UNIVERSITETI I EVROPËS JUGLINDORE
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## THESIS:

# Young Children's Online Learning during COVID-19 Pandemic and Teachers' Experiences in Primary Schools of Tetovo.

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**"Young Children's Online Learning during COVID-19 Pandemic and Teachers' Experiences in Primary Schools of Tetovo".**

**Titulli i temës:**

**"Mësimi online i nxënësve gjatë pandemisë së Kovid -19 dhe përvojat e mësimdhënësve në shkollat fillore të Tetovës"**

**Наслов на тематана македонски јазик:**

**"Онлајн учење на мали деца за време на пандемијата COVID-19 и искуства на наставниците во основните училишта во Тетово"**

# The declaration of ownership

Under full moral and legal responsibility I declare that:

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- o I respected all academic rules citing sources.

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**Tetovo, 2022**

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# Abstract

From the very beginning of the threat of the COVID-19 pandemic in North Macedonia, the teachers, students, young learners, and the school administration were coping with online learning and teaching. This research will explore the situation in which teachers and learners found themselves during the COVID-19 pandemic and their experiences in conducting online teaching in North Macedonia.

Valid research has been conducted in order to collect fair responses on teachers' experiences and learners' attitudes on distance learning and education. The study procedure has been done through Google forms and the responses from the target teachers have been gathered via emails. This procedure is easier upon taking into consideration the importance of keeping teachers' health safe and keeping physical distance as recommended from the international health system.

Firstly, the results show that teachers were highly aware of the threat of COVID-19 and as such they took all the measures to keep up with the work they were called for. Secondly, teachers were among the first to show readiness and a strong willingness to continue with online teaching. Furthermore, there were differences in the approach based on the teachers' age, whereupon younger teachers tend to have a more positive attitude toward distance teaching than older teachers. The youngest teachers tend to have more positive attitudes towards the usage of technology rather than the oldest ones. While implementing online teaching during the pandemic, the main requirement for implementing it was the usage of technology, thus this has brought some issues during online teaching especially for older teachers and for those with less computer knowledge.

**Key words:** *Covid-19, online teaching, young learners, teachers' experiences, learners' attitudes*

# Abstrakt

Që në fillim të paraqites së pandemisë së kovid-19 në Maqeoninë e Veriut, mësimdhënësit, nxënësit dhe administrata e shkollës akoma edhe sot janë duke u përshtatur me mësimdhënjen në largësi. Ky punim ka për qëllim të hulumtojë situatën në të cilën e gjetën veten gjatë pandemisë së Kovid-19 dhe përvojat e tyre gjatë mësimdhënjes online apo ne largësi në Republikën Maqedonisë së Veriut. Për këtë punim të Masterit është realiuar një hulumtim I vlefshëm me qëllim të mbledhim përgjigje të vërteta për përvojën e mësimdhënësve dhe perspektivat e nxënësve për të mësuarit dhe edukuarit në distancë. Procedurat e këtij hulumtimi janë kryer nëpërmjet google forms dhe përgjigjet e të anketuarve janë mbledhur nëpërmjet postës elektronike. Kjo mënyrë është më e lehtë duke e patur parasysh rrëndësinë e të qëndruarit në distancë për të ruajtur shëndetin e mësimdhënësve, nxënësve dhe prinderve por njëkohësisht edhe duke i'u përmbajtur rregullave të vendosura nga sistemi nderkombëtarë i shëndetësisë.

 Së parë, reultatet e mbledhura tregojnë se mësimdhënësit ishin skajshmërisht të ndergjegjësuar nga rreziku i kanosjes së pandemisë së Kovid-19 dhe si të tillë ata i morën të gjitha përgatitjet për të vazhduar me punën për të cilën janë të thirur, mësimdhënjen.

 Së dyti, mësimdhënësit ishin të një nga të parët profesionistë të cilët treguan gatishmërinë dhe një vullnet të fuqishëm për të vazhduar me mësimin në largësi. Për më tepër, është vërejtur një ndryshim në moshë tek mësimdhënësit, moshat më të reja të mësimdhënësve ishin më të prirur ndaj një qëndrimi më pozitiv për mësimin online se sa tek mësimdhënësit që ishin me moshë pak më të vjetër. Mësimdhënësit në moshë më të re kanë prirje më të madhe në përdorimin e teknologjisë, dhe përderisa mësimi online e ka parësore teknologjinë, kjo ka bërë që të krijohet një zbrazëtirë tek mësimdhënësit e moshave më madhore, dhe problematikat kanë qenë më të dukshme gjatë implementimit të mësimdhënjes në distancë.

**Fjalët kyce:** *mësimi online, nxënës të vegjël, eksperienca e mësuesve, qëndrimet e nxënësve*

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# Chapter 1

## Introduction

As technology grows, the interest of using it and adopting it in our everyday lives grows as well. Using technology as a tool to teach and learn has been debated for years among educators, policymakers and others involved. Using digital technology to learn online has been reviewed as a two-faced mirror in the sense of hating or loving it. Some teachers had positive opinions about online teaching and learning whereas some of them see digital technology as a harmful tool especially for young learners' social and emotional growth. Recently, some policymakers, educators and scholars have viewed digital learning as part of learners' lives, and their point of view is also that digital learning can contribute to better thinking and problem-solving as well as better collaboration among the magic triangle: students, teachers and parents. On the other hand, parents play a crucial part in children's education as they can be important influencers on learners' early education by providing digital technology and other media entertainment. Students will and can benefit from parents' positive beliefs and attitudes towards digital learning since they are part of students' early experiences in online learning. Online learning and the usage of digital technology has been wide-spread, and thus it should at best be utilized to help teachers' work and students' learning to improve their digital and technological knowledge. The widespread use of online learning inevitably brings students into alternative places for online language learning (Plaisance, 2018). During quarantine lockdown in March 2020 as the pandemic spread in North Macedonia, schools and administration shifted to online working. It was the first time that North Macedonia faced online teaching at a national level. This period of time caught everyone by surprise, teachers were not prepared for a crisis like this, parents had no idea how this would function, and students were the ones who suffered the consequences the most. In view of the COVID-19 pandemic and government policy to carry out online learning which made students learn from home and teachers teach from home too, this research investigates how teachers managed to carry out online learning and sheds light on the challenges they encountered during their practical experience with online learning.

## 1.2 Purpose and Significance of the Study

The main aim of the study is to identify teachers and young learners' experiences with online teaching. As teachers and learners had no previous training and preparation regarding digital and online learning in North Macedonia, both parties naturally have found different obstacles in this new way of learning and teaching.  This research aims to help others to have a clearer idea of what online learning experiences look like, as well as discovering new ways of online learning and providing new data to improve online learning. The research paper also aims to fill the gaps teachers encountered during pandemic teaching and to investigate teacher-learner relationship towards technology.

North Macedonia as a country is new to online learning and is inexperienced in this area. Therefore, this situation was a real challenge for it, and this research will focus on the obstacles that teachers and learners have faced since the pandemic started. Online learning, while not being a necessity, is still a part of any young learner's life, thus teachers should be focused on how best to utilize online technologies. The issue of young children using technology to learn online has been heatedly debated among scholars, educators, and policymakers in the past few decades. Some scholars have suggested that digital learning could help young children to understand abstract concepts and engage them in collaborative learning, higher reasoning, and problem-solving activities. Another important point of view is the parents' influence on learners' online education and development by providing digital technologies and a better equipped learning environment.  Online learning is a new way of learning which was implemented especially during the global pandemic; however, it is not new as a terminology, and bears a huge responsibility and demand on teachers' shoulders, much heavier than with the traditional way of teaching and learning.

## 1.3 Hypotheses

The thesis is based on 3 main hypotheses:

1. Teachers faced many challenges with online teaching during the pandemic of COVID-19
2. As a result of the weak internet connection and the lack of technology supplies, a huge number of students were unable to follow up with online learning
3. Online learning was not successful with young learners in Tetovo

## 1.4 Research questions

Thesis is based on 3 main research questions:

1) What challenges did teachers face in online teaching/learning during the COVID-19 pandemic?
2) What are learners' experiences and difficulties in online classes?
3) How efficient was online learning for primary school students in Tetovo?

## 1.5. Structure of Thesis

This study contains six chapters in total. The chapters are as follows: Introduction, literature review, methodology, results/analysis, findings /discussion of findings, conclusions and recommendations.

Chapter I - highlights the introduction of the topic, research questions and hypotheses, aims, and significance of this study.

Chapter II - includes the literature review. It contains interpretations and analysis of other scholars that have conducted research in the field.

Chapter III – includes the methodology of study. It includes the elaboration of the information gathered for the below-mentioned reasons: Teachers' experiences with online teaching during the pandemic of Covid-19, students' attitudes toward online learning during the pandemic of Covid-19, teachers' experiences with in-person teaching and their level of education, teachers' knowledge of technology,  teachers' age as an important key to teaching online and parents' attitude toward online learning and the way of managing difficult times like thepandemic of Covid-19. More data information will be listed below: research design participants, instruments, reliability and ethical consideration of the research.

Chapter IV–underlines the findings of the research.

Chapter V- the results assist in proving the previously mentioned hypotheses and also provide the answers to the research questions.

Chapter VI –conclusions and recommendations are given in this chapter. Recommendations will be helpful for those who wish to conduct further research in the field.

# CHAPTER II

# Literature Review

Chapter two contains six subchapters where the first one describes the key words used in this research and the other five subchapters describe the situation of our schools during the global pandemic of Covid-19 and online learning and teaching during this period of time. The COVID-19 pandemic has become a global issue and had an impact on education systems around the world where the need for other ways of learning arose, such as learning online through digital technologies. The global outbreak of covid-19 has shown us how delicate our education system is and how unprepared for a situation like this we are. As a result of the pandemic of Covid-19 many researchers and scholars have tried to help teachers and learners to better cope with the situation and how to make online learning more efficient.

# 2.1 The pandemic of Covid -19

The Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. The first cases of this disease were reported in China at the end of 2019. On December 31, 2019, cases of pneumonia detected in Wuhan, China, were first reported to the World Health Organization. During this reported period, the virus was still unknown. The World Health Organization declared a pandemic on 11 March, thus becoming a global issue with serious consequences in many aspects. The coronavirus pandemic has resulted in many difficulties and is accompanied by long-term consequences in every aspect of life. Therefore, teaching and learning moved from school rooms to online spaces offered by various digital platforms. Most people infected with the coronavirus will experience mild to moderate respiratory illness and recover without requiring special treatment. The elderly, and those with different medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness. The best way to prevent and slow down

transmission is to be well informed about the COVID-19 virus, the disease it causes and how it spreads(World Health Organization, n.d.).

According to the WHO, to prevent infection and to slow transmission of COVID-19, must do the following:

• Wash your hands regularly with soap and water, or clean them with alcohol-based hand rub;

• Maintain at least 1 meter distance between you and people coughing or sneezing.

• Avoid touching your face;

• Cover your mouth and nose when coughing or sneezing;

• Stay home if you feel unwell;

• Refrain from smoking and other activities that weaken the lungs;

• Practice physical distancing by avoiding unnecessary travel and staying away from large groups of people (World Health Organization, n.d.).

## 2.2 Online learning and teaching

Online learning has been widely promoted to replace traditional face-to-face learning during the COVID-19 pandemic in order to maintain young learners' safety, learning, and play at home. Some scholars have positive opinions about online learning as it gives learners new and more creative learning benefits such as: understanding abstract concept, higher reasoning and problem-solving activities. On the other hand, other scholars have negative attitudes toward online learning and teaching; with different reasons from the learners' anti-socialism to the lack of focus, lack of interest, boredom with learning, and difficulty acquiring a language. Teachers have had different experiences on online teaching, divided into two parties: the ones who claim that online teaching fits best considering the circumstances we are living in, and the second opinion that it was better than doing nothing. Teachers' teaching experiences differ in the age as well, since younger teachers tend to be more easy-going and better-equipped with technology rather than the elderly teachers who felt stressed and burdened with more responsibility working online rather than pleasure and interest.

Online learning has seen a fast growth during the past decade because it has greater flexibility in terms of time, place, and pace of studying, easier and more effective access to a wider variety and greater quantity of information, and a lower financial cost (Chen, 2010, Khurana, 2016). Online programs which were developed during pandemic COVID-19 helped disabled children by supporting their learning process and those living remotely, providing a needed learning flexibility. In addition, online technologies have become the social, cultural, and personal artifacts that inhabit the contemporary child's 'multimodal lifeworld' (Arnott&Yelland, 2020). This study will fill some gaps and answer some questions regarding online learning during the global pandemic of Covid-19 by surveying the teachers, learners and parents who were directly engaged in online teaching and learning.

## 2.3 Online learning in the early years and its meanings

Online learning refers to "the learning experienced through the internet either in the synchronous or asynchronous environment where students engage with instructors and other students at their convenient time and place''(Singh& Thurman, 2019, p.302). Online learning has seen a fast growth during the past decade because it has greater flexibility in terms of time, place and pace of the study, easier and more effective access to a wider variety and greater quantity of information and lower financial cost (Chen, 2010, Khurana, 2016). Online learning can help learners' collaboration and independence between them and the teachers, it provides also a comfortable ambient for both teachers and learners.

