Jurnal EVOLUSI

CHALLENGES AND SATISFACTION OF MALAYSIAN LECTURERS IN DELIVERING ONLINE CLASSES FROM HOME

Suriza NoorFahmi Hashim,
Faculty of Business and Accountancy, Universiti Poly-Tech Malaysia
suriza@uptm.edu.my

NorSuhaila Binti Samsuri
Kolej Vokasional Shah Alam
norsuhaila.samsuri@gmail.com

ABSTRACT

The COVID-19 pandemic has transformed the educational landscape, compelling Malaysian lecturers to shift from traditional face-to-face instruction to online teaching. This rapid transition introduced various challenges and opportunities that have significantly influenced lecturers' satisfaction. Key issues include technological barriers such as inadequate internet connectivity and limited digital proficiency, which hinder effective student engagement. Additionally, the home environment, with its inherent distractions, exacerbated stress and feelings of isolation among educators, further complicating their teaching experience. Despite these challenges, online teaching offers flexibility in time management and the potential to reach a broader audience, which can enhance job satisfaction. However, the balance between these benefits and the obstacles faced remains delicate, particularly when lecturers must manage both professional responsibilities and personal well-being.

The literature highlights the need for improved institutional support and comprehensive training programs to enhance digital literacy among educators. Moreover, the psychological impact of online teaching, including feelings of isolation and decreased motivation, has emerged as a critical concern. Addressing these issues is essential for maintaining educational quality and lecturer satisfaction in online teaching environments. Further research is needed to explore the long-term effects of online teaching on lecturer satisfaction and student outcomes, as well as the specific coping strategies lecturers employ to navigate these challenges effectively.

ARTICLE INFO

1.0 INTRODUCTION

The COVID-19 pandemic has precipitated a seismic shift in the educational landscape, compelling Malaysian lecturers to transition from traditional face-to-face instruction to online teaching modalities. This rapid transformation has introduced a complex array of challenges and opportunities that significantly influence lecturers' satisfaction levels. Understanding these dynamics is crucial for enhancing the quality of online education and supporting educators in their professional roles.

Malaysian lecturers have encountered numerous challenges in delivering online classes from home. Key issues include technological barriers, such as inadequate internet connectivity and unfamiliarity with digital teaching tools, which have hindered effective engagement with students Blonder et al. (2022), Mukhtar et al., 2020). Furthermore, the home environment often presents distractions that can detract from the teaching experience, leading to increased stress and feelings of isolation among educators (Lee et al., 2021; Yagi et al., 2022). The psychological impact of these challenges is profound, as many lecturers report struggling with the dual demands of maintaining educational quality while managing personal responsibilities (Mukhtar et al., 2020; Memon et al., 2021).

Despite these hurdles, there are aspects of online teaching that can enhance lecturer satisfaction. The flexibility of online learning allows educators to reach a broader audience and manage their time more effectively, which can lead to increased job satisfaction (Kositanurit et al., 2022). Additionally, the ability to maintain communication with students outside of traditional classroom settings has provided new opportunities for engagement and support (Lim et al., 2022). However, the balance between these benefits and the challenges faced remains delicate, as lecturers strive to deliver high-quality education while managing their own well-being.

While existing literature has begun to explore the challenges and satisfaction levels of Malaysian lecturers in online teaching, significant gaps remain. For instance, there is a need for more comprehensive studies that examine the long-term effects of online teaching on lecturer satisfaction and student outcomes. Additionally, research exploring the specific coping strategies employed by lecturers to navigate these challenges is limited (Dutta et al., 2021; Bujang et al., 2020). Understanding the role of institutional support and resources in facilitating effective online teaching is another critical area that warrants further investigation (Bujang et al., 2020; Permata & Nanda, 2021).

2.0 LITERATURE REVIEW

2.1 Lecturers' Satisfaction

Lecturers' satisfaction refers to the degree to which educators feel content and fulfilled in their roles, particularly in the context of teaching and delivering educational content. One of the primary factors affecting lecturer satisfaction is the clarity of administrative guidelines and instructional delivery. emphasize that clear administrative structures contribute to student satisfaction and help mitigate issues such as academic dishonesty, which can detract from the overall teaching experience (Putra et al., 2023). Furthermore, effective communication of expectations at the beginning of online courses is crucial for fostering a conducive learning environment (Putra et al., 2023). This aligns with findings from , who reported that positive perceptions of online teaching among health sciences lecturers were linked to their ability to navigate administrative challenges effectively (Nawi, 2023)

Moreover, the flexibility offered by online learning platforms has been highlighted as a significant advantage. found that satisfaction with time management and allocation was closely associated with the flexibility inherent in online classes, allowing lecturers to adapt their teaching schedules to better fit their personal and professional lives (Liem, 2024). This flexibility is particularly important in the Malaysian context, where the Movement Control Order (MCO) necessitated a rapid shift to online learning, fundamentally altering the educational landscape (Murad & Kamal, 2021). However, while

flexibility is beneficial, it also presents challenges, as lecturers must balance their responsibilities and manage their time effectively to maintain educational quality (Chew et al., 2023).

