TEACHER'S PERCEPTION OF ONLINE TEACHING

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ABSTRACT

This study explores teachers' perceptions of online teaching during the Covid-19 pandemic. The main objective of this study is to understand teachers' perceptions towards the online teaching process, an online survey questionnaire of 42 English teachers and semi-structured interviews with 5 English language teachers from primary levels was conducted. Teachers were approached to complete 15 close-ended survey questions. Both qualitative and quantitative methods were approached in this study. The survey and interviews data were analyzed to interpret the findings. This study's findings have revealed that majority of the participants showed a positive perception of online teaching during the pandemic. But some of the participants showed a neutral perception of online teaching. However, nearly similar numbers of participants do not agree on the effectiveness of online teaching in this Covid-19 outbreak. Although the teachers face various challenges in the online teaching and learning process, they made a great effort towards adopting a new teaching strategy and implementing sufficient online learning tools as the way to motivate online English language learning among primary students.

Keywords: *Online teaching, teacher perceptions*

INTRODUCTION

Covid-19 pandemic challenged every sector, mainly the educational sector for more than a year. The government's decision of the school closure has left a great impact on teachers' and students' face-to-face teaching and learning process. As a way of preventing the serious spread of Covid-19 among students, the government has forced the schools including elementary, secondary, high schools as well as universities and colleges to organize online teaching and learning sessions. As a new way of learning, the students are having to adopt the new learning process which is based on technology and online learning platforms such as Google Meet, Google Classroom, Zoom, Telegram, WhatsApp, and so on. Teachers are expected and required to be familiar with varied technological tools and applications to organize their teaching and learning sessions to achieve the learning objectives. On the other hand, the teachers and schools are expected the students to attend and actively participate in online learning according to the timetable set by the school. Although in the beginning teachers and students are struggled with lots of obstacles, after a couple of months everyone sustained with online learning. At last, everyone had to accept the fact that teaching and learning virtually is the only choice at the moment to fill the huge gap in the school's syllabus and academics. Teachers started utilizing multiple online platforms to deliver the lesson in order to prevent academic loss among students (Verma. G. and Priyamvada, 2020). These sudden changes are inevitable by everyone in the educational sector including the

government, but they are effortlessly making sure the teaching is going on virtually until the government officially announces reopen of all the educational institutions.

LITERATURE REVIEW

Online Teaching

Online teaching and learning are not a new practice in the Malaysian education system, even in the world's education system. Although it has been encouraged before for quite some time, the serious outbreak of this global pandemic Covid-19 has promoted it on a large scale. The serious disease has left its scar on an apparent post-pandemic world. Virtual teaching or online teaching becomes part of an 'accustomed' practice among educators in the education sector. Online teaching is a term that can be classified as the process of educating people on virtual platforms. The teaching methods involve video conferencing, live classes, etc. There are varied facilities available to conduct the online classes. According to Nashir, M., and Laili, R.N., (2021), teachers are using both laptops and mobile phones for teaching. The laptop is mainly used to conduct video conferences and create materials for the teaching and learning process. Then, using the mobile phone to share the sources links, materials, check students' works and provide feedback. Online learning platforms and applications are developed to facilitate easy and convenient learning for all learners. The teachers use various digital platforms to conduct the lesson and share it with their students. Teachers used multiple online applications to support their online teaching. One of the most used online learning platforms is WhatsApp as it is simple, practical, efficient, and effective for teachers to create a group for their students and require minimal quotas in the learning process (Nashir, M., and Laili, R.N., 2021).

Studying from home has significantly impacted all the school levels in Malaysia as well as all the schools in the world. Online teaching systems were implemented within a few months after the schools' closure due to the Covid-19 pandemic. Ready or not, every school and the educational institution was forced to adopt online teaching. The sudden changes in the instructional system have impacted the learning process for students, instructional strategies, techniques, teachers' technology readiness in implementing online learning, motivations, and supports for teachers, parents, schools, and government involvement. Teachers' performances and the quality of education have been affected by these changes in the teaching and learning process (Rasmitadila et al., 2020). While online teaching is the only effective way of imparting knowledge, it comes with its goals challenges faced by the teachers and as well as students. Some of the tasks the teachers are upskilling to include learning new skills, adopting a new approach that works for virtual engagement, designing a session fit for the learners, optimizing the use of technology, utilizing online platforms, online teaching and learning tools, etc. However, those especially the young generations' educators who do have knowledge and access to the right technology, are more capable to make online teaching and learning more effective in many ways.

Teachers Perceptions

The major shift from traditional to online teaching was the biggest challenge to the teachers which they were plunged into this new mode of teaching with little and quick preparation. Though, the teachers tackled the virtual teaching and learning situation with their passion and dedication to the teaching profession. Despite all the convenience of online teaching, some researchers highlighted the teachers' perceptions concerning online teaching practices. The hindrances to the smooth operation of an online teaching environment included lack of appropriate materials and resources, constant power cut and poor connectivity, lack of technological competencies, lack of learners' support, restructuring of teaching content, and facilities shortage (Noor S., Isa F.

M., & Mazhar F.F., 2020). Thus, teachers went ahead and upgraded the systems with high-speed internet connectivity and power backup to ensure smooth connectivity during online classes. Every teacher must be trained properly about online teaching to have a smooth teaching and learning process. Teachers without experience in online teaching mode might face more challenges during online teaching (Tram H. T. A., 2021).

Besides, Nashir, M., and Laili, R.N., (2021), mentioned in their study, during online teaching teachers' workload is heavier as they need to prepare the learning materials that are more interesting and easily understood by their students. A key for successful online teaching and learning is students' participation and motivation towards online learning. Teachers need to prepare effective materials to maintain students' engagement in online learning. In their research, Cruz, P. J. A., and Medina, D.L. (2021) found teachers' main concern regarding the online teaching practice that involves students' participation and motivation towards the online classes. They have stated teachers' perception of the role of technology for online teaching whereby the gamified teaching materials are to be implemented for beneficial outcomes in online teaching. Another researcher in his study has stated teachers' positive perceptions were higher than the negative perceptions. According to (Nursalina and Fitrawati, 2021), teachers have positive perceptions and are satisfied with the use of technology in their teaching process. Quiet numbers of teachers admit that they can manage their time more flexibly in online learning and are more comfortable than face-to-face teaching. Although online teaching increases teachers' technical knowledge it also increases teachers working hours by reducing the communication gap between teachers and students (Dr. Durbey B., Dr. Singh S., 2020). Compared to the senior teachers, the young teachers are engaging actively in the online teaching process.

The research by Verma S. and Saarsar P. (2020) stated, teachers found that online teaching is more convenient and easier. He also found that online teaching was certainly saved teachers' traveling time and allowed them to use that time for other needs.

METHODOLOGY

This study explores the teachers' perceptions of online teaching. Both qualitative and quantitative methods were adopted in this study to find out varied viewpoints on online teaching. The researcher obtained data through a survey questionnaire, interviews, and personal observation. A survey questionnaire using Google Form is one of the instruments distributed to 42 teachers. The questionnaire was developed based on the three main research questions of this study which contains 24 questions in total: 23 close-ended questions and 1 open-ended question. The teacher's perception survey is based on teaching online classes in this pandemic. The main aspect focused on are ease of use, usefulness, and attitude towards the use of technology to conduct online lessons.

