FACTORS AFFECTING THE LEARNING READINESS OF PRIMARY STUDENTS TO ONLINE INSTRUCTION

(Research article)

Rattanaporn Kumsawai 🆔
Faculty of Education, Mahasarakham University, Thailand
b60010510001@msu.ac.th

Prasart Nuangchalerm 🆔
Faculty of Education, Mahasarakham University, Thailand
prasart.n@msu.ac.th (Corresponding Author)

Napaporn Sriwarom 🆔
Sanambin School, Muang Khon Kaen, Thailand
prsrtn@gmail.com

Chaemchan Na Kalasin
Faculty of Education, Kalasin University, Thailand
Chaem49@hotmail.com

Biodatas:
Rattanaporn Kumsawai is a pre-service science teacher, Faculty of Education, Mahasarakham 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, Mahasarakham 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.

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Prasart Nuangchalerm
prasart.n@msu.ac.th

Napaporn Sriwarom
prsrtn@gmail.com

Chaemchan Na Kalasin
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

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