The technological proficiency of both lecturers and students is another critical factor influencing satisfaction. noted that many educators faced challenges related to digital skills and the effective use of online platforms, which can hinder the teaching process (Mahyoob, 2020). This sentiment is echoed by , who pointed out that inadequate access to technology and resources can significantly impact the effectiveness of online learning (Yusuf, 2020). Consequently, the lack of training and support for lecturers in utilizing these technologies can lead to frustration and decreased satisfaction with online teaching experiences (Chew et al., 2023).

In addition to these logistical and technological challenges, the psychological well-being of lecturers has also been a focal point in recent studies. highlighted that Malaysian educators experienced significant mental health challenges during the transition to online teaching, which directly impacted their satisfaction levels (Chew et al., 2023). The stress associated with adapting to new teaching modalities, coupled with the demands of maintaining student engagement in a virtual environment, has been shown to affect lecturers' overall job satisfaction (Chew et al., 2023).

Finally, the perceptions of students regarding online learning also play a role in shaping lecturer satisfaction. Studies have indicated that when students express dissatisfaction with online courses, it can lead to increased stress and decreased morale among lecturers (Lim et al., 2022). For instance, found that while students generally reported satisfaction with theoretical components delivered online, they expressed concerns regarding the lack of practical engagement, which is essential in fields such as dental education (Alfallaj et al., 2021). This discrepancy in expectations can create tension and affect the overall satisfaction of lecturers who strive to meet diverse student needs.

2.2 Teaching Challenges

Teaching challenges refer to the various obstacles and difficulties that educators encounter while delivering instruction, particularly in online or hybrid learning environments. One of the most significant challenges identified is the issue of internet connectivity. highlighted that unstable internet connections often disrupted synchronous classes, leading to incomplete lessons and diminished learning experiences for students (Ghazali, 2022). This finding is corroborated by, who noted that internet connectivity was the primary challenge for degree students in Malaysia, significantly affecting their ability to engage with course content (Chung et al., 2020). Similarly, emphasized that poor bandwidth not only hindered students' learning but also created additional stress for lecturers trying to deliver effective instruction (Utami & Suprianti, 2022). The reliance on stable internet infrastructure has thus emerged as a critical factor in the success of online education.

In addition to connectivity issues, technological proficiency among both lecturers and students has been a recurrent theme in the literature. pointed out that many educators struggled with the rapid adoption of online teaching tools, which often led to feelings of inadequacy and frustration (Adedoyin & Soykan, 2020). This sentiment is echoed by , who noted that the overwhelming amount of assignments and the need for technical skills created significant barriers for both students and lecturers (Nisaa, 2024). Furthermore, the lack of adequate training for lecturers in using online platforms has been cited as a major impediment to effective teaching (Liem, 2024). As a result, the need for comprehensive training programs to enhance digital literacy among educators has been emphasized as a necessary step to improve online teaching outcomes.

Another critical challenge is the psychological impact of the shift to online learning. found that the lack of interactivity in online classes contributed to feelings of isolation among both students and lecturers, which adversely affected their motivation and engagement (Hamad et al., 2021). The home environment, often filled with distractions, further complicated the teaching and learning process, leading to increased stress levels for educators (Hamad et al., 2021). This aligns with findings from , who reported that the absence of immediate feedback in online settings could compromise the confidence and competence of both students and lecturers (Dost et al., 2020). Thus, the psychological toll of online teaching cannot be overlooked, as it plays a significant role in lecturers' overall satisfaction and effectiveness.

Moreover, the pedagogical challenges associated with online teaching have also been highlighted. noted that the transition to online education often resulted in a lack of innovative teaching strategies, which diminished the quality of instruction (Rajab et al., 2020). This concern is echoed by, who pointed out that the shift to online assessments required

lecturers to adapt their evaluation methods, which posed additional challenges in maintaining academic integrity and ensuring fair assessments (Zahari et al., 2023). The need for alternative assessment strategies that align with online learning environments has thus become increasingly important.

3.0 METHODOLOGY

This conceptual paper employs a qualitative approach, synthesizing findings from existing literature on the experiences of Malaysian lecturers during the pandemic. A systematic review of relevant studies was conducted, focusing on challenges and satisfaction levels reported by lecturers in various educational contexts. The analysis includes peer-reviewed articles, case studies, and surveys that provide insights into the lived experiences of educators during this unprecedented transition (Wong et al., 2023; Ismail, 2022; Rajab et al., 2020).