RESULTS

This section presents the result of the current study entitled Teacher's perceptions of online teaching. The data gained from the survey and interviews were analyzed well to make the connection and answer the research questions. During the interview, the researcher discovered many interesting viewpoints from the teachers who teach the English language to students online. Teachers from UNITAR International University and teachers teaching English language in a national school of Malay, national school of Chinese and international schools were approached to participate in the study. Overall, 42 entries of the survey were used in the study to find the

answers to the designed research questions in this study. As for the second research instrument, teachers' recorded interview answers were transcribed and explained descriptively. The presented data consisted of 15 questions related to teachers' online teaching perceptions. The result of each question shows as below.

Table 1 Teachers' Perceptions of Online Teaching

	SD	D	N	A	SA
Frequency	-	3	21	14	4
1. Online teaching provides me opportunities to integrate effective and various pedagogical skills.		7.2%	50%	33.3%	9.5%

Table 1 indicated part 1 survey questionnaire about teachers' perception of online teaching. Based on the question 1 result in Table 1, 50% of the respondents neutrally answered that online teaching provided opportunities to integrate effective and various pedagogical skills for them. 33.3% of respondents agreed to the statement and 9.5% of the respondents strongly agreed to the opportunities from online teaching. However, only 7.2% of the respondents disagree with the statement. Overall, teachers' perception of the first statement is more to positive outcomes.

Table 2 Teachers' Perceptions of Online Teaching

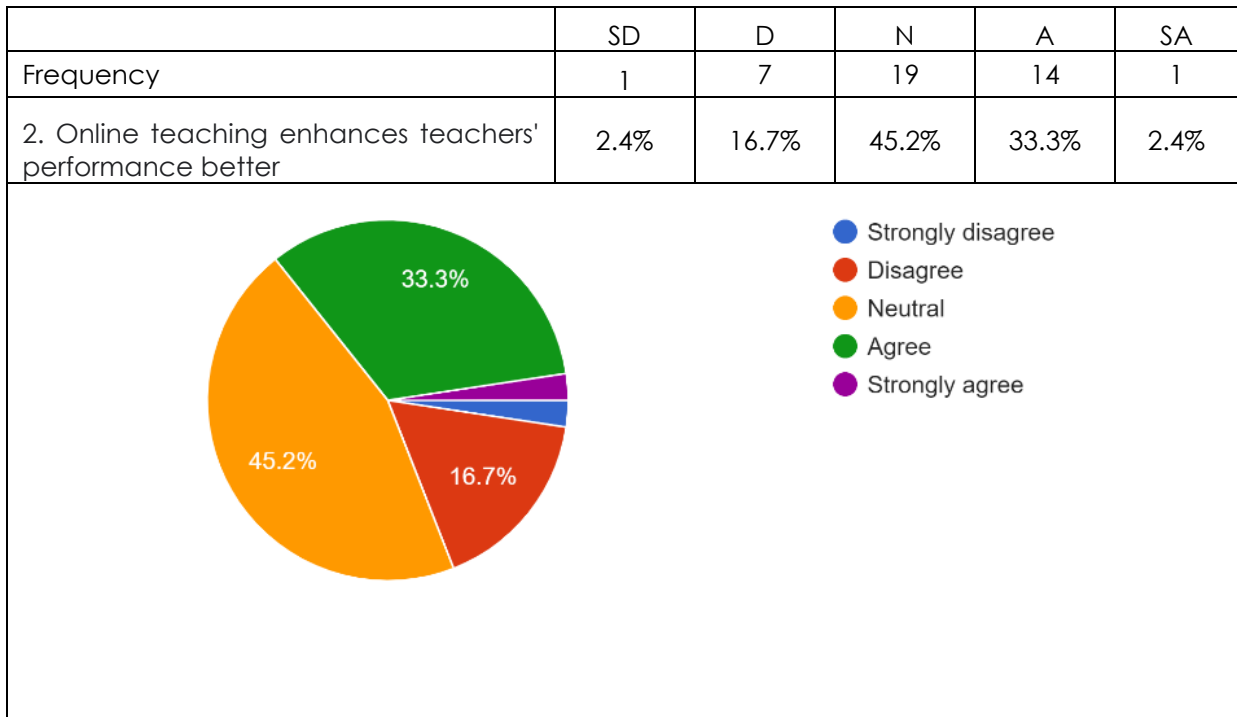|	SD	D	N	A	SA
Frequency	1	7	19	14	1
2. Online teaching enhances teachers' performance better	2.4%	16.7%	45.2%	33.3%	2.4%

Table 2 shows the result of survey question 2, online teaching enhances teachers' performance better. 45.2% of the respondents indicated they felt neutral on their perceptions about online teaching enhancing their performance better. In addition, the second majority 33.3% of the respondents were in agreement that online teaching enhances their performance better. Another 2.4% of the respondent were strongly agreed with the statement. However, 16.7% of the respondents were disagreed and felt online teaching does not enhance teachers' performance compared to face-to-face teaching. This result is strongly supported by another 2.4% of the respondent. The above result indicated that the majority of the respondents had positive perceptions towards online teaching.

Table 3 Teachers' Perceptions of Online Teaching

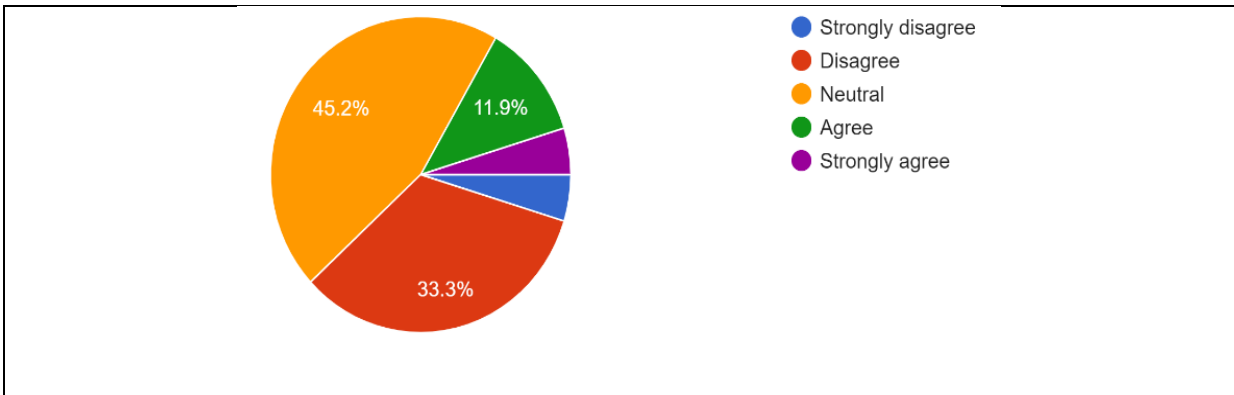|	SD	D	N	A	SA
Frequency	2	14	19	5	2
3. Online teaching enhances students' participation and interest in learning.	4.8%	33.3%	45.2%	11.9%	4.8%

Table 3 shows the survey result for question 3. The majority 45.2% of the respondents felt neutral about their perception about online teaching enhances students' participation and interest in learning. In line with that, the second-highest 33.3% of the respondents indicated disagreement with the statement. They felt online teaching does not enhance students' participation and interest in learning. Another 4.8% of the respondents are strongly disagreed as well with the statement. In contrast, 11.9% of the respondents agreed and felt that online teaching could enhance their students' participation and interest in learning. This was strongly supported by another 4.9% of the respondents. Although some of the respondents supported the statement, the majority of the respondents felt it does not help out the students' online learning.

