools teachers from 9 education district (PPD) in Selangor. Respondents were chosen by the school principal to represent their respective schools. Participants were deemed to be slightly familiar with some general knowledge on pedestrian facilities. The surveys were administered to the respondents during a gathering hosted by education officers from each districts involved, and questionnaires were sent out according to the number of teachers who had completed the scoring exercise. All sets were returned on the same occasion and examined. Thus the response rate for the instrument was 100%.

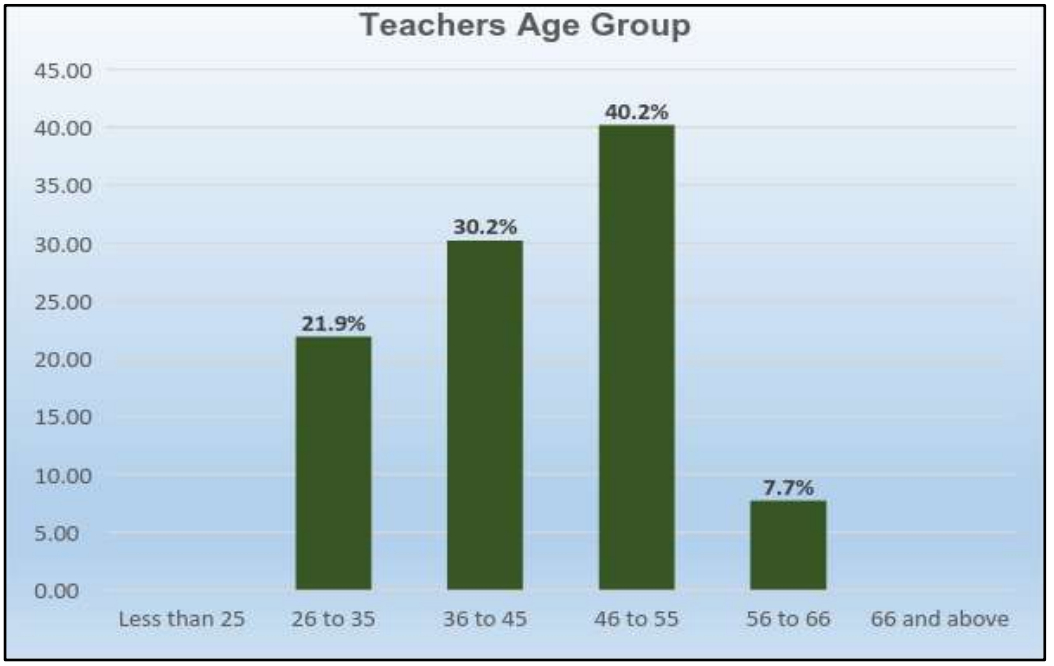

Figure 1 Respondents' age

Majority (41.2%) of the teachers were between the age of 46 to 55 (Figure 1). There were also teachers between the age of 56 to 66 (7.7%), with no teacher above 66 years old. The remaining respondents were all under 45 years of age with 30.2% being between the age of 36 to 45 and 21.9% between the age of 26 to 35 years. No teachers below the age of 25 participated in the scoring exercise (Figure 1).

