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Secondary School ESL Teachers' Perceptions of E-Learning During Covid-19 in Bintulu District

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Abstract

The covid-19 outbreak has punctured the education system as we know it worldwide. The spreading of the virus forces the government to shut down schools to curb it. The only way for education to resume albeit the school closures is to conduct online teaching via E-learning (PdPR). Language teaching requires four skills to master which are speaking, listening, reading, and writing. This study aims to investigate the perception of secondary school ESL teachers in the district of Bintulu, Sarawak. Technology Acceptance Model (TAM) was used as the theoretical framework for this study. An online survey was distributed, and 32 respondents were collected and analysed. The result showed that ESL teachers perceived the use of E-learning as positive. ESL teachers were more concerned about the implication of school closure on their students as some of the do not have internet access for E-learning. Perceived usefulness and Perceived ease of use can be found interconnect with the behavioural intention of ESL teachers. The actual system uses also revealed that it connected with the behavioural intention as well. For further investigation in the future in the perceptions of teachers, the researcher advises to expand the scope of study and to use an extended version of the same theoretical framework.

Keywords: E-learning, Online Learning, Distance Learning, Perceptions of Teachers, Covid-19

Introduction

E-learning in Malaysia has been implemented since 2012 with the establishment of the 1BestariNet Project. In the Malaysian Education Blueprint 2013-25, it is stated that utilizing information and communication Technology (ICT) is to raise the level of education in Malaysia as one of the aspirations. It is to hope that students would use ICT to promote autonomous learning. On 15 June 2020, the Education Ministry of Malaysia held a webinar introducing the Digital Educational Learning Initiative Malaysia (DELIMa) with the aim to democratizing education for all Malaysians. After the recent outbreak of virus Covid-19 affecting the whole world, under the administration of the Prime Minister of Malaysia, Tan Sri Dato' Haji Mahiaddin bin Md. Yasin, Malaysia underwent the Movement Control Order which limiting citizens to go out and requiring them to stay at home most of the time.

Since the order came about, all schools are closed, and teachers are encouraged to utilize technology to do the Pengajaran & Pembelajaran di Rumah (PdPR) with their students.

PdPR is a home-based learning whereby formal education is conducted online for schools under the Malaysian Ministry of Education. Both students and teachers are using the DELIMa platforms and accounts to do the PdPR. All educators are required to do online learning via E-learning. E-learning is a term coined by Elliot Massie in TechLearn Conference which defined as a professional term of online learning (Cross, 2004). E-learning is also defined as a medium consist of various types of communicative tools including the internet that provides training and knowledge on certain subjects (Aziz et. al., 2019). E-learning can deliver teaching through video conferencing, files shared to their students or share links for students to read or watch anything related to their study. Teachers also can share their teaching materials through sharing digitally with each other which help to give an abundance of resources for teachers to use. Teachers must prepare various online learning tools to do the PdPR with their students. It is also cannot be denied that teachers have varied level of E-learning literacy which directly affect their attitudes towards the use of it. As the order of school closures was abrupt and instant, teaching and learning materials were not at a state of readiness to be fully operating via E-learning. It took months before schools can adjust themselves to the present situation in which Covid-19 outbreak is still the main reason of abruption of many physical related learning environments. Syllabuses for each subject in schools are fitted to cater the online learning as the possibility of returning to a normal traditional classroom for the time being is withheld. The appropriately of the syllabuses however is yet to be determined and would need opinions from the perceptions of the educators to identify how effective they are.

Language learning on the other hand can be difficult even when the syllabuses are fitted to the online learning. Language learning requires four skills to teach and learn which are listening, speaking, reading, and writing. To be good or excel in a language, these four skills are necessary to be learned. Not only that, language learners also must spend enough time to be expose to the targeted language learn to be competent in it. This is when ESL teachers will bear the role to making sure these four skills are being taught despite under the condition to teach English via E-learning platforms. A language teacher plays a role as assessor, manager, and evaluator in language teaching (Archana & Usha, 2017). As the PdPR was commenced immediately after Malaysia went under the Movement Control Order, the effectiveness of E-learning is still yet to be determined as everyone in the education system might have different perceptions on it. Perceptions from ESL teachers come into picture as teaching language via E-learning can be impactful as other subjects but might bear differently in the sense that they are teaching a subject that is to be taught as a second language. In the case of secondary school ESL teachers in the district of Bintulu, such challenges are faced by them as well. The study will hope to give an insight or mirror the perceptions of language teachers. To attain this crucial information, a form of study was needed. This study was to investigate four aspects incorporated in the Technology Acceptance Model (TAM) in which are the usefulness of the E-learning in the perception of the teachers, how E-learning ease the teachers when they do their lessons online, how are their attitude towards the use of E-learning and their actual usage of E-learning or their actual system of use. The study focuses on a small area and small number of participants as it would represent the majority in which the result would presumably create a ripple or mirror the perceptions of teachers in general. This study will focus on secondary teachers who teach English in a district in Sarawak which is the Bintulu district.

