Macrothink Institute™

Journal of Educational Issues
ISSN 2377-2263
2022, Vol. 8, No. 2

Stakeholders' Perception of Online Instruction within COVID-19 Pandemic

Chatchawan Changphat

Faculty of Education, Mahasarakham University, Mahasarakham 44000, Thailand

Tanapat Tiamklee

Faculty of Education, Mahasarakham University, Mahasarakham 44000 Thailand

Niracha Kimratchot

Faculty of Education, Mahasarakham University, Mahasarakham 44000, Thailand

Monthira Prasoetthai

Faculty of Education, Mahasarakham University, Mahasarakham 44000, Thailand

Veena Prachagool

Faculty of Education, Mahasarakham University, Mahasarakham 44000, Thailand

Prasart Nuangchalerm (Corresponding author)

Faculty of Education, Mahasarakham University, Mahasarakham 44000, Thailand

E-mail: prasart.n@msu.ac.th

Received: August 9, 2022 Accepted: August 31, 2022 Published: September 15, 2022

doi:10.5296/jei.v8i2.20155 URL: https://doi.org/10.5296/jei.v8i2.20155

Abstract

This study employed survey research, aims to study opinions of students, teachers, and parents on teaching and learning online within COVID-19 pandemic. The research gathered data from 99 stakeholders which consisted of teachers, students, and parents. Questionnaire

was designed for asking their opinions by dividing it into 4 dimensions. Findings showed that students' dimension was at high level, but other dimensions; teachers, parents, and learning environment were at medium level. The level of opinion in each dimension seem to be different, ANOVA was employed for analyzing mean differences. The result showed that there was significantly difference at .05 level of statistics. It can be concluded that students' dimension had mean difference with teachers and parents' dimension; teachers' dimension had mean difference with students, parents, and learning environments' dimension; parents' dimension had mean difference with students, teachers, and learning environments' dimension; and learning environments' dimension had mean difference with teachers and parents' dimension as well.

Keywords: COVID-19, New normal, Opinion, Online learning, Pandemic, Stakeholder

1. Introduction

Uncertainty is certainty, the pandemic situation of COVID-19 occurred and influenced to all of human activities. It includes education management and suitable learning requirement. The government has ordered the closure of schools in formal an informal dimension (Amir et al., 2020; Lathifah et al., 2020). As the number of daily infections and cumulative cases in the country has increased rapidly, educational institutions have adjusted their online teaching classes. Online learning has limitations on personal availability, expenses, communication equipment, as well as internet signals (Ferguson & Drake, 2021).

Although online learning has limitations and obstacles, but not yet, this crisis has left both learners and schooling practices. Teachers and parents adapted learning inquiry from face to face into online instruction, to ensure continuity of learning even though pandemic. Online teaching has important factors including teachers, students, parents, and learning environments. Teaching is available in a variety of formats and any communication as it should be (Phanchamlong et al., 2022). Effective applications of online teaching and learning are needed. This situation, it will result in learning outcomes that meet the objectives of the differences learning styles of students. The online instruction may be made educator improve appropriate way to new normal classroom (Furqan et al., 2020; Lenov, 2020; Xie et al., 2020; Christian et al., 2021).

The purpose or goals of teaching and learning are clearly defined. Therefore, the use of internet networking provides students with access and learning based on anytime and anywhere supports. Students and teachers can meet their learning movements via virtual classroom or virtual face-to-face in such school supplies availability. Teaching materials, learning cost, and internet signals are basic needs for online learning (Dangi et al., 2020; Eyler et al., 2021). The unnatural face-to-face classroom may seem different and more anxiety towards learning atmosphere as well as conditional classroom (Dabrowski, 2021; Rippé et al., 2021; Schembri et al., 2021).

The scarcity of technological infrastructure is hindering online teaching. Some students can't handle or control other factors within virtual classroom i.e. external noise, parental noise, surrounding environments such as rain, thunder, car sounds, animals, or conversations from

other people. Students lose focus from studying easily. It causes distractions and instability of the in trust of the internet. Some students are unable to study online due to intent rates. There is a lack of words or communication of the teachers with uncontrolled phenomena. In addition, some teachers are not skilled at using communication programs, and the institute has not previously provided training for the program (Fissore et al., 2020; Jeong et al., 2020; Sepulveda-Escobar & Morrison, 2020; Sánchez-Cruzado et al., 2021).

As a result, teachers are unable to resolve problems or answer questions when students have problems with their work. Muthuprasad et al. (2021) explored student's perception and preference towards the online learning. The results indicated that majority of students are ready to opt for online learning, whereas broadband connectivity issues in rural areas makes it a challenge. As mentioned above, it found that there are many factors that affect online teaching to be effective (Alea et al., 2020; Nuangchalerm et al., 2020). Therefore, in this research, the researchers want to know the level of opinion of each problem that affects online teaching. This study aims to study stakeholders' opinions of online instruction with COVID-19 pandemic classroom. The significance of finding is to be useful, the relevant authorities have developed and deployed it to make online teaching more effective.

