Malaysian ESL Teachers' Challenges in Implementing Home-Based Teaching and Learning (PdPR)

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Abstract

The Coronavirus Disease 2019 (COVID-19) had wreaked havoc during the end of 2019 and its lasting effect is felt to this day. One of those effects is the implementation of Home-Based Teaching and Learning (PdPR) in Malaysia, throughout an extensive period during the pandemic. Although PdPR certainly brought a lot of benefits, there were complications that arose, particularly concerning teachers. Thus, this qualitative research aims to study the challenges that teachers face in implementing PdPR or remote Teaching and Learning (T&L). Three English as a Second Language (ESL) teachers employed in different Malaysian schools were interviewed in order to gain multiple perspectives concerning the issue. It was found that the problems faced by teachers were poor internet access, lack of electronic devices, constant absence of students, failure to communicate bilaterally with students, difficulty in evaluating students, insufficient time, unfavourable working environments, and negative emotions. This research is hoped to highlight unfavourable aspects of remote T&L to enable these issues to be addressed and improved. Admittedly, face-to-face schooling has resumed but in future, the educational landscape may require online T&L again. Therefore, it is crucial that previous problems are eradicated to ensure future endeavours are eased.
Keywords: Education, Online Teaching, Online Learning, Teaching and Learning, Teachers' Challenges.

Introduction

Following the COVID-19 pandemic that hit the world at the end of 2019, every country, including Malaysia, had to take precautionary measures to prevent the rate of infection from continuing to spread. In addition, the Malaysian Ministry of Education (MoE) has taken its own preventive measures by implementing Home-Based Teaching and Learning (PdPR) in November of 2020 (MoE, 2020) where the teaching and learning (T&L) process is carried out remotely without requiring teachers or students to go to school (Mailis, 2021). MoE (2020) had defined PdPR as T&L that is carried out at home, community centres, or any suitable locations and the process could be done online, offline, or "off-site" in a systematic manner. Essentially, PdPR is a form of remote learning. Throughout the PdPR period, teachers work

remotely and teach online either through video conferencing applications or softwares such as Zoom, Webex, and Google Meet (Mazlan et al., 2022) or messaging applications such as Whatsapp and Telegram (Adziz, 2023) that are generally used to send short messages but are well adapted as T&L media. Written modules and worksheets are also provided to students and are often left at school by teachers to be taken by students later on.

The implementation of remote learning has brought significant changes to the teaching process of educators and also to the way in which learning is received by students. During the pandemic, remote learning was a way of delivering instruction without necessitating physical attendance in school (Asadullah, 2022). Now, although the pandemic has ended, some educational institutions choose to retain the use of online learning (Zancajo, 2022), most commonly through blended learning (Cobo-Rendon, 2022). This could be due to the benefits that online learning poses such as flexibility and convenience (Santos, 2022), greater student autonomy (Lockee, 2021), and better assessment modes (Bashir et al., 2021).

In Malaysia, school closures took place on 18th of March 2020 (Roslan, 2020) and students and teachers were only allowed to return to school to undergo a T&L session together in early April, 2021. However, this face-to-face T&L lasted only a short time and PdPR had to be resumed from June 2021 to March 21, 2022 for primary schools and April 4, 2022 for secondary schools. Here, it can be estimated that teachers and students in Malaysia had undergone remote learning for two years. Following this, there have been various issues related to the implementation of PdPR in Malaysia. One aspect that makes it difficult for the PdPR process to run smoothly is the challenges that exist pertaining to the teacher's ability to implement PdPR sessions. This covers many aspects of teachers' educational practices, including lack of devices or internet access (Yusoff & Hamzah, 2021), lack of technological knowledge and skills (Lukas & Yunus, 2021), inconducive workplaces (Hamzah et al., 2021), difficulty in contacting students and hassles in evaluating students' academic progress (Cheng & Nasri, 2022).

These existing challenges had caused the PdPR process to run imperfectly and led to many other problems. For example, a flawed PdPR will cause difficulty to achieve learning objectives, students that cannot be contacted will be disengaged, and teachers will potentially experience extreme emotional distress or depression. It is indisputable that teachers are the key to the success of remote learning and the challenges they face need to be taken into consideration so that they can be fixed in the future. Although the current COVID-19 pandemic has shifted to an endemic, the challenges faced by teachers at the time of PdPR need to be addressed as the passing of time might lead to a change in educational practices. There is a possibility that the online T&L process may be continued for certain reasons as has been the case in New Zealand where online education through structured learning mode has been introduced and became the norm since 2011 (Parkes et al., 2011). Malaysia has the potential to implement the same T&L process if improvement begins from now on.

