

ACCEPTANCE ON OPEN AND DISTANCE LEARNING (ODL) METHOD AMONGST SPECIAL EDUCATION NEEDS TEACHER DURING MOVEMENT CONTROL ORDER

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Abstract

SEN children needed close guidance and physical assist by teachers, and recent pandemic changes everything. Study focuses in measuring the acceptance of SEN teachers in coping up with the ODL method of teaching during the pandemic. Therefore, study aims to compel how are the Special Education Needs (SEN) teachers' acceptance on the ODL teaching method during the Movement Control Order (MCO), how does the teaching method and software utilized for ODL during MCO help them in daily teaching and why does ODL teaching method should be sustained based on SEN teachers' perception? Technology Acceptance Model (TAM) by Davis (1989), highlighted two factors influence the acceptance of human on technology, (1) perceived usefulness and (2) perceived ease of using one. Qualitative research methodology having purposive sampling as the sampling method were chosen. A protocol in-depth interview on four SEN teachers from SMK Tun Haji Abdul Malek, Melaka were conducted. These teachers have experience in teaching visual impairment students and currently teaching Slow Learner students. Findings indicated that SEN teachers' acceptance on ODL teaching method shows positivity as it helps to build and enhanced their teaching capacity through technological usage. Second finding indicated that interactive and gamification-based learning software helped increased students' participation in ODL. Thirdly, interestingly, despite the circumstances in integrating oneself with technology and limited participation of students, SEN teachers positively perceived the sustainability of ODL teaching method as it helps to increase long term digital literacy on both SEN teachers and students. This study is significant due to its capability to dive into SEN perspectives and supplement improvisation.

Keywords: *Special Education Needs (SEN), Open and Distance Learning (ODL), Acceptance of ODL, Special Education ODL teaching methods*

1.0 Introduction

In the era of Industrial Revolution 4.0, it has changed the way human do things on a daily basis occasion. Technological advancement could be both a blessing and sometimes may also be a curse to a certain context. In the field of education especially, some educators and students, both prefer teaching being done online through the assist of Internet as well as various communication technologies because it saved much more time for them, and online classes give these people the freedom to be in class anywhere, anytime at any place. By incorporating with the Open and Distance Learning (ODL), teaching and learning can be done remotely, without needing both students and teachers moving around so much. However, this adoption of ODL might impacted differently to the areas of Special Education Needs (SEN).

In incorporating with Open and Distance Learning (ODL), teachers as well as educators might face problem in trying to fully assist and guide their special education needs children physically through online method of teaching. Trying to adapt to new communication technologies in providing daily classes is already an issue, what about having to fully make sure these children keep in track with their daily assessments. Special needs students needed an intense and close monitoring from teachers as they have difficulties in learning. A drastic change in teaching method might affected the acceptance of these teachers to fully cooperate with the teaching medium in achieving their teaching plans and goals throughout the years.

According to HCB Solicitors (2020)¹, there are various categories of special education needs individuals in the world, which include ADHD, Autistic Spectrum Disorder, Behavioral difficulties, Down Syndrome, Epilepsy, Dyslexia, Obsessive Compulsive Disorder, Visual Impairment, Delayed Social Skill, and many more. Therefore, a close monitoring and effective daily assesment for these childrens can never being taken lightly, as their capabilities in grasping ideas and whatever input been given is not the same as normal students. Hence during the pandemic, since open and distance learning through online medium has been suggested being the main means for academics, it has been a different experience for both parties especially the teachers.

1.1 Problem Statement

Malaysian has been put under partial lockdown or so-called Movement Control Order (MCO) starting 18th March 2020, as a step forward to fought COVID-19 pandemic, which this MCO lies under the Prevention and Control of Infectious Diseases Act 1988 as well as the Police Act 1967 (Pejabat Perdana Menteri Malaysia, 2020)². Under this order, one of the obligated abided rules announce under matter four and five is that all schools and academic institutions has been ordered to be close in avoiding any huge gatherings and further infections take place within students. Home based learning has been emphasized to be executed by educators, and the best option is to conduct Open and Distance Learning (ODL) method of teaching. Recent pandemic had causes teachers and educators in the special education needs areas face difficulties in assessing and assisting their special education needs students physically. As being acknowledge, these special education needs children really needed to be closely attended and guided in terms of their academic and abilities to perform as much as general students could do. These children needed frequent guidance and extra attention compared to normal students because they have some difficulties in terms of focus and understanding capabilities academically. Being under the Movement Control Orders (MCO) have somehow affect both teachers and students in maintaining their daily attendance physically.