Online learning had its best appearance with the technology communication growing; however, there is some concerns express which will be explained in details in this research.

## 2.4 Learners' background on learning online during Covid-19

When we talk about the education system in our country, we directly relate it to the in-person learning and teaching. Online learning was a new way, unheard before basically it was a way to which we as teachers and learners embraced it in crisis such as the pandemic Covid-19 which occurred in May 2019. Before the crisis of the pandemic Covid-19 online learning was not well known as it developed later during the pandemic. Since the beginning of the pandemic of Covid -19, the ministry of education mobilized all the schools in North Macedonia so that online learning would take place. Learners' background in online learning was hardly known if completely unknown at all.  Even though learners of very young ages had very good knowledge in technology, they had nothing to do with online learning, it was a new  thing to do. Based on the fact that learners had no previous experience in online learning before Covid-19, it is fair to say that difficulties arose during its implementation.

## 2.5 Parents' background in learning online before Covid-19

During the pandemic of Covid-19 it was difficult not just for the learners but also for the parents for whom this switch of in-person learning into online learning was new and unknown in our country. It looked like it was the only way of maintaining the constancy of their children learning, so they just hold on onto it.  From the survey done in this research most of the parents had heard nothing about learning online before Covid-19 and a few of them—mainly parents with private business status—had little to do with online seminars and training, however none of that involved online learning and teaching. From this percentage we can claim that it was a new notion and new concept for parents either who had no time to think but to react quickly so that helping their child could occur. Parents' attitudes and positive beliefs can influence the quality of their child's online learning since it takes place at home environment.

## 2.6 Recent studies

A study conducted in Malaysia in 2022 aimed at comparing the challenges between young and adult learners during online teaching and learning in pandemics. The study found three main groups of challenges among participants: learning styles, psychological effects, and low academic performance. This shows that there was a difference of challenges between the young and adult learners at this institution. The results can have an impact for other researchers because understanding the student challenges can help them to develop better program of study and more successful teaching.

Another study was conducted in Indonesia by Sari, Widyantoro and Octavia in 2021. The study investigated the parents' engagement with the primary school pupils during online learning. The data was gathered in public and private schools in Indonesia.  It was a qualitative study in nature and included 12 parents and pupils from 3rd, 4th and 5th grade. The categories explored included the role of parents during learning at home, organization and management, mentorship and instructions, facilitation and also pupils' motivation. The results showed that parents helped their children's interaction with learning topics also teachers and peers. Nonetheless, it identified a difficulty with pupils' stress because they lacked teacher's attention that they have in class. "Having significant responsibilities to their children learning, parents disclosed key issues and struggled, resulting in a rapid move from face-to-face to online instructions; learning value, learning efficiency, mental and physical health, accessibility" (Sari, Widyantoro and Octavia, 2021, abstr.).

Dong, Cao and Li in 2020 conducted research on parents' attitudes and beliefs about their children's learning during COVID-19 pandemic in China. Education in China traditionally involves online teaching and learning to maintain pupils' learning from homes. The study participants were 3275 parents of young learners taking online classes during the pandemic.

Despite the fact that parents (92.7%) supported online learning and spent less than a half-hour each time they had ''negative beliefs about the values and benefits of online learning and preferred traditional learning in early childhood settings. They tended to resist and even reject online learning for three key reasons: the shortcomings of online learning, young children's inadequate self-regulation, and their lack of time and professional knowledge in supporting children's online learning''. The study recommended implications policymakers and teacher education(Dong, Cao and Li, 2020, p. 1)

# CHAPTER III

# Research Methodology

This research helps us to understand the experiences of teachers and students during online learning. For the needs of the MA Thesis, the research methods used included: descriptive, comparative and statistical analysis.

The thesis is based on 3 main hypotheses:

*1. Teachers faced many challenges with online teaching during the pandemic of COVID-19*

*2. As a result of the weak internet connection and the lack of technology supplies, a huge number of students were unable to follow up with online learning*

*3. Online learning was not successful with young learners in Tetovo*

Research questions

The thesis is based on 3 main research questions:

*1)       What challenges did teachers face in online teaching/learning during the COVID-19 pandemic?*

*2)       What are learners' experiences and difficulties in online classes?*

*3)       How efficient was online learning for primary school students in Tetovo?*

# 3.1 Description of instruments used for this research

This study was conducted in primary public schools and villages of Tetovo,"Kirili and Metodi", "Istikball", "NaimFrasheri" and in villages of Grupcin, Ciflik, and Llerce in the schools of "RametullaAmeti" and" Pashko Vasa".

The instruments used were two online questionnaires for teachers and parents one semi-structured interview with pupils and one mini interview with teachers. In total 50 teachers responded to the questionnaire developed based on literature review, 50 learners from the aforementioned schools and 50 parents of the same pupils. It is important to claim that all the questionnaires were filled anonymously, and they willingly offered to be submitted to the survey.

The Google form questionnaire for teachers helps us explore teachers' experiences and also their difficulties during online teaching. The questionnaireincluded30 questions with 2-4 response alternatives, 10 questions regarding teachers' experiences with online teaching before the pandemic of Covid-19, such as if they had had any experience related to online teaching before. In total 50 teachers responded to the questionnaire. Another mini interview was conducted for teachers where they could better express their thoughts and beliefs for teaching online during the pandemic of Covid-19.

Questionnaire for parents:  this questionnaire was dedicated to parents since they played a huge role in their children's online learning during the global pandemic of Covid-19. This research contained 10 questions and was related to their experience and the difficulties they had to endure while learning online.

Questionnaire for students: it was dedicated to young learners and contained 5 questions. This research tried to figure out the issues learners encountered in online learning during the global pandemic of Covid-19. The questionnaire included questions related to students' difficulties while learning online, such as if they could easily work from home, if they could understand the activities presented, if working with computers was difficult and if they missed their classmates.

## 3.2 Description of participants

The participants in this research were teachers from public schools in Tetovo and the suburbs of the city, students enrolled in public schools and their parents. There were 150respondentsto this survey in total, i.e.50 teachers, 50 students and 50 parents.

Most of the teachers responding to this survey were teachers in the primary schools of "Kirili and Metodi", "Istikball", "NaimFrasheri" and in villages of Grupcin, Ciflik, and Llerce in the schools of "RametullaAmeti" and" Pashko Vasa".

The teachers' responding to this survey worked with young learners aged 6 to 12. The questionnaires were sent online by e-mail, and the questionnaires were made via Google forms, and they were filled out and sent back with their responses. In addition, three more teachers were asked to do a mini-interview where they could share their online teaching experiences during the pandemic of Covid-19. The mini-interview included five open questions where the teachers' responses were recorded. All the participants were willing to conduct the survey and the permission was granted by all of the aforementioned schools and parents. The reason of implementing this survey was to gain more information on young learners' experiences and struggles during Covid-19 and their online learning. So, in order to do so, around 50 young learners aged 6-12 from different public schools of Tetovo were submitted to this mini structured interview. The learners' age varied from pre-school level to elementary and they were all students in public schools. The main target in this research were young learners, since they are the most vulnerable and as such their responses will explain the best the issue of online learning during the pandemic of covid-19.  The questionnaire consisted of 5questions, and they all were related to online learning during the pandemic of Covid-19, their perspective on online learning, their struggles, the atmosphere created during online learning, their attitude toward online learning, and the motivation to study during hard times such as Covid-19.

# Chapter IV:

# Findings of the research

This chapter contains three subchapters, the first subchapter provides data upon the findings and analysis of teachers' questionnaires, the second one is dedicated to findings and analysis of parents' questionnaire and the last subchapter focuses on learners' questionnaire. Lastly there is a short mini-interview done with learners and another one with teachers where a discussion takes place about its findings and analysis.

## 4.1 Analysis and results from teachers' survey

Chart 1. Learners' age that you taught during the pandemic
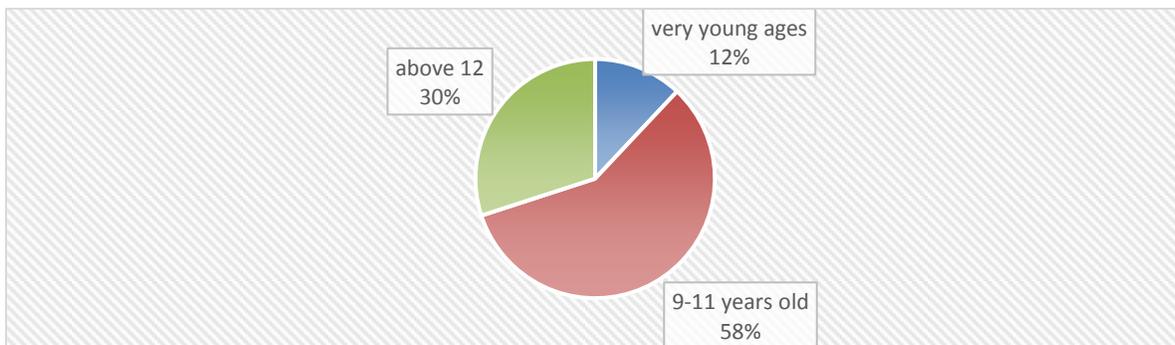


Out of a total of 50 respondents, 29 of them, or 58% claimed that the learners' age during the pandemic was between 9-11 years old, 15 teachers, namely30% of them claimed that learners' age during the pandemic was above 12 years old; while 6 teachers or 12% of them claimed that their learners were very young.

## Chart 2. Learners' attitude toward online learning
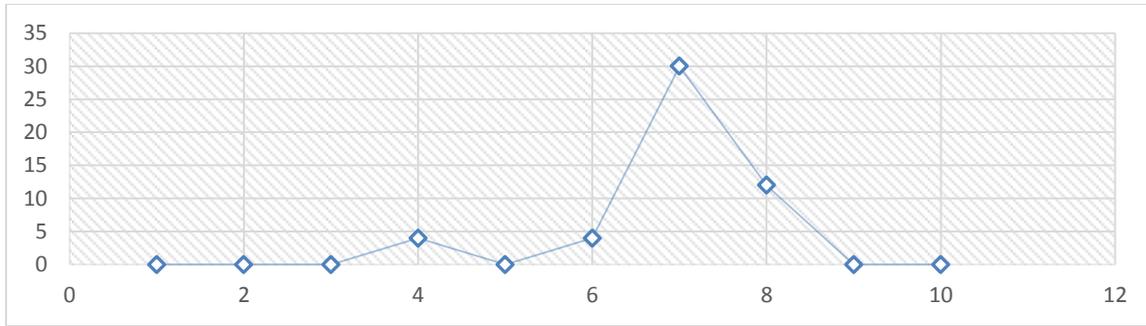


Out of a total of 50 respondents, 30 teachers, or 60% of them, evaluated their learners' attitude with 7 out of ten, 12 teachers or 24% of them evaluated their learners' attitude with8 out of ten,4 teachers or 8% of them evaluated their learners' attitude with6,and lastly 4 teachers or 8% of them evaluated their learners' attitude toward online learning with4.

## Chart 3. Was online learning more effective than in-person learning?
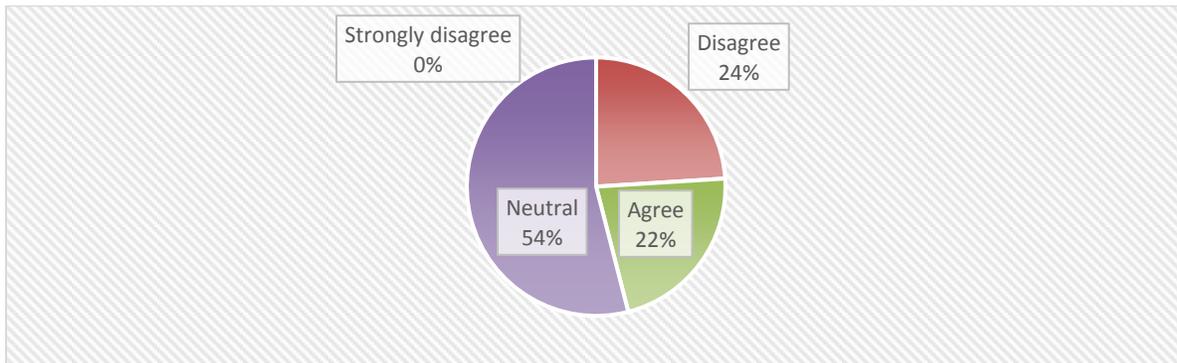


27 teachers or 52% out of 50 chose the option of neutrality. 14 teachers or 27% of them responded with disagree, while 11 or 21% agree.

