

## **Secondary Teachers and Students' Perspectives towards Online Learning amid the COVID-19 Outbreak**

Submitted 21 February 2021, Revised 12 March 2021, Accepted 30 April 2021

Jariya Thongbunma<sup>1</sup>, Prasart Nuangchalerm<sup>2\*</sup>, Sirilak Supakam<sup>3</sup>

<sup>1,2,3</sup>Faculty of Education, Mahasarakham University, Thailand

Corresponding author: \*prasart.n@msu.ac.th

**DOI: 10.30870/gpi.v2i1.10524**

### **Abstract**

In the quarantine time, COVID-19 outbreak cannot stop our learning but it makes school and instructional practices do natural online learning. This research aims to study secondary teachers and students' perspectives towards online learning amid the COVID-19 outbreak. The respondents were 38 teachers and 212 students from one secondary school, Mahasarakham province, Thailand. Data were collected through online survey in Semester 2 Academic Year 2020. Questionnaires about online learning amid COVID-19 outbreak and online interviewing were used. It found that that teachers had positive perspective towards online learning at high level, but students had their perspective was at low level. It can be concluded that online learning activities may be suitable for readiness students in both methods and tools, the study also need to be discussed by educators and policy maker for helping students meet the goal of curriculum and students' success.

**Keywords:** COVID-19 Situation, Online Teaching, Technological Skill

### **INTRODUCTION**

The world and social activities are interrupted by COVID-19 outbreak, is an infectious disease caused by a newly discovered coronavirus. It changes our normal life into new normal life in all aspects, social, economic, environmental including educational movements (He & Harris, 2020; Jarvis et.al., 2020; Sheth, 2020). Due to everywhere can be risked by human interaction. This virus is mainly transmitted and harmed to people through droplets. When infected person coughs, sneezes, or exhales by no masking. It can take a risk by these possible droplets. That is, how it spreading to be risky with social activities. School is the risk-taking place where children learn and play together. The number of school and children in the risk of COVID-19 pandemic is now increasing (Aliyyah et.al., 2020; Esposito & Principi, 2020).

School is the place, students and COVID-19 can spread it to others. It is very important to prevent by to minimize risk of spread in school settings. It can take a lowest risk by allowing students and teachers do virtual face to face classroom activities (Putra et.al., 2020; Putri et.al., 2020). Most students may be like or dislike that depends on online active learning. Teachers have to employ and engage students with the lessons as much as normal classroom settings. Even though this crisis will be decreased or less risk, the online learning is an alternative choice in this situation that can reduce the possibility of coronavirus infected to students (Zuo et.al., 2020). Many schools employed online learning and instructional practices by various kinds of methods based on different contexts (Kaur et.al., 2020). It may be effective or not to diverse students, nature of children learning, teachers unfamiliar with technology use, and school policy in new normal situation.

This change is a huge challenge for teachers and students to adapt themselves for preventing COVID-19. It is a serious impact on curriculum and instruction around the world

(Mailizar et.al., 2020). Students do not need to go to school due to making a social distancing, but they lack of peer interaction. They have to talk with friends and teachers by employing information technology or online communication. This situation makes students and teachers learn how to interact with active online learning or virtual face to face in many strategies (Crawford et.al., 2020). School have to deal with challenges associated with online learning not only COVID-19 outbreak, but may be prepared for uncertainty situations (Dhawan, 2020). However, the problem about online learning concerns technology use and literacy with the wide range of learning goals (Liguori & Winkler, 2020).

The effectiveness of online learning based on how to deal with learning goals, curriculum and instruction, learning assessment, and support systems, as well as administrative activities of academic institutions. Some students can access the internet through smartphones or suitable devices, but some are not because less support system, no money, now internet service, or no suitable devices to access online lessons. The unexpected of online learning in this pandemic era should be focused for equity and quality of learning. Academic institutions should seek the way to help teachers and students reach the goals of new normal classroom, where insufficient access and availability of the internet technology affected growth of learning (Zhong, 2020).

Perspective about online learning during COVID-19 outbreak may influence to teachers and students in their way of instructional practices. The traditional classroom can engage them to think and do with face-to-face interaction. COVID-19 pandemic changes instructional activities by having less face-to-face. In addition, virtual classroom can make a dealing between teachers and students, but cannot be effective the instructional activities. Normal classroom, students can communicate with others in person, sharing of ideas, participate authentic learning, and less anxiety in work assignment (Toquero, 2020). Students should not stop in their learning during COVID-19 outbreak, ICT and technology tools are adopted. However, we are not quite sure that what and how teachers and students engage these educational technological environments. It is a challenges and opportunities associated with online learning and instructional practices during pandemic (Basilaia & Kvavadze, 2020; Mailizar et al., 2020).

