



Kumsawai, R. Nuangchalerm, P., Sriwarom, N., & Na Kalasin, C. (2022). Factors Affecting the Learning Readiness of Primary Students to Online Instruction. *International Online Journal of Education and Teaching (IOJET)*, 9(2). 714-722.


Received : 0311.2021  
Revised version received : 06.03.2022  
Accepted : 20.03.2022

## FACTORS AFFECTING THE LEARNING READINESS OF PRIMARY STUDENTS TO ONLINE INSTRUCTION

*(Research article)*

Rattanaporn Kumsawai 

Faculty of Education, Maharakham University, Thailand  
[b60010510001@msu.ac.th](mailto:b60010510001@msu.ac.th)

Prasart Nuangchalerm 

Faculty of Education, Maharakham University, Thailand  
[prasart.n@msu.ac.th](mailto:prasart.n@msu.ac.th) (Corresponding Author)

Napaporn Sriwarom 

Sanambin School, Muang Khon Kaen, Thailand  
[prsrtn@gmail.com](mailto:prsrtn@gmail.com)

Chaemchan Na Kalasin

Faculty of Education, Kalasin University, Thailand  
[Chaem49@hotmail.com](mailto:Chaem49@hotmail.com)

### **Biodatas:**

Rattanaporn Kumsawai is a pre-service science teacher, Faculty of Education, Maharakham University. She is now teaching in primary school and working for general science school.

Prasart Nuangchalerm is an Associate Professor in curriculum and instruction. He has been working for Faculty of Education, Maharakham University.

Napaporn Sriwarom is an in-service teacher and teaching primary science at Sanambin School, Khon Kaen province.

Chaemchan Na Kalasin is lecturer at Faculty of Education, Kalasin University.

# FACTORS AFFECTING THE LEARNING READINESS OF PRIMARY STUDENTS TO ONLINE INSTRUCTION

Rattanaporn Kumsawai  
[b60010510001@msu.ac.th](mailto:b60010510001@msu.ac.th)

Prasart Nuangchalerm  
[prasart.n@msu.ac.th](mailto:prasart.n@msu.ac.th)

Napaporn Sriwarom  
[prsrtn@gmail.com](mailto:prsrtn@gmail.com)

Chaemchan Na Kalasin  
[Chaem49@hotmail.com](mailto:Chaem49@hotmail.com)

## Abstract

Current classroom has been transformed by the pandemic into a new normal of learning and online education, with students learning to participate in online classrooms. The research aims to explore the factors affecting the learning readiness of grades 4-6 students to online instruction. One hundred students from one school in Khon Kaen province, Thailand provided information and express opinion towards factors affecting the learning readiness. Questionnaire of factors that influence students' readiness to attend online teaching and learning was used. In the situation of the COVID-19 pandemic, data were collected through online surveying. Statistics used to analyze data were descriptive statistics, percentage, mean, and standard deviation. Overall, the factors affecting the learning readiness by mean of student is at moderately readiness, parental factor is at moderately readily available, but the school supplies factor is high readily available.

*Keywords:* COVID-19, online teaching, pandemic, learning readiness

## 1. Introduction

Nowadays, society is fast changing in every way, yet something seems to have vanished, despite the fact that adaptation is a fundamental aspect of living in a pandemic period. As a reasonable consideration, learning to deal with uncertainty and adapting to new things. Students must also be ready and capable of studying for themselves in order for education to serve as a transition towards 21st-century learning (Janpleng & Ruangmontri, 2021; Manea, 2021). To prepare yourself for the changes that have occurred, you must have a long-term education and continue to learn throughout your life. Education has been disrupted in all areas as a result of the corona virus outbreak in 2019. Students will not be able to apply their learning abilities and competencies to normal classroom activities (Lathifah et.al., 2020; Nuangchalerm et.al., 2021; Nadiahan & Cabautan, 2021).

Teachers as key agent for knowledge transferring, classroom design, online learning decision to students by preparing their skills to cope with new learning management (Pagán-Castaño et.al., 2021). However, the term "new normal" has become one of the most commonly used terms in the aftermath of the pandemic. The rising usage of online learning resources has become the new standard in education. The COVID-19 pandemic has prompted innovative approaches to education. Educational institutions all across the world are turning to online learning platforms to continue the process of educating students (Thongbunma et.al., 2021; Wongjamnong et.al., 2021).