## Chart 4.Students' achievement during pandemic time



| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| ■ Series1 | 0 | 0 | 8 | 10 | 13 | 15 | 4 | 0 | 0 | 0 |
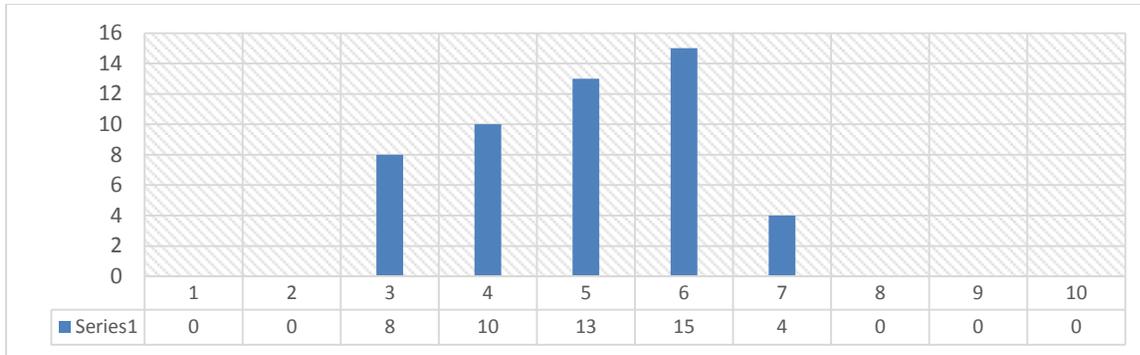
Out of a total of 50 respondents, most of them, namely15 teachers rate student achievement during pandemic time with6,13 rate students' achievement during pandemic time with5, 10 teachers rate students' achievement during pandemic time with4,8 rate students' achievement during pandemic time with3.

## Chart 5. Which areas students failed while learning in pandemic time?



| | Keeping up motivated | Listening and writing | Understanding and communicating | Doing homework, projects, quizes | Other |
|---|---|---|---|---|---|
| ■ Series1 | 25 | 0 | 14 | 11 | 0 |
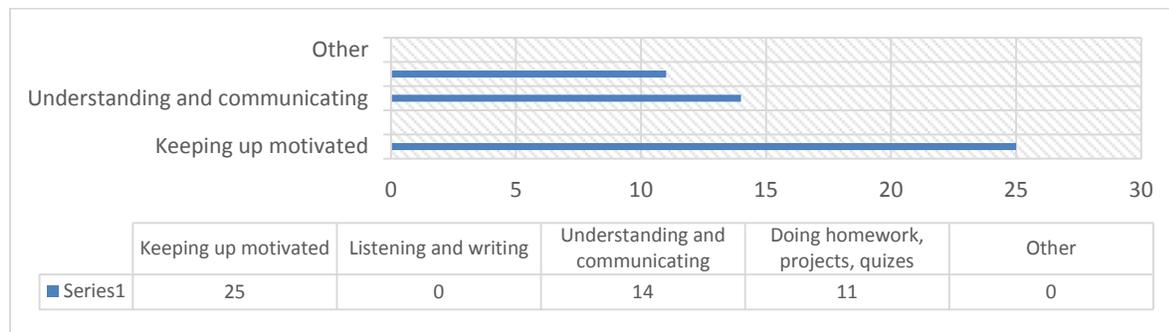
Out of a total of 50 teachers, half of them, i.e., 25 or 50 % think that during pandemic time students failed at keeping up and staying motivated; 14 teachers or 28% of them think that students failed at understanding and communicating while 11 or 22% of respondents think that during pandemic time students failed at doing their homework.

Chart 6.Students' difficulties with technology supplies



| | 5 | 10 | 7 | 20 | 0 | 10 |
|---|---|---|---|---|---|---|
| ☐ 1 | 5 | 6 | 7 | 8 | 9 | 10 |
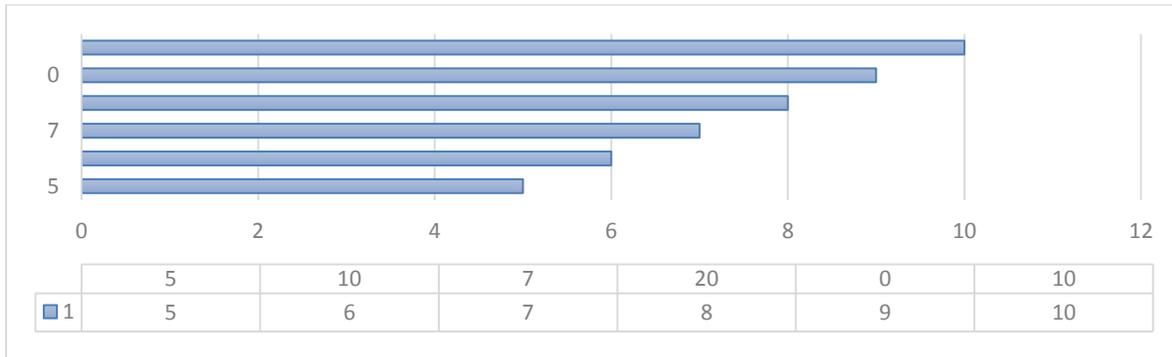
Out of a total of 50 respondents, 20 of them rate students' difficulties with technology supplies with8,10teachers rate students' difficulties with technology supplies with10,10 rate students' difficulties with technology supplies with6;5 teachers rate students' difficulties with technology supplies with 5;5 teachers rate students' difficulties with technology supplies with 5.

Chart 7.How many students worked with other siblings?
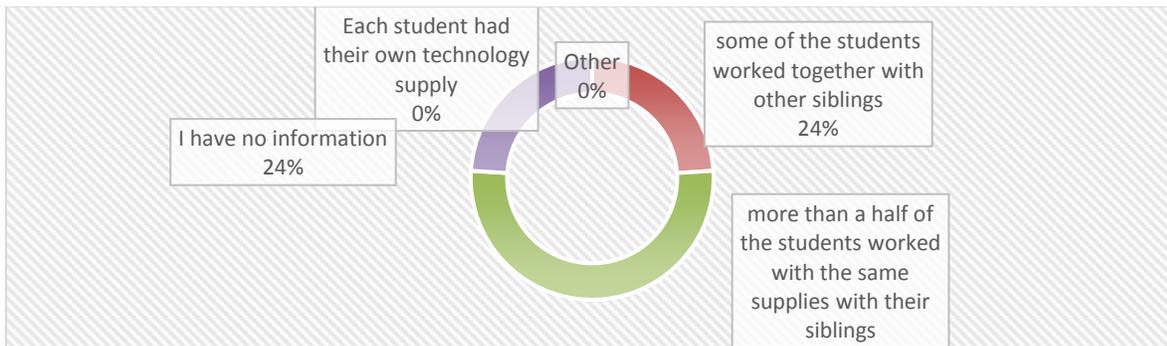


Out of a total of 50 teachers,26 or 52% think that more than a half of the students worked with the same supplies with their siblings; 12 teachers or24% think that some of the students worked together with their siblings; and 12 or 24% of respondents do not have information about this question.

Chart 8.Students' perspectives on online learning
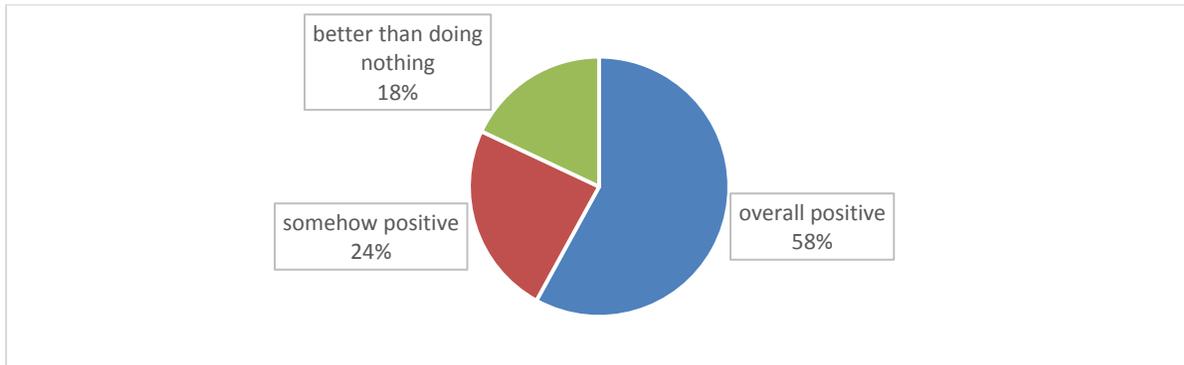


Out of a total of 50 teachers, most of them, i.e., 29 or58% think that online learning is overall positive; 12 or 24% think that online learning is somehow positive while 9 or 18% of teachers think that learning online is better than doing nothing.

Chart 9.Students' privacy while learning online. Did students work in the same room with others beside them or they had their own room?
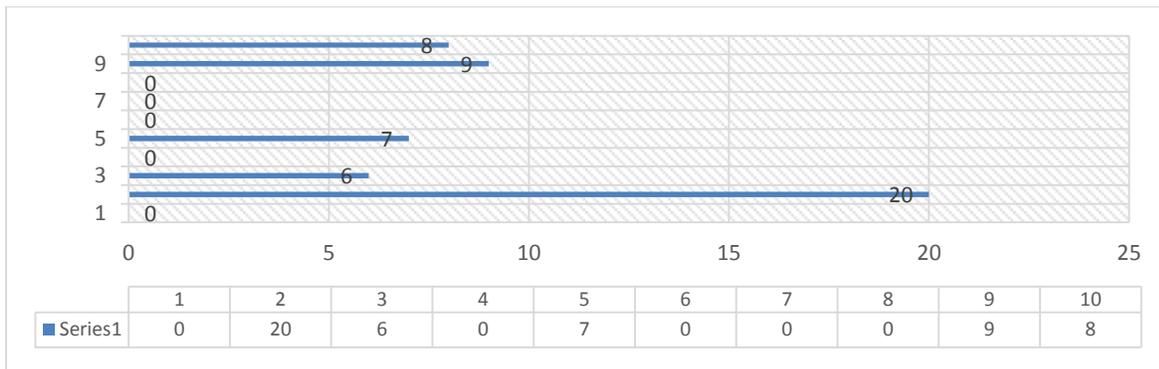


Out of a total of 50 teachers, 20 respondents evaluated their learners' privacy with 1%, 9 teachers evaluated it with 4%, 8 teachers evaluated their learners' privacy work with 4%, 7 teachers evaluated their learners' privacy with 5%, 6 teachers evaluated it with 3 %.

## Chart 10.Students' experience during the quarantine
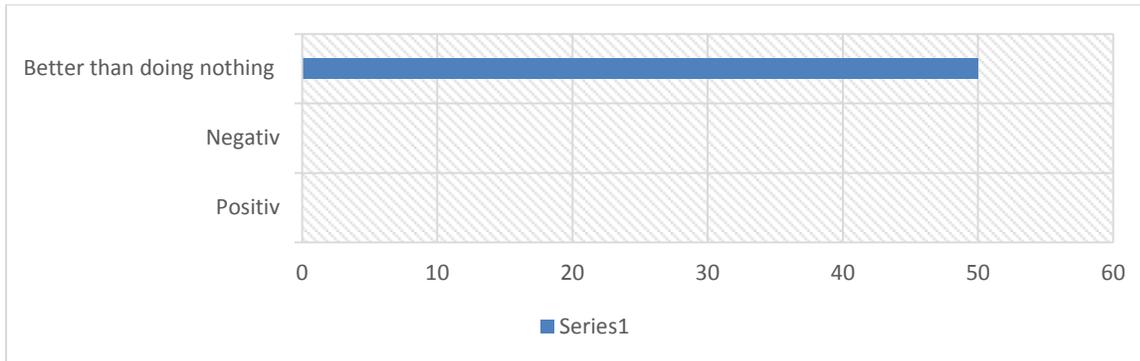


All respondents think that student's learning experience during the quarantine period was better than doing nothing.

## Chart 11.Teachers' age in the pandemic teaching period
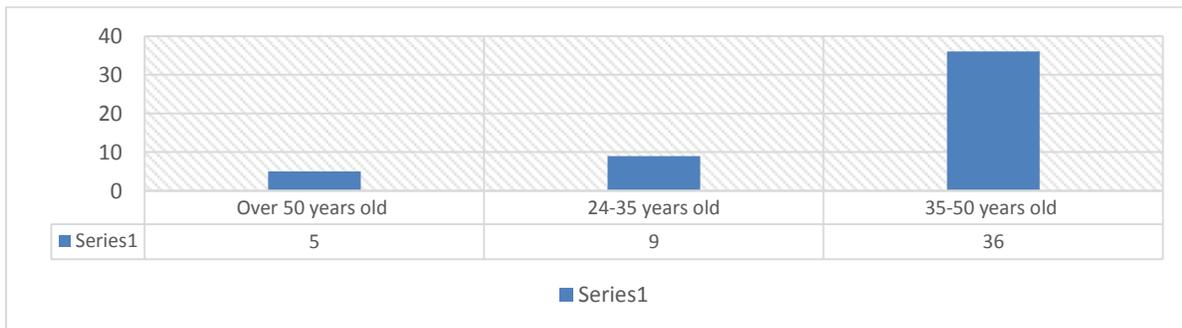


Out of a total of 50 teachers, most of them, 36 or 72% claimed that during the pandemic period, they were between 35-50 years old, 9 or 18% claimed that their age during the same period was between 24-35, while 5 or 10% of teachers claimed that their age was over 50 during this time.

