

# INVESTIGATING THE RELATIONSHIPS BETWEEN TEACHERS' READINESS AND THE IMPLEMENTATION OF CHANGE IN ACADEMIC INSTITUTION: A POST-COVID TEACHING AND LEARNING

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## Article history

**Received date** : 29-10-2023  
**Revised date** : 30-10-2023  
**Accepted date** : 4-1-2024  
**Published date** : 31-3-2024

## To cite this document:

Mohd Noor, N., & Yusoff. A. M. (2024). Investigating the relationships between teachers' readiness and the implementation of change in academic institution: A post-covid teaching and learning. *Journal of Islamic, Social, Economics and Development (JISED)*, 9 (61), 92 – 105.

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**Abstract:** *This study aimed to investigate the relationship between teachers' readiness and the implementation of change in academic settings in the post-COVID era. The concept of teachers' readiness is widely used, particularly during the change of curriculum setting since the COVID-19 pandemic. Readiness involves the preparation of as big as an organisation and as small as one person related to their beliefs, attitudes, and intentions regarding the need and the capacity to respond to change. However, facing a sudden change that happens without notice may not generate the intended outcomes. Getting 'ready' involves the transformation of individual needs physically and cognitively so that a person has control over and is capable of responding to the change. This study aimed to investigate individual and organisational factors in embracing change in an academic setting. As an effort to unravel the relationship between the concept of readiness and change, the focus of this article is to examine the perception of teachers' readiness for online teaching and learning in higher institutions for post-COVID classroom settings. The study applied qualitative research design by interviewing five lecturers who have undergone the teaching process during the COVID-19 pandemic and proceeding with their services after the pandemic. The findings from the analyses stated that the aspect of self-efficacy and infrastructure contribute to teachers' readiness for curriculum shifting after the pandemic.*

**Keywords:** *Teachers' readiness, Post-COVID, Teaching-learning*

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## Introduction

The year 2023 marked a transition phase after the COVID-19 pandemic. The outbreak of COVID-19 gave rise to the implementation of e-learning. The pandemic has affected all aspects of human life, especially in education (Karatas & Arpaci, 2020). During the outbreak of COVID-19, a transformation in technology was introduced and implemented in one night. No notices, trials, or surveys were conducted beforehand to prepare us to accept a new change. However, because there were no other choices remaining for us, the transition process from conventional to digital learning is seen to be successful because everyone and every unit and organisation have to apply it. The mix of conventional and modern teaching and learning strategies had already been used before the pandemic began. This can be found in literature concerning the application of online learning in schools and higher institutions (Hung, 2016; Kaur et al., 2014). The use of online applications such as online gaming in teaching and online teaching platforms such as Google Classroom was already well-known in the educational stream even before the pandemic. However, e-learning was not been enforced widely not until the world was affected by COVID-19.

However, before the pandemic, the option of going online was still a choice, and most teachers still opted for conventional teaching methods such as giving notes in class, lectures, in-class discussion, and so on. The popularity of e-learning has profoundly increased due to COVID-19 (Howard et al., 2020; Korkmaz & Toraman, 2020; Nikolopoulou et al., 2020). During the pandemic, almost every school in the world was affected. Teaching and learning sessions cannot be conducted in a closed environment such as in a classroom. Face-to-face interaction was also restrained. Hence, in a state of urgency, schools have to come up with a promising solution that can solve the problems at once. Therefore, in certain countries like Malaysia, the government has commanded school principals to adopt technology-based instruction (Sundarasan et al., 2020). Just before the implementation of online learning, schools were closed from March 2020 until to undecided date. Schools were shut down completely due to unresolved problems. School principals were in awe of managing their schools with less confirmation and preparation (Kafa, 2023).