This Study Attempts to Answer the Following Questions

- I. What is the perceived usefulness of e-learning by the secondary school ESL teachers when conducting the PDPR online?
- II. What is the perceived ease of use of e-learning by the secondary school ESL teachers when conducting the PDPR online?
- III. What is the behavioural intention of ESL teachers on the use of e-learning?
- IV. What does the actual system use by ESL teachers on the use of e-learning?

Literature Review

E-Learning

The concept of E-learning is dated back in the 1960, when University of Illinois developed computer terminals that linked a classroom so that the recorded lectures of courses could be listened by the students (Agarwal & Pandey, 2013). Over the years as early as the 1980's, the word "E-learning" has existed with the invention of computer and the possibility of online learning platform. The definition of E-Learning is defined differently by different authors albeit it is still consisting of the same technicality as online learning or a distant learning. For this study, the definition of E-learning must be defined intricately as it focusses on the perception of ESL teachers on the use of E-learning. Triacca et al (2004) defined E-learning as one of the types of E-learning. Nichols (2003) on the other hand defined it as only technological tools that are either web-based, web-distributed or web-capable. Tavangarian et al (2004) use constructivist theoretical model as a framework to define E-learning as not just procedural but shows transformation of a user's experience into the user's knowledge through the knowledge construction process. Mayer (2003) suggested that in E-learning environments, multimedia learning includes words that are printed or present on the screen as well as spoken by presenter and pictures like videos, photos, drawings, animations, or any other graphic that is presented on the screen. Other authors also defined E-Learning as somewhat similar or related to distance learning. Sangra et al (2012) defined E-learning as something considered as a natural evolution from distance learning. They also defined it as a tool that taken as advantage in the context of education by emerging as a technological tool for its structuring. Amado-Salvatierra et al (2016) defined E-learning as a complex endeavour that involves a multidisciplinary effort in the perspective of technology, administration and didactic. He also contrasts that the definition points that accessibility would be what E-learning platform represent is. From all these terminologies, the researcher come up with an overall definition derived from each of the previous researchers. E-learning is an online learning, a web, a multimedia learning, a distant learning or a natural evolution of distant learning, a technological tool, and a technology with highly interactive environment. In a sense, it is a tool that helps to learn but in a non-traditional way and in this case, it is a tool to help teachers reach out to students without any physical contact during school closures It is an advancement of learning tools that provides benefits or advantages to the users. Alqahtani & Rajkan (2020) describes E-learning as a solution to people's commitment to their family or work by providing flexibility to the learners and instructors as well. Due to its availability in accessibility, E-learning is very versatile suited to the modern-day era when efficiency is the key to a successful teaching and learning environment. In Covid-19 ridden time, E-learning is the solution for students and teachers as well to achieve learning and teaching goals. In this study, E-learning would be an online platform that cater teachers to teach English as a Second language in their PDPR. It is not restricted or limited to any known software or applications to be categorized as E-learning tools. In fact, it is unlimited to any tools that help ESL teachers

from secondary schools to reach out to their students for PDPR during the school closures due to Covid-19 outbreak. E-learning would be a tool use by ESL teachers to teach the English subject contactless but reachable to their students. E-learning encompasses a pedagogical approach that are aspired to be engaging as well as flexible and learner-centred (Kaur et al, 2020). Teachers should have an awareness that they are free to experiment with different types of approaches in teaching and learning as aid by learning aids that utilize E-learning. There are immense amount of teaching aids and applications that can ease both teachers and students work in E-learning. Grading as well as commenting on students' test online or assignments to keep track of their progress can be easily done by the teacher if they use online teaching aids (Yunus et al., 2021). Preparation of online classes can be from providing links or interactive online activities which can make teachers spending long hours utilizing the E-learning. There is no denial that at times like this, teachers were and are still challenged in an unprecedented way to innovate learning (Clement & Yunus, 2021). Lack of readiness of using E-learning could also be a factor of unpreparedness for both teachers and students because of the sudden outbreak of the pandemic. Aboagye et al (2020) found results of their study on the challenges faced by students in the tertiary education during Covid-19 pandemic by inquiring perceptions about E-learning, support the fact that their students were not ready for an online learning. This can be a prove that E-learning can mirror both negative and positive notions to different groups targeted in similar researchers.