Open and Distance Learning (ODL) teaching methods may include teachers to attend to their students virtually and teaching being done remotely through student's family and parent's monitor. This has somehow needed the teachers to pay more attention in trying to first cope with the utilizations of new communication technologies and devices in trying to make sure daily assessments for students being done accordingly without missed. However, the implications of trying to adapt with the new ways of teaching might take longer time and worse, it could be ineffective for the students. Hence, it is a need to record the acceptance of the SEN teachers in trying to cope with the ODL

teaching method during MCO. How are the SEN teachers' acceptance on ODL teaching method during MCO? How does teaching method and software SEN teachers have utilized for ODL during MCO help them in daily basis teaching? Why does ODL teaching method should be sustained based on the SEN teachers' perceptions? These were all the questions needed to be answered in this study.

1.2 Research Questions

RQ 1: How are the Special Education Needs teachers' acceptance on the Open and Distance Learning (ODL) method of teaching during the Movement Control Order (MCO)?

RQ 2: How does the teaching method and software that the Special Education Needs teachers have utilized for Open and Distance Learning (ODL) during Movement Control Order (MCO) help them in daily basis teaching?

RQ 3: Why does Open and Distance Learning (ODL) method of teaching should be sustained based on Special Education Needs (SEN) teachers' perception?

2.0 Literature Review

2.1 Open And Distance Learning (ODL)

One of the developing field of interdisciplinary in which technology has becoming part of the significant of mainstream education is the Open and Distance Learning (ODL) (Bozkurt, 2019)³. Open and Distance Learning (ODL) is any activities of learning withing the domains that is formal, non-formal and informal which were facilitated by information and communication technologies (ICT) as the mean to lessen or reduce distance in both psychologically as well as physically, in order to escalate communication and interactivity among the learning society which include learners, facilitators as well as the sources of learning (Bozkurt, 2019). The main mandate of centralizing ODL is to let those who misses the opportunities for regular education due to any kind of reason that made them incapable in pursuing traditional ways of education system (Niwaz, Ahmed, & Kamran, 2019)⁴. ODL can be viewed as an effort and pathway in providing and serving opportunities for learning that can be characterise by the separation of learner and teachers by utilising various kind of media (Siew, 2019)⁵, in which instructor and learner were both separated geographically (Genc & Kocdar, 2020)⁶. Even in distance, learning were made available, and how it was done is through adopting traditional expression of distance learning into the new technological situations (Bozkurt, 2019).

2.2 Acceptance Of Special Education Needs Teachers Of Online Teaching Method

ODL or distance learning has becoming public where various institutions has been moving and transitioning from single mode of conventional learning activities into the dual activity mode (Zawacki-Ritcher & Qayyum, 2019)⁷. Siyam (2019)⁸ have posited several factors that influence the acceptance of special education needs teachers towards ODL: (1) insufficient time, (2) teachers frequently find difficulties in integrating with technologies, especially where ones were lacking in having an appropriate training, (3) lacking in supports for technical literacy and (4) non-availability and shortage supply on resources and technological tools. Regardless of the positive attitude of teachers towards technology utilizations in teaching (Ismail, Almekhlafi, & Al-mekhlafy, 2010)⁹, still there are factors that contemplates the teachers from the technology's actual use. Factors involved technical issues such as (1) login failure and internet access, (2) loading time, (3) believes, (4) training, and (5) time (Siyam, 2019). Several other factors that affect the acceptance and willingness of special education teachers on ODL method of teaching include (1) years of the teacher's experience as well as (2) age of teachers (Siyam, 2019). Teachers who possess lesser experience in teaching in the special needs field were found more willing to utilized technology in teaching activities meanwhile teachers with more experience in teaching field were more resistance towards change for technologies because they find it challenging to learn and master new tools (Siyam, 2019). This represented that perceived ease of usage, access and time for technology possessed an important on the actual use. In study done by Siyam (2019), on the acceptance of technological use amongst teachers, based on the Technology Acceptance Model (TAM), have found that access to technology in school cannot

guarantee teachers' ease in utilizing technology hence resulting to perceived usefulness and job relevance possessed no significant impact on the actual utilization of accorded technology.