## Purpose of the Study

When the government announced the implementation of online learning as a medium to substitute the face-to-face teaching process, the teachers were anxious about adopting the new change (Aditya, 2021). The implementation of online learning and teaching platforms is becoming the main concern not only for teachers but also parents. Some teachers who serve at a low-economic level have to endure problems related to adapting to online learning since the schools do not have sufficient facilities, for example, internet connection and computers (Karatas & Arpaci, 2020). While the parents were also lacking in terms of technological ability and facility (Sundarasan et al., 2020). Again, curriculum changes have both positive and negative impacts on every party involved. A sudden change may inflict anxiety, fear, and incompetency. Reviews from the literature have highlighted the issue of teachers' readiness for online learning during the pandemic (Aditya, 2021; Dorsah, 2021; Howard et al., 2020; Nikolopoulou et al., 2020). The main aim of the current study is to investigate the level of readiness of higher institution practitioners to transition to online learning in the post-COVID learning environment. In addition, this study highlights internal and external barriers, such as individual resistance to change and infrastructural support, that influenced the level of readiness to adopt the new practices. Hence, the research questions that want to be addressed are:

- 1) What is the level of readiness for higher institution practitioners to teach online in post-COVID classrooms?
- 2) What is/are the barrier (s) that the practitioners face as related to the transition to online learning?

### **Method**

The study applied a qualitative research design aiming to discover the perceptions of five teachers related to their post-COVID teaching strategies. The interview session was conducted in the year 2023, after the implementation of online learning as a response to the outbreak of COVID-19 in early year 2020. The interview questions were adapted from research by Fang et al. (2023) on investigating students' learning experiences during the COVID-19 pandemic. After a few amendments were made to suit the current focus of the study, the themes that are included in the analyses are as follows:

- 1) Mixed teachers' experiences and perceptions of online learning upon transitioning into lockdown/emergency remote teaching/learning
- 2) Limited connections and interactions amongst teacher-teacher(s) and student-teacher
- 3) Perceived ineffective online teaching delivery
- 4) Positive aspects of emergency remote learning
- 5) Adequacy of support for learning during lockdowns
- 6) Preferences for post-COVID learning

### **Participants**

Qualitative research study often utilises smaller sample sizes compared to quantitative research. Participants from 5 to 50 are sufficient in the qualitative research method as long as the data can contribute a helpful amount of information needed through the current study. Five participants were chosen using a convenience sampling technique that aimed to share their teaching experiences during the COVID-19 pandemic. Convenience sampling allows the researcher to select participants according to their availability and accessibility during the research process (Stratton, 2021). All respondents are permanent lecturers in a college in the state of Kelantan, Malaysia. They have been servicing at the college for more than five years and have conducted teaching and learning activities with their students during the COVID-19 and after the pandemic. All five respondents come from different teaching backgrounds, which are Islamic Studies and language learning.

### **Literature Review**

#### **Transition to Online Teaching**

The government of Malaysia initiated the Movement Control Order (MCO) that was effective on 18 March 2020. This restraining order was initiated to slow down the transmission of COVID-19. The MCO order was extended multiple times and has been switched to either the Conditional Movement Control Order (CMCO), the Recovery Movement Control Order (RMCO), or the Enhanced Movement Control Order (EMCO) (Jafri et al., 2022). In many places, individuals were instructed to stay indoors or reduce their activities outside. These measures involved halting travel, public gatherings, and the operation of multiple businesses. Additionally, it resulted in a shift of several forms of work and education to a home setting. Schools and universities were compelled to transition rapidly to online teaching and learning, which has now become a norm worldwide. This sudden change forced teachers to adapt to fully online teaching, which presented a new and unfamiliar situation for themselves and their students. With the unpredictable circumstances due to the spread of the virus, the duration for

restrictions was undetermined. Hence, in order to keep up with learning and to adapt to the changing scenario, a shift in the curriculum was made (Dhawan, 2020; Fang et al., 2023; Neuwirth et al., 2020).

As mentioned, the mixture of online and conventional learning, known as blended learning (BL), is being practiced even before the pandemic. Blended teaching combines online and in-person learning to create a dynamic learning experience that fosters enthusiasm and individualized learning opportunities (Imran et al., 2023). When COVID-19 started, the government commanded the public to remain at home as safety measures. School children and adult learners were transitioning their learning and teaching to fully online. The literature shows many issues related to the shifting of conventional learning to online that, at the same time, contribute to the effectiveness of applying online learning in times of crisis. Some problems that are most notable during the implementation of online learning are the teachers' lack of preparation (Aditya, 2021), teachers' self-readiness (Dorsah, 2021), resistance to change (Jenkins, 2019), lack of infrastructural facilities (Imran et al., 2023), and self-motivation (Kang & Min Jae Park, 2023).

