

THE EDUCATIONAL CHALLENGES AMONG PRIVATE UNIVERSITY STUDENTS IN KLANG VALLEY AREA DURING THE PANDEMIC

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ABSTRACT

Currently, the world was hit by the Coronavirus disease, and it make a massive disruption for every occupation sector including education sector. The education sector no longer depends on face-to-face learning, which it shifted to online learning or known as e-learning either conducted in asynchronous or synchronous way. Thus, the implementation of e-learning is no longer an option for the Malaysian education system especially amid the pandemic crisis. However, e-learning might be boon for some students and be bane for the rest. There are many challenges that students have to face amid the pandemic. Thus, this paper examines the challenges of the students of higher learning institutions in Malaysia with the implementation of online learning during the tough situations. The data was collected by using a set of questionnaires that distributed among 113 undergraduate students at a selected university in Lembah Klang Valley area. Correlation analysis was used to test the correlation between technology literacy, self-efficacy and motivation towards e-learning. The findings indicates that all the independent variables were statistically significant towards the dependent variable.

Keywords: E-Learning; Technology Literacy; Motivation; Self-Efficacy; Education; Covid-19

INTRODUCTION

The COVID-19 virus is still spreading throughout the continent and government is actively looking for the way on how the adopt and adapt for these conditions. The one that the most impacted is an education sector.¹ To sustain in the industry amid the crisis, education sector had opted e-learning as a medium of communication to replace the traditional learning method (Kamal, Shaipullah, Truna, Sabri & Junaini, 2020).² This alternative solution become popular

¹Onyema, E. M., Eucheria, N. C., Obafemi, F. A., Sen, S., Atonye, F. G., Sharma, A., & Alsayed, A. O. (2020). Impact of Coronavirus pandemic on education. *Journal of Education and Practice*, 11(13), 108-121.

²Kamal, A. A., Shaipullah, N. M., Truna, L., Sabri, M., & Junaini, S. N. (2020). Transitioning to online learning during COVID-19 Pandemic: Case study of a Pre-University Centre in Malaysia. *International Journal of Advanced Computer Science and Applications*, 11(6).

among the education sector for the purpose of slowing down the Covid-19 viruses while maintaining the education activities. However, according to Selvanathan, Hussin and Azazi, e-learning can be challenging for the students who are underprivileged and had limited resources and accessibility to online learning. It leads to the disparity and dropout among them. Besides, e-learning requires student's discipline and commitment especially for the interaction between teacher and student to strengthen their social skills.³

The implementation of e-learning in education system requires for both educators and student's knowledge in Information and Communication Technologies (ICT), certain skills and positive behaviours on e-learning which it will create a meaningful instead of conducive learning environment.⁴ A study conducted by Hussien found that educators and students have little or no experience in ICT and for those who had using technology is for the entertainment and communication purpose only.⁵ Meanwhile Wang supported that there is a huge of the population that is computer illiterate. This phenomenon can be cause for the difficulty in e-learning adaptation instead of hindering e-learning implementation.⁶ Moreover, some universities reported that e-learning does not have an impact towards student's performance.⁷

In Malaysia, citizens in most continents have the accessibility for the internet and they are technology literate, which means they have the basic knowledge on computer such as desktop, and laptop. It was found out that 90.1% from of Malaysian is technology literate. This phenomenon caused by the several factors such as internet penetration (Malaysia was the second best across Southeast Asia);⁸ development of e-commerce industry;⁹ providing technology as a prerequisite for academic needs;¹⁰ and other related factors. However, different states provide different Internet accessibility. The remote areas such as Pahang, Kelantan, Sabah, and Sarawak

³Selvanathan, M., Hussin, N. A. M., & Azazi, N. A. N. (2020). Students learning experiences during COVID-19: Work from home period in Malaysian Higher Learning Institutions. *Teaching Public Administration*, 0144739420977900.

⁴Hamutoglu, N. B., Savaşçı, M., & Sezen-Gultekin, G. (2019). Digital literacy skills and attitudes towards e-learning. *Journal of Education and Future*, (16), 93-107.