Researchers are trying to explore teachers' and students' perspectives about online learning also the quality of online learning should be discussed which is a problem and a barrier to change in pandemic era. At the same time, it enables teachers and students to learn in alternative way, developing educational technology that forms the basis of future learning. This research investigates instructional practices of secondary teachers and students during pandemic era from one school in Mahasarakham province, Thailand. The findings will be useful for development suitable active online learning. It may find the feedback and necessary guideline for educators to implement active online learning.

## **METHOD**

### **Respondents**

The survey method was employed for investigating teachers' and students' perspectives about online learning activities during COVID-19 outbreak. Respondents were willing to participate surveying in January 2021, consisted of 38 teachers and 212 students from one secondary school where far from Mahasarakham University around 40 km., Mahasarakham province, Thailand. Data were collected in Semester 2 Academic Year 2020.

### **Research Tools**

The research tools were teachers and students' questionnaires towards online learning amid COVID-19 outbreak. Each questionnaire consisted of 20 items, which were scaled by 4-

level (4-very high; 3-high; 2-low; 1-very low). Also, additional interviews with a semi-structured interview was used as supporting information from the above feedback inquiries. Both questionnaires and semi-structure interviewing were validated by 3 experts in field of education.

### Data Collection and Analysis

The researchers collected the data by handing out questionnaires through Google form. The researchers examined the accuracy and integrity of the data, then analyzed the data using basic statistics such as mean, and standard deviation. The mean score earned against the perspective level was as Table 1

Table 1 Mean score and perspective level

Mean Core	Perspective Level
Mean score of 3.51-4.00	very high level
Mean score of 2.51-3.50	high level
Mean score of 1.51-2.50	low level
Mean score of 1.00-1.50	very low level

The data from the analysis was used to group the issues and present them in essays to explain the students and teachers about online learning amid COVID-19 outbreak were used for teachers and students.

## RESULTS AND DISCUSSION

### Students and online learning

Overall, students had perspectives towards online learning at low level due to they are familiar with direct instruction, note taking, teacher-students interaction favored, asking and working together, and social participation. However, students' perspectives towards online learning in at high level can be listed 4 items. I can learn lessons on my own, I think that despite being studying at home, I do group activities like a normal classroom, I love learning at a wide variety of online media, and I have less stress than studying at school. These 4 items indicated that students are not quite familiar and dislike to deal with online learning. More details of each items that students have perspective towards online learning can be shown in Table 2.

Table 2 Students' opinions toward online learning

Item	Mean	SD	Level of opinion
I think that despite being studying at home, I do group activities like a normal classroom	2.59	0.77	High
I feel that each activity takes close to a normal class	2.46	0.72	Low
I feel free to express my opinion through online learning	2.25	0.85	Low
I participate in online classes such as Q&A, discussion, suggestions, timely submissions	2.17	0.79	Low
I have less stress than studying at school	2.58	1.04	High
I can learn lessons on my own	2.77	0.79	High
I can make my own home work	2.47	0.79	Low

Item	Mean	SD	Level of opinion
I can communicate freely with my friends through online	1.89	0.81	Low
I can learn something new based on my interests more than at school	2.37	0.90	Low
I can work and send worksheet to teachers via online	1.92	0.74	Low
I can communicate with my friends same as studying at school	2.11	0.77	Low
I can regularly contact and consult with teachers	2.36	0.79	Low
Teacher takes good care of my lesson	2.12	0.73	Low
Teachers can provide good advice on online learning	2.20	0.73	Low
Teachers can organize teaching activities online	2.21	0.70	Low
I have the availability of online instructional equipment	2.22	0.79	Low
I have an intention to teach online	2.29	0.76	Low
I love learning at a wide variety of online media	2.58	0.88	High
I developed my online learning skills	2.46	0.75	Low
Overall	2.26	0.74	Low

Overall, students have their perspective towards online learning at low level. It is very surprise to find that students unfamiliar with online learning while they are growth and development in accordance with ICT and technology-enhanced learning. The top 3 lowest perspectives can be listed. First, *I can communicate freely with my friends through online*, it may be caused by device or tools for internet access. They may require material supports in online environments and make it equity to them by educational policy and educational institution. Second, *I can work and send worksheet to teachers via online*, this perspective can support the first one perspective that they can do and work learning assignments in low level. They may have low competency in educational technology and less readiness in devices for accessing internet. Third, *I can communicate with my friends same as studying at school*, that is, support that students need more helping in communication because the pandemic situations make them do social distancing and also less online communication. However, Wei & Chou (2020) reported that students have positive perspective towards online learning during COVID-19 outbreak. Students can learn and employ mobile applications or program to support learning activities as well as normal classroom (Adnan & Anwar, 2020; Aliyyah et.al., 2020; Churiyah et.al., 2020).