In addition, the role of school leaders also played crucial aspects in addressing the crisis. In Malaysia, for instance, the government has ordered school principals to notify their school teachers to conduct their teaching online. There is no doubt that such urgency can create a chaotic situation. However, the government has responded to settle down the problem by providing incentives to help lessen the burden on parents. Children who do not own mobile phones for their online classes were helped by providing an estimated RM 24 million as an incentive to students around Malaysia. The incentives provided are such as giving free laptops to less fortunate families as an effort to support their learning (Abdullah Yusoff, 2022).

Also, the role of school teachers and educators in all public and private sectors is important in continuing the effort to support learners even during the pandemic. However, due to the lack of experience and skills can contribute to low self-motivation and later contribute to teachers' burnout. Moreover, it is worth noting that a considerable number of teachers lack adequate knowledge on how to handle online pedagogies and support online learning (Jenkins, 2019; Kang & Min Jae Park, 2023; Sundarasan et al., 2020). Unfortunately, such essential skills are not typically included in most teacher training programs. Consequently, many school teachers have limited experience and knowledge of online teaching and learning. Thus, it is essential to develop their expertise in critical areas such as identifying which digital technologies to use and determining the types of tasks that should be included in online learning, such as asynchronous discussion tasks, online research tasks, video lectures, or live video discussions.

The implementation of fully online learning affects not only the teachers but also the students themselves. From the literature, the investigation of students' views regarding online learning is given much attention (Cahapay, 2020; Cochrane et al., 2022; Dhawan, 2020; Fang et al., 2023; Kang & Min Jae Park, 2023; Neuwirth et al., 2020; Nikolopoulou et al., 2020). From the research, the mixed opinions of students regarding online learning were something we put our attention to. The students viewed online learning as positive because they could be at their homes, where they could easily access the lectures from home. However, some viewed online learning as negative due to the limited technological facilities at their homes, and they feel that distance learning is not fully effective due to the lack of interactions between teachers and students.

### Post-COVID Learning Strategies

In these post-COVID times, learning is becoming more accessible, flexible, and it also can encourage a self-directed learning environment (Abdullah Yusoff, 2022; Cahapay, 2020; Cochrane et al., 2022; Imran et al., 2023; Korkmaz & Toraman, 2020; Neuwirth et al., 2020; Sri et al., 2022; Thompson et al., 2023). The new normal post-COVID-19 era opens an opportunity for rethinking the goals of education. One of the goals is to make the curriculum relevant, appropriate, and responsive in the development of preparedness in times of disasters, diseases, and emergencies (Cahapay, 2020). Post-COVID learning settings offer learners to be more flexible and encourage independent learning. Learning remotely with the students staying away from the teachers is called an asynchronous learning setting. This learning setting permits students and teachers to be separated into different places and times. Previously, the implementation of remote learning was a must to ensure a controlled environment from the virus (Cahapay, 2020).

Nevertheless, with remote learning and teaching procedures, teachers and students should not neglect the quality of the material used during online classes. Teachers have to ensure the appropriateness of teaching materials and subject contents. With the restrictions brought by COVID-19, a new curriculum has been adopted using the integration of content (Graham et al., 2019). This new normal curriculum approach makes it possible to reduce the number of hours spent while still addressing all the curriculum expectations (Thompson et al., 2023). Focusing on the use of proper assessments to evaluate students is crucial and demands our utmost attention. During the pandemic, students were not permitted to come to schools or educational facilities to sit for exams. Therefore, the implementation of online examinations and amendments in the course assessments have to be applied. The post-COVID era can be a teachable moment to only focus on content and assessments that are significant, relevant, and useful for students (Cahapay, 2020). For example, the use of dispersed assessments that are aimed to encourage students' participation, improve student work, and reduce procrastination is applied as a new approach to enhancing students' engagement in the new normal curriculum (Thompson et al., 2023). The dispersed tasks encourage students to interact with their classmates during classroom activities by providing feedback on their peer's tasks. This task will give the opportunity to students to engage themselves actively in the discussion with other students.