⁵Hussein, Z. (2018). Subjective norm and perceived enjoyment among students in influencing the intention to use e-learning. *International Journal of Civil Engineering and Technology (IJCIET)*, 9(13), 852-858.

⁶Wang, X. Y., Li, G., Malik, S., & Anwar, A. (2021). Impact of COVID-19 on achieving the goal of sustainable development: E-learning and educational productivity. *Economic Research-Ekonomska Istrazivanja*, 1-17.

⁷Kaur, M. (2020, September). CROSSROADS TO E-LEARNING BLENDED WITH SOLUTIONS FOR SCHOOLS. In *CONFERENCE PROCEEDING BOOK* (p. 111). Near East University.

⁸CNA, (2020). "Commentary: E-learning sees no smooth sailing in Malaysia and Indonesia", <https://www.channelnewsasia.com/news/international>, on June 18, 2020.

⁹J.P. Morgan Chase Site, (2020). "E-commerce Payments Trends: Malaysia", <https://www.jpmorgan.com/europe/merchant-services/insights/reports/malaysia>, on June 18, 2020.

¹⁰Shariman, T. P. N. T., Razak, N. A., & Noor, N. F. M. (2012). Digital literacy competence for academic needs: An analysis of Malaysian students in three universities. *Procedia-Social and Behavioral Sciences*, 69(1), 1489-1496.

have inadequacy of the Internet access. Even with these conditions, a study revealed that the urban and rural areas there is 92.2% and 81.5% technology literacy respectively.¹¹

The other challenges for the adaptation of e-learning among student is staying motivated. As cited by Ghazi-Saidi, motivation is one of the challenges for the university students due to sudden switch from traditional learning method to virtual learning.¹² Some students prefer the traditional way of learning and due to that, they may lack in motivation and less interested to join the online lesson instead of lack in self-discipline.¹³ Online class can be seen as a form of self-learning, and they can be absence instead of having poor internet connection as an excuse. Meanwhile, some students might really have constraint in accessing their online class and it can jeopardize their performance and efficiency of learning compared to traditional class.

On the other hand, Hodges stated that there is a needed research for the self-efficacy towards online learning. He added, “research on self-efficacy in online environments is in its infancy”. There is a need for more investigations on the role of self-efficacy towards online learning environment. In addition, self-efficacy has significant impact towards student’s satisfaction with online environment.¹⁴ On top of that, it can lead the student’s intention to take their online courses in future. Hodges added that there is a little research on the self-efficacy towards online learning instead of the need of the research because of opposing possible hypotheses. Alqurashi added that more research needed to be developed to understand the nature of the study.¹⁵

Since the pandemic hit all the countries and it expected to endure for some years, it will bring the new norm for the human life. Meanwhile, the education industry cannot be escaped for this unprecedented phenomenon. As the world moving towards the Industrial Revolution 4.0 (IR4.0), there is a demand for using technology and it helps the human to conduct their daily activities instead of slowing down the spreading of the virus. The crisis that happened might accelerated the demand and needs for the upcoming years. Meanwhile, as cited by Iqbal and Ahmad, these e-learning served as a new way of teaching and learning in developing countries. Several educational institutions are facing inadequate supply of e-learning equipment necessities, such as devices and connections of the internet.¹⁶ Due to computer illiteracy and lack in self-

¹¹DOSM, (2019). “ICT USE AND ACCESS BY INDIVIDUALS AND HOUSEHOLDS SURVEY REPORT: 2019”, access from, <https://newss.statistics.gov.my/newss-portalx/ep/epFreeDownloadContentSearch.seam?cid=15517>, on June 8, 2020.

¹²Ghazi-Saidi, L., Criffield, A., Kracl, C. L., McKelvey, M., Obasi, S. N., & Vu, P. (2020). Moving from face-to-face to remote instruction in a higher education institution during a pandemic: Multiple case studies. *International Journal of Technology in Education and Science*, 4(4), 370-383.