2.3 ODL Teaching Methods and Software for Special Education Needs (SEN) Teachers

In the special education needs areas of teaching, when it comes to online teaching method and technological assist devices or software that has been utilized by SEN educators include (1) audio books, text-to-text speech (TTS), note-takers and software as one of those effective tools (Gogoi, 2017)¹⁰. According to Siyam (2019), based on her study, scholar have found that mediated form of communication had also being utilized by parents and teachers as students learning from home will be remotely monitored by parents. Scholar noted that even though 'Whatsapp' is not a computer application, however, the application had helped teachers to remotely update students, as well as parents on how and what should be done on a daily occasion. This is due to the flexibility and reliability of Whatsapp application that allows real-time text messages which include the feature of sending and receiving videos, images, documents as well as audio recordings of students. Another software or computer application that has been used by SEN teachers during ODL is the Dropbox where folder of student's academic behaviour, journal as well as diary can easily be accessed by parents and teachers as a mean to communicate on children performances and well-being. Other than that, other forms of media devices have also being the method of ODL on SEN teachers including virtual environments, video modelling, Pix-Writer for ASD children as well as any other computer learning software such as Pix-Writer (Gogoi, 2017).

2.4 Perceptions Of Special Education Needs (SEN) Teachers On Open And Distance Learning (ODL) Method Of Teaching On Special Education Needs Students

Different educational systems and nation have differing response as well as perceptions towards the moving process into the phase of digitalization. In Korea, educators were more ahead and advanced in centralizing digital teaching method as a strategic goal towards developmental innovation since decade ago, while in other countries, ODL is still being view as something accredited and validated new ways of positing recent method of education which recently its enrolment have witnessing some growth especially in private institutions, newly tapping inside the market (Zawacki-Ritcher & Qayyum, 2019). Open and Distance Learning (ODL), as recalled, this method of online and digital distance teaching involve the usage of new communication technology tools in making teaching available from distance (Bozkurt, 2019). When it comes to propelling on the perceptions of Special Education Needs (SEN) teachers in ODL method of teaching, these SEN teachers have perceived that communication effort and process with students and delivering acquired guidance as well as attention has been very challenging (Gogoi, 2017). Other than that, teachers find that usage of ODL method have ease accessibility, time and cost saving as well as sociability as mediated communication form of devices such as 'Whatsapp' help aid teachers in coordination process (Siyam, 2019)

2.5 Effectiveness Of Open And Distance Learning (ODL) On Special Education Needs Students

Gogoi (2017), in his study refers to suggestions made by OECD (2007) regarded the three categories of special learners across countries, which include (1) students with emotional and/or behavioural disorder along some specific learning difficulties, (2) students with identifiable impairments as well as disabilities, (3) students with difficulties that came with language as well as came from the socio-economic cultural disadvantage community. Scholar further mentioned that, in terms of the effectiveness of ODL teaching method on special education needs students, one of the most common found setbacks or difficulties face by these group of special learners is that they find it hard to remain motivated in performing tasks due to the physical absence of their teachers who have been assisting the on a daily basis. Children with learning difficulties and disabilities really needed a close guidance from their expert teachers, hence, method of open and distance learning that accommodate them to be learning through communication technology might affected their motivation and learning performances. Hence, such learners may have faced or confronted a wide range of difficulties in trying to assess daily learning as they also being accompanied along other various hurdles in one's pursuits to learn (Gogoi, 2017). However, in terms of mobility of the visually

impaired students, ODL have given them the opportunity to stay put at the same time received softcopy learning material easily (Siew, 2019)¹¹.