Chart 12.Teachers' educational qualifications
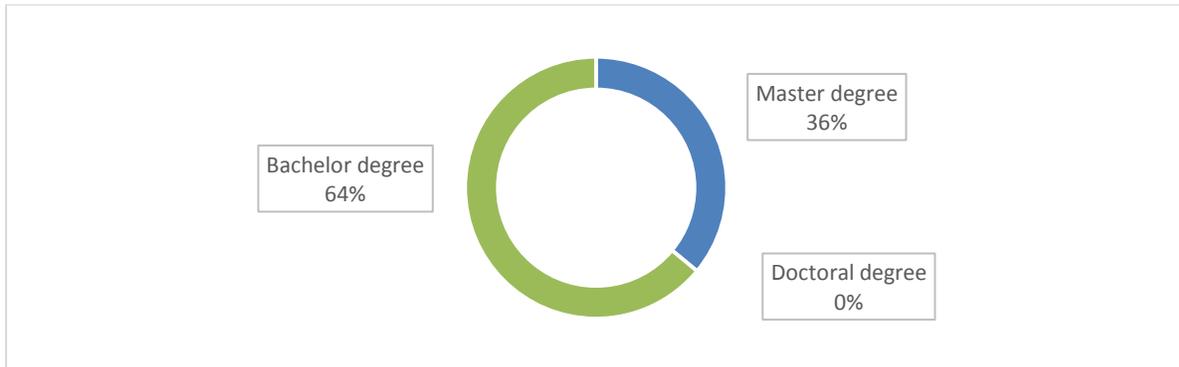


Out of a total of 50 teachers, most of them, 32 teachers, or64% had a bachelor's degree;18 teachers or 36% had a master's degree.

Chart 13.What kind of technology supplies did you use during covid-19?
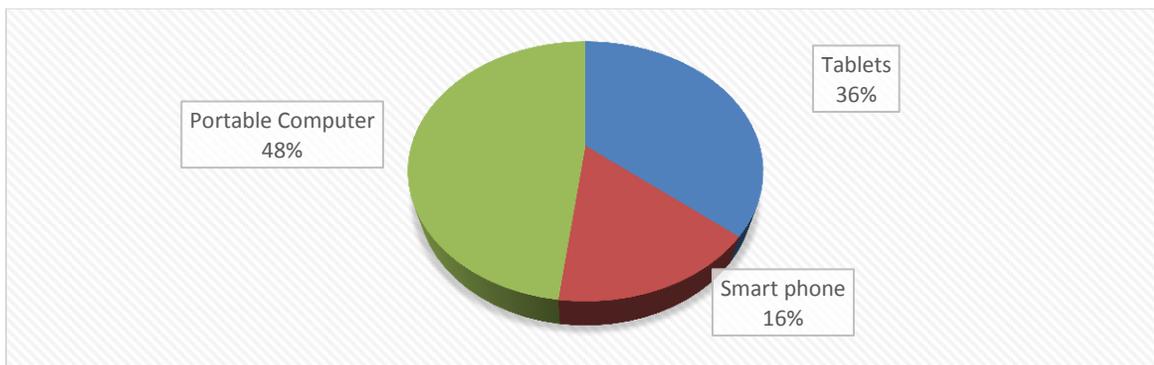


Out of a total of 50 teachers, 24 or48% used a computer during the pandemic, 18 or 36% used tablets, while 8 or 16% used a smart phone.

Chart 14.Teachers' computer abilities?
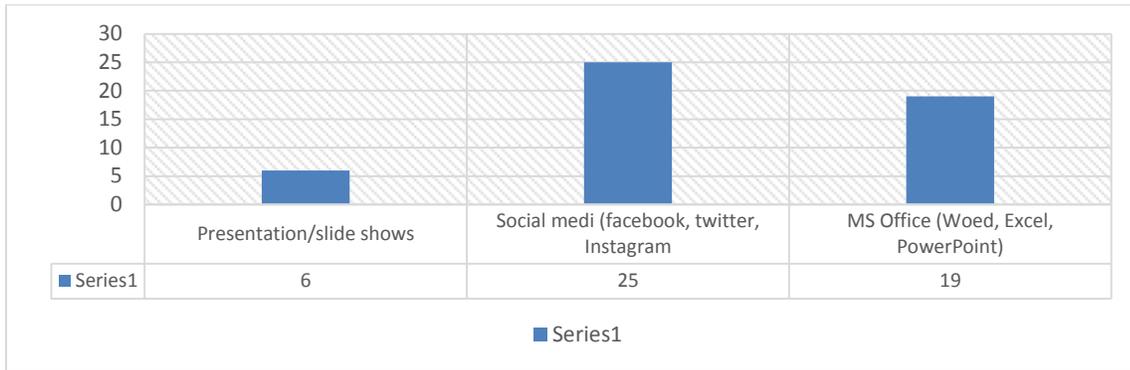


Out of a total of 50 teachers, most of them, 25 or 50% think that their computer abilities were about using the social media (Facebook, Twitter, Instagram); 19 or 38% think that their computer abilities were focused on MS Office (Word, Excel, Outlook, PowerPoint), while 6 teachers or12% think that their computer abilities had to deal with presentations/slideshows.

Chart 15.Platforms used during the pandemic in your school?
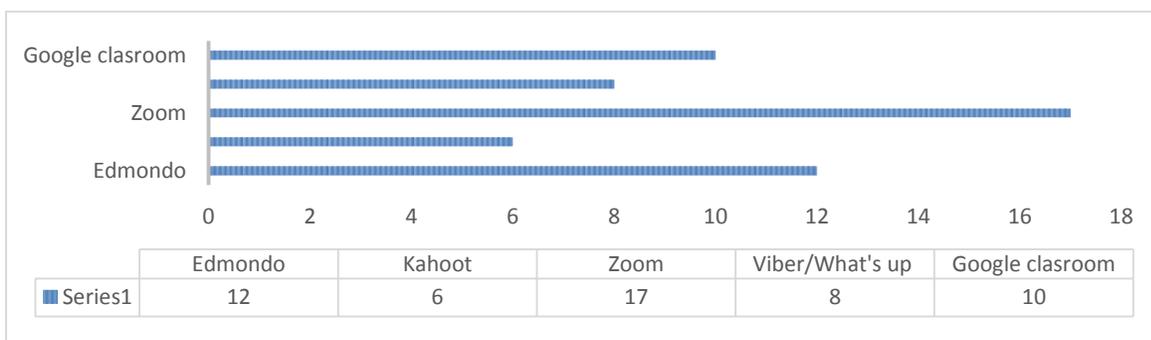


Out of a total of 50 teachers, 17 teachers or 34% used Zoom as a platform of instruction; 12 teachers or 24% used the Edmodo platform, 10 teachers or 20% used Google Classroom; 8 teachers or 16% used mobile applications such as Viber/ WhatsApp, and 3 teachers or 6% used the Kahoot platform.

Chart 16.How satisfied were you with the students during online teaching?
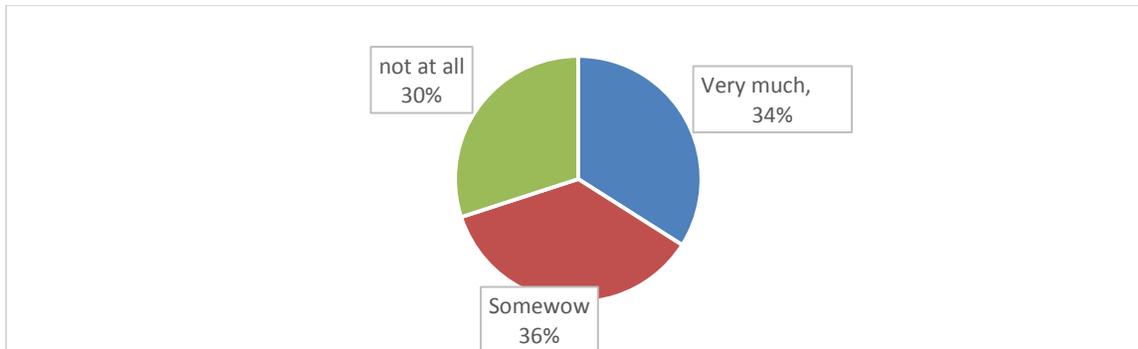


Out of 50 teachers, 18 or 36% claimed that they were somehow satisfied with students during online teaching, 17 teachers or 34% claimed that they were very much satisfied with students during online teaching, 15 teachers or 30% claimed that they were not satisfied at all with the students' learning during online teaching.

Chart 17.Was it difficult to move with online classes?
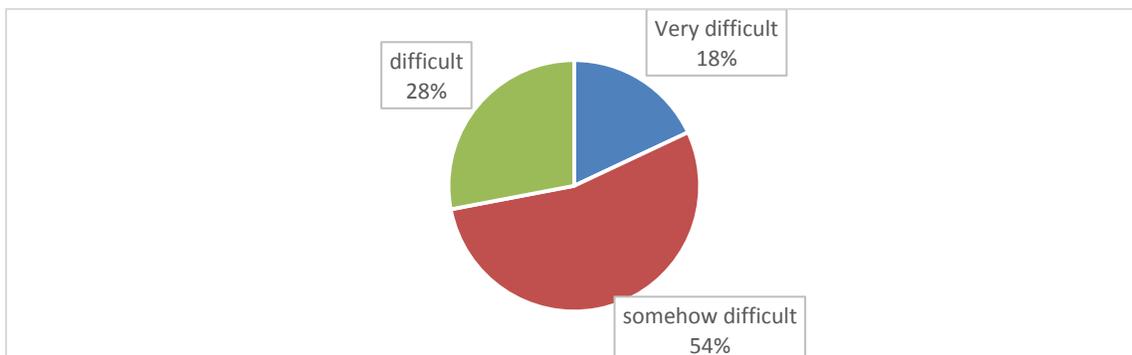


Out of total of 50 teachers 54% of them claimed that moving with online classes was somehow difficult, 28% of teachers claimed that it was difficult whereas only 18% of them claimed that it was very difficult.

Chart 18.How many of your children attended online learning?
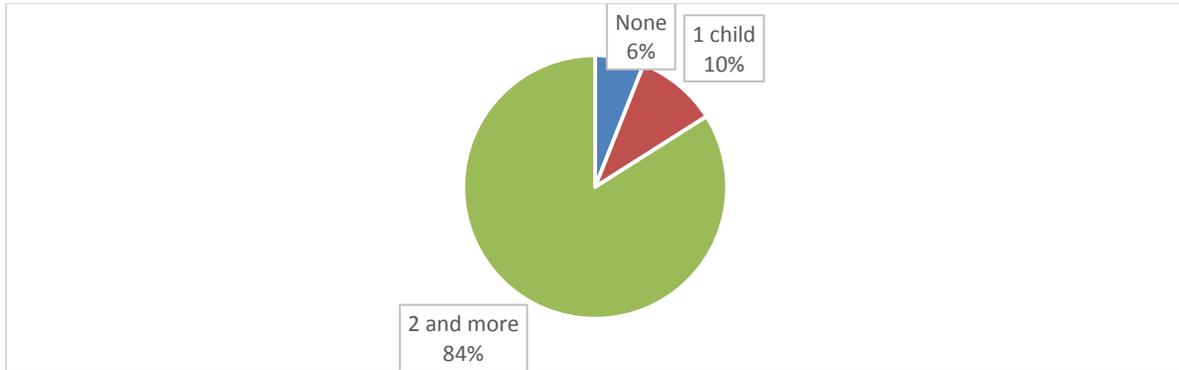


Out of a total of 50 teachers, most of them, 42 or 84% have 2 or more children working online, 5 teachersor10% have 1 child while 3 teachers or 6% do not have a child.

Charter 19.Your personal experiences with online teaching and learning before Covid -19



None of the teachers responding to this research had any experience with online teaching and learning before Covid-19.

## Chart 20.Your online teacher training during the global pandemic of Covid -19



| | Yes I had | Never had one | Am not sure |
|---|---|---|---|
| ■Series1 | 0 | 40 | 10 |
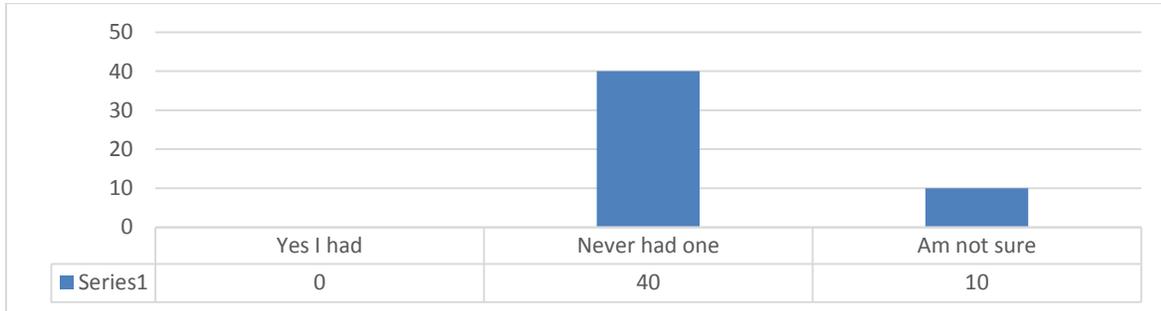
Out of a total of 50 teachers, most of them, 40 or 80% never had online teacher training during the global pandemic of Covid-19; while 10 teachers or 20% are not sure if they had online teacher training during the global pandemic of Covid-19.