Technology Acceptance Model (TAM)

The technology acceptance model is a model developed by fred davis in 1986. The model is developed to measure the adoption of technology based on the attitudes of the potential user. The model is developed to help discovering perceptions of technology users through two measurements that will bear results which can be measured by other aspects related in the same model. For this study, the variables would be the esl teachers teaching in secondary school in bintulu and their perceptions on the use of e-learning in their teaching. In the figure above, the external variable in this context is the usage of e-learning in teaching and learning environment for ESL teachers who teach in secondary schools. Further along in the model, there are two measurements that indicate a success of adoption of technology which are perceived usefulness and perceived ease of use. The definition of perceived usefulness according to Davis et al (1989) is the level of a person's believes that using a particular system would increase their achievement. The perceived usefulness is a degree of a user' believe that technology will improve their performance in their job (Al Kurdi et al., 2020). It is how in this context secondary school ESL teachers believe the e-learning can help them increase their achievement in teaching and learning. It is also how these ESL teachers perceived how the use of e-learning can improve their performance in their teaching. The perceive ease of use is on the other hand is a belief that there is no significant effort to spare when using the information technologies (Venkatesh & Bala, 2008). This is when ESL teachers in this context do not have to produce more energy or effort to utilize e-learning. According to Rahmawati & Narsa (2019) technology of acceptance model has always been the basis for development of empirical studies when it comes to the readiness of technology utilization. This proves that the research of investigating perceptions of ESL teachers in secondary schools in Malaysia can use the model as a platform to measure. These two criteria will produce attitudes of e-learning users which in this context are the ESL teachers. Both measurements will look into the attitude of the user by examining their behavioural intention of using technology. Their behavioural intention will mirror attitude towards the use of e-learning in this study. The

actual system use on the other hand is measured as to see the actual reality of the user using the technology. In this context, ESL teachers in secondary schools in Bintulu will share their actual experience of teaching classes via e-learning during the covid-19 pandemic.

Methodology

This research design used a mixed method study. The reason for choosing this method was for the benefit of gathering as many data as possible regarding the perceptions of secondary school teachers who teach ESL. Mixed method research can help researchers to grow opportunity of drawing full repertoire of methods and methodologies from themselves to generate new knowledge and insights in response to their research questions (Leah, 2019). This also means that mix method will allow this research to explore deeper into the issues pertaining to the research questions. In institutional point of view, mixed method researchers have found to be successful as visible achievements can be seen as it is mostly used in books, conferences proceedings and journal articles (Timans et al., 2019). The research participants were secondary school teachers in Bintulu who teach English as their main subject. The reason for choosing secondary school teachers as the study intended to probe intrinsically on the matters concerning in the secondary education system specified to the secondary teachers teach pupils within the age of adolescence. The primary focus of the study is the perception of teachers teaching in secondary school who teach the English subject as their main subject. Thus, even if their education background or their forte is not teaching English as a Second language, their perceptions are considered as valuable as those teachers who teach English with the background of obtaining a TESL degree. The participants will be those who operate their PdPR within Bintulu district as to even out the internet accessibility. There were about 32 respondents obtained from the questionnaires. The location of the study was within the Bintulu district in the Bintulu division of the Sarawak state. The study specified to this location on account of the internet availability of the participants would be even. Bintulu district has five national secondary schools under the Ministry of Education Malaysia. The survey is consisting of a total of 20 items divided equally into four parts that complements the Technology Acceptance Model. The demography of the participants was also collected for more data. To reduce redundancy and increase clarification, this research modified some parts of the questionnaire adapted from past study. Each section has five items. The items use the noun "I" each and participant should rate their opinion based on five given scales, which are strongly disagree, disagree, neutral, agree and strongly agree. They can only choose one for each item. After that in the same questionnaire form, they are inquired if they want to be interviewed by the researcher. The consent for an interview will also be included. The survey was procured in the Google Form for efficiency of distributions towards participants because of social distancing and restrictions during the pandemic outbreak. A letter of approval from the supervisor was obtained and sent along with the link to the Google Form to the District Education Office of Bintulu to be assess by the SISC+. The SISC+ allowed the google form to be distributed and the officer distributed the link via social media platforms to reach all secondary school teachers who teach English in Bintulu. After a week from getting feedback via questionnaires, consented interviews will commence in a week. A semi-structured interview will also be conducted to support the data from the questionnaire result. The instrument first underwent a pilot study. 14 participants were selected via purposive sampling as to be used in the pilot study. There are 40 secondary school ESL teachers in Bintulu. They are secondary school teachers who teach English as their main subject in secondary schools in Bintulu. The survey is tested by piloting it with 14 participants who were

selected purposively and fit the criteria of the actual research sample. The responses generate the Cronbach Alpha of the survey that can be viewed below. It is displayed that for each item, the Cronbach Alpha suggested that there is a correlation between each item. Louangrath & Sutanapong (2018) point out however, the Cronbach Alpha do not verify the reliability and validity of the instruments but can only measure the consistency of responses by the participants in the survey. Due to time constraint and lack of resources because of the Covid-19 outbreak, the only viable option is to use the tested survey as the Cronbach Alpha result suggested that the survey is useful. Thus, the questionnaire for the survey was used in an actual study.