2.6 Theoretical and Conceptual Framework

2.6.1 Technology Acceptance Model (TAM)

The acceptance of Special Education Needs teachers of Open and Distance Learning (ODL) method of teaching during MCO can be further explained by referring to the Technology Acceptance Model (TAM) that was previously developed by Davis (1989). Wu & Chen (2017)¹² clarifies that this Technology Acceptance Model posits two elements that seems to influence a person’s intention as well as the acceptance in utilizing technologies, which involved the perceived usefulness or benefits of the technology itself and the perceived ease of using one. Therefore, in this study, TAM will help to explain theoretically on teachers of special education needs’ degree of acceptance on Open and Distance Learning (ODL) method of teaching during the Movement Control Order. An assumption could be made that these teachers might accept or not accept the usage of ODL method of teaching depending on themselves on the perceived ease and usefulness of these technological usage in performing their daily teaching occasions for SEN students. Siyam (2019), clarified that this model of TAM has been used in a study who analysed the acceptance of SEN teachers in Dubai on technology usage in teaching.

2.6.2 Conceptual Framework

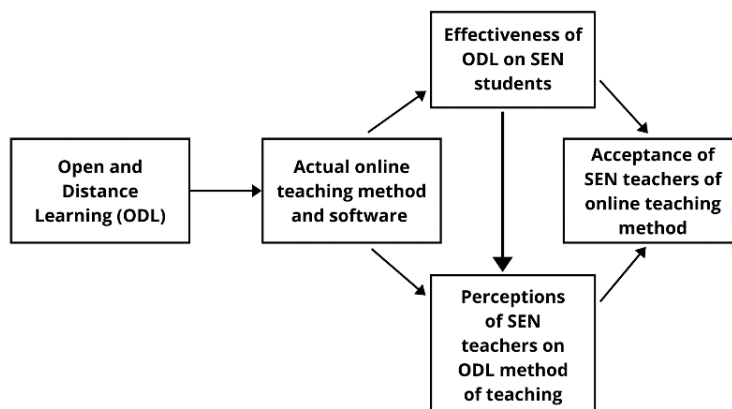


Figure 1: Acceptance of ODL Method Amongst SEN Teachers During MCO from the perspective of Technology Acceptance Model (TAM)

According to Wu & Chen (2017), acceptance of technological usage depended on two elements which perceived usefulness and perceived ease of one technology. Therefore, in this context of conceptual framework, the acceptance of SEN teachers on ODL method of teaching would be based posited on several elements. Firstly, when SEN teachers find or sees the effectiveness of ODL teaching methods through the usage of actual online teaching method such as utilization of software and applications, therefore it will contribute towards a positive perceptions of SEN teachers over the ODL teaching method. These phenomena reflect the stated two elements that influence acceptance of technology, and therefore when they find effectiveness, it contributed towards the acceptance of the ODL teaching method itself. This explains the conceptual framework as above.

3.0 Research Design

As for the research design, this study had opted for the interpretivist research paradigm in which research studied the phenomenology attempted to record acceptance and perceptions of Special Education Needs teachers on Open and Distance Learning (ODL) teaching method during the Movement Control Order (MCO). Hence, since it is an interpretivist research paradigm studying phenomenology, researcher have employed the qualitative method as the research methodology, where protocol in-depth interview has been conducted on participants, being the interviewer as well as the protocol interview questions as the research instruments. As for the sampling procedure, purposive

sampling method has been employed, which this method had given researcher to search for participants based on researcher's own judgement. Participants selected by researcher further help to answer the main research questions, however this study does not necessarily end up with data that is bias because some other unexpected characteristics have diverted from researcher's expectations on the collected data, for instance different acceptance and perceptions based on different background of positions.

Hence, this study had picked up four Special Education Needs teachers in Melaka as the participants, specifically in Melaka Tengah district, where four of them have possessed teaching experience in SEN field for more than 10 years. All of the participants are from the same school, which is Sekolah Menengah Kebangsaan Tun Haji Abdul Malek, Cheng, Melaka. The interview has been done face to face, in order to avoid any technical issues. Reasons why teaching experience has been chosen as the selected criteria is because varying teaching experience of teachers may indicate on their acceptance of technological usage in teaching SEN children and also may determine their coping mechanism with technology especially in times of pandemic. Participants involved are as following: (1) *Rahifah Mohd Tajeri*, 39 years old (16 years teaching experience), (2) *Mohd Nasir*, 51 years old (20 years teaching experience), (3) *Ee Gek Lan*, 46 years old (more than 10 years of teaching experience), *Irene* (10 years teaching experience). These teachers are currently teaching SEN students that is 'Slow Learners'.