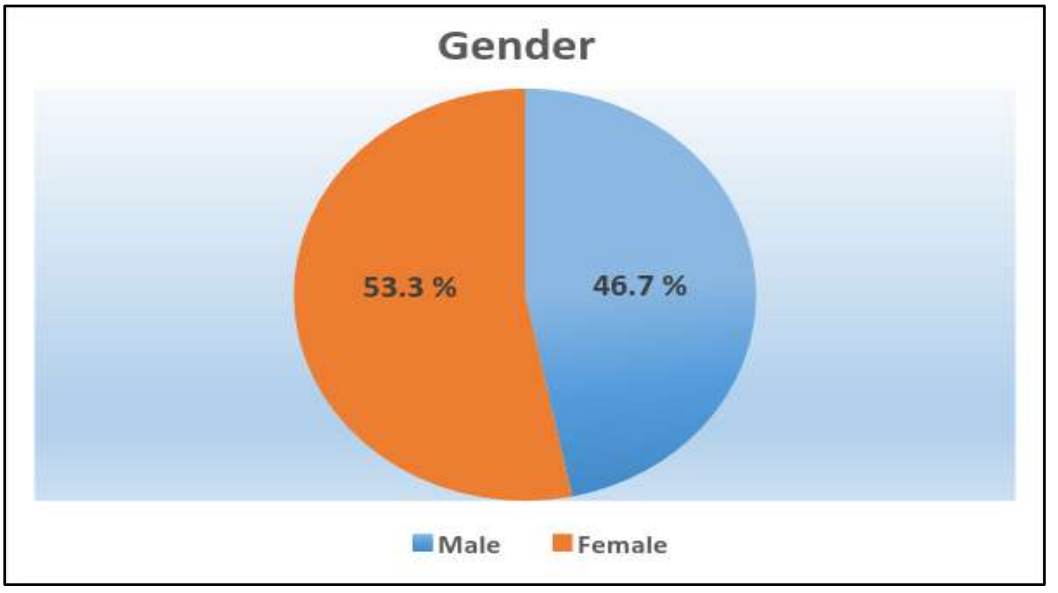

Figure 2 Respondents' gender

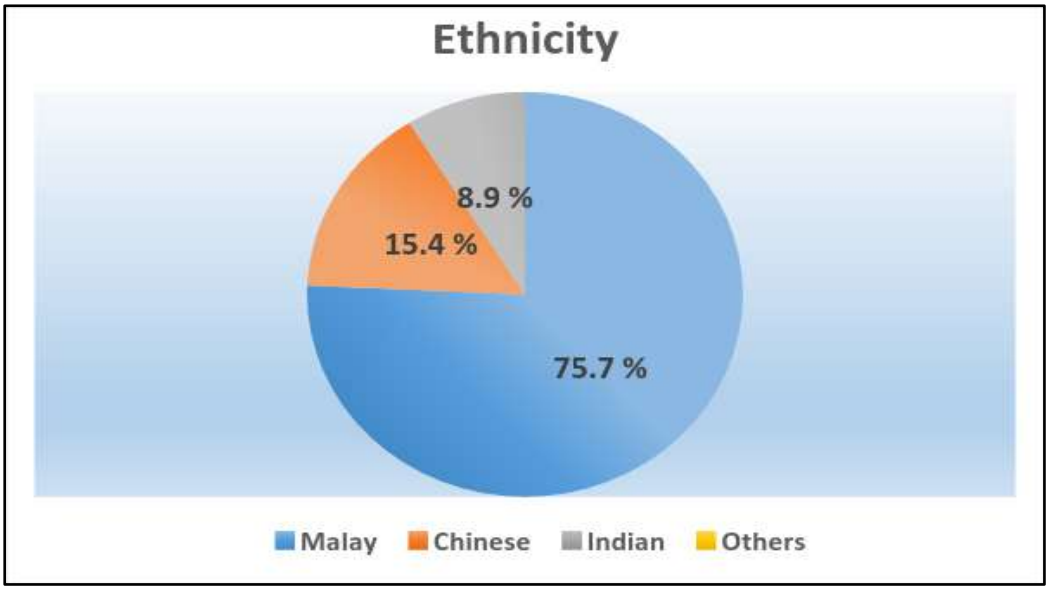

Figure 3 Respondents' ethnicity

Figure 2 and 3 show the respondents gender and ethnicity. Of those that completed the questionnaire, 90 were female teachers (53.25%) and 79 were male teachers (46.75%), all of whom had completed the scoring exercise as shown in Figure 2. In terms of respondents' ethnicity, majority of the respondents were Malay teachers (75.7%) and the remaining were Chinese (15.4%) and Indian (8.9%) respectively as can be seen in Figure 3.