¹³Lim, I. (2020). Reality for Malaysia’s university students: Online learning challenges, stress, workload; possible solutions for fully digital future until Dec. *Malay Mail*, 16.

¹⁴Hodges, C. B. (2008). Self-efficacy in the context of online learning environments: A review of the literature and directions for research. *Performance Improvement Quarterly*, 20(3-4), 7-25.

¹⁵Alqurashi, E. (2016). Self-efficacy in online learning environments: A literature review. *Contemporary Issues in Education Research (CIER)*, 9(1), 45-52.

¹⁶Iqbal, Q., & Ahmad, N. H. (2021). Sustainable development: The colors of sustainable leadership in learning organization. *Sustainable Development*, 29(1), 108-119.

motivation, it affected the students e-learning performance.¹⁷ E-learning is an alternative and effective way to replace the face-to-face learning. However, there are some issues need to be considered such as the technology literacy, student's motivation, and self-efficacy.¹⁸ Such problems make the e-learning process even harder for the learners.

Hence, the aim of this study is to examine the relationship between factors such as technology literacy, motivation, and self-efficacy towards e-learning during Covid-19 lockdown in Malaysia. This is an important study to access on the challenges that Malaysian student experienced during the Covid-19 instead of providing some insights to the Malaysian government in assisting the online learning at Malaysian universities.

Research Framework

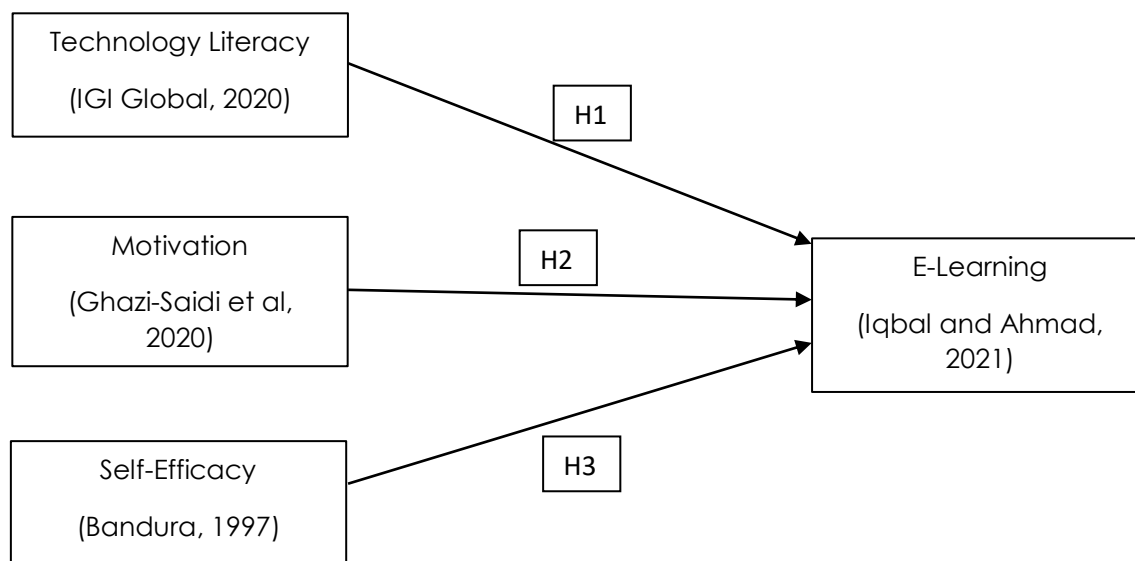


Figure 1. Research Framework

¹⁷Selvanathan, M., Hussin, N. A. M., & Azazi, N. A. N. (2020). Students learning experiences during COVID-19: Work from home period in Malaysian Higher Learning Institutions. *Teaching Public Administration*, 0144739420977900.