To qualitative data, researchers interviewed students by using a semi-structural interview form, findings can be summarized that teaching and learning during the Covid-19 pandemic affected to them at least 75%. They have to adapt learning behavior and moved to online environment, study time was decreased, and could not communicate with teachers fully because the teaching style had to be changed. A few teachers adapted to online teaching according to the school's policy. Students were stressed about learning activities because they were afraid of unable to study in time and more assignments than usual, online learning causes to them in fatigue (Wijaya et.al., 2020).

Learning from home allow them to save time go to school, no need to have early wake up and waste time to school. Also, it makes them feel safer with COVID-19 spreading or risk in physical contacts (Chick et.al., 2020; Daniel, 2020). However, they have to sit on screen and waiting for teacher presentation, lesson discussion with no face to face atmosphere, workload was greater than during normal classroom, more anxiety with continuity of internet signal. Moreover, students wanted to use a variety of online learning materials. There were activities that motivate students, such as taking a break by playing games, relaxing activities beyond lessons. School should offer students in online strategies to all subjects because many students did not fully device supporting the application.

### Teachers and online teaching

Teachers have overall positive perspective about online learning in at high level. But some items are very important, these items are show at the low level. The 3 top items in high level can be listed: I can assign students online, I am intent on teaching online, and I have developed a new form of communication skills. More details of each items can be shown in Table 3. Teachers are eager to learn new technology and ready to implement online lesson for their students. It affected by educational policy to new young blood teachers by professional program. The previous 5 years, Thailand launched a project teacher coupon. The program support teachers learn various kind of teacher development program from many institutions based on their interesting and readiness.

Table 3 Teachers' opinions on online teaching

Item	Mean	SD	Level of opinion
I love online teaching	2.24	0.71	Low
I can engage students in online teaching	2.63	0.68	High
I can organize active learning activities online	2.29	0.60	Low
I felt there was more opportunity to make my own decisions than regular teaching	2.40	0.72	Low
I have less stress than regular teaching	2.24	0.59	High
I can learn to design lessons by myself	2.92	0.59	High
I can assign a work sheet to a student via online	2.80	0.58	High
I can communicate freely with students via online	3.08	0.63	High
I was able to learn something new based on my interests	3.03	0.64	High
I can assign students online	3.34	0.63	High
I can communicate with students in such at school	2.66	0.75	High
Students can regularly contact and consult with teachers	2.71	0.61	High
Teachers can take good care of their students' learning	2.40	0.79	Low
Teachers give you good online learning advice	2.68	0.62	High
Teachers can organize teaching activities online	2.53	0.65	Low
I have the readiness of online teaching equipment	2.61	0.86	High

Item	Mean	SD	Level of opinion
I am intent on teaching online	3.32	0.66	High
I have great control over the time of online teaching activities	2.84	0.82	High
I developed my online teaching skills	3.00	0.70	High
I have developed a new form of communication skills	3.13	0.66	High
Overall	2.74	0.68	High

Teachers have overall perspective towards online teaching during the covid-19 pandemic at high level. However, the low level is found with 5 items: I love online teaching, I can organize active learning activities online, I felt there was more opportunity to make my own decisions than regular teaching, Teachers can take good care of their students' learning, and Teachers can organize teaching activities online. These items reflected to teaching through online, it may make them to have anxiety with online situation. While overall perspective is at high level, but the first of low item define that teachers don't like online instruction. They are stress with classroom management and learning assignment. They need to reskill about online pedagogy because it is unfamiliar with normal classroom.

To prove that, interviewing is employed 5 science teachers for expressing their opinion and perspective towards online learning classes. Teachers concern efficiency of teaching and learning, the learning process may be decreased. It's difficult to contact students, have trouble communicating with students through online channels, some students are not equipped with school supplies such as computers or smartphones. Students do not have internet availability that affects the teaching and learning arrangements (Lafesto, 2020). However, online learning may be effective in cost and time for students. It helps students learn by anytime and anywhere, but students do not dare to express themselves, can talk to teachers online without being shy and dare to answer questions more intimately. Online learning need students have more responsibility and self-management than in the normal classroom (Hodges et.al., 2020).