Table 4 Teachers' Perceptions of Online Teaching

	SD	D	N	A	SA
Frequency	4	10	10	13	5
4. I find the online teaching platforms are very convenient to conduct lessons.	9.5%	23.8%	23.8%	31%	11.9%

Table 4 shows the result of teachers' perception of the online teaching platform. The majority 31% of the respondents indicated that they felt the online teaching platform is very convenient to conduct their lessons. Another 11.9% of the respondents were strongly agreed with the statement. Besides, 23.8% of the respondents indicated they felt neutral about the convenience of using an online platform to conduct the lessons. The same value 23.8% of the respondents were said that they disagree with the statement. This value is supported by another 9.5% of the respondents. The above result indicated the majority of the respondents felt the online platform was very convenient to conduct their lesson.

Table 5 Teachers' Perceptions of Online Teaching

	SD	D	N	A	SA
Frequency	-	16	11	11	4
5. I enjoy teaching my students virtually.	-	38.1%	26.2%	26.2%	9.5%

Table 5 shows the result of the question to which extent the teachers enjoy teaching students online. Based on the result, the majority 38.1% of the respondents disagree with the statement. It is clearly shown that teachers more preferred to teach their students in physical classrooms. And 26.2% of the respondents have indicated their perception that they felt neutral regarding virtual teaching. But the same value 26.2% of the respondents were indicated that they enjoy teaching their students virtually. This value was supported by another 9.5% of the respondents. Though some of the respondents agreed with the statement, the majority group of respondents has indicated their disagreement with high value.

Table 6 Teachers' Perceptions of Online Teaching

	SD	D	N	A	SA
Frequency	1	11	12	12	6
6. Online teaching saves teachers time and energy.	2.4%	26.2%	28.6%	28.6%	14.3%

Table 6 shows the result of question 6 regarding teachers' online teaching time and energy saver. Based on the obtained result, 28.6% of the respondents indicated they felt neutral. This group of teachers felt the time and energy they spent on online teaching and in physical classrooms were

at the same level. They have an equal amount of workload as in the physical classroom. By the way, the same value 28.6% of the respondents were indicated that online teaching saves their time and energy compared to the physical classroom. This value was strongly supported by another 14.3% of the respondents. However, 26.2% of the respondents were opposed to other respondents. This value is strongly supported by another 2.4% of the respondents. The reason could be that the teachers need to spend more time preparing additional resources according to the revised syllabus and teaching content due to the impact of the Covid-19.

Table 7 Teachers' Perceptions of Online Teaching

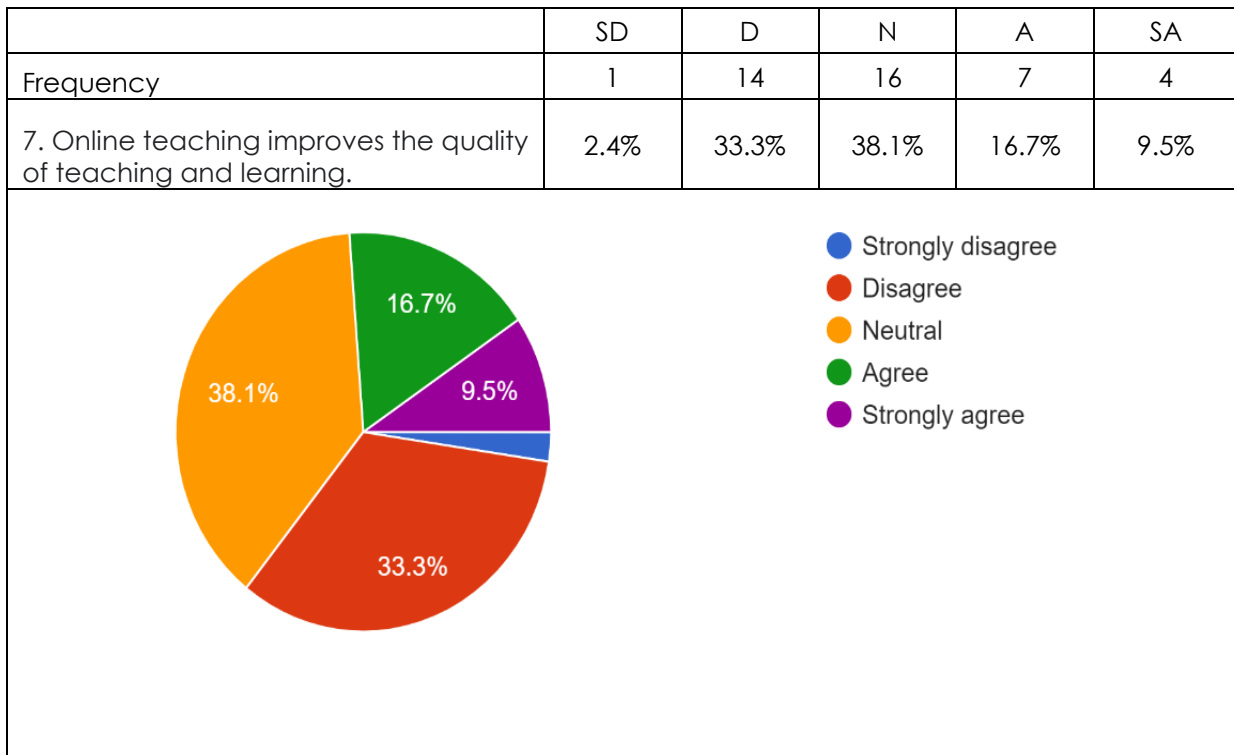|	SD	D	N	A	SA
Frequency	1	14	16	7	4
7. Online teaching improves the quality of teaching and learning.	2.4%	33.3%	38.1%	16.7%	9.5%

Table 7 shows the result of question 7 regarding the quality of online teaching and the learning process. According to the result obtained, the majority 38.1% of the respondents were expressed that they felt neutral about the quality level of online teaching and learning. Besides, with the minimal value difference from neutral, 33.3% of the respondents opted for disagreeing with the statement. Another 2.4% of the respondents have strongly supported the disagreement. The online teaching and learning process was different from the physical classroom process. However, 16.7% of the respondents were chosen to agree on their perception of online teaching improves the quality of teaching and learning. Another 9.5% of the respondents have strongly supported their positive perceptions.