SECTION	Cronbach's Alpha	N of Items	Interpretation
Teachers' Perceived Usefulness Of E-Learning	0.924	5	Excellent
Teachers' Ease of Use Of E-Learning	0.938	5	Excellent
Teachers' Behavioural Intention	0.874	5	Good

Frequency analyses was used to analyse the secondary school ESL teachers' perceptions of E-learning during Covid-19 in Bintulu district. In the form, teacher would give respond to the four aspects in TAM. The demographic was also recorded for an additional information for a more intrinsic analysis. The interview was conducted, and the researcher collected voice notes, virtual meet or calls from teachers who consented the interview.

The process used to analyse the semi-structured interviewed are using the seven phases of systematic thematic analysis proposed by (Lester et al., 2020).

Findings and Discussions

The present study is to investigate the perceptions of secondary school teachers who teach English as their main subjects on the use of E-learning during Covid-19 pandemic. It aims to answer within the four aspects in the Technology Acceptance Model (TAM):

1. What is the perceived usefulness of E-learning by the secondary school ESL teachers when conducting the PDPR online?

The Perceived Usefulness	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Deviation
1)Online learning system makes my performance improves.	0(0)	2(6.3)	12(37.5)	15(46.9)	3(9.4)	3.59	0.756
2)Online learning system makes learning effective.	0(0)	3(9.4)	18(56.3)	9(28.1)	2(6.3)	3.31	0.738
3)Online learning system makes teaching becomes easier.	0(0)	4(12.5)	8(25)	17(53.1)	3(9.4)	3.59	0.837
4)Online learning system is useful for teaching.	0(0)	2(6.3)	6(18.8)	20(62.5)	4(12.5)	3.81	0.738
5)The online learning system makes it convenient for me to teach online.	0(0)	2(6.3)	8(25)	18(56.3)	4(12.5)	3.75	0.762

Based on the mean value between the perception of the usefulness of E-learning by secondary school ESL teachers while conducting online PdPR which is a high choice is the *online learning system is useful for teaching and the online learning system facilitates me to teach online* with a mean value of 3.81 and 3.75 respectively -each. While the other perceptions are at a moderate level such as *Online learning system makes my performance improves, Online learning system makes teaching becomes easier and Online learning system makes learning effective* are 3.59, 3.59 and 3.31 respectively (Landell, 1977)

Statement 1: *Online learning system makes my performance improves*

As one of the interviewees expressed that utilizing e-learning helps to explore new knowledge. This suggest that e-learning in a way help the teachers to discover more insights than ever before they use the online tool. New knowledge would include new platforms that helps to generate creativity of the ESL teachers themselves.

Statement 2: online learning system makes learning effective.

According to one of the interviewees, online learning is effective as teachers can reach out to their students even not in school. This suggest that reaching out to students everywhere and anytime is possible and that would help students to learn more effectively. Students nowadays mostly owned a mobile phone which is an e-learning friendly tool to help them study remotely from home.

Statement 3: Online learning system makes teaching becomes easier

As to what one of the interviewees said, using E-learning tools provide various platforms for them to teach in the time of pandemic. This indicates the versatility of E-learning as it represents various online platforms for teachers to choose and use. Various E-learning also can help to motivate students to go and attend PdPR classes via E-learning platform chose by their teachers.

Statement 4: Online learning system is useful for teaching.

Gathering from the interviewees perspective on the aspect of usefulness, it is indicating that the ESL teachers find online learning system is useful in their teaching. There were no strongly disagree even though only about 2 participants who disagreed indicating this statement provide a more positive feedback from the ESL teachers. Albeit 2 disagreements, most participants agreed to the statement which proves that the perceived usefulness of e-learning of ESL teachers is positively inclined. Participant who chose to disagree however cannot be interviewed as they refused to do an interview.

Statement 5: The online learning system makes it convenient for me to teach online.

As stated by one of the interviewees, online learning or in this case e-learning help teachers to connect with their students outside from school. They can easily contact their students without bound entirely only within the school.