The new normal currently is a modified educational concept, with online learning at its heart. Students and schools all across the world now use digital learning as a crucial resource. This is a whole new manner of learning that many educational institutions have had to adapt. Online learning is currently used not only for academic purposes, but also for personal development. Teachers must therefore prepare and understand their classroom management skills while using internet networks or technologies that rely on classroom management (Arslan, 2022). Students must adjust and prepare in every way to cope with changes in the new usual learning environment, which appears to be different from traditional classrooms in schools (Duangpim et.al., 2021; Korkmaz & Mirici, 2021; Phanchamlong et.al., 2022).

In the past, teachers were primarily responsible for integrating meeting applications into their online and remote learning environments. Due to a variety of constraints, only a small percentage of students enroll in online classes (Saikat et.al., 2021). Students were still unprepared to deal with the online learning environment, according to some student and parent enquiries. There are three areas to consider: student ready, parental readiness, and school supply readiness. This can lead to children studying slowly, falling behind their peers, being unable to complete exercises or work sheets, and students' attitudes about the subject and learning anxiety (Butcher et.al., 2021).

The technological divide is a new problem in the field of information and communication technologies as the pandemic crisis spreads to the classroom. Poor families are unable to support their children in dealing with media technology and appropriate learning materials, whereas wealthy families have a harder time motivating their children to learn (Syaharuddin et.al., 2021). This research as an exploratory research, to study the factors affecting the learning readiness grades 4-6 students who studying online classroom during COVID-19 pandemic. Finding is a way to improve and develop online teaching and learning models including selecting a variety of learning and online teaching.

## **2. Method**

This study is aimed at studying the factors the learning readiness grades 4-6 students who studying online classroom during COVID-19 pandemic. Detail of material and method can be provided as follows

### **2.1 Informants**

One hundred of grades 4-6 students who were studying in one primary school, first semester, academic year 2021 participated in the study. They were asked factors the learning readiness during October-November 2021. They were classified 37% of male and 63% of female, 25% of fourth grader, 46% of fifth grader, and 29% of sixth grader.

### **2.2 Research Tool**

The factor of learning readiness during pandemic questionnaires were created and validated by three professionals in the field of education as a research tool. Respondents were emailed the questionnaire via an online survey with a 5-level estimation scale from highest to lowest meanings. Each item can be listed with 5 levels of mean for interpreting ranges 5-1 score by meaning of opinion in highest, high, moderate, low, and lowest respectively.

### **2.3 Data Collection and Analysis**

The data was acquired by handing out online exams to a group of informants in Semester 1, Academic Year 2021. The researchers then reviewed the data for accuracy and integrity before analyzing it with basic statistics such as mean and standard deviation. Correct the appropriateness and completeness of their opinion, then compare it to the criteria for level of opinion. Descriptive statistics, mean, and standard deviation were used to analyze the data. Their opinions can be estimated and evaluated using the following five levels of mean: highest (4.51-5.00), high (3.51-4.50), moderate (2.51-3.50), low (1.51-2.50), and lowest (1.00-1.50).

## **3. Results**

Factors affecting to the learning readiness of 4-6 graders who are studying online classroom. It can be summarized that factors affecting the learning readiness is at moderate level, but each item seems to be ranges moderate and high levels (Table 1). Overall, the factors affecting the learning readiness by mean of student is at moderately readiness, parental factor is at moderately readily available, but the school supplies factor is high readily available.

Table 1. Factor affecting to the learning readiness

Item	$\bar{X}$	S.D.	Level of readiness
1. The student housing environment is suitable for online teaching	3.49	0.81	Moderate
2. Students have the knowledge and understanding of using various applications in online teaching	3.47	0.78	High
3. Students are ready to study online for 6-7 hours a day	2.90	0.97	Moderate
4. Students can handle external noise	3.23	1.05	Moderate
5. Students have a positive attitude or have understandings of the necessity of online teaching	3.42	0.92	Moderate
6. The parents of the student have communication equipment available to support online instruction	3.76	0.90	High
7. Parents have time to take care of students' online teaching	2.97	1.20	Moderate
8. When students do not understand the use of apps in online teaching, parents can help or advise	3.32	0.99	Moderate
9. Before starting online teaching, parents contribute to preparing equipment and school places for students	3.21	1.07	Moderate
10. When there is a problem during online instruction, parents will come to the rescue	3.17	1.04	Moderate
11. When an activity or work certificate is performed, the student's parents will provide advice or assistance	3.41	0.92	Moderate
12. Students have communication equipment that can be used in online teaching	3.81	0.79	High
13. Students offer high-speed internet access for online instruction	3.84	0.90	High
14. Students have multiple communication devices that can support work or study for long periods of time	3.37	1.03	Moderate
15. Teachers are recommended to learn resources or equipment needed in online instruction	3.67	0.73	High
16. Teachers are guided or educated about the use of applications in online teaching	3.73	0.75	High
Overall	3.42	0.85	Moderate