Online learning requires students to be self-disciplined because they have to focus on the online courses independently. As mentioned, dispersed assessments require students to actively interact with their classmates, for example, through online discussions in online forums (Thompson et al., 2023). This activity will enhance students' collaboration with one another. Also, with the advancement of technology and easy access to the internet make the new normal curriculum to be more favoured by Generation Z students and now reaching for Generation Alpha. Generation Z students may exhibit higher personal preferences toward online learning because they are more comfortable using gadgets and online applications compared to the older generations (Kang & Min Jae Park, 2023). The level of innovativeness in learners can significantly impact their willingness to adopt new learning systems. Studies have demonstrated that individuals who are more open to new technologies are more likely to embrace and utilise the system. Moreover, the interaction between instructors and learners can greatly enhance the overall satisfaction of the learning experience.

In the current era of post-COVID, the field of online education presents numerous benefits, such as accessibility, flexibility, personalised learning, and enhanced interaction between



learners and educators. Consequently, there is a significant increase in the number of online courses and students enrolled in higher learning institutions (Imran et al., 2023; Kang & Min Jae Park, 2023). Teachers must possess relevant knowledge and skills for the 21st century to prepare the new generation for the digital world. However, evaluating whether prospective teachers are ready for online distance learning and capable of effectively utilising digital learning environments is crucial. This is particularly significant in the post-COVID pandemic era, where there is a greater emphasis on blended and online learning.

### **Teachers' Readiness Towards Change**

So far, other researchers studied measuring teachers' readiness levels in transitioning from conventional to online learning (Aditya, 2021; Andarwulan et al., 2021; Dorsah, 2021; Korkmaz & Toraman, 2020). The term 'readiness' entails the level of preparedness that the teachers have in relation to how well they were prepared and how their institutions were prepared (Howard, 2020). Teachers' level of readiness to accept the new practices of conducting online teaching and learning activities was found to be significant before the pandemic (Hung, 2016), during the pandemic (Korkmaz & Toraman, 2020; Nickerson & Sulkowski, 2021; Zhang & Liu, 2019), and after the pandemic (Fang et al., 2023; Kang & Min Jae Park, 2023). The alteration in the curriculum in regards to utilising technologies in academic institutions is becoming one of the highly researched topics in the academic setting. A person's level of readiness to accept change depends on a person's motivation and self-confidence (Damawan & Azizah, 2020; Graham et al., 2019). Also, apart from these internal factors, professional knowledge, practice, professional engagement, and self-management are considered to be the central dimensions of teachers' job readiness (Manasia, 2019).

The post-COVID-19 era has opened up the opportunity for us to rethink the goals of education, which are to make the curriculum relevant, appropriate, and responsive in times of disasters, disease, and emergencies (Cahapay, 2020). Hence, apart from the factors mentioned above, the role of school leaders in guiding during the time of crisis is significant. The involvement of school leaders in managing change in schools is highly debated, particularly in their leadership aspects in dealing with crises like COVID-19 (Kafa, 2023; Stone-Johnson & Weiner, 2020; Nickerson & Sulkowski, 2021). Liu et al. (2020) stated that a school principal should possess good leadership traits such as accountability, time management, decision-making, and communication. During the state of urgency, the role of school leaders, especially the principals, is evaluated based on their strategies for dealing with crises (Liu et al., 2020; Nickerson & Sulkowski, 2021; Stone-Johnson & Miles Weiner, 2020). Nevertheless, the responsibilities of school teachers and other school communities should also be acknowledged. With too much attention given to the responsibility of principals to provide the solution, minimum attention is given to the teachers themselves.