## Chart 21.Teachers' online training before Covid-19?



| | Other | USAID, UNICEF project | Ministry of Education online trainings |
|---|---|---|---|
| ■Series1 | 100 | 0 | 0 |
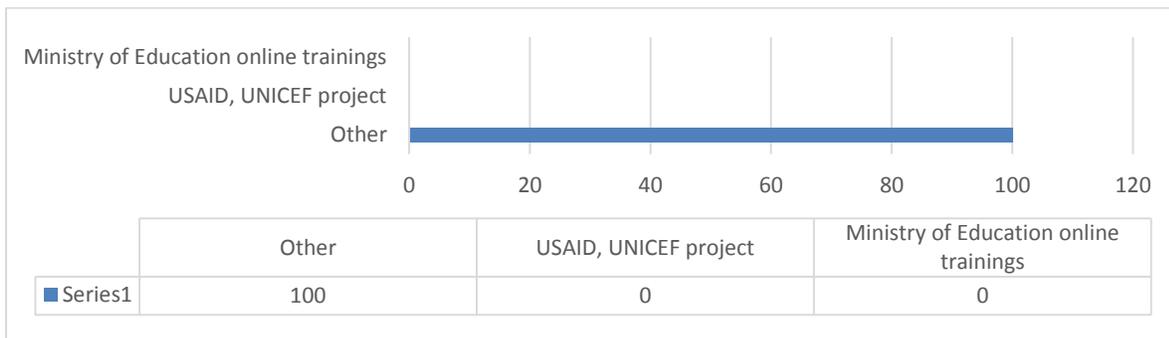
All teachers responding to this question did not have any online education before Covid -19.

Chart 22.Teaching material used during quarantine time?
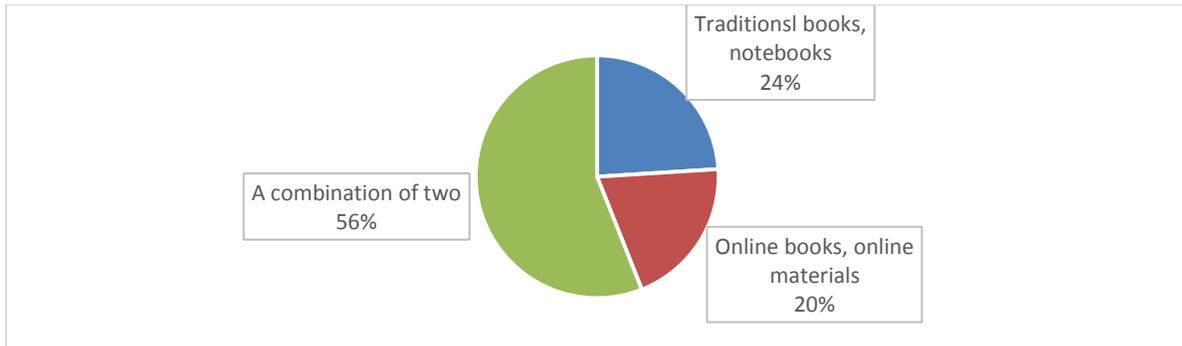


Based on the data from the chart 22, we see that more than a half of teachers, more precisely 28 or 56%, said that during quarantine time they have used a combination of online materials and traditional books; 12 teachers or 24% said that during quarantine time they used traditional books and notebooks while 10 teachers or 20% used online books/online materials.

Chart 23. Internet access while teaching and learning online?
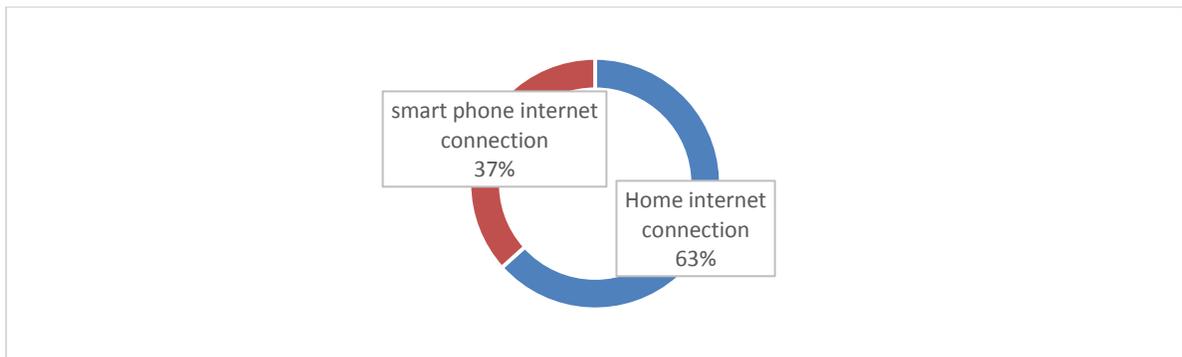


Out of a total of 50 teachers, most of them, 38 or 63%, during pandemic time used home internet connection, while 22 or 37 % used smart phone internet connection.

Chart 24. Internet connection during online learning?



| | Strong | Medium | Weak |
|---|---|---|---|
| ■ Series1 | 2 | 21 | 27 |
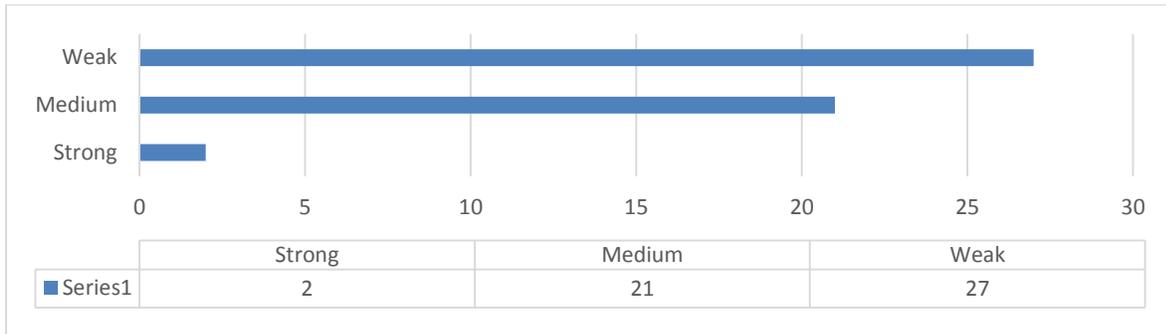
Out of a total of 50 teachers, most of them, 27 or 54% said that the internet access was weak, 21 or 42% said the internet access was medium, while only two of the respondents said that the internet access was strong.

Chart 25.The most difficult areas to cover or accomplish?
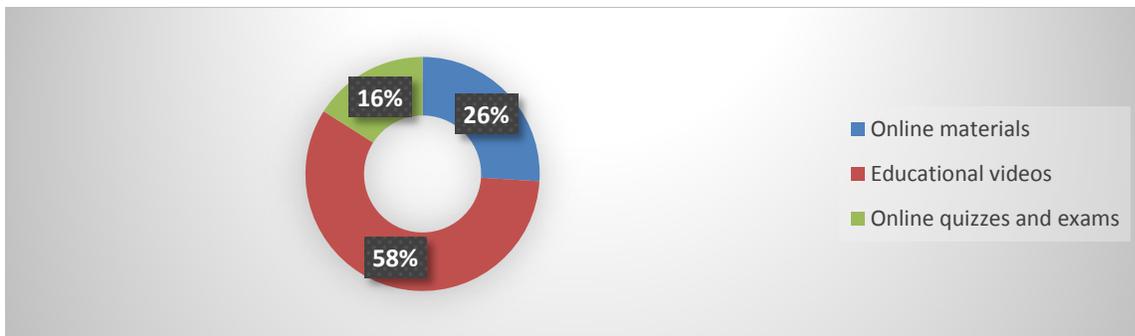


Out of a total of 50 teachers, more than a half, more precisely 29 or58%, said that the educational videos were the hardest to do, 13 or 26% said that online materials were hardest to accomplish; while 8 or 16% said that the hardest to manage with were online quizzes and exams.

Chart 26. Students' examination while working online?
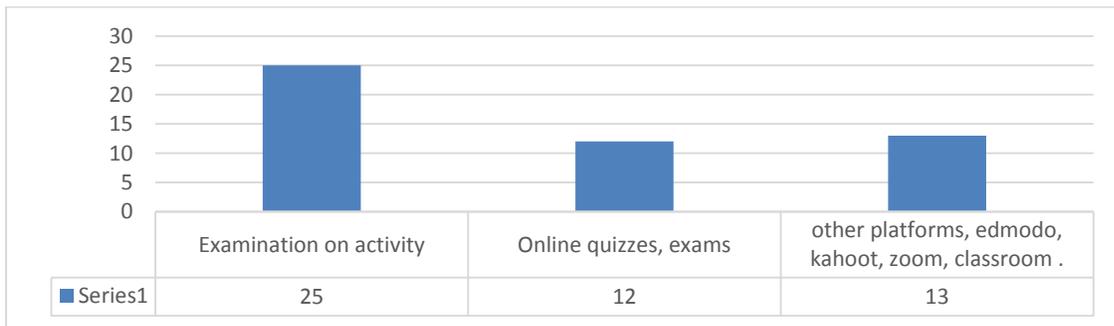


Out of 50 teachers, 25 respondents claimed that they evaluated their learners' efforts through activities, 13 teachers evaluated learners' work based on different ways with the platforms ,such as Edmodo, Kahoot, Zoom,etc., themselves provided, whereas 12 teachers claimed that they used online quizzes to examine learners' progress.

Chart 27.Family members working online during pandemic time?
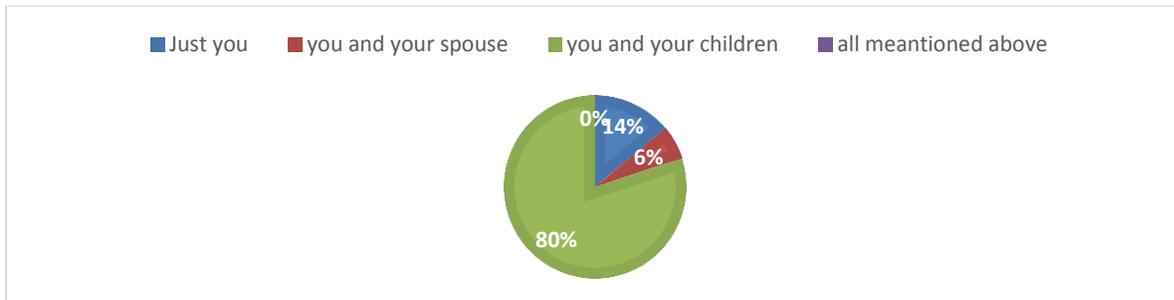


Out of 50 teachers, 40 or 80% of them claimed that they worked online with their children, 7 teachers or 14% claimed that they were the only one working from home.

Chart 28.Teaching difficulties faced during the pandemic?



| | Listening | Writing | Speaking | Reading |
|---|---|---|---|---|
| Series1 | 10 | 13 | 13 | 14 |
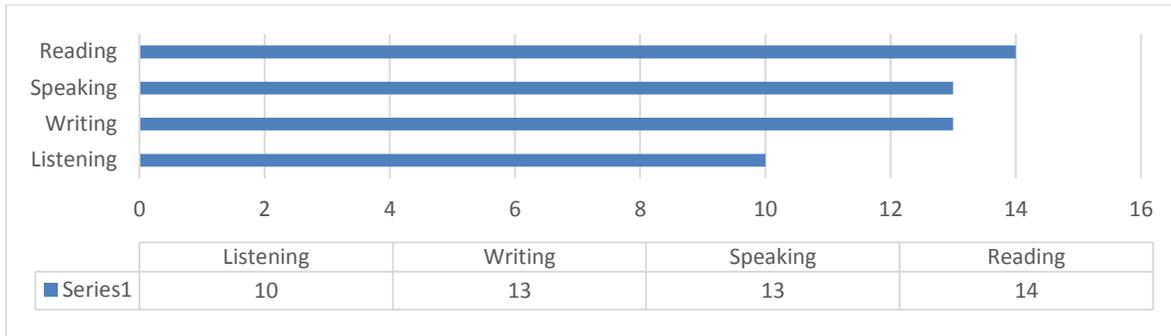
Out of a total of 50 teachers, most of them, 14 or 28% said they faced teaching difficulties in reading, 14 or 26% faced difficulties in writing, 13 or 26% faced difficulties in speaking, while 10 or 20% faced difficulties in listening.