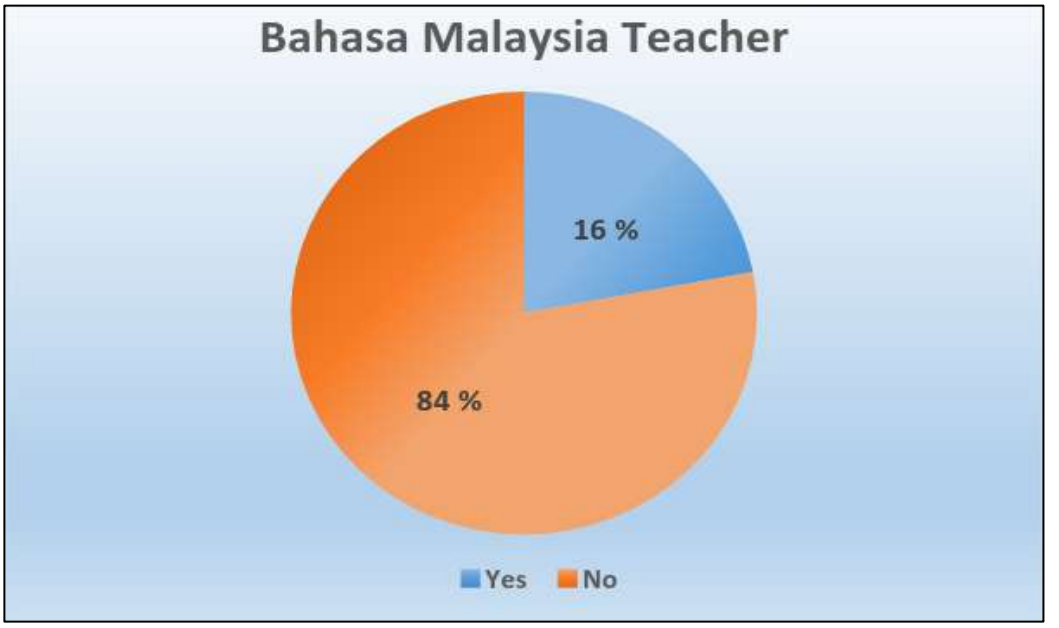

Figure 4 Bahasa Malaysia subject teachers

Figure 5 Duration of service

Figure 4 and 5 show the teaching experience of respondents, in terms of years and subject specialization. Bahasa Malaysia teachers would be the most suitable candidate to perform the scoring exercise as the RSE was incorporated in Bahasa Malaysia. However, from the sample, majority of the respondents selected by the principal were not teaching RSE (in Bahasa Malaysia) where 77.5% of the teachers were specialist in other subjects and only 21.9% of the respondents were Bahasa Malaysia teachers as shown in Figure 4.

Most of the respondents had served as teacher for more than 10 years (79.9%). The remainder of the respondents had less than 10 years of teaching experience with 12.4% of the teachers having served between 6 to 10 years of service. Based on Ministry of Education categorization, teachers in these two (2) categories are considered as skilled teacher since they have served for at least 5 years. The remainder of the 7.7% respondents were teachers who had served less than 5 years, as seen in Figure 5.