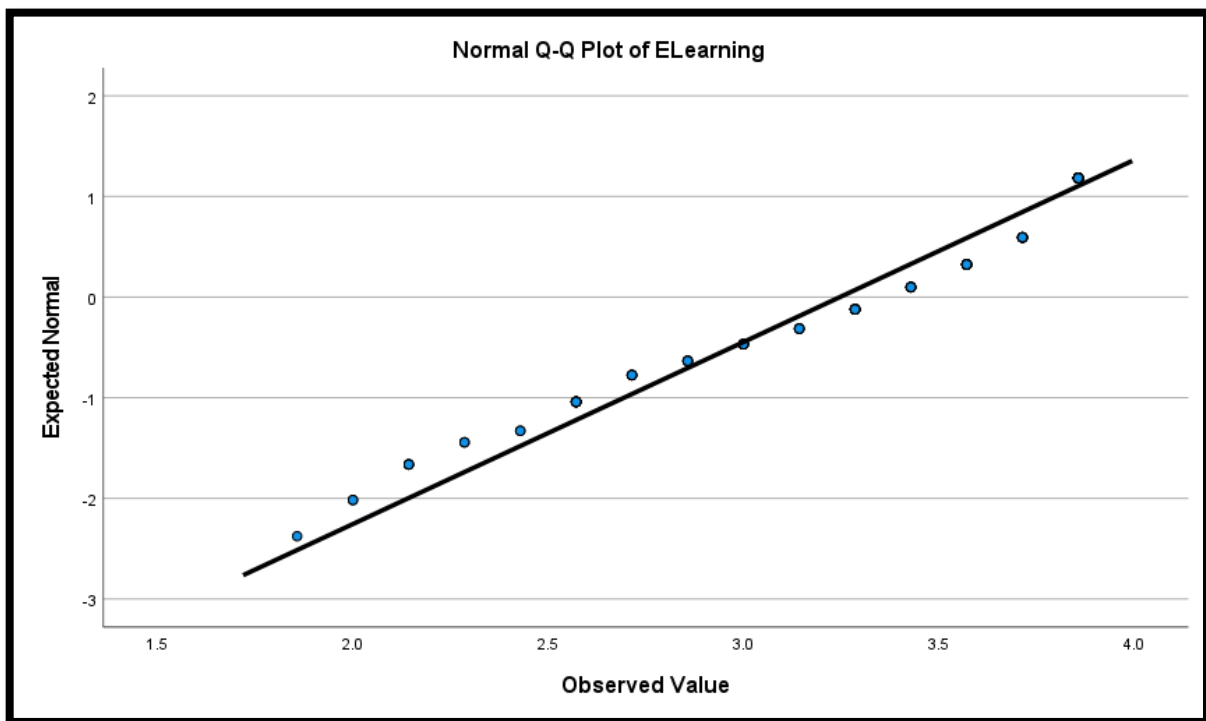
¹⁸Prior, D. D., Mazanov, J., Meacheam, D., Heaslip, G., & Hanson, J. (2016). Attitude, digital literacy and self-efficacy: Flow-on effects for online learning behavior. *The Internet and Higher Education*, 29, 91-97.

METHODOLOGY

The research design that uses in this study is correlational study and it is one type of quantitative research. For this study, a correlational design was adopted to study the relationship between technology literacy, motivation, and self-efficacy towards online learning among private university student in Klang Valley area.

The unit of analysis is an individual which is a university student who involve in online learning. For this study the sample size is 113 respondents. The instruments to be used for collecting data are the questionnaires. For this study, researcher use correlational analysis which is to determine whether technology literacy, motivation, and self-efficacy are associated or correlated or not with the online learning.

RESULT



Normality Analysis

Figure 1 – Normality Analysis

The check the data normality, it assesses how the data will fall closely to the fitted distribution line. From the above figure, since the cases fall closely to the straight line, the normal distribution appears to be a good fit to the data.