Various studies on the implementation of PdPR in Malaysian schools have been conducted but these studies typically focus more on students and the obstacles or challenges they faced during PdPR. Although there are some studies that focus on teachers, there is still a lot of research to be done so that the challenges facing teachers during the recent PdPR can be clearly identified and overcome. Therefore, this brief study has been conducted with one objective, that is, to identify the challenges faced by teachers in implementing PdPR during the COVID-19 pandemic. In the context of this study, PdPR refers to the remote T&L conducted by Malaysian teachers that often utilised online learning (An et al., 2023) with a mix of offline learning as well (Rajaendram, 2021).

Literature Review
Remote Learning

According to Lindner et al. 2020, remote learning has one core feature that is the severance by space during the course of instruction and it can be defined as a teaching and learning process during which there is a tangible separation of teachers and learners. To elaborate further, Torres and Cruz (2022) defined remote learning as the retrieval of knowledge through mediums other than the traditional modes of T&L and further expounded that remote learning is a new educational headway that involves the use of technology to enable an interactive T&L experience through online platforms. Since COVID-19 began, there has been a new term coined in relation to remote learning which is Emergency Remote Teaching (ERT) that has been used to describe the approach taken for T&L during the coronavirus outbreak. Hodges et al. (2020) stated that ERT was a quick strategy that was not able to employ the complete use of good online learning instructional methods.

Prior to COVID-19, remote learning was already on the rise with a few mediums such as video-conferencing (Arnold, 2019) and virtual reality (Pietroszek, 2019) steadily gaining popularity in educational settings. During the pandemic, ERT was coined and remote learning was widely implemented (Morgan, 2020).Wieland and Kollias (2020) reported that the pandemic will refine the way in which T&L is conducted and since video-conferencing was a crucial part of remote learning during COVID-19, its use will continue to be prevalent in future. This is somewhat supported by Moussa (2023) who found that students displayed a high degree of readiness to continue using online learning even with the end of the pandemic. This high willingness to continue learning remotely could be because remote learning resulted in increased learner autonomy and personalised learning (Salleh et al., 2023) as well as better communication between educators and students (Baxter & Hainey, 2022). However, there were also downsides to remote learning such as privacy concerns (Wagman et al., 2023) and inaccessibility for certain people (Sorgo et al., 2023). Nevertheless, it could be argued that with time, remote learning could be refined and improved on to ensure its benefits can be utilised by all.

Challenges of Remote Learning
i) Lack Of Internet Access And Electronic Devices

Poor internet access may be a major factor behind online T&L failure (Lukas & Yunus, 2021; Tate & Warschauer, 2022). A case study conducted by Hayati et al. (2021) found that the lack of technological facilities such as smartphones and computers was one of the reasons for the failure of teachers to implement PdPR properly. The same study also found that weak internet access contributed to the challenge of teachers in implementing PdPR. The teachers in Surushiyatun et al.'s (2021) study classify these two challenges as contextual challenges because they are not caused by a teacher's personal factors. Good internet access depends on the teacher's physical context and the facilities provided by the school. Some rural schools have incomplete facilities as compared to urban schools.

This is agreed by Abdullah et al. (2021) where a study has been conducted showing that the low quality of digital infrastructure in certain rural areas is a source of problems for teachers when implementing remote learning. Some teachers have to go through the challenge of unstable internet access and an unhelpful school infrastructure (Konukman et al., 2022). However, urban teachers sometimes face the same problem. For example, a study conducted by Mailis (2021) in an urban area showed that the lack of stable internet access was one of the challenges of PdPR sessions. Internet access and devices involving students

will also contribute to the problems experienced by teachers (Kusuma, 2022). This is because students who do not have digital access will not be able to attend class, thus, their presence will be compromised and teachers will have to think of alternatives for those students (Ramli & Rahman, 2021; Ibrahim & Razak, 2021).

ii) Technological knowledge and skills
Knowledge concerning technology and the skills to use it is an ability that every teacher should have during remote learning. However, many studies proved that there are still teachers who are not technologically adept and lack the skills to run a fully online T&L session (Ramli & Rahman, 2021; Nahar & Rosly, 2022; Izhar et al., 2021). This challenging aspect will make it difficult for teachers to find online teaching materials, the correct media to use, and what tasks to give to students. It is crucial that teachers have adequate digital or technological knowledge because according to Li and Yu (2022), the future of education will include new innovations that require a certain level of digital literacy among teachers.