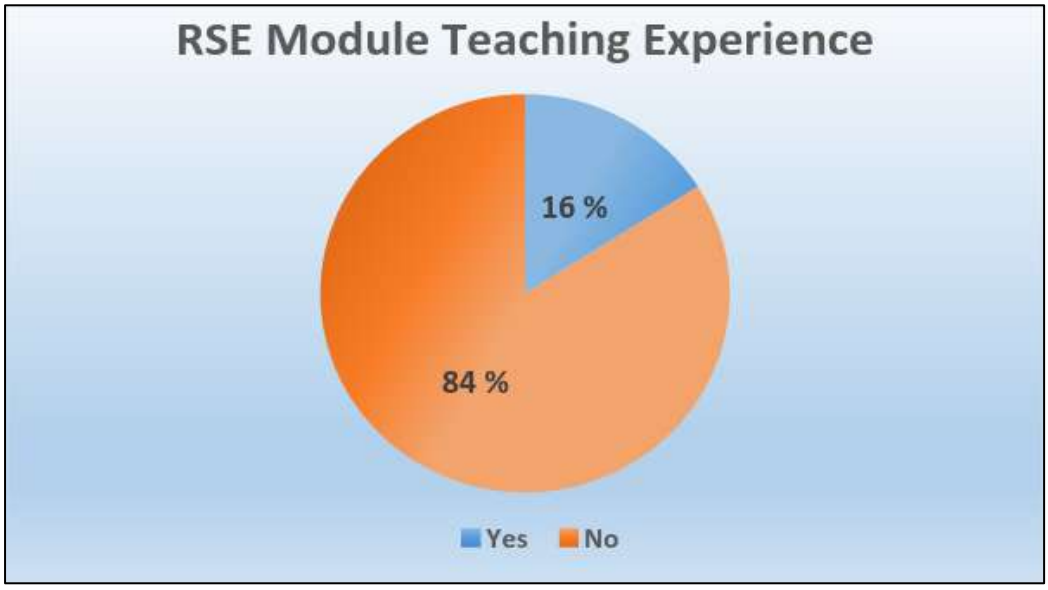

Figure 6 RSE teaching experience

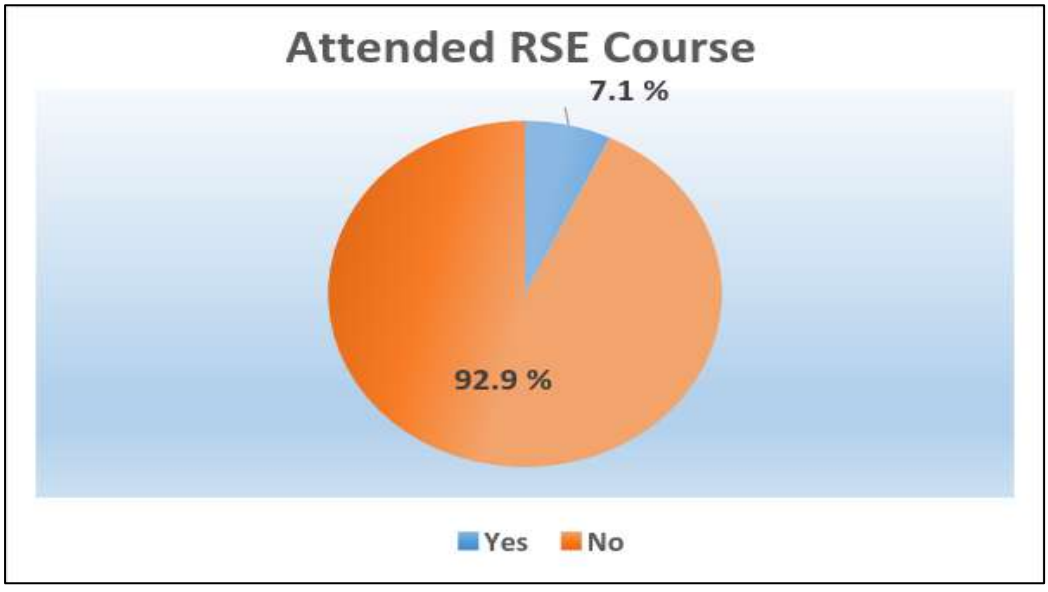

Figure 7 RSE course training experience

Figure 6 and 7 above show the respondent's experience in teaching RSE module and attending RSE training. Almost all respondents had neither taught RSE module before nor attended any RSE course. A large percentage of teachers (84 %) and (92.9%) stated that they had never thought RSE module or attended any RSE course respectively. Only 16 % of teachers had taught RSE module and a very small percentage of teachers (7.1%) stated that they had attended any courses related to RSE, as shown in Figure 7.

4.2 Potential to Perform the Scoring Exercise

Detailed analyses of the collected data regarding potential to perform were summarised in Table 2. The results of the five-point likert scales findings (percentage) were combined into three categories (disagree, no opinion and agree). As indicated, most teachers responded positively regarding their potential to perform (mode value is 4).Majority of teachers (85.2%) were interested to implement the programme with 88.1% stating that they voluntarily conducted the programme. The respondents also felt that the scoring exercise does not intervene with their core responsibility as many teachers (80.4%) positively showed their interest to implement the programme for the following year (82.3%).

In terms of the respondents' ability to conduct the exercise, 82.8% agreed that they are able to conduct the programme effectively given the provided Guide Book as reference. Encouragingly, (95.3%) of the teachers felt that the school can be benefit from this programme. Overall, the analyses indicated that the teachers have enough potential to perform the scoring exercise.