As of the interview protocol of this research, interview was carried with some demographic questions, followed by several open-ended question and end up with some close ended questions that helped answers main research objectives. In total there are 25 questions provided during the interview and followed by some follow up questions for the participants. Interview were recorded and transcribed accordingly with the consent received from participants. Participants were made open to back off from the interview if they ever find it uncomfortable with the conducted interview sessions. In order to assess the validity of this study, researcher had employed several different ways in trying to make sure that every collected data is valid. One of the ways that is employed is through using the credibility method, in which researcher have asked accorded supervisors to check accordingly on the validity of method and instruments, and for the data validity, the transcribed interviewed will be printed out and further given to participants to be read through and signed them accordingly once they have find the synchronisation of the answer transcription as based on what have being answered. As for the reliability of the study, both questions and interview data collected were inspected by using the NVivo Software of Qualitative Data Analysis and also undergone the thematic analysis method of data analyzation.

4.0 Results

4.1 RQ 1: How are the Special Education Needs teachers' acceptance on the Open and Distance Learning (ODL) method of teaching during the Movement Control Order (MCO)?

Based on the analysis being done through the transcription of the four respondents, researchers have opted to undergo the phases of multiple coding in trying to find out the themes underlies from the answers related to the first research questions. There are five main important themes found under the first research question which include 'Limited availability of facilities for students affect teacher's acceptance on ODL teaching method', 'Students' and Parents' Attitude affect teacher's acceptance on ODL teaching method', 'Time and Strong Determination to change', 'Integration: Exploring the undiscovered escalate acceptance' and 'Knowledge Exchange amongst colleagues increase acceptance':

4.1.1 Limited Availability Of Facilities For Students Affects Teacher's Acceptance On ODL Teaching Method

Students access and availability for gadgets such as smartphones, laptop as well as Internet data are one of the main things that affect the acceptance of Special education teachers for Open and Distance Learning (ODL) during MCO. This is because when the students have no access, teaching and learning cannot be done as teachers will not be able to send and received any feedbacks from

students or even communicate with them. Hence, participant 1,2 and 4 perceived that their effort in implementing online task were useless. Therefore, they prefer to meet their students physically instead of opting for ODL. Regardless of these circumstances, these Special Education Needs teachers understood of the reason behind the limited availability of ODL facilities for students due to limited family income of B40 family but abiding to the fact that this will harden the process of teaching and learning reduces their acceptance on ODL teaching method.

4.1.2 Students' And Parents' Attitude Affects Teacher's Acceptance On ODL Teaching Method

The feedback received from both students and parents affect the acceptance of ODL teaching method among all four participants. They never blame on the personal constraints students and parents faced at home, however, the fact that the feedback and outcomes by receiving 'no feedback' upon some messages and questions asked somehow reduces the Special Education Needs teachers' motivation and acceptance for the teaching method of Open and Distance Learning (ODL). Participants shares that some of the students have the access for the ODL facilities however, their attitude on not even trying to participate in any task given somehow lessen the motivation of teachers to sustain the ODL teaching method.

4.1.3 Time And Strong Determination To Change

It has been found that regardless of all the constraints and difficult circumstances that these Special Education Needs teachers had to face in conducting Open and Distance Learning (ODL) teaching method, however, they have a strong determination to change for better regardless of their age and literacy in digital. It was said that all for participants did face some hard time during the pre-phase of integrating themselves with technologies, however, the circumstances have somehow pushed them to be more motivated as they said learning more features of open and distance learning method of teaching increases the self-value as an educator in the 21st century. Findings also found that all four teachers accepted whole-heartedly in the implementation of ODL teaching method because it was fun and they wanted to integrate themselves with other international educators, as a mean to uplift their quality as a Special Education Needs teacher.