Lukas and Yunus (2021) reported that teachers who experience limited knowledge of technology will feel uncomfortable with PdPR because it is difficult for them and something challenging to learn, especially for older teachers. The teachers involved in Izhar et al.'s study (2021) acknowledged that they faced the challenge of inadequate technological knowledge and skills when they were forced to use Google Classroom for PdPR sessions. They acknowledged that they have limited knowledge of appropriate teaching methods to ensure that students understand what they want to communicate. Furthermore, Meirovitz et al. (2022) discovered that teachers who lack technological knowledge often faced difficulties during online T&L that negatively affected their teaching.

Two-way communication
Mahalingam & Jamaludin (2021) explained that the difficulty in establishing bilateral communication between teachers and students was one of the challenges to teachers that caused a flawed remote learning. Multiple research has shown how remote learning often results in a decrease of communication opportunities for teachers and students (Stewart & Lowenthal, 2021; Sumilong, 2022). Although there are applications like Google Meet and Zoom to facilitate virtual communication, the absence of students caused a decrease in active two-way communication since PdPR was implemented (Hamzah et al., 2021). A study by Nahar and Rosly (2022) and Mailis (2021) showed similar findings where teachers were worried due to an inability to communicate properly with students because of the students' absence in class or the absence of certain equipment like a microphone that allows them to speak in the classroom on-line. This clearly shows that these challenges are often interrelated. Lack of quality equipment will result in students not being able to participate in T&L sessions perfectly and teachers will have trouble providing students with sufficient description and instruction to enable them to understand the content of learning (Cheng & Nasri, 2022).

iii) Student Assessments
The aspect of student assessments is also a challenge for teachers when remote learning is carried out. Noorbehbahani (2022) claimed that students' assessment is one of the most difficult parts of online learning. Hamzah et al. (2021) explained that it was difficult for teachers to judge students' understanding of their lessons because students often did not submit the homework given during PdPR. Moreover, parents' lack of cooperation or concern about their children's academic matters also contributes to the problem of teachers not being

able to ascertain their students' progress. It was also stated by Chiang et al. (2022) that academic dishonesty such as cheating on tests has become prevalent in remote learning. Cheng and Nasri's study (2022) also explained that teachers were unable to track the actual level of their students' mastery when PdPR was carried out because the measurement methods used during face-to-face T&L were not necessarily suitable for use during PdPR. Furthermore, teachers face the challenge of identifying whether their students truly understand the learning content. The same thing was acknowledged by the teachers in the Hayati et al. study (2021) where they stated that student assessment is difficult to conduct online. Ibrahim and Razak (2021) also mentioned that Islamic Education teachers faced similar challenges because they had difficulty monitoring students' *tasmik* reading because students often did not respond when contacted by teachers. Therefore, the academic prowess of the student cannot be judged by the teacher.

iv) Other challenges
In addition to the lack of access to the Internet and electronic devices, lack of technological knowledge and skills, lack of bilateral communication, and difficulties in evaluating students, there are a number of other challenges that have been faced by teachers when implementing remote learning. Firstly, the challenge of not having enough time to complete an increasing number of tasks during remote learning (Szabo et al., 2021). According to Hassan and Ibrahim (2021), teachers have to spend additional time at work to ensure that every student gets a good education even if it is done virtually. Among the additional tasks that exist for teachers during the recent PdPR is to try to contact parents and students who are not present in the classroom regularly as well as to provide additional modules and material for students who cannot attend the online lessons. Teachers' time was filled because they needed to prepare teaching materials for two different modes, namely online mode and offline mode for students who cannot attend. Additionally, Anamalai and Yatim (2021) found that teachers also need to devote more time to teaching students and parents about how to use certain educational applications, such as the Digital Education Learning Initiative Malaysia (DELIMA), correctly.