Table 2 Potential to perform

No.	Potential to perform	Mode	Total responses (%)		
			Disagree	No opinion	Agree
B1	The time allocated for this programme is sufficient.	4	17.9	16.1	66.0
B2	The implementation of this programme does not interfere with their core	4	10.7	8.9	80.4

	responsibility as teachers.				
B3	Instructions to implement the programme adopted at the appropriate time within the school calendar (i.e outside the examination).	4	10.1	11.2	78.7
B4	I believe this programme will benefit the school.	4	1.2	3.6	95.3
B5	I was able to implement this programme effectively (fill and send the scoring form based on the provided book as reference).	4	3.6	13.6	82.8
B6	I carry out this programme voluntarily.	4	2.4	9.5	88.1
B7	Ability to carry out this programme is not much different with my abilities as a teacher (Teaching and Learning).	4	1.8	8.3	89.9
B8	Support from school administration encourage me to carry out this programme.	4	0	7.1	92.9
B9	I was clear with instructions given by the school administrator regarding the implementation of this programme.	4	3.6	13.1	83.3
B10	I am interested in implementing this programme.	4	4.2	10.7	85.2
B11	I am interested in implementing this programme next year.	4	2.4	15.4	82.3
B12	RSE teaching helps teachers to implement the programme.	4	1.2	7.1	91.7
B13	I attach great importance to road safety.	5	3.6	0.6	95.8

4.3 Preparedness to Perform the Scoring Exercise

Table 3 reported the teachers' responses regarding their preparedness to perform the exercise. All respondents agreed that they were well prepared to perform the exercise (all mode values equals to 1). 97.6% believed that they will be more prepared to conduct the scoring exercise if they were provided with related guidelines for their reference. 88.7% of respondents also agreed that the exercise conducted prior to the actual implementation helped them to prepare better; they also thought that adequate materials (83.3%) and early planning (89.3%) prepared them better to implement the programme. Overall, teachers can be well prepared to implement the programme if they were provided with extra support and help.

Table 3 Preparedness to perform the exercise

No.	Preparedness to perform the exercise	Mode	Total responses (%)		
			Yes	Unsure	No
C1	I will be more prepared if I was provided with the related guidelines as reference.	1	97.6	1.2	1.2
C2	Attempt made to complete the Scoring Form help me prepare to conduct this programme.	1	88.7	7.7	3.6
C3	Adequate materials made me prepare to implement this programme.	1	83.3	10.1	6.5
C4	Early planning made me prepare to implement this programme.	1	89.3	5.4	5.4
C5	I was assisted by a special committee to implement this programme.	1	63.1	14.3	22.6

4.4 Existing Knowledge

The teachers' existing knowledge were measured through three (3) sub-items. Sub-item 1 is their knowledge on Pedestrian Safety before completing the scoring form. Sub-item 2 and 3 are their knowledge based on the scoring form provided and

knowledge on execution instruction of the scoring exercise respectively. Sub-item 1 comprised of 6 questions, Sub-item 2 had 9 questions and Sub-item 3 had 3 questions. The score for each correct answer is 1. The teachers level of existing knowledge is considered ACCEPTABLE if they obtained 50% of the total score, while teachers who obtained 49% and below are rated to have POOR existing knowledge (Pongmesa, 2008).

The existing knowledge section was divided into three sub-questions (Table 4). The result shows that more than half of the total respondents had acceptable scores in every section. The overall existing knowledge scores of respondents (98.9%) fall under acceptable category. This indicated that teachers did have a certain level of knowledge before conducting the task. The last two (2) sub-questions – knowledge on the scoring form and execution instruction of the scoring exercise show high percentage of 83.4% and 95.2% respectively. More than half of the teachers had acceptable existing knowledge on pedestrian safety (57.4%). Although it was slightly lower compared to the other two sub-items, it was still in the acceptable range. Overall, majority of the teachers achieved an acceptable score for every section.