Chart 29.The amount of students that were actively engaged in online teaching and learning
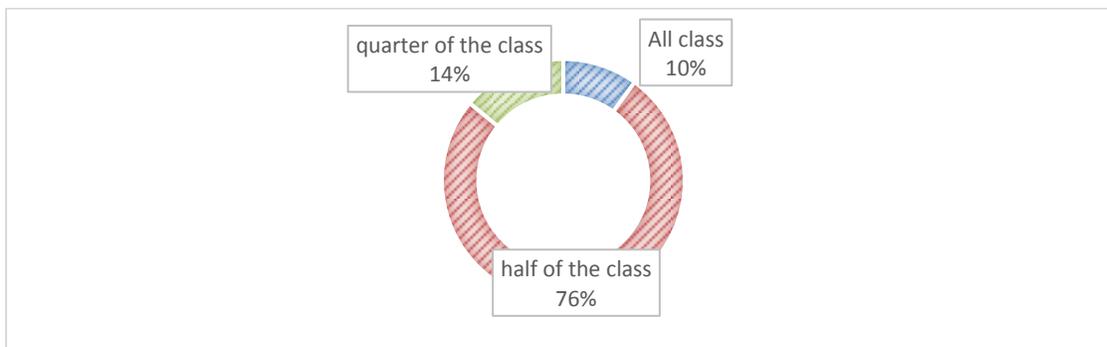


Out of a total of 50 teachers, most of them, 38 or 76% said that during the pandemic half of the class were engaged in online learning, 7 or 14% of respondents said that only a quarter of the class were engaged in online classes during the pandemic period; while 5 teachers or 10% said that the whole class were engaged in online learning.

Chart 30.How would you rate your teaching experience during the quarantine?



|  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Series1 | 7 | 8 | 10 | 13 | 12 |
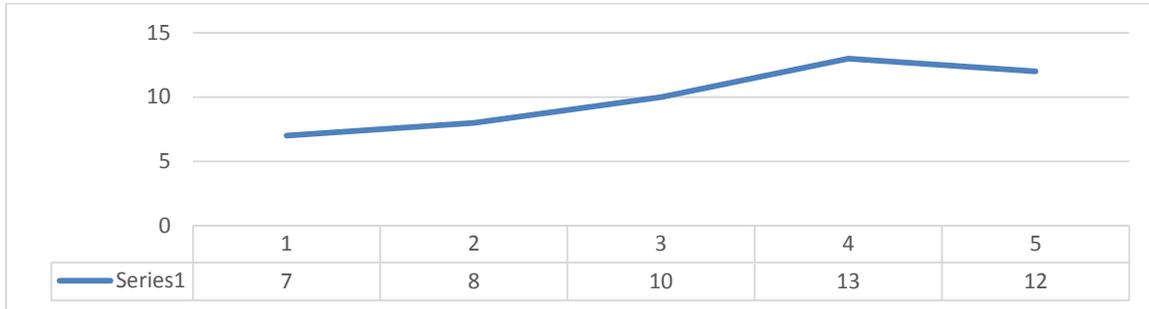
Out of 50 teachers in total, 12 teachers evaluate their online experience with 5 out of 5, 12 teachers' evaluate their online working with 4, 10 teachers evaluate their online experience with 3, 8 teachers evaluate their online experience with 2, 7 teachers evaluate their online experience with 1.

# 4.2 Results and analysis from parents' survey

The questionnaire sent to the parents online aimed at finding out their experiences with their children during online classes in pandemic time. There were 50 parents included in this phase of the research. The following charts present the results obtained from this instrument.

Chart 31. How did your school administration help you during the pandemic?
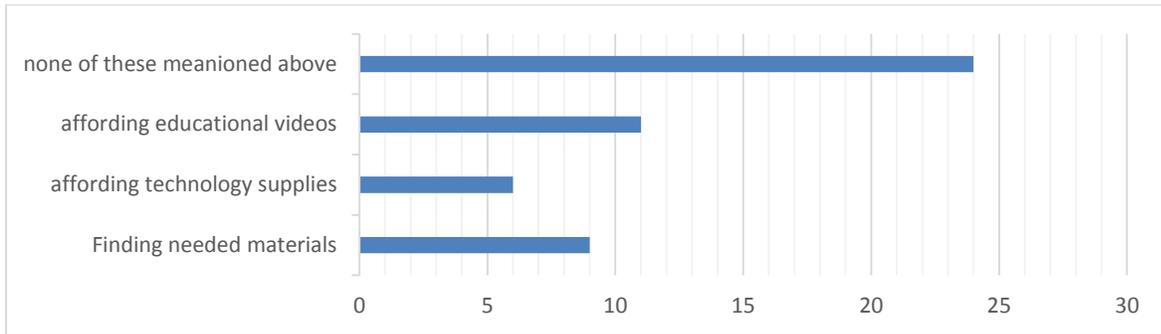


25 parents claimed that the school did not provide any technological supplies, 13 parents claimed that the school did provide some educative videos, 10 parents claimed that the principal of the school provided technology supplies needed for online learning, 8 parents claimed that the administration of the school did help with the needed material supplies.

Chart 32.How efficient was online learning for your child?
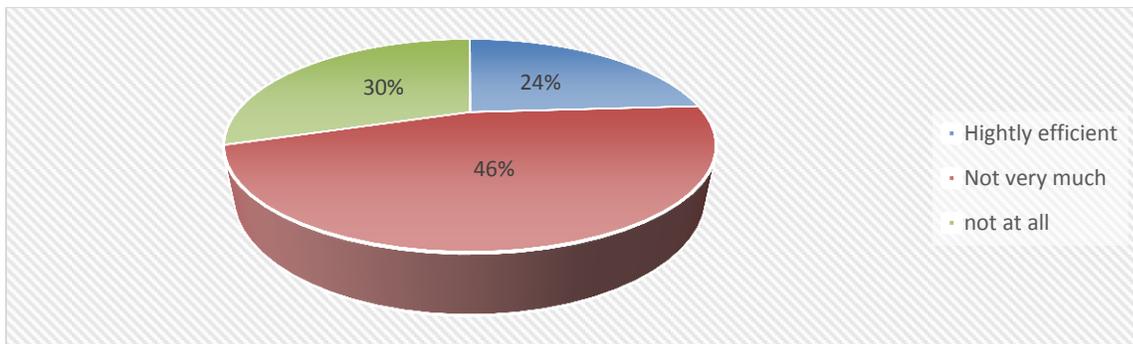


46% out of 50 parents who were surveyed think that online learning was not efficient, 30% of parents think that online learning was not at all efficient and only 14% of parents think that online learning was efficient.

Chart 33.How satisfied were you with the teachers during online teaching?
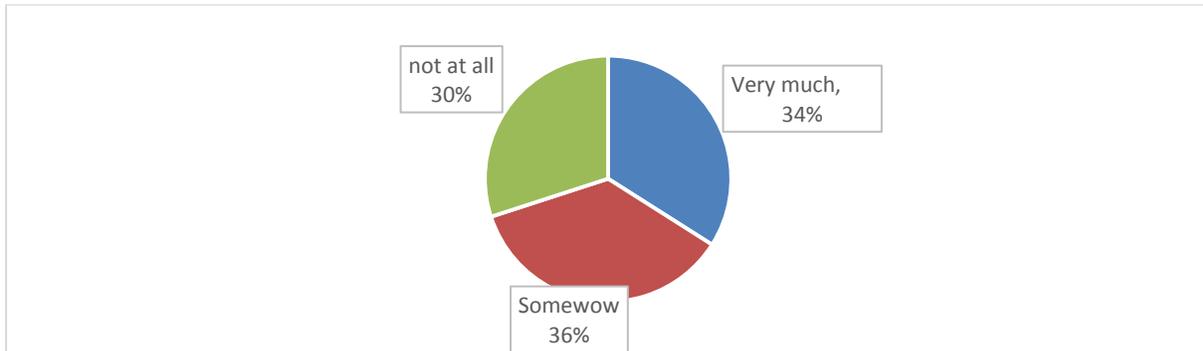


18 or 36% of parents claimed that they were somehow satisfied with the teachers' online work, 17 or 34% of learners claimed that they were very much satisfied with their teachers' online work, 15 or 30% of parents claimed that they were not satisfied at all with the teachers' online work.

Chart 34. Were teachers regular with their teaching schedule?
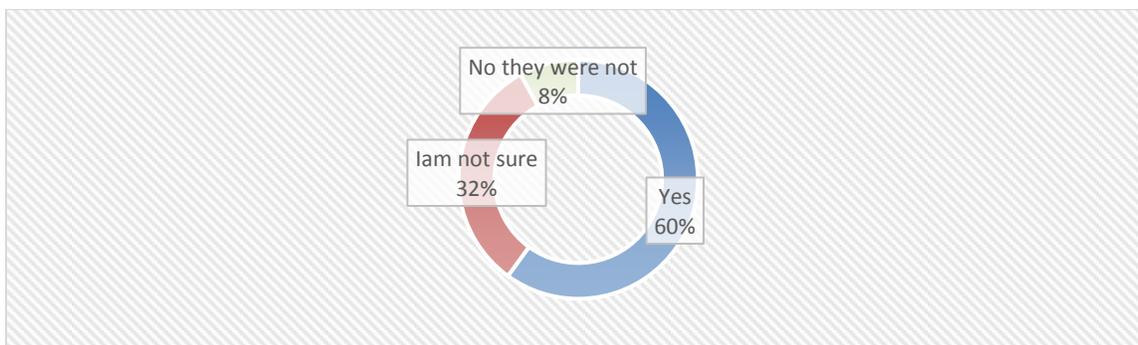


From 50 parents who responded to the questionnaire, 30 or 60% think that teachers were regular with the learning schedule, 16 or 32% of parents were not sure, 4 or 8% think that teachers were not regular in online classes.

Chart 35. How would you rate you child's optimism for online learning?
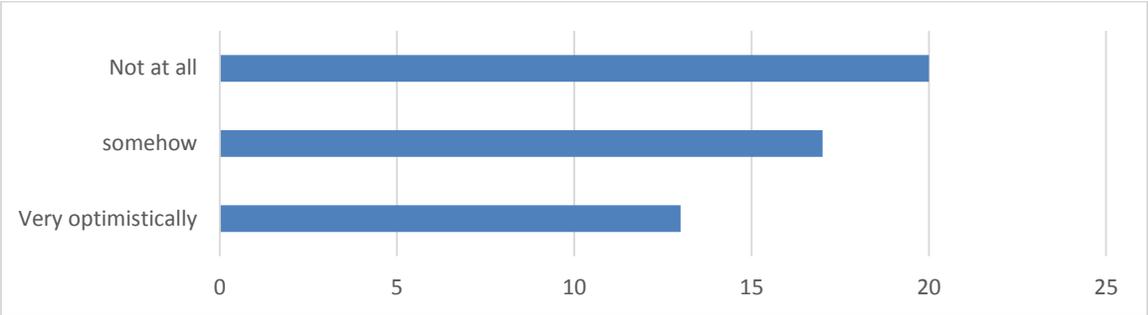


Out of 50 parents in total, 13 parents were optimistic for their children's online work, 17 parents think that their child was somehow optimistic and 20 parents think that their child was not at all optimistic about learning online.

Chart 36. Were your children regular in online classes?



| | Yes | No | I don't know |
|---|---|---|---|
| Series1 | 28 | 9 | 14 |
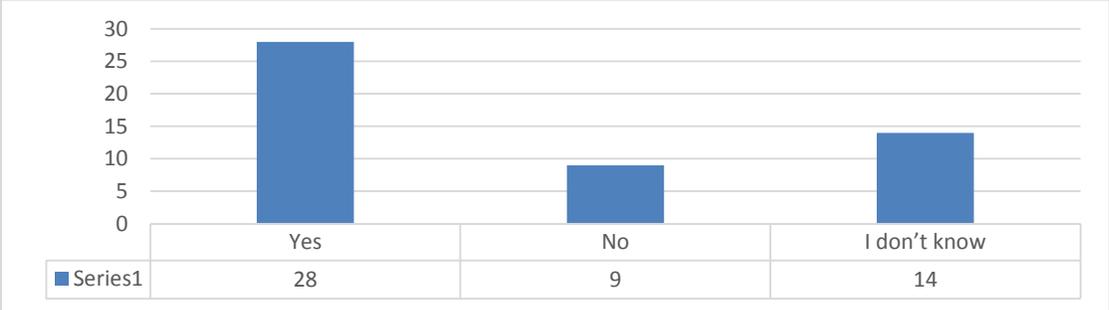
Out of 50 parents in total, 28 or 55% of them think that their children were regular during online teaching, 14 or 27% of them do not know if their children were regular during online teaching, while 9 or18% think that their children were not regular during online classes.