It has been observed that the current crisis has forced even the most resistant institutions to embrace modern technology (Dhawan, 2020). As a result, universities across the globe have transitioned to fully digitalized operations to cope with the current situation. Online learning has emerged as the most viable option during these uncertain times. Thus, it is essential to focus on enhancing the quality of online teaching and learning. In Malaysia, for instance, the outbreak of COVID-19 has led to a significant surge in online education in universities. The sudden shift from traditional classrooms to e-classrooms has prompted educators to adapt their pedagogical approach to suit the new market conditions. The main concern now is not whether online teaching and learning can provide quality education but rather how academic institutions can adopt online learning on such a massive scale. Therefore, the present research wants to examine

the perceptions of local teachers in an academic institution regarding their readiness to accept the new normal curriculum of the post-COVID era. From this study, it will be an added value to the existing literature regarding preparation in terms of learning and teaching procedures in times of crisis.

## Findings

The findings analysed from the interview sessions are as follows:

**Figure 1: The Analysis from the Interview Session Based on the Theme**

| Theme   | Sub-theme  | Example quotes   |
|---|--|--|
| 1) Mixed teachers' experiences and perceptions of online learning upon transitioning into lockdown/emergency remote teaching/learning | Challenges<br><br>Advantages                             | <i>"menggunakan medium google meet, zoom, dan aplikasi lain secara dalam talian"</i><br><i>(have to use online medium such as Meet, Zoom, and others)</i><br><i>"quite tiring at first to adapt and adopt the IT skills"</i>   |
| 2) Limited connections and interactions amongst teacher-teacher(s) and student-teacher  | Engagement:<br>Interaction between students and teachers | <i>"akan sukar sekiranya tiada sumber internet yang kuat untuk membantu melancarkan urusan pengajaran dan pembelajaran"</i><br><i>(will be difficult without an internet connection to support the teaching and learning session)</i><br><i>"Sedikit malas untuk hadir kelas fizikal setelah melalui fasa kelas secara dalam talian"(students feel lazy to come to the classroom due to the online learning)</i><br><i>"weak internet connection among students, an excuse to not commit to the classes"</i> |
| 3) Perceived ineffective online teaching delivery   | Ineffective  | <i>"...pengajian secara dalam talian tidak berjaya kerana tanpa sedar ia telah menyebabkan kita malas dan kurang memberi perhatian"</i><br><i>(online classes in ineffective because it has made the students to become less interested)</i><br><i>"Students couldn't blend with the learning sessions effectively due to non-face to face sessions, making them less interested in the lessons"</i>   |
| 4) Positive aspects of emergency remote learning  | Saving cost<br><br>flexibility                           | <i>"menjimatkan kos unt penyediaan soalan kerana paperless" (can save more cost due to the paperless)</i>  |

|  |                             |  |
|--|-----------------------------|--|
|  |                             | <i>“making learning and teaching session easier and easy to access at anytime and anywhere”</i>  |
| 5) Adequacy of support for learning during lockdowns | Support from the management | <i>“ya”<br/>(yes)<br/>“no, at that time. But getting better nowadays”</i>  |
| 6) Preferences for post-COVID learning               | Blended<br><br>Fully online | <i>“ya bersedia, pembelajaran secara hybrid juga menarik”<br/>(Yes, ready for online learning. Also, hybrid learning is interesting too)<br/>“Yes”</i> |

## Discussion

From the themes, it can be summarised that the respondents have experienced barriers during and post-COVID learning and teaching. According to (Nickerson & Sulkowski, 2021) humans will experience resistance whenever they have to accept something in an urgency. Lack of preparation (Damawan & Azizah, 2020), guidance (Warrick, 2022), and organisational support (Furxhi, 2021) are the main factors that lead to resistance. Resistance to change usually happens during the sudden action taken due to certain conditions, for this situation, the COVID-19 pandemic. Different people would react differently to the change. Some would react positively and vice versa. Others may be forced to accept but later develop a positive inclination toward the change because it could contribute something to them. The outbreak of COVID-19 has forced people, particularly in educational sectors, to accept the new norm of curriculum setting, which is the implementation of online learning.

