



The Development of Educational Policy Acceptance Model

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The Development of Educational Policy Acceptance Model

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ABSTRACT

This study aims to develop an education policy acceptance model. Policy implementers need to implement education policies in the best possible way. However, due to the uncertainty of such situations, health, politics, and natural disasters, have an impact on the implementation of education policy and the quality of education. Thus, there is a need to determine what indicators can prevent this uncertainty and accept education policies to be implemented smoothly to guarantee the sustainability of the quality of education. This quantitative study was conducted to obtain research data. In this study, the researcher applied the concept of positivism. Finding shows there was a significant influence between the constructs of Attention Towards Use to Behavioral Intention through path analysis at significance level of 0.05 ($\beta = 0.898$, $p < 0.05$); Perceived Useful to Attention Towards Use ($\beta = 0.152$, $p < 0.05$); Perceived Useful to Perceived of Ease ($\beta = 0.789$, $p < 0.05$), and Perceived of Ease to Attention Towards Use ($\beta = 0.69$, $p < 0.05$). While the research model explained 75% of the total variance in Behavioral Intention. This suggests that the three sets of exogenous latent variables have collectively explained 80.6% of the variance in Behavioral Intention. This study wraps up various potential concerns and importance for policymakers. Implementers within an organization should assess user opinions towards the proposed modifications to shape the development of the policies. By knowing the acceptance indicators of education policy, even if there are challenges such as health, politics, and natural disasters, stakeholders can focus on indicators involved in adopting policies and preventing uncertainty in implementing educational policies.

Keywords: Acceptance of Education Policy, Education Policy, Education Management, Education Administration

INTRODUCTION

The model of acceptance was developed primarily in the field of psychology. In 1862, prominent authors or scientists in psychology established the foundation for concepts and influenced ideas toward behaviour (Pierce, 2014). This innovation encourages many scholars to build acceptance models for other disciplines. In 1925, researchers continued to examine attitudes and behaviours and developed numerous new theories (Price, 2010). In the 19th century, theories that focused in attitudes and behaviours grew to the acceptance model, particularly from a psychological perspective. Essentially, actions can explain attitudes (Seong, 2005). In simple words, an action is the effect of an attitude." Attitudes could explain why humans take specific actions (Seong, 2005). The idea to create this acceptance model originated with Fred Davis, who created the Technology Acceptance Model (TAM) in 1986. Tamara Pierce created the (Policy Acceptance Model) or PAM in 2014 since this model had become so popular. We, a group of researchers, feel that this concept of acceptance does not immediately end. Educational Acceptance Model (EPAM), which is more specialised in the acceptance of educational policy, can be developed from PAM.

The justification for this model is that it has undergone a wide of investigation. Numerous prior scholars have established the model's stability. The acceptance model is motivated by psychological science, adapted to technology and policy, and is currently being adapted to educational policy. In the context of education in Malaysia, education policy needs to be implemented in the best possible way by policy implementers. However, due to the uncertainty of situations such as health, politics, natural disasters, have an impact on the implementation of education policy and the quality of education. Thus, there is a need to determine what indicators can prevent this uncertainty and accept education policies to be implemented smoothly to guarantee the sustainability of education quality.

The Malaysian Education Quality Standard (MEQS), which is approaching its third wave (2021-2025), is

actually the final phase of the Malaysian Education Development Plan (PPPM 2013-2025). This protocol was meticulously crafted without the Covid-19 epidemic in mind. The epidemic and its consequences have affected national education. In addition, the political developments that occurred after the 2014 election demonstrate inconsistent understanding and unity. Malaysia's spending on education is the highest among ASEAN nations from an economic perspective. The 2022 budget published by the Minister of Finance demonstrates that the education sector remains a priority, with the highest allocation going to the Malaysian Ministry of Education (MOE) equal to RM52.6 billion, or 16% of total Federal expenditures.