Chart 37.  Economic issues related to buying the supplies needed for online learning such as tablets, mobiles, laptops, etc.?
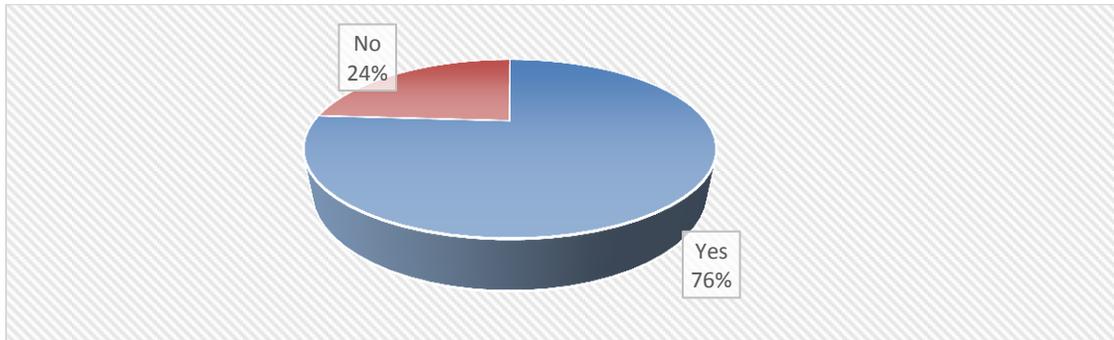


Out of 50 parents in total, 38 or 76% had economic problems buying supplies needed for online learning, while 12 or 24% of them did not have such problems.

Chart 38.What would you prefer for your child' learning?
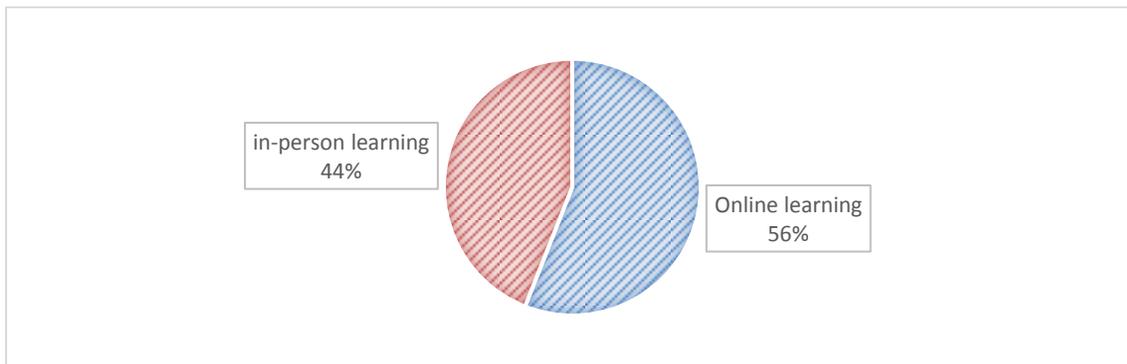


Out of50 parents in total, 28 or 56% of them prefer online learning, while 12 or 44% prefer in-person learning for their child especially during pandemic time.

Chart 39.How many months did your children learn online?



| | 3 month | 5 months | 1 year |
|---|---|---|---|
| ■ Series1 | 13 | 37 | 0 |
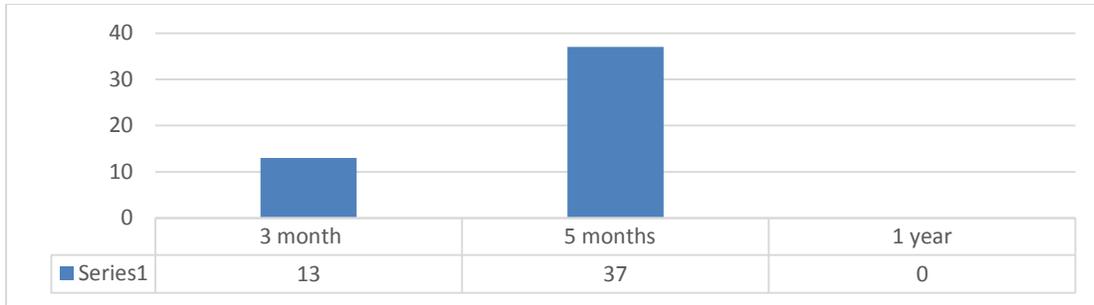
Based on chart 39, it results that 37 participants think that their children learned online for 5 months, 13 think their children learned online for 3 months.

Chart 40. Is your child satisfied with online learning?



| | Yes he /she is | Somehow is | Not at all |
|---|---|---|---|
| ■ Series1 | 12 | 17 | 21 |
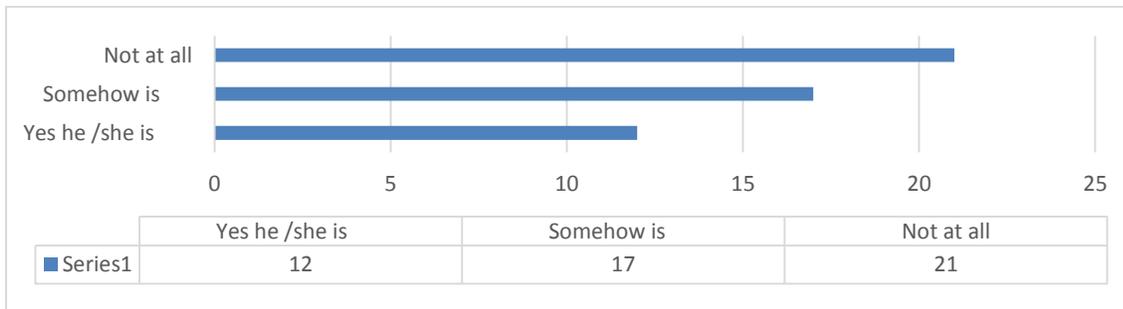
Chart 40 presents the findings where 21 out of 50 participants think that their child is satisfied with online learning, 17 think that their child is somehow satisfied with online learning, while 12 parents think that their child is not satisfied with online learning.

## 4.3 Results and analysis from pupils' survey

This questionnaire was conducted with 50 pupils aged 6-12. They all attended online learning and finished the survey voluntarily. The research work will give some answers to the questions below.

Chart 41. Were you able to learn online during the pandemic?
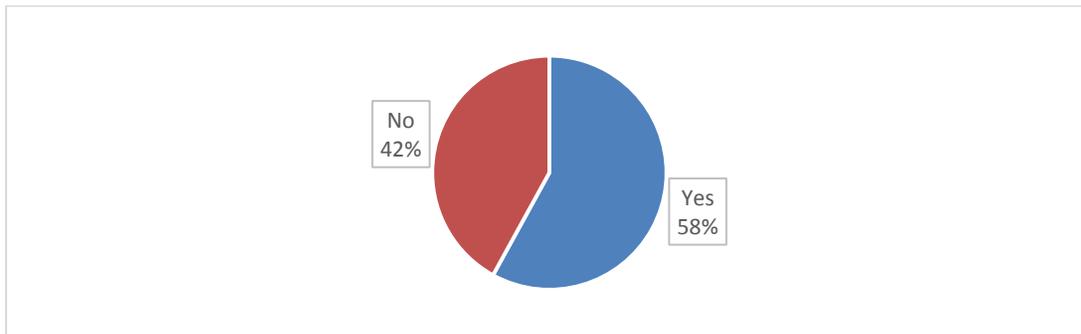


Chart 41 results showed that 29 or 58% of students were able to learn online during the pandemic while 21 or 42% of them were not able to learn online.

Chart 42.Did you like online learning?
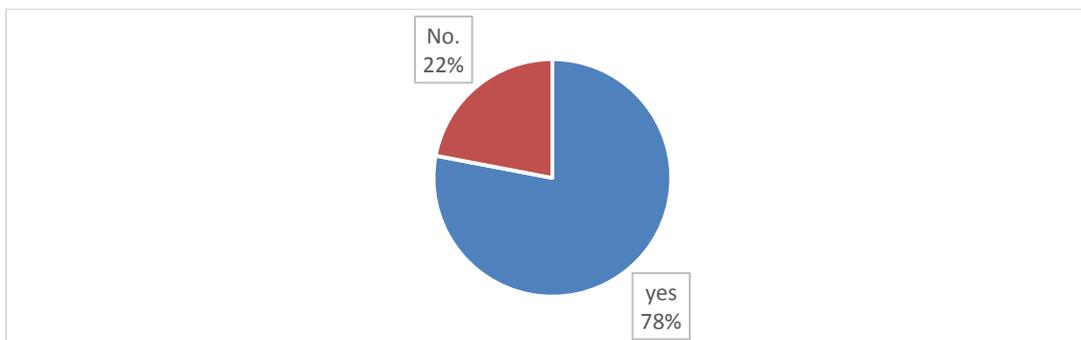


39 or 78% of students liked online learning, while 11 or 22% of them did not like online learning.

## Chart 43.Did you like online learning activities?



| | yes. | No |
|---|---|---|
| ■Series1 | 10 | 40 |
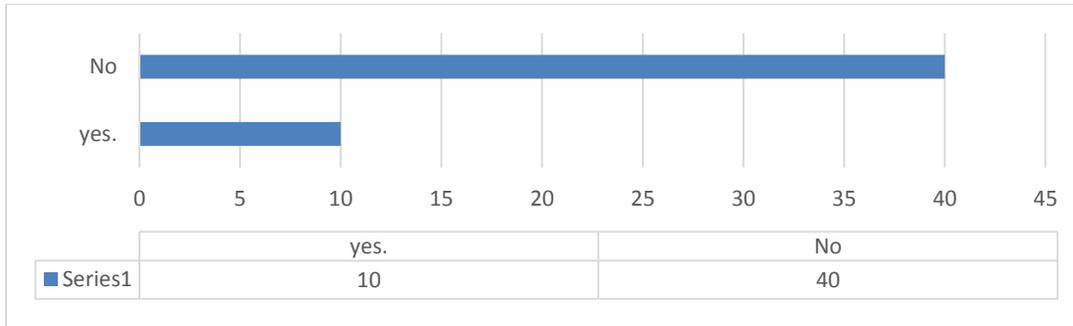
Based on the results presented in chart 43, 10 students liked the online learning activities while 40 students did not like them.

## Chart 44. Was it difficult for you to stand in front of the computer?
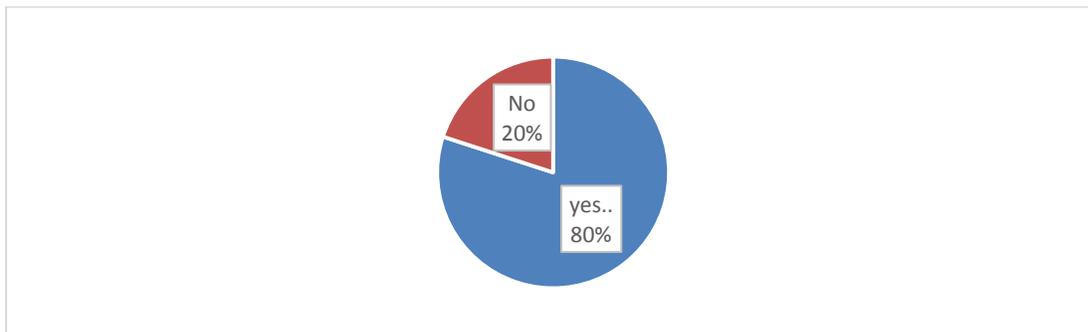


Based on chart 44 results, 40 or 80% of pupils said that for them it was difficult standing in front of the computer while 10 students or20% said that it was not difficult to stand in front of the computer.

Chart 45. Did you miss your classmates?

| | .No | yes |
|---|---|---|
| Series1 | 0 | 50 |
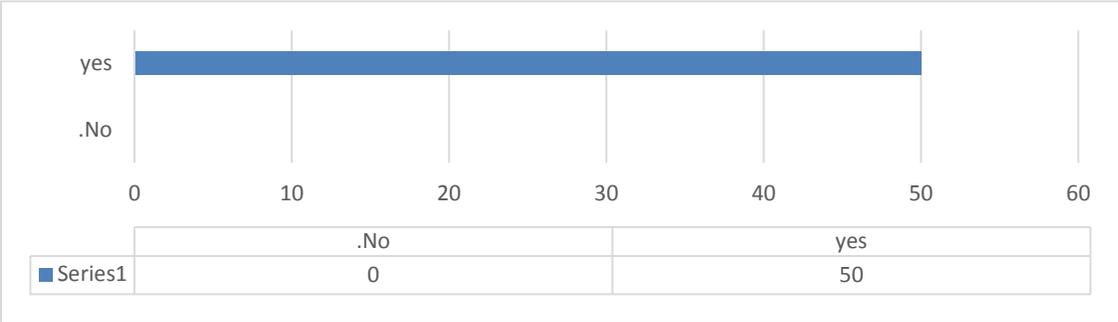
As assumed before the research, regarding student social life, all the students said that they missed their classmates. This clearly indicates that socialization is very important for pupils at this age and in-class learning brings them together.

# Charter V

# Discussion

Based on the results from the surveys with parents, teachers and children, we provide answers to the research questions developed for the purpose of this research.