Table 8 Teachers' Perceptions of Online Teaching

	SD	D	N	A	SA

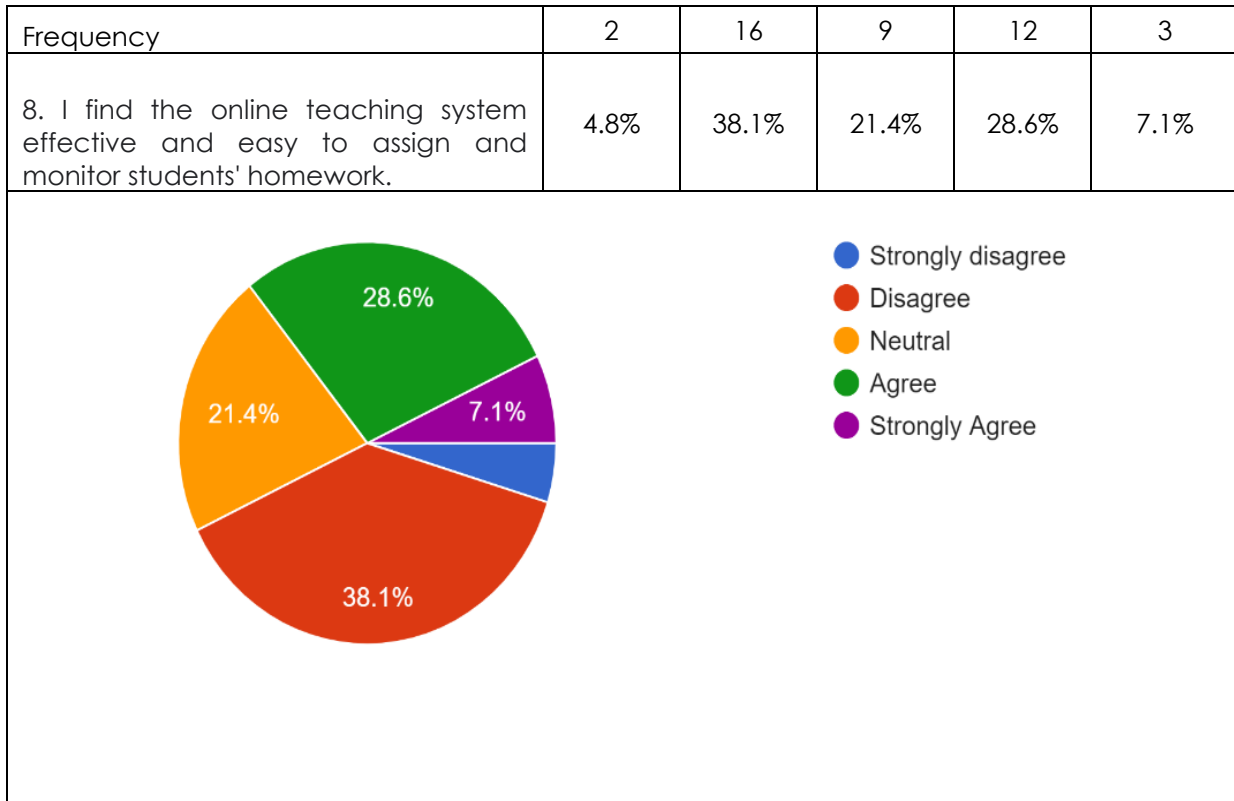| Frequency	2	16	9	12	3
8. I find the online teaching system effective and easy to assign and monitor students' homework.	4.8%	38.1%	21.4%	28.6%	7.1%

Table 8 shows the result for question 8 regarding assigning and monitoring students' homework via the online system. According to the result obtained from the survey, the majority 38.1% of the respondents have expressed their perception of disagreement with the practice. Another 4.8% of the respondents were also strongly supported the disagreement. Assigning homework via an online platform is convenient to some extent but monitoring their homework completion will be difficult as the teachers had no exact idea about the process. This will make it the teachers difficult to assess their students' performance and level of achievement in the online learning process. Even so, 28.6% of the respondents were agreed to the idea and this practice. Another 7.1% of the respondents were strongly agreed with the online system. This group of respondents agreed that they find online teaching systems effective and easy to assign and monitor students' homework. Their positive perceptions were provided some understanding that teachers have an excellent technology competency to design, assign and monitor their students' learning using online learning tools. Among all, 21.4% of the respondents were felt neutral about assigning and monitoring students' homework via the online system. However, based on the obtained result, the majority of respondents do not agree with the ideas and online system.

Table 9 Teachers' Perceptions of Online Teaching

	SD	D	N	A	SA

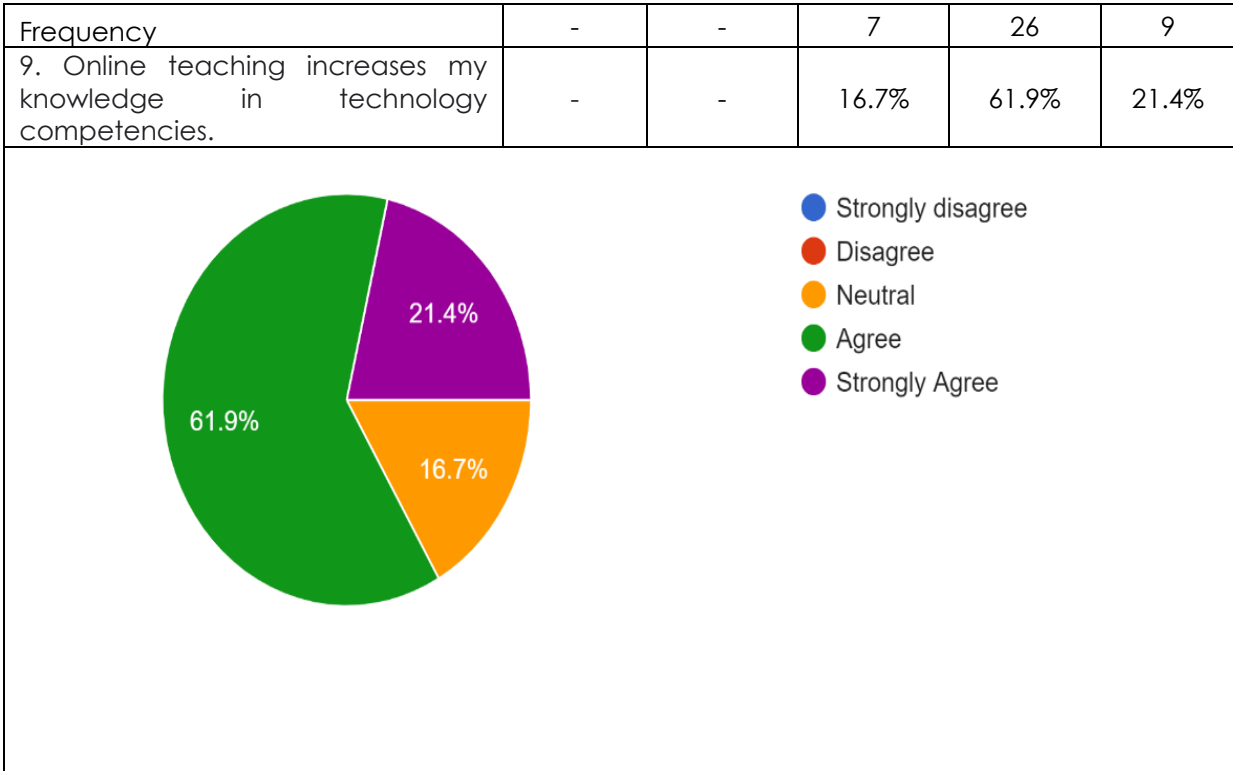| Frequency	-	-	7	26	9
9. Online teaching increases my knowledge in technology competencies.	-	-	16.7%	61.9%	21.4%