The fact is that the Malaysian Education Quality Standard (SKPM), which is entering the third wave (2021-2025), is the last phase of the Malaysian Education Development Plan (PPPM 2013-2025). This policy has been carefully drafted without expecting the Covid-19 pandemic to occur. The pandemic and post-pandemic have had an impact on national education. In the economic context of education, Malaysia's education sector spending is the highest among other ASEAN countries. The 2022 budget presented by the Minister of Finance shows the education sector continues to be prioritized, with the largest allocation to the Malaysian Ministry of Education (KPM), which is as much as RM52.6 billion or 16% of the total Federal expenditure. Malaysia is currently facing the uncertainty of post-pandemic, political, and natural disasters. This condition results in the optimal implementation of the planned education policy. Indicators for the adoption of structured education policies must be devised to ensure that education policies are implemented as intended.

LITERATURE REVIEW

The longest education policy in the history of education in Malaysia, PPPM 2013-2025, has never had a Covid-19 pandemic. The Covid-19 virus, which was found at the end of 2019 and became a pandemic in 2021, caused a health catastrophe that impacted the education and economic sectors. The Omicron variant, along with a number of other worldwide variants, creates uncertainty in economic activity, industry, and education (Gao, Guo & Luo, 2021). The restrictions on movement have interrupted the economic chain, industry, tourism, and even education (Chinna et al, 2021; Korkmaz & Mirici, 2011). The post-pandemic effect also reduces the country's economic growth and impedes local and international trade (Wang et. al, 2021). This crisis is also linked to politics, health education, and the economy in Malaysia. As the continuation of the growth of a country's human capital, the innovation of the education system (Mohd Zhaffar et al, 2021) and the reform of the education field are essential for maintaining the quality of education.

Currently, the Malaysian Education Development Plan 2013-2025 is in its third wave. The Malaysian Education Quality Standard, or SKPM, consists of five criteria and is currently in its final phase. The Quality Management System was first officially implemented in Malaysia's public administration on 24 June 1990, when the Public Service Management and Quality Improvement Handbook was established. The most recent is the "MS ISO 9001 Implementation Guide version 2008 In the Public Service" by the Malaysian Administration Modernization and Management Planning Unit (MAMPU) dated January 1, 2010. Thus, Deming's approach can assist schools if school administration and teachers work to implement an organized quality culture. According to Deming, quality is initially defined by the customer. Later, he expanded the concept of quality to "Quality is getting everyone to accomplish what they agreed to do the first time and doing it correctly." This implies that the firm's management should supply services or products per consumer specifications. Thus, customer happiness can be achieved, and the business's performance can be enhanced (Siti Noor Ismail, 2021).

In addition, Malaysia has faced numerous natural disaster risks, especially floods. Education in Malaysia was affected by the floods, and assets at educational institutions were severely damaged (Amir Zal, 2018). Learning is disrupted, the cost of damage rises, and schools are transformed into Temporary Transfer Centers (TPS), resulting in the utilization of school assets for rescue operations (Amir Zal, 2018). This demonstrates the significance of disaster management in ensuring that everything is managed efficiently and effectively. Furthermore, the education quality index generated from the Quality Index (NITI, 2021) indicates that Malaysia must keep education quality above the global median. This is to demonstrate the value of a substantial investment in the education sector. The construction of this education policy acceptance model is crucial for policymakers and policy implementers to determine if policy acceptability in Malaysia is consistent or not.

Perceived Usefulness (PU) is measuring the believe that the implementation of a new policy will be useful. The PU scale was originally designed by Davis (1986) to measure the belief that technology enhances a person's performance. PE was adapted for the use in the policy field to adequately measure the belief that the implementation of a new policy will be useful. While the attitude towards use scaled was developed by Davis (1986) to measure the person's attitude towards performing the behavior. Finally, Behavioral Intent (BI) measures an individual's probability that they will perform a specific behavior. In this study, BI scale (3 items) was adapted for the use in the policy field to adequately measure intention to use the new policy (Tamra Pierce, 2014).

METHOD

This quantitative study was conducted to obtain research data. In this study, the researcher applied the concept

of positivism. This philosophy of positivism was chosen because the researcher employs established theory to build hypotheses. Through the examination of prior approaches, research hypotheses are formed and discovered. In the meantime, a deductive method is used because the inquiry proceeds from theory to data (Saunders, 2009).

Furthermore, researchers perform a cross-sectional survey when a topic or issue, especially a new or unexplored one, lends itself to a survey study design (Babbie, 2007). In addition, the design of this study was chosen after considering the opinions of scholars who assert that cross-sectional surveys are widely used in the field of education for three main reasons: the ability to investigate nearly all problems and questions, their efficiency, and their ability to save time and money (McMillan, 2012; McMillan & Schumacher, 2006).