2. Method

This study employed survey research, aims to study opinions of students, teachers, and parents on teaching and learning online within COVID-19 pandemic. Details of how to conduct the research are as follows:

2.1 Informants

Stakeholders in this study were teachers, students, and parents who volunteering participation in the survey. They were high school students in Mahasarakham province, one high school cohort was selected to be case study. Data were collected in the Semester 1, Academic year 2021 that the pandemic threaten learning activities. Schools in Thailand were not ready to reopened and back to the conditional school. Ninety-nine stakeholders were asked their opinions towards online instruction with COVID-19 pandemic classroom. The informants were voluntary participation in the surveying and purpose to provide valuable information during the period of time in COVID-19 outbreaking and schooling.

2.2 Research Instrument

Questionnaire was designed for asking their opinions on teaching and learning online during COVID-19 pandemic. A 5-rating scale of questionnaire was developed by dividing it into 4 dimensions, each dimension consisted of 7 items. Twenty eight items in total, four dimensions were students, teachers, parents, and learning environments. Each item can be listed with 5 levels of mean for interpreting ranges 5-1 score by meaning of opinion in highest, high, medium, low, and lowest respectively. The scores were recorded and collected through Google form by allowing informants scan QR code or direct link to shorten URL. Data were checked its completeness and collected though online channel, data were gathered for statistical analysis.

2.3 Data Collection and Analysis

The researchers collected the data by handing out online assessments to a group of informants in Semester 1, Academic year 2021, the researchers examined the accuracy and integrity of the data, and then analyzed the data using basic statistics, including average and standard deviation. Correct the appropriateness and completeness, then compare their opinion to the criteria for opinion level. Data were analyzed by descriptive statistics, mean and standard deviation. Opinion can be calculated and interpreted by indicating into 5 levels of mean for interpreting: highest (4.51-5.00), high (3.51-4.50), medium (2.51-3.50), low (1.51-2.50), and lowest (1.00-1.50) respectively.

3. Result

The students' dimension was at high level, but other dimensions; teachers, parents, and learning environment were at medium level. Stakeholders express their opinions towards teaching and learning online within COVID-19 pandemic, online format and any flexible learning in possibility can be shown in Table 1.

Table 1. Opinions towards teaching and learning online within COVID-19 pandemic

Item	Mean	SD	Level of opinion
Students' dimension			
Ready to study online	3.52	1.76	High
There are responsible chores	3.91	1.98	High
Other activities are performed during class	3.23	1.75	Medium
Good quality transmission signal	3.35	1.73	Medium
Get the right content of online learning	3.35	1.68	Medium
Need to learn more	3.88	1.96	High
Punctuality	3.95	1.98	High
Overall	*3.60*	*1.83*	*High*
Teachers' dimension			
Ready-to-teach equipment online	3.75	1.98	High
Knowledge of electronic media	3.63	1.91	High
Good quality transmission signal	3.69	1.92	High
Have the right teaching style	3.63	1.88	High
Manage time with teaching content properly	3.38	1.82	Medium

Students can be evaluated	2.81	1.51	Medium
More costs	3.63	1.94	High
Overall	*3.50*	*1.85*	*Medium*
Parents' dimension			
More costs	3.94	2.08	High
Children must be forced to study online	3.88	2.06	High
More time to be with your child	3.41	1.78	Medium
Be ready Promote and facilitate various aspects for students to study online.	2.47	1.50	Low
Have understandings of the content that children study	1.59	1.07	Low
Stress when your child studies online	3.53	1.90	High
Have a good attitude towards online learning	2.29	1.47	Low
Overall	*3.02*	*1.70*	*Medium*
Learning environments			
External noise	3.94	0.99	High
Distractions (game shop, TV, mobile phone, bed)	3.72	1.16	High
There are places to study online	3.14	0.95	Medium
There is pressure while studying online	3.54	0.96	High
Interactions are created in the classroom	3.03	1.07	Medium
Applications have learning management limitations such as segmentation restrictions, submissions, video recordings, etc.	3.65	0.87	High
Time is right for the teaching space	3.11	0.96	Medium
Overall	*3.45*	*0.99*	*Medium*

Opinion of students' dimension was at high level, the most were punctuality, there are responsible chores, and need to learn more in the following. Teachers' dimension, parents' dimension, and learning environment were at medium level. The most of high level of teachers' dimension consisted of ready-to-teach equipment online, good quality transmission signal, have the right teaching style, and knowledge of electronic media in the following. The most of high level of parents' dimension consisted of more costs, children must be forced to study online, and stress when your child studies online in the following. The most of high level of learning environments' dimension consisted of external noise, distractions (game

shop, TV, mobile phone, bed), and applications have learning management limitations such as segmentation restrictions, submissions, video recordings, etc. in the following.