The study by Hamzah et al. (2021) further describes the challenges faced by the teachers during remote learning such as increased workloads, inconsistent instructions from superiors, and an unconducive working environment at home. In addition, the fact that parents are less cooperative and quite insensitive about their children's academic matters also contributes to teachers' issues because teachers do not get the proper support from the parents or guardians of their students (Hamzah et al., 2021; Mailis, 2021; Nahar & Rosly, 2022). Furthermore, the problems that arose during the pandemic and remote learning have caused some teachers to experience extreme emotional distress and anxiety (Lukas & Yunus, 2021; Robinson et al., 2023). A study by Lukas and Yunus (2021) showed that the inability of teachers in handling applications and devices as well as their concerns about students' academic progress have invited negative emotions to be present in them throughout PdPR. Meanwhile, Billett et al. (2023) discovered that teachers went through high levels of stress and a decrease in positive emotions during online learning.

Methodology
Research Design
This study utilised a fully qualitative research design in the form of a survey with the aim of obtaining insight from teachers on the challenges faced during the implementation of PdPR

during the COVID-19 pandemic. According to Creswell (2012), survey research is a research design that is commonly used in the field of education to obtain an individual's view of a particular policy or phenomenon. Therefore, the survey research is considered suitable for use in this study to obtain the opinion of teachers about the challenges they have faced during the implementation of PdPR.

Research Sample

The sample for this study were three ESL teachers who were each employed in three Malaysian national secondary schools and were chosen through purposive sampling. One teacher was employed in an urban area in the state of Kelantan and two teachers taught in rural areas, one in Perak and one in Terengganu. The sampling technique is intended to be used to obtain samples that meet the characteristics required by the researcher, namely teachers who served in Malaysian national schools during the PdPR implementation.

Research Instruments

The research instrument used is a semi-structured interview protocol and the interview was conducted through the Microsoft Teams video conference application. Drever (1995) stated that semi-structured interviews are flexible and suitable for small-scale research. Because this study has only one objective and three respondents, it could be considered as a small-scale study. The use of semi-structured interviews allows the researcher to ask the necessary questions and also explore any other ideas raised by the respondents. The questions raised during the interviews were related to the challenges that the respondents had experienced during the implementation of remote learning during the COVID-19 pandemic.

Data Analysis

Firstly, the three individual interview sessions were recorded and transcribed by the researcher to ensure the accuracy of the data to be discussed. Subsequently, the interview transcripts were examined by the researcher to find themes that existed in the three interviews. Themes identified will be described in the findings section with pseudonyms used for all three respondents.

Findings and Discussion

An interview with three respondents has enabled the identification of the challenges faced by teachers in implementing remote learning. This section discusses the data that has been obtained thematically with the aim of answering the study question: What are the challenges faced by teachers in implementing Home-Based Teaching and Learning (PdPR) during the COVID-19 pandemic?

Table 1.0

Challenges Faced by Respondents in Implementing PdPR during COVID-19

Challenges during PdPR	Number of Affected Respondents
Weak internet connection	1
Electronic device ownership	3
Lack of time	2
Two-way communication with students	3
Students' attendance	3
Students' assessments	3
Work environment / Workspace	1
Negative feelings (stress, depression, anxiety)	3

Table 1.0 shows the challenges faced during the recent PdPR from the perspectives of three teachers, one of whom taught in an urban area and the other in rural areas. Different occupational settings for each respondent are expected to give a different perspective on their experience in implementing PdPR during the COVID-19 pandemic. The study and discussion was divided into five themes: challenging aspects in terms of weak internet access and device ownership, lack of sufficient time, lack of bilateral communication and student assessments due to unsatisfactory attendance, negative feelings arising from PdPR, and other challenges.

Internet access and device ownership
As can be seen in Table 1.0, only one teacher faced the challenge of weak internet access during PdPR. The teacher, Respondent 1 (R1), taught in the urban area but still had trouble running online classes smoothly. This is because R1 initially did not have wifi at home and only relied on internet data through the phone. She stated, *"When this PdPR happens, I have to provide an extra internet quota for the PdPR itself because a lot of stuff needs to be streamed like videos for example."* R1 also said that she had to borrow the internet from someone else before she installed the wifi in her own house. R1 acknowledged that wifi is something very important to have if classes are held online. This aligns with previous research conducted by Lukas and Yunus (2021) and Tate and Warchauer (2022) who stated that internet access is vital for a successful remote learning experience.

Respondents 2 (R2) and 3 (R3) each had no problems with internet access as they had high-speed wifi in their respective residences even though they lived in rural areas as compared to R1 who lived in the city. Nevertheless, the three respondents acknowledged that they faced the challenge of device ownership to implement PdPR well. This is because all three respondents only have laptops and cellphones. Although teachers do not have a problem using only laptops and phones to run T&L sessions, it is hard for them to check students' assignments that need to be marked. Although past studies (Ramli & Rahman, 2021;

Ibrahim & Razak, 2021) tend to focus on students' device ownership, it is clear from these findings that teachers tend to face similar challenges.