In addition, this study design has the benefit of being able to gather data directly from the study sample in order to obtain information on the study variables (Lodico et al., 2010; Creswell, 2011). In a cross-sectional study, the researcher needs simply select a part of the sample from a wide population to respond to the study instrument (Lodico et al., 2010). Due to suitability, the researcher employed an entirely quantitative method. In addition, a large and generalizable sample size requires researchers to employ this methodology (Cohen, 2007).

Instruments

This survey study used a questionnaire as the instrument. The instrument was adapted and modified from Tamra Pierce (2014). The questionnaire was prepared through google form and distributed to whatsapp group and email address. The questionnaire used was divided into three sections based on 7-point Likert scale. The usage of Likert scale allows for collection of data on the degree of agreement of respondents to each item in the questionnaire. Respondents have to answer based on their assumptions and their opinion about the given statement. The scoring will be based on the 7-point Likert scale.

Participants

The total number of respondents who answered this questionnaire was 201 teachers. The sample of this study was 201 teachers who were sampled randomly to represent the total population. The population of this study consists of Malaysian Ministry of Education-supervised secondary school teachers in the North Zone, East Zone, Central Zone, South Zone, and Borneo Zone. The justification for the selection of secondary school teachers is that secondary school instructors tend to embrace policies, particularly in broader academic aspects like public examinations such as SPM, STPM, and STAM. There will be a total of 88288 secondary school teachers in Malaysia in 2021.

Data analysis

All response data will be analyzed and processed with the support of SEM-PLS 2.0. From there to determine the logic and correlation of the observed variables.

FINDINGS

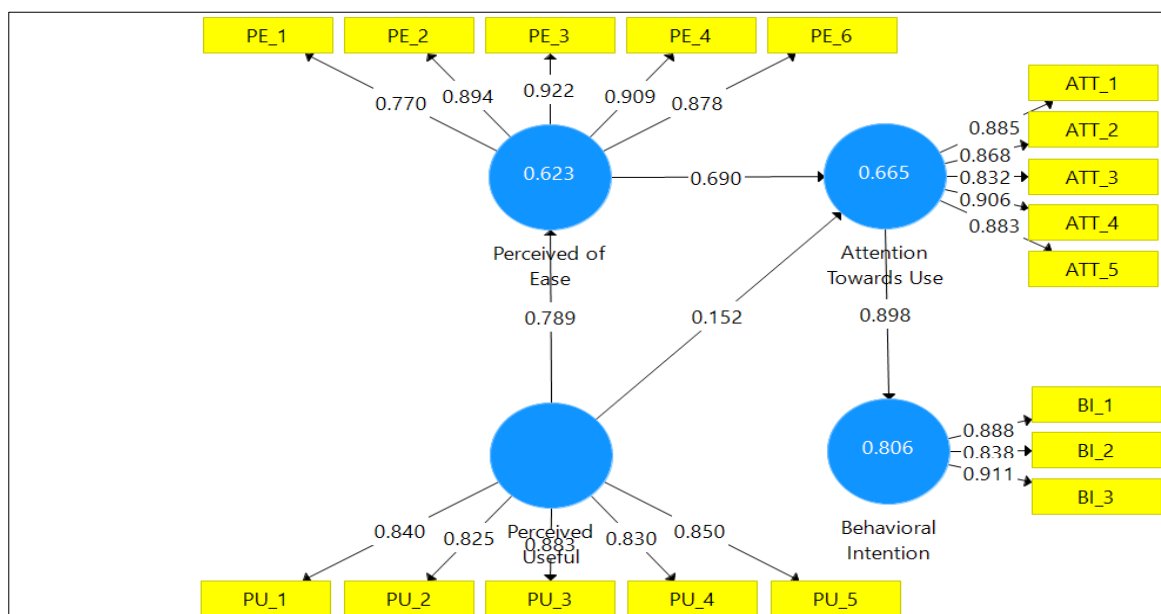


Figure 1: Assessment Model Analysis Result

Figure 1 shows the results of the assessment model analysis. Five constructs were analyzed based on the measurement model, namely internal consistency, reliability of indicators based on external loading values, convergence validity, and discriminant validity.