4.0 CONCLUSION

The transition to online education during the COVID-19 pandemic has presented both challenges and opportunities for Malaysian lecturers. While significant obstacles such as technological barriers and increased workloads have been reported, there are also positive aspects that can enhance job satisfaction. To improve the online teaching experience, it is essential for educational institutions to provide adequate support, training, and resources. By addressing the challenges and leveraging the opportunities for satisfaction, Malaysian higher education can emerge stronger and more resilient in the face of future disruptions.

REFERENCES

Adedoyin, O. B. and Soykan, E. (2020). Covid-19 pandemic and online learning: the challenges and opportunities. Interactive Learning Environments, 31(2), 863-875. https://doi.org/10.1080/10494820.2020.1813180

Alfallaj, H., Alkadhi, R., Alfuriji, S. N., Alfadley, A., & Aleksejūnienė, J. (2021). Dental students and faculty perceptions of teaching methods: traditional classes, online virtual classes, and recorded lectures. The Open Dentistry Journal, 15(1), 348-356. https://doi.org/10.2174/1874210602115010348

Blonder, R., Feldman-Maggor, Y., & Rap, S. (2022). What can be learned from lecturers' knowledge and self-efficacy for online teaching during the covid-19 pandemic to promote online teaching in higher education. Plos One, 17(10), e0275459. https://doi.org/10.1371/journal.pone.0275459

Bujang, S. D. A., Selamat, A., Krejcar, O., & Nguyên, N. T. (2020). Digital learning demand for future education 4.0—case studies at malaysia education institutions. Informatics, 7(2), 13. https://doi.org/10.3390/informatics7020013

Chew, C. S., Samah, K. A. F. A., Shahbudin, F. E., Fu, D. L. E., Mulyani, H., & Nugraha, N. (2023). Impact of the covid-19 pandemic on malaysian and indonesian educators in tertiary institutions. International Journal of Evaluation and Research in Education (IJERE), 12(1), 403. https://doi.org/10.11591/ijere.v12i1.23979

Chung, E., Subramaniam, G., & Dass, L. C. (2020). Online learning readiness among university students in malaysia amidst covid-19. Asian Journal of University Education, 16(2), 45. https://doi.org/10.24191/ajue.v16i2.10294

Dost, S., Hossain, A., Shehab, M., Abdelwahed, A., & Al-Nusair, L. (2020). Perceptions of medical students towards online teaching during the covid-19 pandemic: a national cross-sectional survey of 2721 uk medical students. BMJ Open, 10(11), e042378. https://doi.org/10.1136/bmjopen-2020-042378

Dutta, S., Ambwani, S., Lal, H., Ram, K., Mishra, G. C., Kumar, T., … & Varthya, S. B. (2021). The satisfaction level of undergraduate medical and nursing students regarding distant preclinical and clinical teaching amidst covid-19 across india. Advances in Medical Education and Practice, Volume 12, 113-122. https://doi.org/10.2147/amep.s290142

Ghazali, S. N. (2022). New university students and online learning: readiness, challenges and recommendations. International Journal of Academic Research in Business and Social Sciences, 12(7). https://doi.org/10.6007/ijarbss/v12-i7/14295

Hamad, M. M., Dafaallah, A. S. A., & Alhaj, A. A. (2021). The challenges of online english language teaching from efl instructors' point of view in kku, tehama campus during covid 19 period. Journal of Language Teaching and Research, 12(4), 543-556. https://doi.org/10.17507/jltr.1204.04

Ismail, A. (2022). Remote teaching and learning during covid-19 "lockdown" period in malaysia: one institution's experience. IIUM Journal of Orofacial and Health Sciences, 3(1), 156-158. https://doi.org/10.31436/ijohs.v3i1.132

Kositanurit, W., Vivatvakin, S., Kaikaew, K., Varachotisate, P., Burana, C., Chayanupatkul, M., … & Kulaputana, O. (2022). Asynchronous online lecture may not be an effective method in teaching cardiovascular physiology during the covid-19 pandemic. BMC Medical Education, 22(1). https://doi.org/10.1186/s12909-022-03217-w

Lee, P. S. Y., Kemp, P. S., Kelly, L. D., Rosenberg, J. B., Giaconi, J. A., Graubart, E. B., … & Goyal, A. (2021). Current scope of online ophthalmology education and curriculum impact due to covid-19. Journal of Academic Ophthalmology, 13(02), e163-e169. https://doi.org/10.1055/s-0041-1735955

Liem, I. K., Fatril, A. E., & Husna, F. A. (2024). Satisfaction of lecturers and undergraduate students of medical faculties in indonesia towards online anatomy learning during covid-19 pandemic. BMC Medical Education, 24(1). https://doi.org/10.1186/s12909-024-05620-x

