UNIVERSITI TEKNOLOGI MARA

ONLINE LEARNING PERCEPTIONS, ONLINE LEARNING CHALLENGES AND ONLINE LEARNING EFFECTIVENESS DURING THE PANDEMIC COVID-19 AMONGST TEACHERS AT PRIMARY CLUSTER SCHOOLS IN SHAH ALAM, SELANGOR, MALAYSIA

WARDATUL HAYANI BINTI WAHAB

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ABSTRACT

During the Covid-19 outbreak in Malaysia, schools were closed starting on 18 March 2020. Since that, teachers have had to go through online teaching, which requires the involvement of technology in teaching successfully. This study aimed to explore online learning perceptions, online learning challenges and online learning effectiveness during the pandemic Covid-19 amongst teachers at primary cluster schools in Shah Alam, Selangor, Malaysia. This study is guided by five research objectives and six research questions. Additionally, this study was conducted by descriptive correlational research design employing mixed methods as a research design. The population of the study consisted of teachers at primary cluster schools in Shah Alam, Selangor, Malaysia. 150 teachers from four cluster primary schools in Shah Alam were randomly selected and became the respondents of the current study. 30 non-sampled respondents from cluster primary school in Subang were used for the pilot study. A survey questionnaire was distributed to all respondents through Google Forms. The data for this study were analyzed through descriptive and inferential analysis including mean scores, standard deviation, Cronbach's Alpha, Pearson's Correlation Coefficient, and Regression using SPSS. The qualitative data were constructed in a form of open-ended questions to triangulate the quantitative data obtained. A 5-point Likert scale of online learning perceptions, online learning challenges and online learning effectiveness was used to rate the items in the questionnaire. Findings indicated that firstly, the level of online learning perceptions is at a low level (M = 1.93, SD = .454). Secondly, the level of online learning challenges is high (M = 4.10, SD = .164). Thirdly, the means score of online learning effectiveness is at a low level (M = 1.95, SD = .278) indicating that online learning is not effective during the pandemic Covid-19. Fourthly, the results from the correlation coefficient analysis indicated that there was a significant, positive and strong relationship (r = .827, p = .000) between online learning perceptions and online learning effectiveness during the pandemic Covid-19. Fifthly, the results from the correlation coefficient analysis indicated that there was not significant, negative and weak relationship (r = -.118, p = .151) between online learning challenges and online learning effectiveness during the pandemic Covid-19. Sixthly, the simple regression analysis revealed 68.4% (R^2 = .684) of online learning effectiveness was contributed by online learning perceptions. Besides, there is no relative contribution between online learning challenges and online learning effectiveness during the pandemic Covid-19 amongst teachers at primary cluster schools in Shah Alam, Selangor, Malaysia. Furthermore, the qualitative findings tend to support the quantitative data obtained. Consequently, all these findings lead to some implications such as the extension of the corpus of knowledge, policy and training, and theoretical implications on the context of online learning perceptions and online learning effectiveness.

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<p style="text-align:center">**INTRODUCTION**</p>

1.1 Introduction

This section elaborates on the overview of the study, presenting the background of the study, the problem statement of online learning perceptions, online learning challenges, and online learning effectiveness at primary cluster schools in Shah Alam, Selangor, Malaysia. Further elaborations on the purpose of the study, research objectives, research questions, significance of the study, limitations, and the operational definitions of key terms are presented in this chapter.

1.2 Background of Study

The outbreak of the Covid-19 Pandemic in March 2020 around the world has profoundly altered almost all aspects of life, and education has not been an exception to these changes. United Nations Educational Scientific and Cultural Organization [UNESCO], 2020) highlighted that most schools worldwide are closed due to this pandemic. Until early 2020, at least 1.5 billion students could not go to school, including students in Malaysia. Some standards that the World Health Organization (WHO) has recommended, such as social and physical distancing, have created changes in learning systems that force schools and higher institutions to implement distance education or online learning to break the pandemic chain. They will go through lessons from home by using technological devices such as laptops, smartphones or tablets.

The teaching and learning take place in the virtual classroom via Google Classroom, Zoom, WebEx, WhatsApp, Telegram, Facebook and other web 2.0 platforms. The World Bank (2020) reported that most countries had implemented online learning platforms. China started an online learning method in February 2020 to ensure the education system in the country was not interrupted due to the pandemic Covid-19. In April 2020, Bulgaria followed the steps in implementing online learning platforms in their country. E-learning was also launched in Finland, where students had to learn online as the school closed. The

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