Findings revealed that students had overall perspectives at low level, but teachers had it at high level. It can be discussed that online teaching and learning have 4 main problem areas:

- **Restrictions on access to communication devices and the Internet:** Students do not have the equipment to study, including delayed phones, computers, and internet access. No internet packages because some families have no internet services, which is an important factor in online teaching. When student is unavailable in this field, they do not come online. In addition, teachers' online teaching equipment found some restrictions on the use of certain programs cause delays in teaching and learning. Therefore, the use of this channel for learning is very limited for learners with economic problems.
- **Behavior control and student behavior:** When studying online teachers can't control the classroom as it be normal. Students have no interaction during class. As a result, there is no interaction during the course. Students lack self-disciplines. From normal, students have to wake up in the morning to come to school, but when studying online they have no waking up in the morning to come to school. Students have less interested in lessons because there may be more external stimuli than they are in class. This makes it difficult to control behavior and monitor students' learning.

- Students lost their social interactions even though they can easily access through online communication. But they become stressed because they don't have a partner, which can cause excessive learning tension. The classroom atmosphere is gone, they just stay on the screen. Both teachers and students must be fully interactive with each other as well as asking questions in class
- To implement active learning activities is practical: Naturally, students can learn with others, but the situation made them more social distancing. The learning activities seem to be more passive learning through online lesson. The active online learning needs for reskill or upskill to teachers. It will help students learn much more content and experiments.

The advantages of online learning change our classroom to be convenience, rapid, freedom, easy, and learn from anytime and anywhere. Students are free to manage their time to learn more about what interests. It is useful for self-study in a timely manner or it is possible to exchange learning together excellently. It must be cooperated with all parties to jointly study and exchange knowledge. In addition, it creates the skills needed to use technology for teachers and students. They have developed themselves in the use of technology. Learning from home make a safety, it can reduce the chances of infection, easy to study at home, and save on travel expenses (Fauzi & Khusuma, 2020; Hebebcı et.al., 2020).

It is evident that online teaching and learning are the design of education in a new normal and way of life, which both teachers and students need to adapt to in the rapidly changing world. To be able to adapt to a new normal life, strongly and happily, new lifestyle activities can be organized. Whether it's tightening the curriculum, focusing on the content required by the standards of each age group alongside prioritizing. Teachers must manage their teaching plans and schedule classes properly for their students. Online learning increases the flexibility of time, raise assessments for development even if students are unable to come to school as normal as before, but developmental assessments must continue. The finding is useful for educational policy and teaching strategies, it is a critical point that stimulate an impact to educational curriculum development in Thailand and overseas.

## **CONCLUSION**

Overall, teachers had positive perspectives towards online learning at the high level, but students had it at low level. Students need to adapt and know in time to be able to live a new normal lifestyle and be able to provide education in a new way of life, such as online learning. Learning activities focused on technology, along with regular teaching classes when the situation of the pandemic decreases, until the school can be opened normally. They have to prepare digital competency more than COVID-19 outbreak, but also readiness in technology-enhanced learning for the future. Teachers and students should have reskilling or upskilling in field of educational technology to be more effective instruction. This information can be used as a way to design learning management that suitable to the needs of students in the current situation and in the future. Because technology will play a significant role in the new normal education, preparation and readiness are required for technology-enhanced learning.

## **REFERENCES**

- Adnan, M., & Anwar, K. (2020). Online learning amid the COVID-19 Pandemic: Students' perspectives. *Journal of Pedagogical Sociology and Psychology*, 2(1), 45-51.
- Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The perceptions of primary school teachers of online learning during the

COVID-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90-109.

Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90-109.

Almanthari, A., Maulina, S., & Bruce, S. (2020). Secondary school mathematics teachers' views on E-learning implementation barriers during the COVID-19 pandemic: the case of Indonesia. *Eurasia Journal of Mathematics, Science and Technology Education*, 16(7), 1-9.

Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 coronavirus (COVID-19) pandemic in Georgia. *Pedagogical Research*, 5(4), 1-9.

Chick, R. C., Clifton, G. T., Peace, K. M., Propper, B. W., Hale, D. F., Alseidi, A. A., & Vreeland, T. J. (2020). Using technology to maintain the education of residents during the COVID-19 pandemic. *Journal of Surgical Education*, 77(4), 729-732.