Table 4 Existing knowledge

Section	Percentage of respondents (%)	
	Acceptable	Poor
Overall question Total score = 18	98.9	1.2
Sub-item 1 Maximum score = 6	57.4	42.6
Sub-item 2 Maximum score = 9	83.4	16.6
Sub-item 3 Maximum score = 3	95.2	4.8

4.5 Prior Experience

The teachers' prior experiences on Road Safety Guidelines were shown in Table 5. The result shows that teachers exposure with road safety guidelines were very limited as more than half of the teachers (56.9%) stated that they had neither been exposed to Road Safety Guidelines from other programmes nor implemented it. Most of the respondents also stated that they did not undergo any special training for the Safety Guidelines programme (89.3%). Eventhough the respondents' exposure to the guidelines are limited, a majority of them thought that the implementation of the guidelines would benefit the safety of students (95.2%) and felt that the existence of Road Safety Guidelines helped them to perform the required task (93.5%). Overall, while their experience with road safety guidelines are very limited, they showed a positive attitude towards the implementation of the programme.

Table 5 Prior experience

No.	Prior experience	Total responses (%)	
		Yes	No
E1	I have been exposed to road safety guidelines other than this programme.	43.1	56.9
E2	I have implemented safety guidelines before.	43.1	56.9
E3	The experience I had while implementing such programme have added my workload.	22.2	77.8
E4	Existence of road safety guidelines helped me implement required task.	93.5	6.5
E5	The implementation of Safety Guidelines has been a big benefit to the safety of students.	95.2	4.8
E6	I had undergone special training for Safety Guidelines programme.	10.7	89.3
E7	The training that I had attended regarding the implementation of Safety Guidelines before had helped me in conducting the Scoring of Pedestrian Facilities activity.	34.3	65.7

5. Discussion

User readiness has been recognised as one of many important factors in the success of implementing a new programme or technology in education. As stated in the earlier section, the present study intends to ascertain the level of readiness among school teachers to implement the scoring exercise, as well as to identify the issues related to their readiness to conduct the scoring exercise through the guidelines provided. The guidelines, "Guidelines for Pedestrian Facilities: School Area" which was developed in 2013 is incorporated with a scoring mechanism to group schools into three categories according to the state of the schools' pedestrian facilities. The issues identified by this study can help the authorities and decision makers to plan for future implementation in Malaysian schools.

With regard to the construct "the potential to perform", this study revealed that the majority of teachers responded positively towards the programme. They also showed high interest to implement the programme provided that it does not interfere with their main responsibilities. Given the positive feedback from teachers towards this programme, a briefing should be given to the school prior to the scoring exercise to enable them to conduct the scoring exercise accurately. This is in line with a similar study by Ya'acob, Nor and Azman (2005), which concluded that more teachers expressed their readiness to implement. They attributed this to the early training and exposure given to them by the relevant authorities. So and Swatman (2006) also concluded in their study that authorities should support the teachers by providing related support and training in order to build up their confidence to integrate the required task in their daily routine.

The main concern was the teachers' ability to self-administer the scoring form. Even though the majority of teachers expressed their interest to conduct the programme, without a clear explanation and proper guidance, the validity of the scorers could not be verified. This can be clarified by looking at the low percentage obtained on the

existing knowledge of respondents, prior experience result, as well as training and exposure received in relation to pedestrian facilities. Ya'acob, Nor and Azman (2005) recommended that teachers need continuous training and their level of knowledge should be upgraded from time to time. Without the guidelines and briefing, the probability of teachers failing to perform will be high and the scoring exercise could not be accurately conducted.

6. Recommendations

Several recommendations are listed below to improve the programme in future:

1. Since the programme was carried out without prior briefing or training, it is strongly recommended that the Ministry of Education, Malaysia, would allow the supply of the guidelines to the participating teachers to be used as a main reference in this programme.
2. Further research could consider to apply a case study approach to explore the association and influence of prior briefing or training to the participating teachers.

7. Conclusion

In general, the survey on implementation readiness was implemented among teachers who had completed the Pedestrian Facilities Scoring Form in 2014. From the descriptive analysis, it indicated that there are two possible influencing factors towards teacher's readiness. Further in-depth analysis is recommended for future study. From the four factors studied, it was found that the majority of teachers agreed that potential to perform the scoring exercise is a critical factor towards readiness to implement the task. Most of the teachers also responded positively that it is critical to be prepared to perform the scoring exercise in order to complete the scoring form. Among characteristics of preparedness to perform is the importance of training relating to the task prior to the scoring exercise implementation.

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Research Report

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ISBN 978-967-2078-98-2
9 789672 078982