4.1.4 Integration: Exploring The Undiscovered Escalate Acceptance

Another interesting point that has been brought up in this study is that as these Special Education Needs teachers integrating themselves with the method of teaching and technologies, they have explored more things and features of software and technologies that they never know could be very efficient and useful especially in the areas of Special Education Needs teaching specialities. For instance, hidden features in Microsoft, Google Classroom, Wordwall, Kahoot, Quizizz and Quizlet. It has been found that the SEN teachers were being more open and accepting towards the Open and Distance Learning (ODL) teaching method because they find some undiscovered features that is valuable and helpful in enhancing low functions (SEN students) literacy in learning performances.

4.1.5 Knowledge Exchange Among Colleagues Increase Acceptance

In the study, one of the participants have emphasized that during the MCO period, as teachers has started to gather at school for more preparations, it was found that these SEN teachers tend to feel more tolerant and starting to feel more accepting on the software features and technologies they need to utilize during the Open and Distance Learning (ODL). Based on the findings, study shown that as teachers exchanged knowledge and learned from each other, their motivations increase and thus contributed to their acceptance on the online teaching method of Open and Distance Learning (ODL) regardless of several hard circumstances they needed to face along the journey.

4.2 RQ 2: How does the teaching method and software that the Special Education Needs teachers have utilized for Open and Distance Learning (ODL) during Movement Control Order (MCO) help them in daily basis teaching?

For this research question, there is no doubt that in answering it, the themes found under this research questions were somehow kind of overlapping because it touches on the side of the Special Education Needs students' involvement themselves. Nevertheless, themes found still answered the second main research question. The underlying themes include 'Usefulness in self-skill enhancement', 'Interactive learning increase participation', 'Fun gamification-based learning software attract attention' and the last one 'Increase efficiency in syllabus planning'.

4.2.1 Usefulness In Self-Skill Enhancement

Among all four participants, all of them have clarified that some of the software and application they have used have somehow polish their self-skill in daily basis teaching and even applicable to daily life. For instance, participants 1 and 3 have mentioned that it was quite hard for them to adapt to changes at the first trial. However, as they discovered more of the hidden features of software and applications especially those from Google, they said it does not just help to enhance their personal skills in teaching, but it also opens up opportunity for them to brush their business skills by performing marketing online. Such as using Google Form, Google Sites as a mean to received feedbacks.

4.2.2 Interactive And Fun Gamification-Based Learning Increase Participation And Attention

The fact that software and application use in open and distance learning (ODL) are interactive, therefore participant 3 have clarified that some students were very excited to participate in every class and keep on asking when will the session be conducted again, compared to other participants' students, due to the certain software they may have utilized, such as 'Google Form' disseminated through 'Whatsapp' and 'Bot' on 'Telegram' seems to not help the teachers in receiving active feedbacks and participations. However, the computer software that have helped the teachers in receiving active participation is 'Kahoot', 'Wordwall', 'Anyflip' because as per clarified that these three software applications possessed a gamification-based learning features, hence the students were very participating in any of the session conducted.

4.2.3 Video Streaming Method Escalate Attraction

Video streaming platform such as Youtube have always been a place for people to entertain themselves. However, for participant 3, she had utilised the platform as a place for her to conduct teaching so that her students may be able to replay and have an interesting view of their teacher as a 'Youtuber'. Therefore, it slightly motivated the SEN students to highly waited for their teacher upcoming upload as they have a different view for their teacher now. This is an interesting finding because out of all four participants, they have a different qualifications and period of experience in the special education field. Nevertheless, the participant who has come up with the Youtube platform as method of teaching and other gamification Software possessed only 10 years experiences in the field, but at the same time, she also possessed the Level 8 Google Certified Educator. Therefore, this shows that passion in ICT affect a person's creativity in ODL teaching method.

4.2.4 Increase Efficiency In Syllabus Planning

By utilizing software, applications and internet searching most of the time during MCO, all four participants have mentioned that this circumstances on having to utilized wholly Internet assist have somehow gave them the opportunity to explore the unknown. Thus, as they are exploring any alternatives for teaching, they have also gained input in a lot of future upcoming plans to be included in their teaching syllabus, as they discovered much more enhanced online features such as 'Anyflip' and 'Google Sites' that is not available offline. Having to use this platform online increases teachers' efficiency in planning accorded syllabus for the SEN children. Participant 1,2 and 3 emphasized that despite of these SEN children limitation in learning, educators should have utilized and taken the opportunities of this ODL to developed with more specialized interactive learning software for the

SEN students. This is because visual and interactive learning gave a different impact to the students' participations compared in physical class.