Internal Consistency

Table 1: Summary of Cronbach's Alpha analysis and Composite Reliability analysis

	Cronbach's Alpha (>0.7)	Composite Reliability (>0.7)	Average Variance Extracted (AVE) (>0.5)
Attention Towards Use	0.923	0.942	0.766
Behavioral Intention	0.853	0.911	0.774
Perceived Useful	0.9	0.926	0.715
Perceived of Ease	0.923	0.943	0.767
Attention Towards Use	0.923	0.942	0.766

Table 2: Outer Loading

Constructs	Items	Outer Loading
Attention Towards Use	ATT_1	0.885
	ATT_2	0.868
	ATT_3	0.832
	ATT_4	0.906
	ATT_5	0.883
Behavioural Intention	BI_1	0.888
	BI_2	0.838
	BI_3	0.911
Perceived Useful	PE_1	0.77
	PE_2	0.894
	PE_3	0.922
	PE_4	0.909
	PE_6	0.878
Perceived of Ease	PU_1	0.84
	PU_2	0.825
	PU_3	0.883
	PU_4	0.83
	PU_5	0.85

The factor loadings or outer loadings from (Table 2) of every construct was analyzed referring to specific item in modifying up the principle of reliability consideration (Hulland, 1999; Hair, Hult, Ringle, & Sarstedt, 2017). From (Table 2) all the items with loadings of 0.50 and beyond (Barclay, Thompson, & Higgins, 1995), and all of the loadings have been used in this study above 0.50 (see Table 2).

From Table 1 demonstrates the internal consistency score based on Cronbach alpha values and composite reliability. The results of the analysis demonstrated that Cronbach alpha values for five designated constructs were at 0.853 to 0.923. Then, the composite reliability coefficient was used to determine the internal consistency reliability of measures. The interpretation of internal consistency reliability in using the composite reliability coefficient was based on the rule of thumb provided by Bagozzi and Yi (1988) and Hair et al. (2010). Both researchers agreed that the indicated value for the composite reliability coefficient should be at least 0.70 or more. As shown in Table 1, the composite reliability coefficient of every latent construct ranged from 0.911 to 0.943, AVE value from 0.715 to 0.774. So, every latent construct exceeded the minimum acceptable level of 0.70, and value of AVE must greater than 0.5 (Fornell & Larcker, 1981). The internal consistency reliability of the measures used in this study was deemed to be sufficient (Bagozzi & Yi, 1988; Hair et al., 2010). All of the internal consistency reliability as shown as Figure 2,3 and 4.

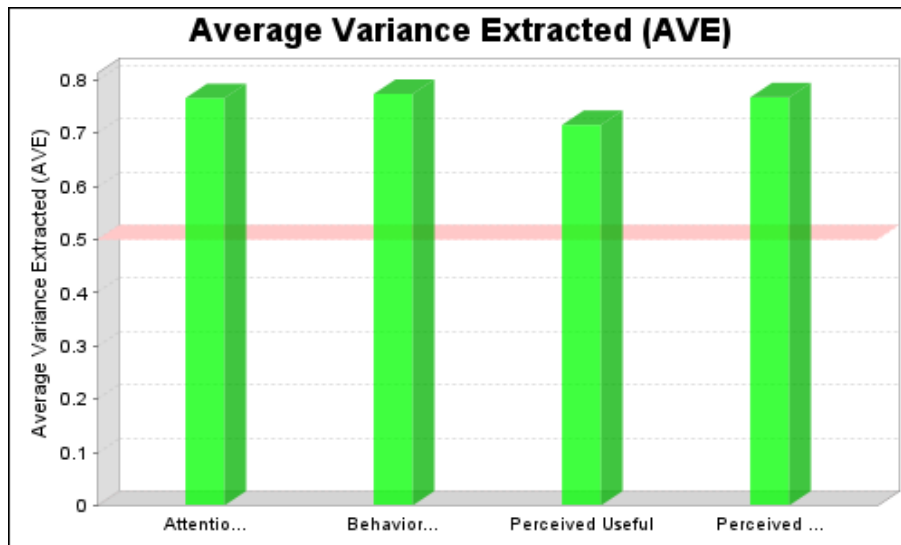


Figure 2:Average Variance Extracted (AVE)