Perceived ease of use of E-learning by the secondary school ESL teachers when conducting the PDPR online.

1. What is the perceived ease of use of E-learning by the secondary school ESL teachers when conducting the PDPR online?

The Perceived Ease of Use of E-Learning	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Deviation
1)It is easy to operate an online learning system.	0(0)	2(6.3)	17(53.1)	11(34.4)	2(6.3)	3.41	0.712
2)The interaction with the online learning system is clear and understandable.	0(0)	1(3.1)	16(50)	13(40.6)	2(6.3)	3.50	0.672

3)The online learning system is flexible to interact with.	2(6.3)	2(6.3)	11(34.4)	13(40.6)	4(12.5)	3.47	1.016
4)It would be easy to be competent in the use of the online learning.	2(6.3)	2(6.3)	11(34.4)	15(46.9)	2(6.3)	3.41	0.946
5)I consider that online learning system is easy to use.	1(3.1)	2(6.3)	9(28.1)	17(53.1)	3(9.4)	3.59	0.875

Based on the mean value between the perceived ease of use of E-learning by secondary school ESL teachers while conducting online PdPR which is a moderate level for all the perceived ease of use item with mean value between 3.41 to 3.59 respectively (Landell, 1977)

Statement 1: It is easy to operate an online learning system.

One of the interviewees express how accessible the use of e-learning in terms of teaching during the covid-19 pandemic. However, most participants chose *neutral* as to quote one of the interviewees some online platforms are not easy to access. But they also express the possibilities of learning to use them properly if given time.

Statement 2: The interaction with the online learning system is clear and understandable.

From one of the interviewees, the difficult faced to use some of the E-learning platforms could be due to the unsuccessful of understanding the functions because the system of that certain platforms might be too complicated and not clear. But it did not generalise all platforms since they also agree that some platforms are accessible.

Statement 3: The online learning system is flexible to interact with.

Although majority agreed to the statement, the disagreement can be deduced to be due to some online platforms difficult to access especially if the ESL teachers themselves are not tech savvy. Nevertheless, according to one of the interviewees, E-learning provide easiness of access and dissemination of their English language subject teaching.

Statement 4: It would be easy to be competent in the use of the online learning.

As expressed by more than one interviewee, some platforms are difficult to operate but they agreed that given time, they will be able to learn and get better at manoeuvring the online platforms. The researcher deduced that disagreed participants because learning the use of online learning could be troublesome or likely not beneficial to some of the teachers.

Statement 5: I consider that online learning system is easy to use.

One of the interviewees did state that it is easy for teachers to share their materials. This is an assurance to ESL teachers especially during school closures that teaching, and learning will still ongoing despite the pandemic outbreak.

The Behavioral intention of ESL teachers on the use of E-learning.

1. What is the Behavioral intention of ESL teachers on the use of E-learning?

The Behavioral Intention and The Actual System	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Deviation
1)I will use the online learning system in my English subject even after the pandemic of covid-19	0(0)	0(0)	8(25)	20(62.5)	4(12.5)	3.88	0.609
2)It is important to use the online learning system and I would recommend its benefit.	0(0)	0(0)	4(12.5)	25(78.1)	3(9.4)	3.97	0.474
3)I will modify the teaching activities of my English subjects to take advantage of the capabilities of the online learning system.	0(0)	0(0)	7(21.9)	17(53.1)	8(25)	4.03	0.695
4)I will encourage my students in the online learning system.	0(0)	2(6.3)	7(21.9)	18(56.3)	5(15.6)	3.81	0.780
5)I would study or do more research on online learning	0(0)	1(3.1)	9(28.1)	17(53.1)	5(15.6)	3.81	0.738

to make me better in my online teaching							
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Based on the mean value between the behavioural intention of E-learning by secondary school ESL teachers while conducting online PdPR which is a high level for all the behavioural intention item with mean value between 3.81 to 4.03 respectively (Landell, 1977)

Statement 1: I will use the online learning system in my English subject even after the pandemic of Covid-19

One of the interviewees expressed that E-learning can be used in school even after pandemic as a supplementary teaching tool to help convey teaching more effective. It also indicated that most teachers agreed that integration of online learning system in a school system should be permanent.

Statement 2: It is important to use the online learning system and i would recommend its benefit.

Most of the interviewees agreed that they would recommend the benefits of using E-learning as a learning tool for their students. They agreed that it can be beneficial for the students because of its accessibility and a skill needed for them in the future when they further their studies.

Statement 3: I will modify the teaching activities of my English subjects to take advantage of the capabilities of the online learning system.