There are six items which students express the factor affecting the learning readiness is at high level: students have knowledge and understanding of using various applications in online teaching; parents of students have communication devices available to support online teaching; students have communication equipment that can be used in online teaching; students offer high-speed internet access for online teaching, teachers are recommended to learn resources or equipment needed in online instruction; and teachers have introduced or educated

about the use of various applications in online teaching. These are the factors that lead kids to learn in different situations and to be willing to experiment with new technology (Sacramento et.al., 2021; Van et.al., 2021).

Additionally, there are 10 items which students express the factor affecting the learning readiness is at moderate level: student's housing environment is suitable for online teaching; students are ready to study online for 6-7 hours a day, students can handle external noise; students have a positive attitude or have understandings of the need for online teaching; parents have time to take care of students' online teaching; when students do not understand using various apps in online instruction; parents can help or advise; before starting online instruction, parents contribute to preparing equipment and school places for students; when there is a problem while teaching online, parents come to the rescue; when an activity or work sheet is performed, the student's parents provide guidance or assistance; and the student has multiple communication devices that can support work or study for extended periods of time.

Therefore, it is said that teaching equipment is an important factor in online teaching, since online teaching requires technology and electronic equipment (Alvarez Jr, 2020; Morgan, 2020; Deepika et.al., 2021). In learning, such as computers, smartphones, Tablet, High-speed internet access, etc. It also includes apps that need to be understood to be used to be able to study online effectively. This can be seen that the data obtained from the student and parent inquiries before the research begins is inconsistent with the data obtained by the survey. Parents and students who inquire before embarking on research are only a small fraction of which lacks school equipment readiness (Irawan et.al., 2020; Marek et.al., 2021). Most parents are ready to support their online learning equipment.

As a result, it's possible to deduce that school equipment isn't the most important factor influencing school availability. Because students are well-prepared for online learning, and according to survey data, a variety of factors influence students' readiness to participate (Ariebowo, 2021). It is beneficial to people who wish to study or research the availability of online instruction. Teachers should tailor online instruction to the kids' ages. While teaching, teachers should emphasize discussion, allowing students to explore concepts with their peers, reducing workload assignments or homework, and attracting students with engaging activities (Reimers, 2022).

#### **4. Conclusions**

In the instance of the COVID-19 pandemic, data was collected through online surveys. The data was analyzed using descriptive statistics, percentages, means, and standard deviation.

Overall, factors affecting student learning readiness are relatively ready, parental factors are moderately accessible, and school supplies are very accessible. The learning environment in a pandemic should accelerate technological pedagogical content knowledge (TPACK) because young learners can learn and adapt to new technologies for teaching.

## **5. Acknowledgement**

This research is financially supported by Faculty of Education, Mahasarakham University.