Table 9 shows the result of question 9 regarding teachers' technology competencies in online teaching. Teachers' perceptions of online teaching that increases their knowledge in technology competencies were accepted and agreed by the majority 61.9% of the respondents. The second-highest 21.4% of the respondents were strongly agreed that online teaching increases their technology competency knowledge. By the way, around 16.7% of the respondents were stated they felt neutral about the statement. With no surprise, there was no respondent's choice to disagree. This means teachers were accepted and admitted that the online teaching system is beneficial for them. The sudden switching from physical teaching to an online teaching system required essential knowledge in using online platforms and online tools to conduct effective lessons.

Table 10 Teachers' Perceptions of Online Teaching

	SD	D	N	A	SA

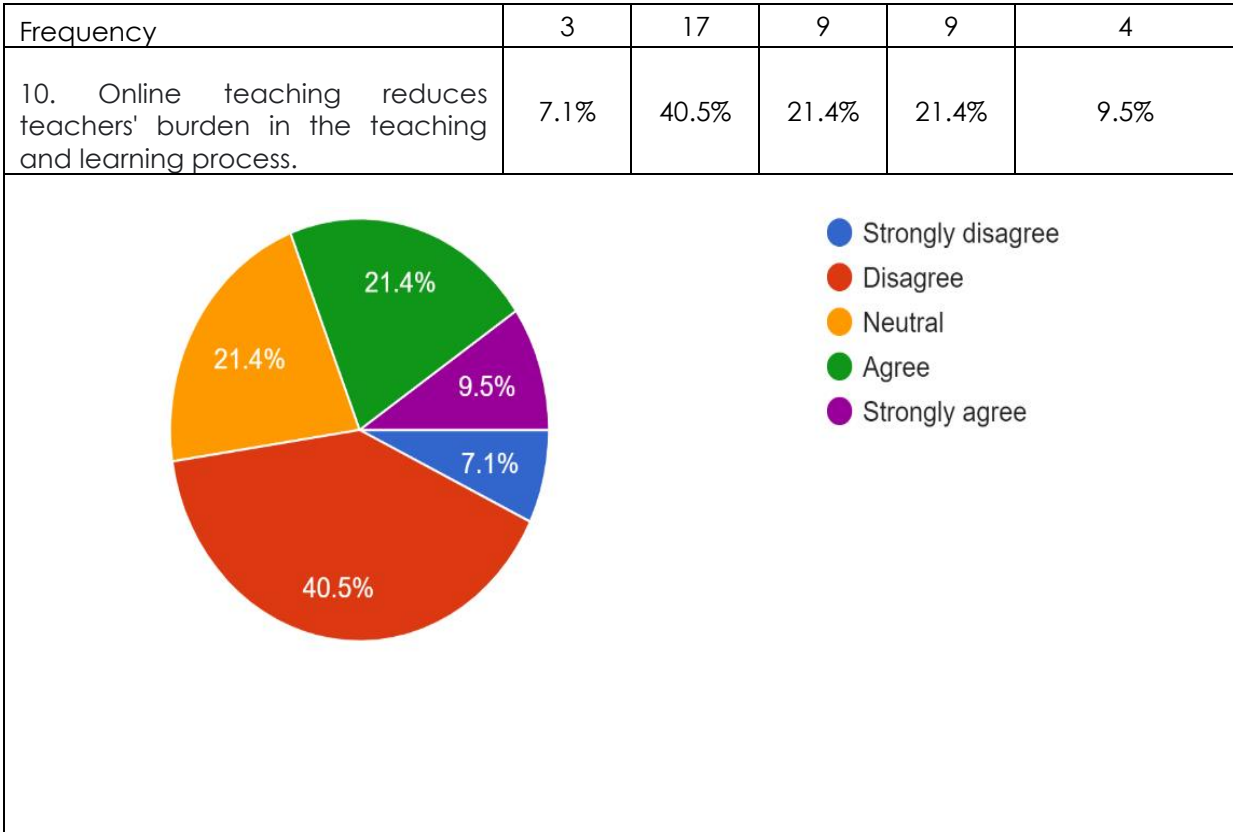| Frequency	3	17	9	9	4
10. Online teaching reduces teachers' burden in the teaching and learning process.	7.1%	40.5%	21.4%	21.4%	9.5%

Table 10 shows the result of question 10 which says online teaching reduces teachers' burden in the teaching and learning process. The majority 40.5% of the respondents indicated their perception of a disagreement. In line with that, 7.1% of the respondents were strongly go along with the same perceptions. Though online teaching does not require the teachers physically to move around the school, their responsibilities are timeless. Based on the obtained result, 21.4% of the respondence were felt neutral about teachers' workload in the online teaching and learning process. But the same value 21.4% of the respondents were felt that their burden is reduced in the online teaching and learning process compared to the face-to-face teaching process. Another 9.5% of the respondents were strongly indicated that online teaching reduces their burden in the teaching and learning process. Some of the workloads such as marking workbooks, written assignments, printing, etc. were no longer applicable in the online teaching system. These are making the teachers' work a little lighter. However, the result still indicates teachers' perception of disagreement and they felt that online teaching increases their burden in teaching rather than reduces.