It was indicated that the ESL teachers or participants in this study agreed to the idea of altering traditional teaching activities into E-learning friendly to better suit the needs of their students. Teachers can use E-learning to better tailor teaching and learning to their students according to their capabilities as well.

Statement 4: I will encourage my students in the online learning system.

One of the interviewees mentioned that they wanted their students to be independent and cultivate their own creativity with E-learning. They should be able to manage or operate E-learning tools to help them be more creative and making themselves to be self-reliance.

Statement 5: I would study or do more research on online learning to make me better in my online teaching

One of the interviewees express the need to expose to her students to the E-learning tools so that they would become technology savvy. One way for teachers to do so would be to dedicate some time to study and do researches on the use of E-learning to better improve themselves in the long run. Teachers can practice the use of E-learning frequently to help themselves to learn better. Learning to use E-learning can be fruitful and teachers would increase their ability to be creative when they can utilise E-learning on various of platforms available online.

The actual system of use by ESL teachers on the use of E-learning

1. What does the actual system use by ESL teachers on the use of E-learning?

The Actual System Use By ESL	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Deviation
1)I spend a lot of time using the online learning system.	1(3.1)	1(3.1)	9(28.1)	13(40.6)	8(25)	3.81	0.965
2)I use a lot of online teaching aids in the online learning system	1(3.1)	1(3.1)	6(18.8)	21(65.6)	3(9.4)	3.75	0.803
3)I interact actively with my pupils when I teach using the online learning system	1(3.1)	4(12.5)	11(34.4)	11(34.4)	5(15.6)	3.47	1.016
4)I frequently check pupils' work using the online learning system.	1(3.1)	3(9.4)	9(28.1)	14(43.8)	5(15.6)	3.59	0.979
5)I actively monitor the progress of learning of my pupils using the online learning system.	0(0)	4(12.5)	10(31.3)	13(40.6)	5(15.6)	3.59	0.911

Based on the mean value between the actual system use by ESL teachers on the use of e-learning which is a high level is *I spend a lot of time using the online learning system* and *I use a lot of online teaching aids in the online learning system* with a mean value of 3.81 and 3.75 respectively each. While the other actual system use by ESL teachers are at a moderate level such as *I frequently check pupils' work using the online learning system*, *I actively monitor the progress of learning of my pupils using the online learning system* and *I interact actively with*

my pupils when i teach using the online learning system are 3.59, 3.59 and 3.31 respectively. (landell,1977)

Statement 1: I spend a lot of time using the online learning system.

Spending more time using online learning system or in this case E-learning platforms is inevitable since PdPR required teachers to conduct teaching and learning online most of the time. Although Form 5 students has begun learning in school in the middle of 2021, some students of lower-level secondary still have to attend school through PdPR.

Statement 2: I use a lot of online teaching aids in the online learning system.

One of the interviewees pointed out tha e-learning tools help her students to stay focus. Using a lot of teaching aids from online resources can help to keep the online teaching interesting for students. Students pay more attention when teachers expanded their creativity to attract them.

Statement 3: I interact actively with my pupils when I teach using the online learning system.

Like one of the interviewees mentioned, he interacts with his students by motivating himself to do so and deciding to try more E-learning platforms as well. This indicated that ESL teachers do their best to interact actively with their students by staying motivated to do so. Having the mindset of exploring other medium of E-learning helps to motivate the interviewee which can represent if not all some of their source of motivation.

Statement 4: I frequently check pupils' work using the online learning system.

One of the interviewees expressed that she checked her students work through E-learning platform she had chosen, and such so given her students the chance to display their work as well as to be able to see their friends' works. This is because of how convenient E-learning platforms are for teachers to interact with especially when face to face teaching and learning cannot commence during Covid-19 outbreak.

Statement 5: I actively monitor the progress of learning of my pupils using the online learning system.

In one of the interviewees responses, one teacher expressed that he felt motivated to implement E-learning especially when his students' attention span stayed longer. Another teacher felt motivated to give her students online quizzes or project rather than giving homework using workbooks. This indicated that teachers spend time actively to monitor their students' progress when they saw changes in their students' interaction when conducting PdPR.