## References

- Alvarez Jr, A. V. (2020). The phenomenon of learning at a distance through emergency remote teaching amidst the pandemic crisis. *Asian Journal of Distance Education*, 15(1), 144-153.
- Ariebowo, T. (2021). Autonomous learning during COVID-19 pandemic: Students' objectives and preferences. *Journal of Foreign Language Teaching and Learning*, 6(1), 56-77.
- Arslan, K. (2022). Information technology (IT) teacher candidates' attitudes towards and opinions on online testing during COVID-19 pandemic. *International Online Journal of Education and Teaching (IOJET)*, 9(1), 176-193.
- Butcher, P. R., Heubeck, B. G., & Welvaert, M. (2021). Anxiety and verbal learning in typically developing primary school children: Less efficient but equally effective. *British Journal of Educational Psychology*, 91(2), 584-599.
- Deepika, V., Soundariya, K., Karthikeyan, K., & Kalaiselvan, G. (2021). 'Learning from home': role of e-learning methodologies and tools during novel coronavirus pandemic outbreak. *Postgraduate Medical Journal*, 97(1151), 590-597.
- Duangpim, K., Khamhueng, P., Kaewpikul, A., & Nuangchalerm, P. (2021). Learning from home behavior: Looking beyond learning opportunity and non-opportunity. *Gagasan Pendidikan Indonesia*, 2(2), 74-80.
- Irawan, A. W., Dwisona, D., & Lestari, M. (2020). Psychological impacts of students on online learning during the pandemic COVID-19. *KONSELI: Jurnal Bimbingan dan Konseling (E-Journal)*, 7(1), 53-60.
- Janpleng, J., & Ruangmontri, K. (2021). Elements of the teacher development system in learning management according to the concept of Education 4.0. *Journal of Green Learning*, 1(1), 22-27.
- Korkmaz S. & Mirici, İ. H. (2021): Converting a conventional flipped class into a synchronous online flipped class during COVID-19: university students' self-regulation skills and anxiety. *Interactive Learning Environments*, DOI: 10.1080/10494820.2021.2018615
- Lathifah, Z. K., Helmanto, F., & Maryani, N. (2020). The practice of effective classroom management in COVID-19 time. *International Journal of Advanced Science and Technology*, 29(7), 3263-3271.
- Manea, A. D. (2021). Teacher selfevaluation-indicator of quality management in education. *Astra Salvensis-revista de Istorie si Cultura*, 9(18), 37-46.
- Marek, M. W., Chew, C. S., & Wu, W. C. V. (2021). Teacher experiences in converting classes to distance learning in the COVID-19 pandemic. *International Journal of Distance Education Technologies (IJDET)*, 19(1), 40-60.
- Morgan, H. (2020). Best practices for implementing remote learning during a pandemic. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 93(3), 135-141.
- Nadiahan, M B. & Cabauatan, L. I. (2021). Practically ingenious teaching: instructional behavior of teacher education faculty members in a Philippine Public State University amidst Covid-19 pandemic. *International Journal of Education, Technology and Science* 1(4), 102–118.
- Nuangchalerm, P., Sraphaworn, K., & Ponpaison, R. (2021). Instructional practices of secondary teachers and students during COVID-19 pandemic. *PEDAGOGIK: Jurnal Pendidikan*, 8(1), 194-219.



- Pagán-Castaño, E., Sánchez-García, J., Garrigos-Simon, F. J., & Guijarro-García, M. (2021). The influence of management on teacher well-being and the development of sustainable schools. *Sustainability*, *13*(5), 2909.
- Phanchamlong, K., Manee, K., Watwiset, N., Nuangchalerm, P., & Prachagool, V. (2022). Learning anxiety of undergraduate students during COVID-19 pandemic. *Journal of Educational Issues*, *7*(2), 30-38.
- Reimers, F. M. (2022). Learning from a pandemic. The impact of COVID-19 on education around the world. In *Primary and Secondary Education during COVID-19* (pp. 1-37). Springer, Cham.
- Sacramento, M., Ibanezr, G., & Magayon, V. C. (2021). Technology adaptation of teachers and students under the learning continuity plan: A case of one school in the Philippines. *International Journal of Learning and Teaching*, *13*(4), 204-223.
- Saikat, S., Dhillon, J. S., Wan Ahmad, W. F., & Jamaluddin, R. (2021). A systematic review of the benefits and challenges of mobile learning during the COVID-19 pandemic. *Education Sciences*, *11*(9), 459.
- Syahrudin, S., Mutiani, M., Handy, M. R. N., Abbas, E. W., & Jumriani, J. (2021). Building students' learning experience in online learning during pandemic. *Al-Ishlah: Jurnal Pendidikan*, *13*(2), 979-987.
- Thongbunma, J., Nuangchalerm, P., & Supakam, S. (2021). Secondary teachers and students' perspectives towards online learning amid the COVID-19 outbreak. *Gagasan Pendidikan Indonesia*, *2*(1), 1-9.
- Van, D. T. H., & Thi, H. H. Q. (2021). Student barriers to prospects of online learning in Vietnam in the context of COVID-19 pandemic. *Turkish Online Journal of Distance Education*, *22*(3), 110-123.
- Wongjamnong, C., & Muangou, C., & Nuangchalerm, P. (2021). Opinions of students and teachers in primary school towards online learning during COVID-19 outbreak. *Pedagogi: Jurnal Ilmu Pendidikan*, *21*(1), 30-35.