4.3 RQ 3: Why Open and Distance Learning (ODL) method of teaching should be sustained based on Special Education Needs (SEN) teachers' perception?

4.3.1 Effectiveness

In terms of effectiveness, for the time being, all participants mentioned that they are still at the phase of trying, adapting and preparing for the new norm. In clarifying that the effectiveness of participations and outcomes of Open and Distance Learning (ODL) in the time being, participant 1,2, and 4 stated that this is still new and in terms of the effectiveness towards students learning performances and participations, they did not agree with it. They said that teachers and student still needed more time to measure the accurate effectiveness of this Open and Distance Learning (ODL) teaching method. For participants 3, she perceived for the time being that the effectiveness of ODL seems to show great outcomes and she had high hopes on it. This is due to the correct software, applications and approaches she had chosen for her teaching method, therefore in terms of effectiveness, participants 3 sees more positiveness in it.

4.3.2 Advantages For Visual And Hearing Impairment Students

Participants 2 have clarified that in terms of digital technology utilization, SEN students with visual and hearing impairments were more advanced with this equipment compared to other SEN children's categories. This is because they were well trained with technologies such as computers and software utilization as they entered the phase of early learning. Therefore, this teacher had perceived that Open and Distance Learning (ODL) teaching method would actually become an advantage for these categorical students because they are already advance and familiar with electronic and software utilization, hence it would not be a problem for them to cope with the new method and more capability could be adopted by these SEN students.

4.3.3 Increase Digital Literacy And Preparation

It has been found through this study that all of these participants, the SEN teachers, despite of the obstacles the have faced in maintaining the efficiency and capacity of their teaching performances through ODL teaching method, an interesting finding has been found that these teachers have perceived the useful of ODL teaching method as a mean to sharpened and increase their digital literacy as an educator. As all four participants were within the age of Generation X (41-55), however their determination had somehow view ODL as one of the ways that could enhance their literacy in using technologies. One of the reasons why is because they acknowledge the worldwide development as everything is moving forward to prepare for IR 4.0. Thus, they really agreed on sustaining ODL teaching method in the near future.

4.3.4 Enhanced Students Digital Learning Performances

Despite of all the setbacks and circumstances these SEN teachers have faced in conducting the Open and Distance Learning (ODL) teaching method, surprisingly all participants have suggested and agreed that ODL teaching method should have being sustained as part of the new education system. This is because they have the perception that ODL teaching method have somehow help to develop SEN students' ways of thinking and enhanced their learning performance gradually. If previously they seem to have some hard time in physical classes where they needed to write or answer things physically, virtual and interactive method as per clarified by participants may have helped the students in embracing their skill development and learning capacity which aligned with the revolution of IR 4.0.

5.0 Discussions and Conclusion

All in all, this study has sought in answering the phenomena in which the recent pandemic had made everyone adapt to a drastic change especially within the academic areas. Acknowledging that Open and Distance Learning (ODL) method of teaching involves utilizing the online software and application in which it is a norm for middle age people to have some difficult time in trying to integrate themselves with the technology, however surprisingly, in this study, it has been found that apparently, age did not affect the motivation, acceptance, attitude as well as the determination of Gen X teachers in making transition to utilize technological learning method as being proposed by Siyam (2019), in her study whereby findings show that age influence the acceptance of teachers towards technological adoption. As have been tabulated earlier that indeed, these SEN teachers, regardless they did faced difficulties in trying to prepare, and learn how to utilize online software and technologies in preparing for students learning material, but it actually gives them the opportunity to dug up more hidden functions of online application and software such as Microsoft, Google Sites, Google Classroom, Kahoot, Wordwall, Quizlet and etc. In the findings as well, out of all software found and explored, it has been found that event though Google Form has been utilized the most as part of the ODL teaching method, somehow, it was the most ineffective tools found in this context as the SEN teachers received low numbers of feedbacks and participation when quiz forms were disseminated.