Demography

Demography		Frequency	Percent
Gender	Male	4	12.5
	Female	28	87.5
Age (years old)	22-28	1	3.1
	29-34	20	62.5
	35-42	9	28.1
	43-50	2	6.3
Level of education	Degree	25	78.1
	Master	7	21.9
Teaching Experience	0-5	9	28.1
	6-10	13	40.6
	11-15	8	25.0
	16 & above	2	6.3
Online Platform used to do PdPR			
• Google Meet	No	3	9.4
	Yes	29	90.6
• Zoom	No	29	90.6
	Yes	3	9.4
• Whatsapp	No	7	21.9
	Yes	25	78.1
• Telegram	No	13	40.6
	Yes	19	59.4
• Quizziz	No	17	53.1
	Yes	15	46.9
• Kahoot	No	25	78.1
	Yes	7	21.9
• Others	No	28	87.5
	Yes	4	12.5

Additional information about respondents favourite E-learning medium for their PdPR was also included in the study to be analysed. Majority of the respondent are female that is 28(87.5%) peoples. Followed by male that is 4(12.5%) people. Majority of the respondent age is between 29 to 34 years old that is 20(62.5%) peoples. Followed by age between 35 to 42 years old and 43 to 50 years old that is 9(28.1%) and 2(6.3%) peoples respectively. While the rest, only 1(3.1%) people are age between 22 to 28 years old. Majority of the respondent have level of education in Degree that is 25(78.1%) peoples. While the rest, only 7(21.9%) peoples have a Master. Majority of the respondent have teaching experience between 6 to 10 years that is 13(40.6%) peoples. Followed by respondent have 0 to 5 and 11 to 15 years teaching experience that is 9(28.1%) and 8(25%) peoples respectively. While the rest, only 2(6.3%) peoples have 16 and above teaching experience. Majority of the respondent are using Online Platform to do PdPR like Google meet, WhatsApp and telegram which is 29(90.6%), 25(78.1%) and 19(59.4%) peoples respectively. But Zoom, Quizziz, Kahoot! and others are not very popular using to do PdPR which is 29(90.6%), 17(53.1%), 25(78.1%) and 28(87.5%) peoples respectively. Majority of the respondents preferred to use was WhatsApp application (78.1%)

followed by Google Classroom (75%). The least platform used shared among three mediums which are Wordwall, Kaizala and Microsoft Team with 3.1% each.

Discussions

From the Findings, Researcher Found 4 Themes Suited to the Discovery as Follows:

Convenience

For this part, the theme found is convenience. The teachers found it convenient to use E-learning in their PdPR lessons. They can reach out to their students without much effort and using E-learning also provide flexibility in their time to procure lessons to their students. Perceived Usefulness here indicating most participants found it to be on the positive side as their attitudes attribute to it. Flexibility is one of the perks of conducting PdPR using E-learning platforms. In a study by Mustafa and Muhammed (2019), E-learning helps computer science teachers to manage their time effectively and were able to integrate effecting learning strategies towards their students by using different learning styles. In a study by Taat & Francis (2020) on factors that influence students' acceptance on the usage of E-learning, most of the students agreed to the fact that flexibility help them with their assignments and the abundance of online resources help to facilitate them as well. Their ends were met, and satisfaction is guaranteed provided that the flexibility of E-learning is high quality and contents are sufficient. Teachers benefit from E-learning when it is useful as it is flexible for them for any adjustment where teachers are open to their own interpretation or style of teaching in their PdPR to create a successful lesson.

Accessibility

The teachers found E-learning very accessible and flexible in their PdPR lessons. They can use E-learning without much difficulty although some platforms required them to learn how to use in an ample amount of time. Accessibility in E-learning is essential especially when Covid-19 shifter the way education was going with the relentless school closures at every Covid-19 pandemic wave that hit. Accessibility in this context is how far is the effort taken by ESL teachers to operate E-learning for the sake of their teaching during a PdPR. When a teacher teaches by accessing E-learning mediums, the success of the easiness depends on how efficient the platform is. However, it cannot be denied that environmental factors might alter the performance of online platforms. Some places might not have the optimum accommodation where internet connectivity is considered as luxury. Accessibility of E-learning is only as good as surrounding factors can contribute to its easiness and smoothness. Perceived Ease of Use here shows most participants found it to be on the moderate level as their attitudes attribute to it.

Encouragement

Teachers encourage their students to fully utilized e-learning in their own learning. The teachers also believe that their students should be familiarized with the use of e-learning to prepare for their tertiary level learning. In their opinions, tertiary level learning will require technological knowledge which students should be well equipped with. Teacher's support plays a vital role in educating as well as encouraging students. In the time of covid-19, students whether they are literate or not in utilising e-learning; required to attend classes via online platform. This required teachers to persuade their students to use e-learning to attend their lessons. Teachers are to explore more than a type of online medium to attract their students. In a study by Hoerunnisa et al (2019) on the effectiveness of e-learning to improve

students' motivation and achievement by using moodle to teach in multimedia classes has proven a significant result as students were motivated and their achievements increased. Teachers are to use social media as well to help and encourage students. Using social media can help teachers to create a lively learning environment and a closer engagement with their students (Azlan et al., 2019). Online quizzes and games can help to encourage students as well as elements of fun, enjoyment and competition helps to motivated and engage students to learn english (Halim et al., 2020). E-learning tools like padlet can help to encourage collaboration learning among learners to improve their language accuracy (Rashid et al., 2019). Teacher's encouragement depends on the quality of e-learning. Frequent use of e-learning materials also affects students' performance and the efficacy of teachers when using e-learning (Alenezi, 2020). Teachers are to explore online platforms and experiment themselves trying different approaches to motivate their students to use e-learning. Encouragement only comes when teachers are willing to try to do so.