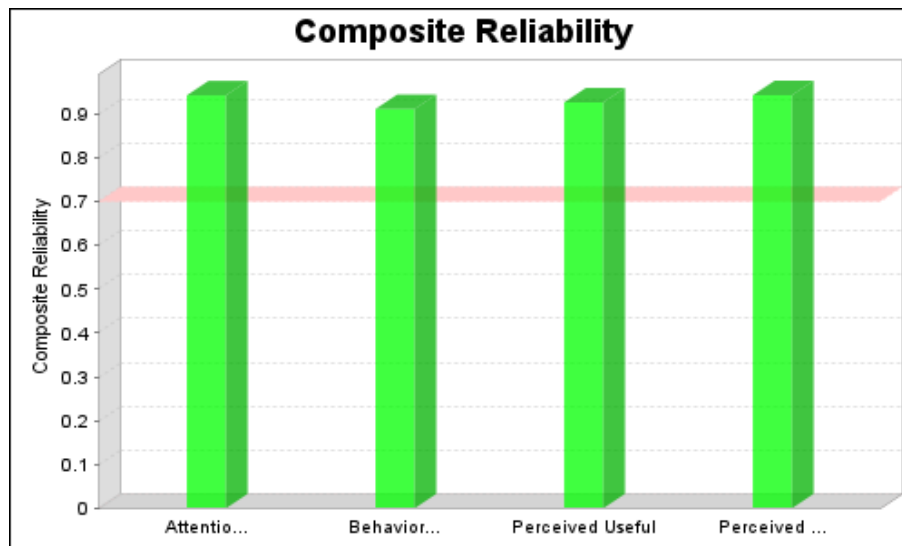


Figure 3:Composite Reliability

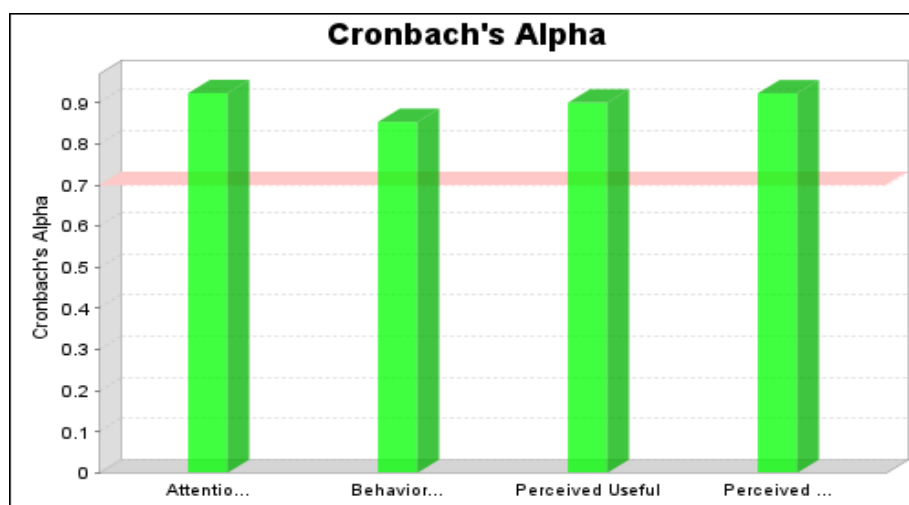


Figure 4:Alfa Cronbach

The discriminant validity was determined using Average Variance Extracted (AVE) as recommended by Fornell and Larcker (1981). This was realized by comparing the correlations among the latent constructs with

the square roots of AVE (Fornell & Larcker, 1981). In completing sufficient discriminant validity, Fornell and Larcker further recommended that the square root of the AVE should be bigger than the correlations among latent constructs. As indicated in Table 2, the correlations between the latent constructs were matched with the square root of the AVEs (values in boldface). Table 4 represents the square roots of the AVEs were all larger than the correlations among latent constructs, and these have been suggested to be adequate discriminant validity.