Lim, C. L., She, L., & Hassan, N. (2022). The impact of live lectures and pre-recorded videos on students' online learning satisfaction and academic achievement in a malaysian private university. International Journal of Information and Education Technology, 12(9), 874-880. https://doi.org/10.18178/ijiet.2022.12.9.1696

Lim, C. L., She, L., & Hassan, N. (2022). The impact of live lectures and pre-recorded videos on students' online learning satisfaction and academic achievement in a malaysian private university. International Journal of Information and Education Technology, 12(9), 874-880. https://doi.org/10.18178/ijiet.2022.12.9.1696

Mahyoob, M. (2020). Challenges of e-learning during the covid-19 pandemic experienced by efl learners. Arab World English Journal, 11(4), 351-362. https://doi.org/10.24093/awej/vol11no4.23

Memon, I. A., Feroz, Z., Alkushi, A., Qamar, N., & Ismail, F. (2021). Switching from face-to-face to an online teaching strategy: how anatomy and physiology teaching transformed post-covid-19 for a university preprofessional program. Advances in Physiology Education, 45(3), 481-485. https://doi.org/10.1152/advan.00233.2020

Mohd Nawi, N. A. N., Wan Rosli, N. N. S. F., Akma Shohor, N., & Wan Ismail, W. M. (2023). Perception, challenges, and satisfaction towards online teaching among health sciences lectures. Malaysian Journal of Nursing, 15(01), 92-100. https://doi.org/10.31674/mjn.2023.v15i01.011

Mukhtar, K., Javed, K., Arooj, M., & Sethi, A. (2020). Advantages, limitations and recommendations for online learning during covid-19 pandemic era. Pakistan Journal of Medical Sciences, 36(COVID19-S4). https://doi.org/10.12669/pjms.36.covid19-s4.2785

Murad, F. A. and Kamal, A. A. (2021). The impact of e-learning on university students' learning of sport skill subjects during the covid-19 pandemic. The European Journal of Social &Amp; Behavioural Sciences, 30(3), 201-216. https://doi.org/10.15405/ejsbs.300

Nisaa, R. A. and Anugrah, D. (2024). Analysis of student learning difficulties in plants physiology online lectures during pandemic of covid–19. Jurnal Penelitian Pendidikan IPA, 10(5), 2846-2859. https://doi.org/10.29303/jppipa.v10i5.4057

Permata, I. M. and Nanda, B. J. (2021). Blended learning: impact on student motivation and understanding. Advances in Social Science, Education and Humanities Research. https://doi.org/10.2991/assehr.k.210202.010

Putra, P. D., Zainal, A., & Thohiri, R. (2023). Dishonesty in online learning: distance learning perspectives during pandemic. Turkish Online Journal of Distance Education, 24(2), 108-119. https://doi.org/10.17718/tojde.1022365

Rajab, M. H., Gazal, A. M., & Alkattan, K. (2020). Challenges to online medical education during the covid-19 pandemic. Cureus. https://doi.org/10.7759/cureus.8966

Rajab, M. H., Gazal, A. M., & Alkattan, K. (2020). Challenges to online medical education during the covid-19 pandemic. Cureus. https://doi.org/10.7759/cureus.8966

Utami, S. and Suprianti, Y. (2022). Assessing the readiness of lecturers and students in adapting to online learning in vocational higher education. Humaniora, 13(3), 189-195. https://doi.org/10.21512/humaniora.v13i3.7639

Wong, T. A., Cheah, W. C., & Dorai, B. J. (2023). Emergency remote teaching (ert) during the covid-19 pandemic: a case study of experiences and challenges of lecturers. Higher Education, Skills and Work-Based Learning, 13(3), 575-586. https://doi.org/10.1108/heswbl-02-2023-0053

Yagi, S., Fukuda, D., Ise, T., Yamaguchi, K., Kusunose, K., Kadota, M., … & Sata, M. (2022). Clinical clerkship students' preferences and satisfaction regarding online lectures during the covid-19 pandemic. BMC Medical Education, 22(1). https://doi.org/10.1186/s12909-021-03096-7

Yusuf, B. N. M. (2020). Are we prepared enough? a case study of challenges in online learning in a private higher learning institution during the covid-19 outbreaks. Advances in Social Sciences Research Journal, 7(5), 205-212. https://doi.org/10.14738/assrj.75.8211

Zahari, N. S., Zahari, N. S., Khairuddin, Z., & Khairuddin, Z. (2023). Challenges of oral presentations in online english classrooms: do lecturers and students experience the same?. International Journal of Linguistics, 15(2), 103. https://doi.org/10.5296/ijl.v15i2.20778