Table 11 Teachers' Perceptions of Online Teaching

	SD	D	N	A	SA

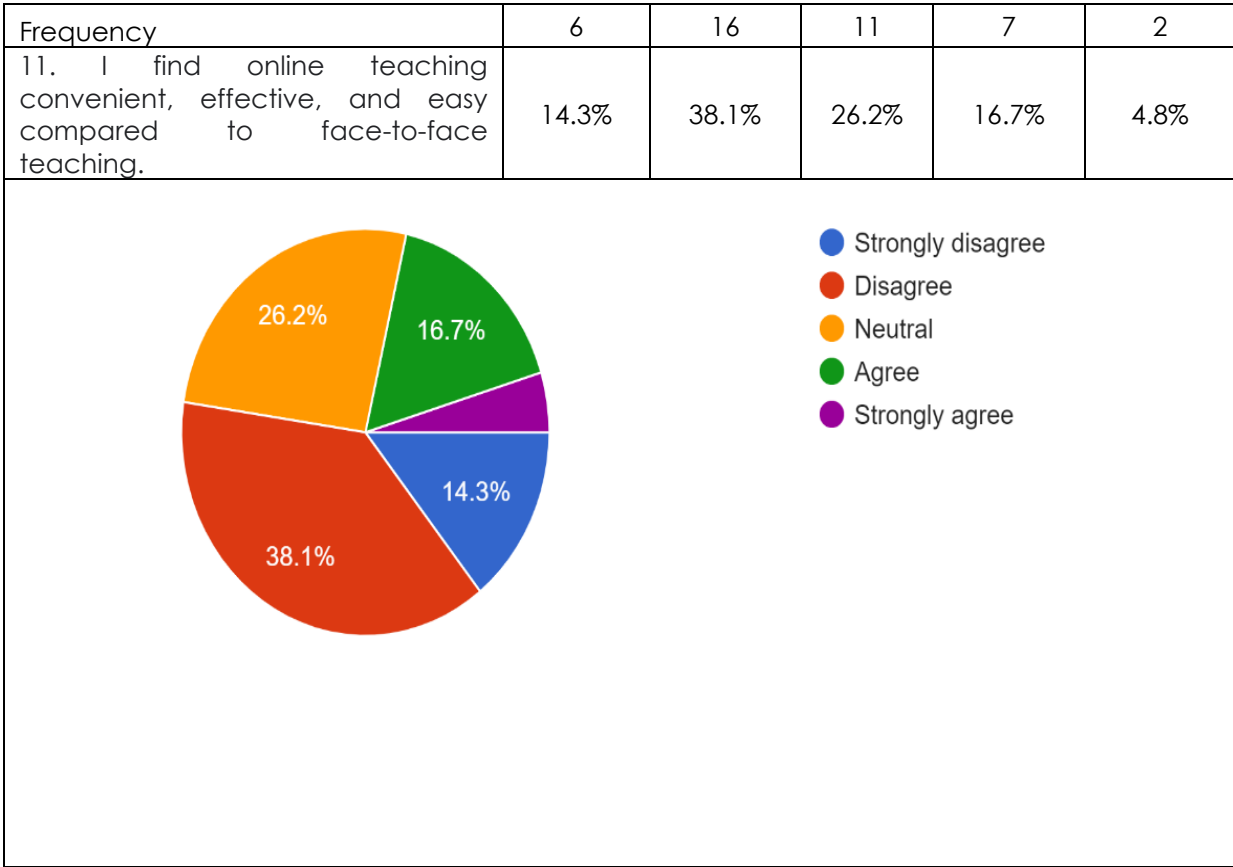| Frequency	6	16	11	7	2
11. I find online teaching convenient, effective, and easy compared to face-to-face teaching.	14.3%	38.1%	26.2%	16.7%	4.8%

Table 11 shows the result of question 11 about the teachers' convenience of the online teaching system. Although the technology has been developed to facilitate the teaching and learning process more conveniently, the majority 38.1% of the respondents have disagreed with the convenience and facilities. Another 14.3% of the respondents were strongly disagreed and indicated their perceptions that they found online teaching is not convenient, effective, and easy compared with face-to-face teaching. Other than that, based on the result obtained, the second majority 26.3% of the respondents were indicated that they felt neutral about the conveniences of online teaching. Though 16.7% of the respondents were agreed and another 4.8% of the respondents were indicated they are strongly agreed with the statement. After all, the result specified that more than half of the respondents were indicated their perceptions of disagreement towards the online teaching and the conveniences.

Table 12 Teachers' Perceptions of Online Teaching

	SD	D	N	A	SA

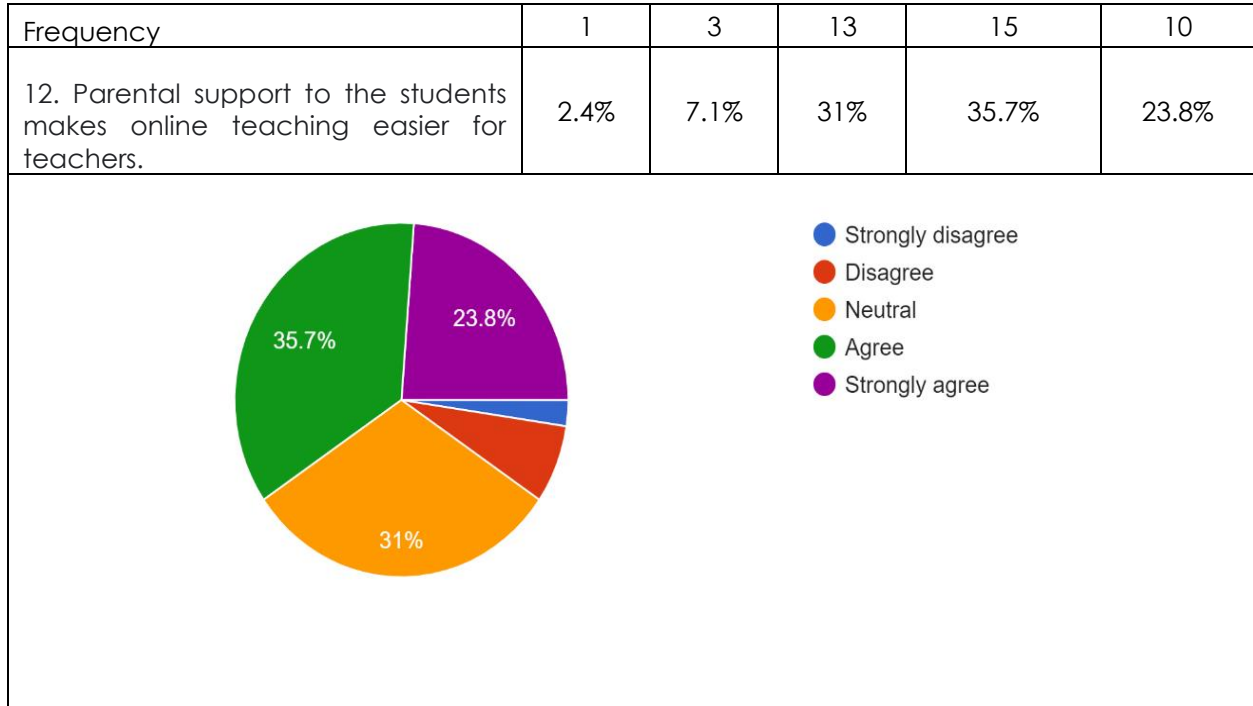| Frequency	1	3	13	15	10
12. Parental support to the students makes online teaching easier for teachers.	2.4%	7.1%	31%	35.7%	23.8%

Table 12 shows the result of question 12 in the survey. This question is related to parental support for the students' online teaching. Based on the obtained result, the majority 35.7% of the respondents were indicated agreed and another 23.8% of the respondents were strongly agreed to the statement. This group of teachers was strongly believed their online teaching process would be easier with parental support to their children. Parents' support in homework guiding and monitoring the students' engagement in online classes are some of the greatest helps to the teachers. Besides, the second majority 31% of the respondents felt neutral on the parental support to their online teaching. Followed by the result, 7.1% of the respondents were indicated they disagree with the statement. Another 2.4% of the respondents indicated strongly disagree as well. Not every parent has the potential to guide their own child's academic matters. Some parents have completely relied on the teachers to educate their children.