R2 stated, *"When assessing a student's homework, it becomes a problem because I don't have an iPad. If I have an iPad or a tablet, it's more convenient for me to check because there's a pen for us to mark the homework. If it's a computer or a phone, you can't do that."* R3 also acknowledged that a laptop alone is not enough to run a meaningful PdPR session for students. This is because the iPad or tablet allows teachers to use more applications in tandem with their laptops. Therefore, it could be seen through these three teachers that not only do students experience device constraints, but teachers also face the same issue.

Lack of sufficient time
Two teachers in this study admitted that PdPR has caused them not to have enough time to complete all the work given. R3 said that her working time has doubled because she got a lot of orders from her superiors to execute and she also had to quickly go through the syllabus so that it could be finished by the students before they moved to the next academic year. She also acknowledged that the preparation of T&L materials was also complicated by the need to think of students who had different abilities and levels of understanding. R1 shares the same opinion, *"When I was conducting PdPR, I really needed good teaching materials because I needed to attract the attention of students even though I wasn't in front of their eyes."* This coincides with Hassan and Ibrahim's (2021) finding that teachers spend more time during PdPR to provide the best T&L sessions for students. It also supports the findings of past research (Anamalai & Yatim, 2021; Szabo et al., 2021) that have proven how remote learning often increases teachers' workload and results in teachers having insufficient time to complete their tasks.

Lack of communication and evaluation for students due to unsatisfactory attendance
As shown in Table 1.0, the three respondents of this study agreed that the lack of satisfactory student attendance was a challenge that led to other problems such as lack of bilateral communication between teachers and students and also difficulties for teachers to conduct evaluations of students. This is similar to the findings of past research (Mahalingam & Jamaludin, 2021; Stewart & Lowenthal, 2021; Sumilong, 2022) that have indicated how remote learning tends to decrease communication between educators and students while findings of other previous studies (Cheng & Nasri, 2022; Noorbehbahani, 2022) have also discussed the difficulty of conducting assessments during remote learning. The students' attendance is often affected by the lack of access to the internet or the absence of devices. This leads to only students who have access to electronic devices being able to attend PdPR sessions. R3 stated that a few students often did not respond even though they attended online class sessions and students who often communicated with teachers consisted of the same students for each PdPR session.

R3 explains that *"Sometimes when you do a class, only two people come in and respond. Sometimes, there's no direct response when we ask questions."* R1 also faced the same challenge *"The problem is, it is the same person who responded to me so that two-way communication is with the same students in each class because the others don't respond as actively as these students do."* Nevertheless, R1 explained that when viewed with a large scope, there is a two-way communication but if viewed more closely, the communication is not as comprehensive as it is compared to face-to-face T&L. R2 also argued that the two-way

communication he had with the students was with the same students in each class because the other students did not respond and chose to remain silent during PdPR.

When asked about the assessment aspects, the three teachers agreed that assessing students' understanding and abilities becomes difficult when PdPR is implemented. R3 explains that the transparency of students' answers is difficult to evaluate by teachers because students are likely to copy from the internet or from classmates. This coincides with Chiang et al. (2022)'s study that stated how academic dishonesty is prevalent during remote learning. Cheating can be controlled in the classroom because the teacher is with the students but when the students complete a task without the teacher's supervision, their answers may not be transparent and could have been replicated from other sources. This will make it difficult for the teacher to give the correct score. R2 said that she conducted a Classroom-Based Assessment (CBA) during the PdPR but that it was not the same as the CBA that was done before PdPR. This is because frequent truancy by students makes her feel unwilling to do the CBA.

R1 also argued that student assessment was a challenge during PdPR because she did not know how CBA could be done online and she also did not receive any explanation regarding the matter. According to her, *"All the teachers were surprised by the implementation of this PdPR so this CBA we only looked at roughly, we did not record it"*. Furthermore, R1 explains that she did not do any CBAs throughout PdPR and that the CBA file for her students was not filled because she was unable to conduct assessments with insufficient knowledge of online assessment techniques and also a very unsatisfactory student attendance. This is consistent with the findings from Cheng and Nasri (2022) where teachers cannot evaluate students during the recent PdPR because online evaluation techniques are different from face-to-face evaluation. The aspect of student attendance that contributes to the difficulty of assessments is also consistent with the findings of other studies (Hamzah et al., 2021; Hayati et al., 2021).