Regardless of some setbacks the participants of SEN teachers have received while incorporating themselves with the ODL method of teaching, all four participants have perceived the usefulness of online teaching method as something that have helped them to increase their self-value as modern educators. They have also acknowledged the need to integrate themselves in the effort of aligning oneself with country's mission in achieving IR 4.0. Therefore, their acceptance increases as they found the usefulness of exploring all the online teaching method in polishing their personal skills and other digital skills that could help them with their non-academical personal matters, which answers the research question one. This finding as well has somehow supported the findings proposed by Siyam (2019), in which the perceived usefulness on job relevance have no significant impact on actual usage of technology. One of the participants mentioned that along adapting oneself with online teaching method, they also took the opportunity to enhance their skills by improvising their online marketing strategy, as she is doing business as well. This finding were kind of diverting from the main research objectives, however, it is one of the interesting findings found in the research, where ODL method of teaching does not just affect an educator's skills in teaching, but also improvise personal occasion.

That aside, it has also been found in the study that SEN teachers who have involved and has a little bit of background in the ICT areas have tend to receive more positive feedback by utilising the right software compared to those who did not have a clear background of ICT. Their utilization and selection of online teaching method during MCO have proved to be more effective in terms of participations. This is because the SEN teacher had extra knowledge and effort in trying to incorporate themselves with video streaming platforms such as Youtube, gamification-based learning software which were perceived to have the elements of fun and interactivity. Kahoot was found to be the most highly requested software to be used among the SEN children from their SEN teacher, and it reflects that the software and application assist teachers in escalating participations, which answer research question two. As earlier findings from other study, conducted by Siyam (2019), proposed that longer experience teachers tend to be more resistance towards technology utilization as part of their teaching method, due to the challenges they faced in trying to master and learn new technology. However, it is a different occasion here as the SEN teacher possessing experience for more than 19 years in traditional teaching method, they were more enthusiast and willing to transition towards technology.

In terms of communication and disseminations of link, compared in between two mediated application for communicating, which is Telegram and Whatsapp, Whatsapp has been found to be the most accepted applications not just among SEN teachers, but also the students, compared to Telegram. As depicted, it was due to the simple features of Whatsapp that is easy to use and they are already familiarized with the accorded features. Therefore, instead of Telegram, both SEN students and

teachers, they have chosen to utilize Whatsapp application as part of the teaching method during MCO. This finding seems to put deeper explanation on earlier proposed findings by Gogoi (2017), the reason why people prefer using Whatsapp as part of the teaching method, due to the flexibility of real time messaging.

Another interesting finding that needed to be taken attention on would be on parents as well as family income. Indeed, ODL method of teaching and learning based on this study have found to have a positive outcome. However, in the effort to sustain the new academic system especially within the Special Education Needs areas, government really needed to take a greater attention on Internet connection as well as other facilities in assisting the students in terms devices and gadgets. Based on this study, it has been found that out of 9 students in a class, only 1 seems to be very participating when given a link for online assessment. The reason that contributed to it is because of the parents who seems to have an educated background and better income, hence they were able to provide their children with laptop and smartphone. Other than that, they also pay serious attention and give full cooperation with the SEN teachers in making sure that their child completed every homework given. As for research question 3, it has been found that apparently the teachers agreed on the sustainable for ODL teaching method due to its ability in developing both SEN teachers and SEN students' literacy and learning capacity as they are incorporating themselves with digital technology.

In conclusion, it can be said that in terms of the acceptance of Special Education Needs teachers on the Open and Distance Learning (ODL) teaching method during the Movement Control Order (MCO), it can be concluded that based on the theory of Technological Acceptance Model by Davis (1989), the two elements that influenced acceptance of technology which is perceived usefulness as well as perceived ease of using help to understand whether these teachers accept the ODL teaching method during MCO or not. It can be concluded that the acceptance of ODL teaching method among the SEN teachers during MCO seems to be residing more on the positive side. Transition into utilizing new things needed sometimes to be better as per said by all participants, they are all at the stake of making drastic amendments, but they still took ODL teaching method as an opportunity to build one's teaching capability and capacity. This study proves that age and time does not influence the acceptance of the SEN teachers towards acceptance on ODL teaching method.

6.0 References

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