Motivation

Motivation is essential drive for ESL teachers to commit to use E-learning platforms continuously. Positivity in handling E-learning plays a big role to motivate oneself to use E-learning tools. Positivity also comes from teacher who can use E-learning confidently. This study is in line with a study by Islami et al (2021) where the higher the level of confidence among users, the more frequent E-learning is being used. Teachers with high confidence level will have higher motivation to use E-learning faithfully. Individual characteristic is still more impactful than the technology characteristics. Motivation can be generated when users are trained properly on how to work with E-learning tools. Interviewees were all expressing how motivated they are to use E-learning if they are equipped with tools and given opportunities to proper E-learning knowledge to help them access it more effortlessly.

Conclusion

In conclusion, the major finding of this study is that ESL teachers' perception are positive in all aspects discussed in TAM. The four aspects in TAM also interconnect with each other undoubtedly as proven in this study. The overall attitudes derive from the survey and interview showed that ESL teachers in Bintulu are positive in their perception of using E-learning to teach the English subject during school closures. In Perceived Usefulness, ESL teachers showed mostly neutral and agree that E-learning is useful in their PdPR teaching. In Perceive ease of use, ESL teachers are mostly moderate which shows that the easiness of use of E-learning in PdPR is at moderate level. In Behavioural Intention, ESL teachers showed positive attitudes towards the use of E-learning as most participants agree. In Actual System of Use, ESL teachers were at moderate level. ESL teachers showed that E-learning deeply impact their attitudes and perceptions towards the use of it in their teaching.

The impact is overall positive and most ESL teachers in Bintulu do not deny the existences of E-learning as a staple in their lesson in the future. E-learning is to be utilised more frequently in language teaching whether in PdPR lessons or when the school reopens. With its abundance of benefits over its drawbacks, E-learning tools should continue be used in face-to-face teaching and learning in a classroom. Despite that, ESL teachers were proven adaptable as they found their creative ways to accommodate E-learning exposure towards their students. The study undeniable shed light on the perceptions of educators especially English subject secondary teachers.

There are more studies about the perception of students or learners compared to the educators or teachers being researched now. The lack of focus on the perceptions of educators provided a gap for this study to be conducted in the first place. The study also revealed perceptions of the ESL teachers are generally positive towards the use of E-learning even though it is flawed especially when the transition from traditional classroom learning were quickly change to online learning because of school closures due to Covid-19. This showed that teachers were dedicated and do not see challenges as negativity but rather as opportunities to improve their ability. Of course, with better infrastructure and ample accommodation in terms of network accessibility for teachers, their motivations would increase as well, and they would do even better in their teaching in online classes. Challenges instead were voiced by the teachers were more to the students rather than the teachers themselves. The teachers are better at adapting to situations, but their concern was placed towards their students.

The impact of Covid-19 can be seen through this study when students have the inability of accessing internet connection due to factors such as social-economic background and no internet connection in certain areas especially in the rural area of Sarawak. Policymakers should come up with a solution for this problem as it is although difficult, not impossible to do. More budgets should be allocated to the development of internet connectivity especially in the rural areas in Sarawak. Apart from poor internet connectivity in Sarawak, E-learning infrastructure in schools in Sarawak should also be improved. Schools should be E-learning friendly and equipped with reasonable quality online tools. Policymakers would be responsible for better enhancing the condition of schools in Sarawak. E-learning-friendly schools would be an ideal school for students of this era.

Extensive research should be conducted in Sarawak on the perceptions of teachers especially ESL teachers in both primary and secondary schools as problems arise from the current study only give insights of perception of secondary ESL teachers in Bintulu. More similar research should be conducted to collect ample information so that if schools undergo the same situation as during Covid-19 Movement Control Order, the education system would be prepared. Focusing research on teachers' perception is crucial because teachers are responsible to accommodate their students accordingly in their studies especially in language classes during pdPR. More research would hope to help teachers to improve more on their preparation for their lessons.

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