Negative feelings of the teacher

Negative emotions among teachers will be present if they feel burdened with too many tasks and a stressful environment. This is proved by Lukas and Yunus (2021) where a study that has been conducted has found that teachers will experience the emotional strain of the challenges they have to face during PdPR. The same thing was experienced by the respondents of this study where all three respondents admitted that they often felt depressed or stressed during PdPR. According to R3, because she is a new teacher in a high-performing school, she felt she needed to prove something to the other teachers in her school. She was very concerned about the negative reactions that might be thrown against her if she failed to implement PdPR properly. *"We want to achieve what the school wants, and like me, the teachers in the school have high expectations of me so when this PdPR happened, I'm afraid when students don't cooperate."*

She also often questioned herself when students did not respond in online classes. R3 stated that *"When students don't respond, I feel like, do I not know how to teach? So I'll always blame myself."* This will lead to teachers having low confidence in their own competence and abilities. R2 had the same feeling. She said that she was concerned about the reaction that might be thrown against her if other teachers assumed that she did not give full effort during PdPR. R1 also experienced emotional stress from where she works. This is because R1 lived with her parents and PdPR has forced her to work from a home that is not conducive and has no privacy. Similarly, Hamzah et al. (2021) found that an unconducive work environment is

one of the issues pertaining to remote learning. Meanwhile, other studies reported that negative feelings such as stress or anxiety are commonly experienced by teachers during remote learning (Billett et al., 2023; Robinson et al., 2023)

Other challenges
In addition to the challenges discussed above, there are some other issues that have been raised by the teachers during the interview. One of them is the aspect of the teaching strategy that can be implemented by teachers in their respective classes. All three respondents agreed that the teaching strategies that teachers could use in the classroom had become limited when PdPR was implemented. This is because not all the strategies used in a face-to-face class can be used in an online class. R1 gives an example of group activities that are pleasantly carried out in a face-to-face classroom but become difficult when PdPR was done. She said, *"Although there are breakout rooms that we can use, but when I tried to make it and I went into each room, the students were all quiet and didn't talk to their group members. It's very different compared to a group interaction in a face-to-face class."*

Later, R1 and R2 acknowledged that their learning objectives were difficult to be attained when PdPR was implemented. According to R2, *"Achieving academic goals is very difficult because how can we achieve it when the learning itself cannot continue because students cannot join, there is a problem with the internet all that."* R1 explained the same thing. She acknowledged that students were not present because of internet problems and students who attended were also often unable to understand the learning content properly if the T&L session was conducted entirely online. R1 and R2 also explained that parents of students who are unaware of their children's academic matters also posed a challenge to teachers during PdPR. R1 explained that there are parents who do not give electronic devices to their children and then cause these students to continue to disappear from the lessons throughout PdPR.

In addition, R3 said that students and teachers in rural areas had to face more challenges as they were marginalised from the aspects of good digital infrastructure. Next, R2 shared that the work that the teacher is forced to carry out during PdPR is also a challenge because it is very burdensome and takes a long time from the teacher. He also argued that PdPR causes longer working hours because students and other teachers often send messages late at night. The absence of a special space for work was also a problem for R1 as she was uncomfortable working at home due to her family's personal problems. Furthermore, her school did not have a conducive space for teaching because the available room had to be shared by other teachers.

Conclusion
The study has identified some of the challenges faced by teachers in the implementation of remote learning during the COVID-19 pandemic, including poor internet access, lack of devices, constant absence of students, failure to communicate bilaterally with students, difficulty in evaluating students, insufficient time, unfavourable working environments and negative feelings such as depression, stress and frustration. The results of this study are expected to lead to discussions that will yield results in improving the educational processes in Malaysia as well as raising awareness about the difficulties experienced by teachers in carrying out their duties.

Education is one of the main benefits of a nation because every student will grow up to be a member of a community that has its own responsibility and the quality of education

received by each student will have an impact on them when they grow up. Therefore, this study is expected to bring awareness to the challenges of teachers concerning the implementation of remote learning and could bring positive and beneficial changes to the education system in Malaysia. For progress to ensue, there needs to be substantial knowledge on the issues concerning a particular programme and in the context of this study, the knowledge gained on the challenges teachers face in conducting remote learning will enable further discussion and improvements to be done for the betterment of education in the nation.

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