The level of opinion in each dimension seem to be different, ANOVA was employed for analyzing mean differences. The result showed that there was significantly differences at .05 level of statistics. The details can be shown in Table 2.

Table 2. Comparison of mean differences in level of dimensions

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	125.783	3	41.928	40.266	.000
Within Groups	2122.107	2038	1.041		
Total	2247.890	2041			

Table 2 showed that there was mean difference in level of opinion when classified by students, teachers, parents, and learning environments' dimension. The post hoc test, Scheffe' method was used to seek what dimension were differences. It can be shown in Table 3.

Table 3. Mean comparison among dimensions

Dimension	Dimension	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00	2.00	-.21053*	.06902	.026	-.4036	-.0174
	3.00	.51287*	.06594	.000	.3284	.6974
	4.00	.13734	.06104	.168	-.0334	.3081
2.00	1.00	.21053*	.06902	.026	.0174	.4036
	3.00	.72340*	.06875	.000	.5310	.9158
	4.00	.34786*	.06407	.000	.1686	.5271
3.00	1.00	-.51287*	.06594	.000	-.6974	-.3284
	2.00	-.72340*	.06875	.000	-.9158	-.5310
	4.00	-.37553*	.06074	.000	-.5455	-.2056
4.00	1.00	-.13734	.06104	.168	-.3081	.0334
	2.00	-.34786*	.06407	.000	-.5271	-.1686
	3.00	.37553*	.06074	.000	.2056	.5455

The mean difference was significant at the .05 level in Table 3. It can be concluded that students' dimension had mean difference with teachers and parents' dimension; teachers' dimension had mean difference with students, parents, and learning environments' dimension; parents' dimension had mean difference with students, teachers, and learning environments' dimension; and learning environments' dimension had mean difference with teachers and parents' dimension as well.

4. Discussion

The period of COVID-19 pandemic influence to global activities and social movements, education need to deal with change about curriculum and instructional practices. It concerns students and educators in school safety. Government launched policy to stop schooling, but learning cannot do for all students. Teaching and learning through various methods for protection children and other people from COVID-19 is considered. Online learning may be suitable and easy to access in anytime and anywhere. However, the problems of learning management and different needs in any level of education could be reported into authentic situations that will deal change in education (Brammer & Clark, 2020; Bryson & Andres, 2020).

The students' dimension was at high level, but other dimensions; teachers, parents, and learning environment were at medium level. Stakeholders express their opinions towards teaching and learning online within COVID-19 pandemic, online format and any flexible learning in possibility should be discussed. According to Nuangchalerm et al. (2021) explored teachers and students about online classroom during COVID-10 pandemic. The informants were teachers and students from one secondary school, Mahasarakham province, Thailand. That teachers and students had opinions are at fluctuating level. The education technology and online practices for virtual classroom required. The learning competency especially technological skills and educational technology are needed for effective instruction.

Opinion of students' dimension was at high level, the most were punctuality, there are responsible chores, and need to learn more in the following. Teachers' dimension, parents' dimension, and learning environment were at medium level. However, the key agent for stimulating online learning environments in success, teachers have to know and understand appropriate way to promote online and other instructional strategies (Akarawang et al., 2016). Thongbunma et al. (2021) investigated secondary teachers and students' perspectives towards online learning, teachers had positive perspective towards online learning at high level, ready to teach with online classroom. Students had low level of perspective due to the nature of learning and preparing their lesson for entrance university. Wongjamnong et al. (2021) reported that opinions of students and teachers in primary school towards online learning during the COVID-19 pandemic were quite fluctuating level of their opinion between high and low levels. Teachers tend to be less prepared and ready to learn via online classroom, not familiar with the technology, they need to reskill or upskill for online instruction.

There was mean difference in level of opinion when classified by students, teachers, parents, and learning environments' dimension. It can be concluded that students' dimension had mean difference with teachers and parents' dimension; teachers' dimension had mean

difference with students, parents, and learning environments' dimension; parents' dimension had mean difference with students, teachers, and learning environments' dimension; and learning environments' dimension had mean difference with teachers and parents' dimension as well. Online instruction can be done, but there should be support for educational equipment such as smart phone, internet signals, and parental expenses should be eased. In addition, there should be support for teaching materials to help the instructors in organizing online teaching. We hope that this research will help relevant agencies implement the findings to make online teaching more efficient (Garbe et al., 2020; Rasmitadila et al., 2020).

5. Conclusion

The online learning in the age of COVID-19 pandemic can change the dealing with educational management. The study revealed that students' dimension was at high level, but other dimensions; teachers, parents, and learning environment were at medium level. Students' dimension had mean difference with teachers and parents' dimension; teachers' dimension had mean difference with students, parents, and learning environments' dimension; parents' dimension had mean difference with students, teachers, and learning environments' dimension; and learning environments' dimension had mean difference with teachers and parents' dimension as well. The advantages and disadvantages of online learning environments can be discussed and determined into educational policy.

Acknowledgements

This research project was financially supported by Mahasarakham University.

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