Reliability Analysis

Variables	No. of items	Cronbach Alpha
Technology Literacy	6	0.772
Self-Efficacy	5	0.853
Motivation	7	0.905
E-Learning	7	0.905

Table 1 – Reliability Analysis

Reliability analysis was used in the present study to examine the internal consistency of the dimension items of technology literacy, self-efficacy, motivation, and e-learning. It indicates that Cronbach's Alpha for all variables are above 0.7 Hence, the measurement items are considered acceptable and have good internal consistency.¹⁹

Correlation Analysis

		Correlations			
		SBTech	SCEfficacy	SDMotivation	ELearning
SBTech	Pearson Correlation	1	.428**	.367**	.655**
	Sig. (2-tailed)		.000	.000	.000
	N	113	113	113	113
SCEfficacy	Pearson Correlation	.428**	1	.561**	.523**
	Sig. (2-tailed)	.000		.000	.000
	N	113	113	113	113
SDMotivation	Pearson Correlation	.367**	.561**	1	.864**
	Sig. (2-tailed)	.000	.000		.000
	N	113	113	113	113
ELearning	Pearson Correlation	.655**	.523**	.864**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	113	113	113	113

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 2 – Correlation Analysis

Table above posits the correlation analysis for the study. Correlation analysis was used in this study to shows the significant relationship between the independent and dependent variables. The variables are statistically significant when the Significant value (2 tailed) is 0.05 or below

¹⁹Nunnally, J. (1975). Psychometric theory—25 years ago and now. Educational Researcher, 4(10), 7–14, 19–20.

(Bland & Altman, 1995). Based on the above table, it shows that there is significant relationship between technology literacy, self-efficacy, and motivation towards e-learning among private university students, 0.000.

Result of Hypotheses Testing

Hypotheses	P-Value	Results
H ₁ : There is a significant relationship between technology literacy and e-learning among private university students.	0.000	Failed to reject H ₁
H ₂ : There is a significant relationship between self-efficacy and e-learning among private university students.	0.000	Failed to reject H ₂
H ₃ : There is a significant relationship between motivation and e-learning among private university students.	0.000	Failed to reject H ₃

Table 2 – Hypothesis Testing

H₁: There is a significant relationship between technology literacy and e-learning among private university students amid the pandemic crisis.

As shown in Table 2 above, the significant value for technology literacy is 0.000. It has a positive relationship when Sig. value falls on or less than 0.05. Therefore, there is a significant relationship between technology literacy and e-learning amid the COVID-19 crisis.

H₂: There is a significant relationship between self-efficacy and e-learning among private university students amid the pandemic crisis.

As shown in Table 2 above, the significant value for self-efficacy is 0.000. It has a positive relationship when Sig. value falls on or less than 0.05. Therefore, there is a significant relationship between self-efficacy and e-learning amid the COVID-19 crisis.

H₃: There is a significant relationship between motivation and e-learning among private university students amid the pandemic crisis.

As shown in Table 2 above, the significant value for motivation is 0.000. It has a positive relationship when Sig. value falls on or less than 0.05. Therefore, there is a significant relationship between motivation and e-learning amid the COVID-19 crisis.

CONCLUSION

Discussion

Based on the findings of the study, majority of students are having high technology literacy, self-efficacy and positive motivation towards their e-learning during pandemic. The sudden shift from face-to-face learning to online learning has resulted in a positive outcome even though they are in a completely different learning environment. There are some challenges that most students faced such as do not have access to high-speed internet services and some still struggling with online learning.

Learners and instructors in Malaysia today have accepted and believed that e-learning as one of the practical delivery modes. In this point of view, e-learning plays as an important role in democratizing education and contributing towards generating knowledge workers. However, in order to realize the full potentials of e-learning, the government needs to play a more active role in promoting and supporting e-learning initiatives. Besides, studying off-campus and have to face all the challenges amid the pandemic including internet access is not something that is readily available. Thus, since the e-learning become norm, it needs to have review processes to make e-learning more effective.

Limitation of Study

The small sample size was the major limitation of this research study. The sample size limits the ability to generalize the results. Future research should either increase the sample size or use random selection techniques. As the results are only based on students' perspectives. However, the educator's opinions in future studies might help in understating the issues regarding student engagement during the COVID-19 crisis. The conclusions of the study are mainly based on the opinions of students in higher learning institutions in the Klang Valley area, analyzing the opinions of student engagement in other states or regions might produce more critical results.

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