Table 2. Fornell-Larcker Criterion

	Attention Towards Use	Behavioral Intention	Perceived Useful	Perceived of Ease
Attention Towards Use	0.875			
Behavioral Intention	0.868	0.88		
Perceived Useful	0.696	0.751	0.846	
Perceived of Ease	0.81	0.738	0.789	0.876

Table 3: Heterotrait-Monotrait (HTMT)

	Attention Towards Use	Behavioural Intention	Perceived Useful
Behavioural Intention	1.008		
Perceived Useful	0.758	0.744	
Perceived of Ease	0.867	0.825	0.864

Table 3 demonstrates the results of the Heterotrait-Monotrait Criteria (HTMT). The correlation value between constructs is fewer than 1.00. This demonstrates that all constructs differ from each other (Hair et al., 2017).

Structural Model Assessment

The findings of the structural model analysis are displayed in Figure 3. This is to achieve the principles of measurement model evaluation based on the Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis technique. Furthermore, the analysis has been done with the support of Smart-PLS 3.0 software.

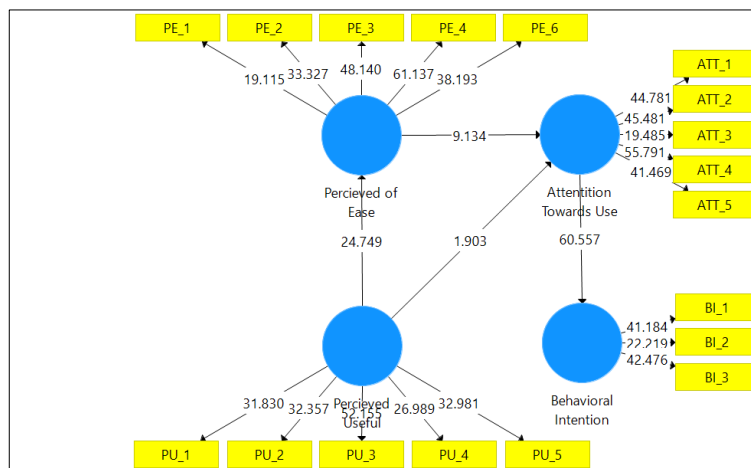


Figure 3: Analysis of the Model Hypotheses

Table 4: Assessment of Significant Relationships

	Beta β	P Values	Result
Attention Towards Use_ -> Behavioural Intention	0.898	0	Significant
Perceived Useful -> Attention Towards Use	0.152	0.048	Significant
Perceived Useful -> Perceived of Ease	0.789	0	Significant
Perceived of Ease -> Attention Towards Use	0.69	0	Significant

Based on Table 4, there was a significant influence between the constructs of Attention Towards Use to Behavioral Intention through path analysis at significance level of 0.05 with a two-tailed test, ($\beta = 0.898$, $p < 0.05$); Perceived Useful to Attention Towards Use ($\beta = 0.152$, $p < 0.05$); Perceived Useful to Perceived of Ease ($\beta = 0.789$, $p < 0.05$), and Perceived of Ease to Attention Towards Use ($\beta = 0.69$, $p < 0.05$).

As shown in Figure 1, the research model explained 75% of the total variance in Behavioral Intention. This suggests that the three sets of exogenous latent variables have collectively explained 80.6% of the variance. Falk and Miller (1992) proposed an R-squared value of 0.10 as a minimum acceptable level. In accordance to Falk and Miller's recommendation, it can be said that the endogenous latent variable had an acceptable level of R-squared values.

CONCLUSIONS

This study wraps up various potential concerns and importance for policymakers. Implementers within an organization should assess user opinions towards the proposed modifications to shape the development of the policies. This study observed that perceived ease of use and perceived usefulness were significant factors in predicting acceptance. A positive impression of a policy's effectiveness is crucial, although the simplicity of usage is not as crucial. This may offer strategies for policymakers to facilitate the implementation of new policies, such as the use of open forum debates and early dissemination of information that focuses on how the new policy will enhance quality of life and simplify existing procedures. This research aimed to develop and validate the initial usage framework for Educational Policy Acceptance Model. To investigate construct validity, it is proposed to do an additional study. The Educational Policy Acceptance Model (EPAM) produced a significant predictive model for the acceptance of new policies in Malaysia. The results of this study indicate that the model explains 80.6% of the variance ($R^2 = 0.806$) in the desire to use the policy. The EPAM applicable to all policies and can be used to explain, forecast, and identify policy adoption.

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