Churiyah, M., Sholikhah, S., Filianti, F., & Sakdiyyah, D. A. (2020). Indonesia education readiness conducting distance learning in COVID-19 pandemic situation. *International Journal of Multicultural and Multireligious Understanding*, 7(6), 491-507.

Crawford, J., Butler-Henderson, K., Rudolph, J., Malkawi, B., Glowatz, M., Burton, R., Magni, P., & Lam, S. (2020). COVID-19: 20 countries' higher education intra-period digital pedagogy responses. *Journal of Applied Learning & Teaching*, 3(1), 1-20.

Daniel, J. (2020). Education and the COVID-19 pandemic. *Prospects*, 49(1), 91-96.

Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5-22.

Esposito, S., & Principi, N. (2020). School closure during the coronavirus disease 2019 (COVID-19) pandemic: an effective intervention at the global level?. *JAMA pediatrics*, 174(10), 921-922.

Fauzi, I., & Khusuma, I. H. S. (2020). Teachers' elementary school in online learning of COVID-19 pandemic conditions. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 5(1), 58-70.

He, H., & Harris, L. (2020). The impact of Covid-19 pandemic on corporate social responsibility and marketing philosophy. *Journal of Business Research*, 116, 176-182.

Hebebcı, M. T., Bertiz, Y., & Alan, S. (2020). Investigation of views of students and teachers on distance education practices during the Coronavirus (COVID-19) Pandemic. *International Journal of Technology in Education and Science (IJTES)*, 4(4), 267-282.

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause review*, 27, 1-12.



- Jarvis, C. I., Van Zandvoort, K., Gimma, A., Prem, K., Klepac, P., Rubin, G. J., & Edmunds, W. J. (2020). Quantifying the impact of physical distance measures on the transmission of COVID-19 in the UK. *BMC Medicine*, *18*, 1-10.
- Kaur, K., Kumasengaran, M., Singh, J., Salome, J., & Sandhu, S.K. (2020). Impact of the first phase of movement control order during the COVID-19 pandemic in Malaysia on purchasing behavior of Malaysian consumers. *Journal of Humanities and Social Sciences Research*, *2*(S), 131-144.
- Lasfeto, D. (2020). The relationship between self-directed learning and students' social interaction in online learning environment. *Journal of e-Learning and Knowledge Society*, *16*(2), 34-41.
- Liguori, E., & Winkler, C. (2020). From offline to online: Challenges and opportunities for entrepreneurship education following the COVID-19 pandemic. *Entrepreneurship Education and Pedagogy*, 1-6.
- Mailizar, Almanthari, A., Maulina, S., & Bruce, S. (2020). Secondary school mathematics teachers' views on e-learning implementation barriers during the COVID-19 pandemic: The case of Indonesia. *Eurasia Journal of Mathematics, Science and Technology Education*, *16*(7), 1-9.
- Putra, P., Liriwati, F. Y., Tahrim, T., Syafrudin, S., & Aslan, A. (2020). The students learning from home experiences during COVID-19 school closures policy in Indonesia. *Jurnal Iqra': Kajian Ilmu Pendidikan*, *5*(2), 30-42.
- Putri, R. S., Purwanto, A., Pramono, R., Asbari, M., Wijayanti, L. M., & Hyun, C. C. (2020). Impact of the COVID-19 pandemic on online home learning: An explorative study of primary schools in Indonesia. *International Journal of Advanced Science and Technology*, *29*(5), 4809-4818.
- Sheth, J. (2020). Impact of COVID-19 on consumer behavior: Will the old habits return or die?. *Journal of Business Research*, *117*, 280-283.
- Toquero, C. M. (2020). Challenges and opportunities for higher education amid the COVID-19 pandemic: The Philippine context. *Pedagogical Research*, *5*(4). 1-5.
- Wei, H. C., & Chou, C. (2020). Online learning performance and satisfaction: Do perceptions and readiness matter?. *Distance Education*, *41*(1), 48-69.
- Wijaya, T. T., Zhou, Y., Purnama, A., & Hermita, N. (2020). Indonesian students' learning attitude towards online learning during the coronavirus pandemic. *Psychology, Evaluation, and Technology in Educational Research*, *3*(1), 17-25.
- Zhong, R. (2020). The coronavirus exposes education's digital divide. *The New York Times*, *18*.
- Zuo, L., Dillman, D., & Miller Juvé, A. (2020). Learning at home during COVID- 19: A multi-institutional virtual learning collaboration. *Medical Education*, *54*(7), 664-665.