Table 13 Teachers' Perceptions of Online Teaching

	SD	D	N	A	SA

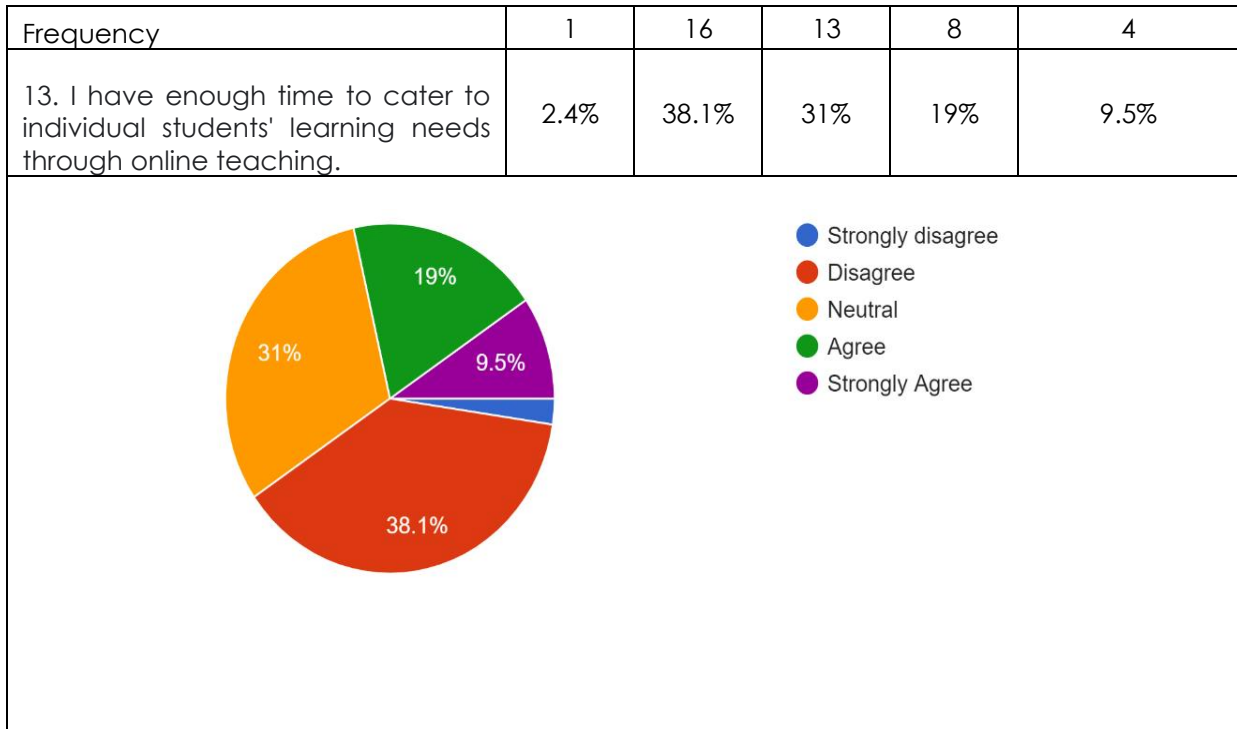| Frequency	1	16	13	8	4
13. I have enough time to cater to individual students' learning needs through online teaching.	2.4%	38.1%	31%	19%	9.5%

Table 13 shows the result of question 13. The question is in the connection with teachers' time to cater to every student's learning needs in online teaching. Based on the obtained result, 38.1% of the respondents were indicated their perception of disagreed. Another 2.4% of the respondents were followed and indicated they are strongly disagreed. Online teaching does not provide enough timing and opportunity for the teachers to identify every student's learning needs. Other than that, 31% of the respondents indicated they are felt neutral regarding the statement. However, 19% of the respondents were indicated that they have enough time to cater to all their student's learning needs through online teaching. This statement was supported and strongly agreed by another 9.5% of the respondents.

Table 14 Teachers' Perceptions of Online Teaching

	SD	D	N	A	SA
Frequency	4	11	16	8	3

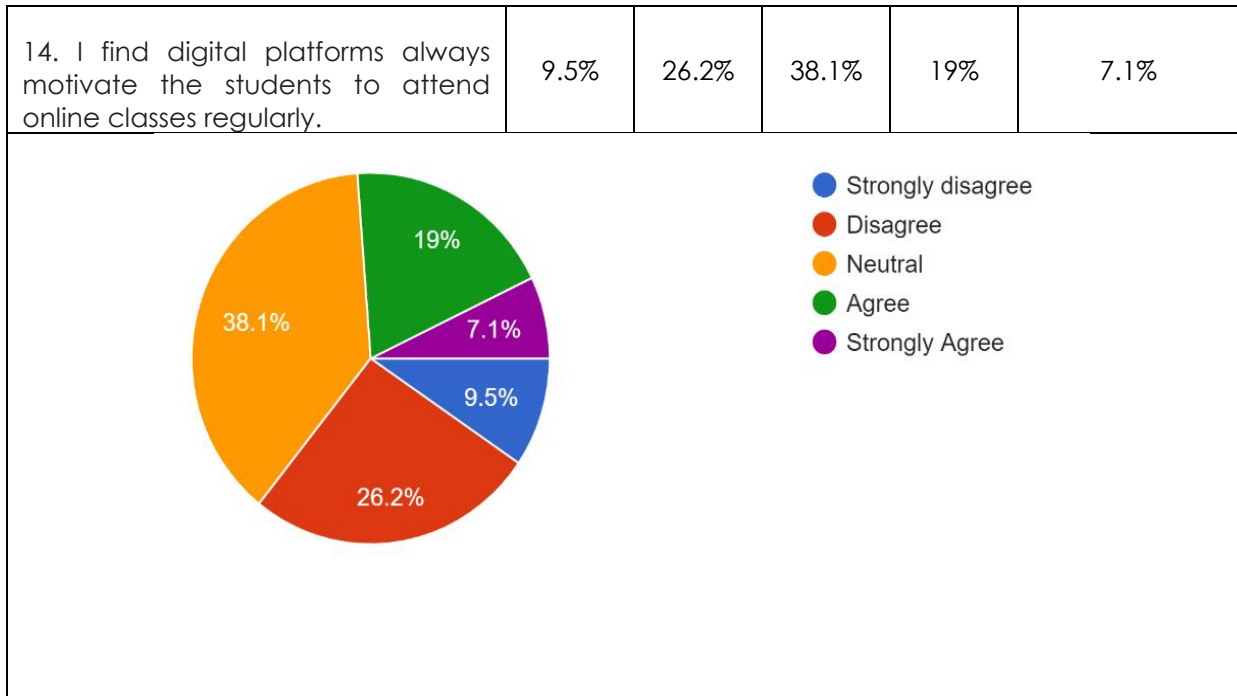| 14. I find digital platforms always motivate the students to attend online classes regularly.	9.5%	26.2%	38.1%	19%	7.1%

Table 14 shows the result of question 14. The question is regarding the digital platforms and students' motivation in attending online classes. The result shows majority 38.1% of the respondents were felt neutral. Followed by the result, the second-highest 26.2% of the respondents have stated their perception of disagreed. Another 9.5% of the respondents were indicated strongly disagree. Teachers found that online platforms are not the main factor to motivate students' online learning. It is depending on the teachers' online teaching strategies. By the way, the result shows 19% of the respondents were indicated teachers found digital platforms always motivate the students to attend online classes regularly. This statement was strongly supported by another 7.1% of the respondents.