As mentioned, implementing online learning is not new to the population of 21st-century teachers and learners. However, the implementation of online learning after the outbreak of COVID-19 is different from the traditional e-learning that we were used to. Previously, e-learning is one of the mediums that served as an option. These kinds of online learning can be in different forms, including asynchronous learning with time lags, where the instructor uploads course materials through recorded videos and lecture notes on a learning management system website, and students download and watch them afterward. However, the post-COVID-19 online learning system has evolved into a more synchronous learning experience with a strong sense of telepresence (Kang, 2023). This allows for real-time communication between teachers and students using video conferencing applications such as Zoom, Webex, or Teams and complementary e-learning resources available on the online student portal. From the analyses, the discussion regarding each theme is summarised as follows:

### Barrier 1: Resistance vs Acceptance to Change

Based on the analyses from the interview session, the respondents have highlighted that during the beginning phase of shifting to online learning due COVID-19, they have experienced many issues that are addressed due to the sudden change. One of the main issues is related to the use of online applications such as online meetings and sharing platforms that were not extensively used before the pandemic. Upon transitioning to online learning, the respondents highlighted



that they faced difficulties in adapting to technological skills. Their students also experience this, as they mentioned that the students have problems managing their coursework online. In addition, the respondents also claimed that their students lost interest in participating actively in virtual classrooms due to a lack of technological skills. During the outbreak of COVID-19, students were required to accept the new learning and teaching environment, which is learning from home. Even with difficulties at the beginning, students become more at ease because they can attend classes virtually. The learning and teaching activities were conducted through online meetings, as remote work was necessary. The respondents reported facing some difficulties in becoming accustomed to the applications used, likely due to their lack of prior experience. This is understandable, as they have traditionally practised face-to-face interactions for teaching. Respondents claimed that online learning has contributed to the lower interest of their students, marked by absenteeism. Even with a hustle at the beginning, the practitioners managed to conduct their classes successfully.

After two years of online learning, in the post-COVID learning condition, the respondents claimed that they are becoming more comfortable being at home instead of attending the physical classroom on campus. One of the respondents said that "*Sedikit malas untuk hadir di kelas fizikal setelah melalui fasa kelas secara dalam talian*" (*feeling lazy to go to class after being used to online classes before*). The other respondents mentioned that they chose to have physical classes with their students due to students' difficulties coping with online classes. Three respondents agreed to fully apply online learning in the college, whereas another two respondents wished to have blended learning. Eliminating online learning as a whole in 21st-century learning is impossible. It is the aim of the education ministry to produce multi-talented students who can blend in any learning situation. Hence, one of the solutions is to introduce hybrid learning. Hybrid learning, such as complementing both physical and online learning, can provide lecturers and students with a suitable learning platform that suits their teaching requirements. In addition, recent studies have reported a significant impact on the utilisation of mobile learning (Cochrane, 2022).

COVID-19 can be like a teachable moment for everyone, particularly in academic sectors, to prepare ourselves if we have to face the same crises in the future. Apart from refining the curriculum, teaching approaches and materials have to be made as 'crisis-free' that can be applied anytime. One of them is through blended learning. As mentioned, the previous learning system, particularly in the schools and higher institutions in Malaysia, has not fully integrated online learning. Hence, as a preparation for the foreseen crises, blended learning can become like a lifeboat.

### **Barrier 2: Infrastructural Barrier**

Online learning has made the use of technology as compulsory. Without enough resources such as computers, internet networks, software, and applications, it will hinder employees' jobs. Korkman (2020) stated that collaboration, connectivity, and student-centeredness are some principles that need to be considered for online learning. Also, support from teachers and learning communities is highly needed to assist students in experiencing a better online learning environment. Most services related to online teaching and learning require technological advancement. The respondents mentioned that during the pandemic, limited internet connection at home is one of the main problems faced by the students. Hence, to counter this problem, the institution needs to have sufficient profit to supply the students with internet data and improve internet connection in the college. This would require more capital resources, and this would

become a problem for a private institution. Imran (2023), in his study, reported that the students do not agree to online learning due to the inaccessible in-campus facilities such as laboratories. Teachers' adaptability to changes within an organisation can be severely hindered by infrastructure barriers, as well as any personnel-related obstacles that may arise. This is supported by literature stating that teachers experience pressures to commit to their work whenever the lack of facilities in the organisations. Technological facilities such as computers and strong internet networks often pose difficulties when implementing online learning (Admiraal et al., 2019; Andarwulan et al., 2021). Online education offers many technologies, but they are often accompanied by challenges such as download errors, installation problems, login issues, and audio or video difficulties. Not to mention additional expertise in the field. These are among the reasons why teachers often feel reluctant to go online. The respondents also stated that "*weak internet connection among students, an excuse to not commit to the classes*". The students also experience the same problems related to online learning. One of the respondents said that her students have issued a lack of internet connection at their homes to be the main factor that hinders their learning process (Neuwirth, 2021).