Table 15 Teachers' Perceptions of Online Teaching

	SD	D	N	A	SA
Frequency	1	7	11	18	5

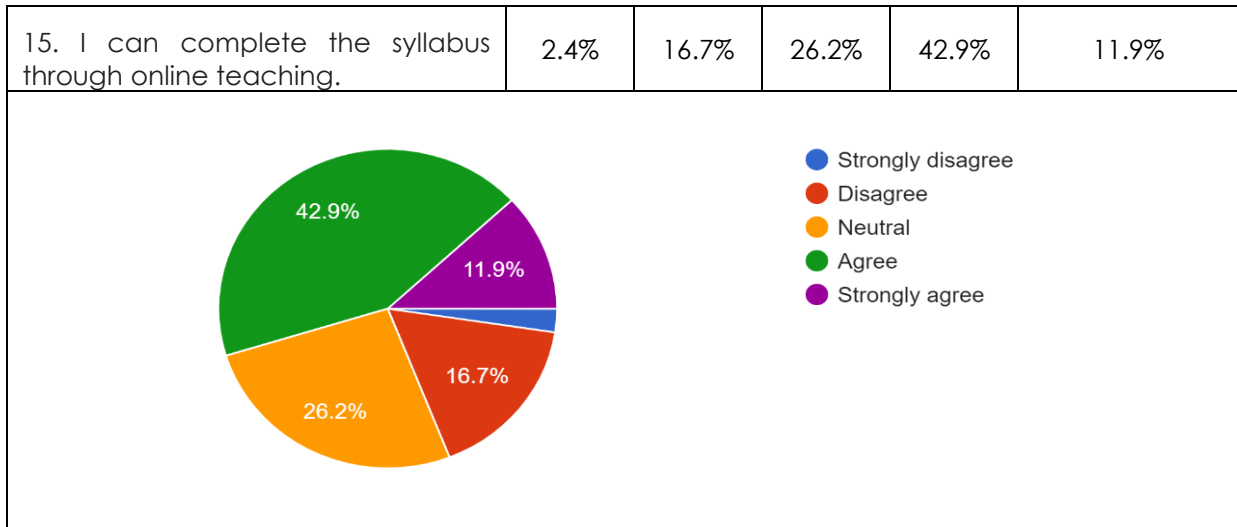| 15. I can complete the syllabus through online teaching.	2.4%	16.7%	26.2%	42.9%	11.9%

Table 15 shows the result of question 15 in the survey. The question is related to the completion of the school syllabus in online teaching. Based on the result above, the majority 42.9% of the respondents were indicated that they can complete the syllabus through online teaching. Another 11.9% of the respondents were strongly agreed that they were able to finish off the syllabus in online teaching. Teachers had the opportunity to revise the syllabus to fit the learning needs of the students as well as wrap up the teaching and learning contents to complete the syllabus on time. Besides, 26.2% of the respondents were indicated they felt neutral in completing the syllabus through online teaching. The completion of the syllabus is possible for certain subjects only. The result above shows, 16.7% of the respondents were indicated disagreed. And, strongly disagreed with another 2.4% of the respondents. Those teachers felt that they are unable to complete the syllabus through online teaching due to some reasons.

Thus, the survey findings can be concluded that an average of 31.3% of the result indicated teachers' neutral perception towards online teaching. The highest average of 38.9% of the result indicated that teachers had has a positive perception towards online teaching. However, an average of 32.7% of the result indicated the negative impact of teachers' perceptions of online teaching.

CONCLUSION

The researcher found the majority 38.9% of the teachers have a positive perception of the online teaching system. Various factors contributed to the teachers' positive perceptions. Firstly, the convenience of the online teaching platforms to conduct lessons. The online platform provided the opportunity to make the learning happen virtually for the teachers and students during the school closure period. Secondly, online teaching saves teachers time and energy that they spend in the school environment. Teachers were not required to spend time on other responsibilities and duties assigned by the administrator of the school. At the same time, the online teaching system also saves teachers traveling time and expenses they had before the Covid-19 outbreak. Besides that, teachers received support from the parents to guide their own children's online learning. parental support in online learning lessens the teachers' stress of teaching as well as made online teaching easier. Other than that, most of the teachers felt relieved as they were able to complete the syllabus through online teaching. Those mentioned factors are contributed to the teachers' positive perceptions of online teaching. Anyhow, with a minimum difference, 31.3% of the teachers felt neutral. This group of teachers might be in the middle age generation who was well

experienced with online teaching strategies and have a good knowledge of technology. Whether in online teaching or physical classroom, they might integrate various pedagogical skills for effective learning. Thus, online teaching might not bring any changes or differences for those teachers. Although, 32.7% of the teachers are facing various challenges to teaching online such as monitoring students' homework, lack of communication, and time constraints with the help of advanced technology they were able to deliver the lessons effectively. Technology plays a vital role in a successful online teaching process. Success was able to achieve only if the teachers have good technology competency. The teachers have put an effort to leverage their technology knowledge while teaching online classes. It was proved in the survey result whereby a total of 83.3% of the teachers agreed online teaching has increased their technology competencies.

A slight difference in teachers' perceptions was identified between the interviewees. To get more clarifications and supporting views, all five teachers were indicated that online teaching was extremely challenging in the beginning stages. Various aspects caused the challenges. The root for the challenges was that all five teachers have no experience in online teaching before the pandemic Covid-19. Without proper training and knowledge in online teaching, it was difficult for the teachers to deliver successful online teaching in the early stages. Secondly, all five teachers were well experienced and trained in face-to-face teaching settings. The sudden shifting from the physical classroom setting to the online teaching setting contributed to a major impact on the teaching and learning process. The teachers mentioned the lack of technological knowledge, operating the online platforms, use of online tools for the lessons, facilitating the students to use the devices, connections issues were highly impacted the online teaching and learning process. However, the interview results indicated throughout the past years of online teaching and learning, those challenges have been sorted out by the teachers themselves. Teachers have been conscious of developing their technology competency to teach online effectively. Teachers' efforts to learn and implement sufficient online tools for successful online teaching have a positive impact. Those factors have turned teachers' perception of online teaching positively. Although all five teachers have the same preferences for teaching face-to-face setting as stated in the previous study conducted by Nashir, M. & Laili, R. N. (2021) they also acknowledged the value and the advantages of online teaching. They have emphasized the importance of online teaching and learning.

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CONFLICT OF INTEREST

The authors declare that they have no conflicts of interest regarding this manuscript.

CONTRIBUTION OF AUTHOR

All authors are participants in the data collection and analysis and writing and revising the manuscript.

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