The responsibility of leaders in managing crises is also put into great concern because they are the main entities that control the entire organisation (Harris, 2020; Van Wyk, 2020). The respondents stated that their institution took the initiative to have distance learning and work-from-home during the pandemic. Without less preparation beforehand, the respondents claimed they felt a burden to execute online learning at first. However, support from fellow colleagues and administration leaders has lessened their pressures, as supported by (Harris, 2020; Jenkins, 2019; Van Wyk, 2020; Zhang & Liu, 2019), claiming that good leadership practice plays an important aspect in dealing with employees' resistance towards change. Liu et al. (2020) stated that leadership aspects such as decision-making, communication, and trust are needed to gain workers' support to accept change.

### **Barrier 3: Self-efficacy**

Self-efficacy is another widely used representation of motivational beliefs. Self-efficacy is the individual's belief in their capacity to act in the ways that are necessary for them to reach the set goals (Lee, 2020). Self-efficacy represents the learner's self-perceptions of the capability to perform a target behaviour. Having self-efficacy for teachers, particularly when they are handling their teaching practices, is crucial because it can affect the process of teaching. Based on the literature, it is found that the lack of confidence due to the lack of skills in managing online applications can be one of the prominent factors why the teachers are not ready. As mentioned above, some teachers are reluctant to accept changes because they are used to the conventional teaching methods. This is because, to conduct online learning, teachers are expected to have high levels of 21st-century teaching skills (Karatas & Arpaci, 2021). This condition not only affect the teachers but also the students. The most obvious characteristic of online learning is the separation of learners and teachers in time and space. Therefore, it has become the role of teachers to promote and maintain their students' learning engagement, in which the students are expected to participate in learning activities actively.

Learning engagement is identified as a critical factor for determining learners' learning performance in online learning environments and is associated with many factors, such as learners' self-efficacy, perceived task value, and teachers' teaching existence (Liu et al., 2020; Zhang & Liu, 2019). In shedding light on the demotivating factor experienced by students, the researcher found that students become less interested or unmotivated for online learning due to teachers' incompetency. The teachers themselves are not motivated or incompetent to conduct

their lesson in online learning, which lead to students' loss of interest (Adara & Najmudin, 2020; Adara et al., 2019). Zhang and Liu (2019) also found that there was a significant positive correlation between teachers' motivational beliefs and their learning engagement. In the present study, it can be seen that the teachers have experienced low self-confidence in dealing with online learning, as shown in the findings.

## Conclusion

As a teacher, it is important to set time limits and reminders for students to help them stay alert and focused during class. It's also essential to humanize the learning process as much as possible and provide individual attention to each student to help them adapt to the learning environment. Social media and group forums can be useful tools for communicating with students, especially when traditional methods like texts, messaging apps, and video calls are not effective. The course content should be designed to help students practice and develop their skills continuously. As a teacher, it's important to strive for continuous improvement in course quality and always give your best effort (Dhawan, 2020). To sum up, curriculum change is a bittersweet reality for every school. The study found that apart from the contributing factor of school principals, teachers can also enact positive energy to make things possible. When teachers reacted positively to change, they would engage with curriculum change whenever they had to and willingly participate. As a result, teachers are always prepared to invest their time and energy whenever changes are required. Successful planning and implementation of curriculum change can increase teachers' confidence and motivation. However, when the opposite happens, teachers may feel forced and, therefore could lead to frustration and loss of interest. And lastly, in considering new changes in school, ones should not neglect the necessities of learners. Students' mixed abilities and differentiation should be recognized by principals and teachers whenever planning for curriculum changes in schools. Hence, proper planning will benefit all parties and secure success (Pak et al., 2020).

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