In the following subchapters we will list separately the findings from the surveys with teachers, parents and students, and at the end we will answer the 3research questions and confirm the hypotheses presented in this MA Thesis.

## 5.1 Results and findings from teachers' survey

This research tried to understand better the teachers' online experiences during the global pandemic of Covid-19 and almost all teachers claimed that their experience was not positive and they had some difficulties during its implementation.

Based on the data from the survey with teachers we see that:

o Schools did not provide any of the technological supplies for online learning.

o Teachers did not have any experience with online teaching and learning before Covid-19 and they never had online teacher training before Covid-19.

o According to the teachers, on a scale from 1to 10, they evaluate their online experience with 5.

o Teachers assessed their learners' efforts through activities.

o Students and teachers, especially the older teachers, had difficulties with technology supplies and the internet access in most cases was weak.

o The biggest number of teachers have used computers and tablets for their online teaching needs.

- The most popular online platform was Zoom, but platforms like WhatsApp or Viber were also used for assigning homework to students.
- Students had no privacy while learning online, some of them shared the room with their parents, brothers, sisters or other relatives.
- During the pandemic, only half of the classes were engaged in online learning.
- During online learning, students failed at keeping up and staying motivated.

Taking into consideration the conditions the teachers faced and also based on teachers' survey data, we can see that despite the difficulties teachers' faced during the pandemic, online learning was overall positive.

## 5.2 Results and findings from parents' survey

The most common issues parents highlighted were related to financial difficulties, such as the purchasing of technological supplies their children needed for online learning, the lack of good and relaxing study rooms for their children, keeping up their children's motivation, and the anxiety their children experienced during online learning.

According to the results from the parents' survey, we can see that:

- Parents were optimistic about online learning.
- Parents were somewhat satisfied with teachers' online work, but online learning was not efficient for their children.
- The largest number of parents had economic issues with buying supplies needed for online learning.
- During the pandemic, parents preferred online learning for their children.
- Parents think that their children were satisfied with online learning but they still preferred in-person learning.

## 5.3.Results and findings from the pupils' semi-structured interview

Phase 3 of the research included 50 pupils of the aforementioned schools. They answered five questions which were translated into Albanian, their native language.

This research tried to figure out the issues pupils' encountered in online learning during the global pandemic of Covid-19. The most common issue, according to the learners was the technology supplies, the weak internet connection, the study environment, the lack of keeping motivated during the pandemic, the difficulties in understanding the lessons and doing the lessons' activities.

According to the results from the interview responses, we can see that:
- o A big number of students were not regular in online classes;
- o Pupils think that online learning was somehow efficient for them;
- o Pupils were not satisfied with online learning;
- o Students prefer in-class learning more because they miss their friends;
- o  Pupils need teachers to explain things to them
- o Pupils had difficulties sitting in front of the computer for a long time
- o Pupils had problems with the internet connection
- o Pupils did not learn much during online classes

Based on theoretical and empirical data of the research, we can confirm that pupils faced difficulties during online learning. None of the students or teachers had any previous experience in online learning. While teaching online, teachers' and students' sources included traditional elements such as textbooks and notebooks. Learners' experiences in online classes were somehow good. Teachers and students were satisfied during online teaching/learning, but they prefer in-person learning the most.

# Chapter VI: Conclusion

The coronavirus pandemic had the power to spread across the planet and has resulted in difficulties and has affected all aspects of life. The COVID-19 pandemic has become a global issue and had an impact on the education systems around the world where the need for other ways of learning arose, such as learning online through technologies. The global outbreak of Covid-19 has shown how delicate our education system is and how unprepared we are for situations like this. In order to prevent the spread of the COVID-19, our state implemented some restrictions including online teaching and learning offered by various digital platforms. For the first time of in our life, teachers and students in North Macedonia had to face online teaching and learning. Online learning was difficult for all of us. It was something new to everyone. Almost nobody had any on-line teaching experience previously. As a result of the pandemic of Covid-19, many researchers and scholars have tried to help teachers and learners how to better cope with the situation and how to improve online learning.

This MA research tried to figure out the issues learners encountered during online learning due to the global pandemic of Covid-19.

Based on the theoretical an empirical data of this study, we conclude that:

- The most common issue while implementing online teaching was the lack of technology, the lack of knowledge on technology, the weak internet connection, the lack of online materials, and the lack of motivation.

- The most common issues parents mentioned were related to financial difficulties such as the purchasing of technological supplies their children needed for online learning, the lack of good and relaxing study room for their children, keeping up their children motivation, the anxiety their children experienced during online learning.

- The most common issue the learners pointed out was the technology supplies, the weak internet connection, the study environment, the lack of keeping motivated during the pandemic, the difficulties in understanding the lessons and doing the class activities.

***Regarding research question one***: What challenges did teachers face in online teaching/learning during the COVID-19 pandemic? The results showed that teachers had too

many difficulties while teaching online during the pandemic of Covid-19 and most of them listed the usage of technology as a major problem. Teachers had difficulties either to find a computer to work with and to use it since they had no preparation whatsoever about online teaching. Regarding the question whether teachers had online training before and after the global quarantine due to the pandemic of Covid-19, 80% responded with no and only 20% of them claimed that they did not know if they had attended or not any kind of online trainings. On the other hand, when teachers were asked about their online trainings for teaching online during the quarantine of the pandemic Covid-19, they all said that they had no trainings at all.

This research showed that teachers experienced difficulties in finding the materials needed for online teaching, more precisely 56% of teachers claimed that they used combined materials for online teaching, meaning they used traditional books, notebooks and some educative online videos, whereas 24% of teachers used only books as a resource and finally only 20% of teachers used online materials such as online books, videos, etc.

Teachers' challenges also included the transfer of the material from scripted books to online materials. The other challenge teachers encountered was the material needed to be presented to their learners, since there were little educative videos related to their lesson plans. Another important challenge teachers faced during the global pandemic of Covid-19 was keeping up with their learner's focus and motivation for learning. Moreover, from the research, we can see that 50% of teachers claimed that they failed to keep their learners' motivation in online learning and teaching, 28% of teachers claimed that they failed at understanding and communication whereas 22% of them claimed that they failed or were not satisfied with their learners' homework. When asked about learners focus on online learning during the pandemic of Covid-19, 52% of teachers said that their learners' focus was neutral, 22% of them claimed that their learners' focus on online learning was satisfactory, whereas 24% of them disagree, meaning the learners' focus was not at the right level. Teachers' age during global pandemic of Covid-19 played an important part since it was directly related to the usage of technology and 73% of them were from 35 to 50 years old, 18% of them were between 24 and 35 years and only 10% of them were over 50 years old. This research showed that teachers' age was an important issue during online learning since younger teachers had more knowledge about technology compared to older teachers who had less knowledge. Regarding teachers' abilities

in using the technology, 50% of teachers related their technology knowledge with Facebook, Twitter and other social networks, 38% of teachers had knowledge about Word, Excel, Outlook whereas 12% of them claimed that they only knew PowerPoint. This research also showed that teachers were mostly challenged in making online videos (58%);26% had difficulties finding online materials whereas 16% of them struggled in online examinations, quizzes, etc.

The research showed that teachers also struggled with the environment they worked in, since they claimed they had two or more children and even their spouses working with them in the same house. More specifically, 84% of teachers claimed that they had to work in the same room with more than one child, 10% of the teachers claimed that they worked online with one child and only 6% of them claimed that they were working alone during the global pandemic of Covid-19.The research showed that teachers had no experience and preparation for online teaching before the pandemic and afterwards during the quarantine; more precisely, all of them (100%)claimed that they had no experience in online teaching. From the research we can identify teachers' satisfaction for learners' achievement:30% of teachers claimed that they were not satisfied with their learners' achievement during the global pandemic of Covid-19, 36% of teachers responded that they were somehow satisfied and 34% of teachers were very much satisfied with their learners' achievement during the pandemic of Covid-19. Other challenges teachers experienced was the weak internet - 54% of teachers said they had a weak internet connection whereas 42% of them claimed that their internet connection during the pandemic of Covid-19 was medium. The research showed that teachers working in Tetovo and its suburbs used platforms such as  Zoom (34%), 24% of them used Edmodo, 20% of them used Google classroom, 16% of them used applications such as WhatsApp, Viber, and only 6% of teachers used platforms such as Kahoot.

***Regarding research question two:*** What are learners' experiences and difficulties in online classes?  The results showed that learners had no online preparation before the pandemic of Covid-19 and afterwards. Learners' experiences were somewhat positive regarding the hard times they were learning at. The research and the interview showed that learners had positive attitude toward online learning even though they had some struggles as well. The research results unfortunately showed that not all the pupils had the chance to learn online during the

global pandemic of Covid-19;58% of the surveyed pupils were enrolled in online learning whereas 42% of them had financial issues or other reasons for not attending the online lessons. From the research, we can see that learners had difficulties standing for too long in front of the computer, more precisely 80% of the pupils claimed that they experienced hard times working from the computer, whereas only 20% of them claimed that they were fine with working in front of the computer. Moreover, only 10% of the surveyed pupils claimed that they liked online activities whereas 40% of the students claimed that the activities being used during online learning were either difficult or not clear to them. The research showed that learners missed their social life and that they missed talking to their classmates;100% of the students experienced nostalgia about their classmates and none of them claimed the opposite.

Regarding research question three: ''How efficient was online learning for primary school students in Tetovo? The results showed that online learning in primary schools in Tetovo was efficient enough, taking into consideration the difficulties and hard times our country and the world were experiencing during the global pandemic of Covid-19. The results showed that teachers were pretty much serious with their work, they were regular in their classes and did the best to ease the learners' learning. Teachers had positive attitude toward online learning and teaching, and they tried to maintain learners motivated and encouraged them to succeed in their learning. On the other hand, the Ministry of Education, the administration of the schools and the chairmen of the schools, did little efforts to make teachers' job easier. Parents, however, were very helpful, they had positive attitude towards their children's learning, they helped increase their children's motivation and they provided the needed technology supplies for their learning. Overall, teachers and parents think that online learning and teaching during the global pandemic was good based on the questionnaire responses and both teachers and parents claimed that they were satisfied with the learners' online achievement. 36% of teachers surveyed were satisfied with online learning, whereas 24% of parents view online learning as efficient. From the interview and the questionnaire, it is concluded that all teachers in primary schools in Tetovo and its suburbs worked online regardless of their age. However, teachers, parents and learners claimed that face to face learning is better in many ways rather than online learning even though it was the best way for times like the global pandemic of Covid-19.

Online teaching and learning were not easy and qualitative enough; however, it was better than doing nothing. Overall, the research showed positive approaches and positive thoughts about the effectiveness of online learning in Tetovo's schools and its suburbs.

# 6.2 Limitations of the study

The research process, as well as the collection and processing of primary data, has consumed time and was among the biggest challenges in carrying out the work. While doing this research, several limitations occurred, and they will be explained below.

Firstly, the global pandemic restricted us to physically contact the survey participants such as teachers, learners and parents. In order to conduct the research, all the surveys were done via Google forms. Secondly, another limitation was the results of the surveys coming in too slow since teachers' and learners' responses were delayed due to bad internet connection.

Since the global pandemic of Covid-19 came unexpectedly in our lives and no one was prepared for it, the use of literature for this study was limited as well. Lastly but not less importantly, it was assumed that more learners would enroll in online classes; however, learners enrolling in online classes was limited due to some factors such as technological supplies, computers, laptops, tablets, and internet connection. Because of the small number of learners attending online classes, it was more difficult for me to do the survey.

## 6.3 Recommendations

Living in the era of technology, it is crucial that every single child acquires basic knowledge in technology. The pandemic has taught us how important technology is and how it can be a helpful tool for teaching and teachers. Teachers and students in North Macedonia should be trained and encouraged to expand their knowledge in technology as it is necessary for their lives. This research showed that the better the technology knowledge was among the teachers the easier was the online teaching during the pandemic. So, every teacher and every student should be encouraged to take part in seminars, trainings, webinars, so that their knowledge improves. My recommendation to teachers who want to pursue further research

about online teaching would be the usage of online books and other educative materials since it is more flexible and less time consuming. My suggestion to teachers who would like to work online is to work more on daily lesson plans since online teaching can be more challenging than in-person teaching and also it is more time consuming. While working online, students' focus, activity and motivation can be lower, thus my suggestion is implementing more interesting engaging games, quizzes and activities in online lessons so that learners feel relaxed and comfortable in their environments.

This MA research suggests that in future the Ministry of Education, schools, the municipality, the chairmen of the schools, parents and teachers should offer better environment and comfort for learners, especially young learners, and the learning process. Every student has the right to education and as such they should not be left behind for any of the reasons mentioned in this research. So, my suggestion to this issue is all the technology supplies needed for learning should be given for free for all the learners in public schools.

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# Appendices

**Teacher questionnaire**

*Dear teachers and colleagues of mine, please take some time and answer these questions for my research. Thank you for your time.*

1. Learners' age you taught during pandemic?

a) Very young             b) 9-11 years old             c) above 12

2. Learners' attitude toward online learning?

1          2     3     4     5     6     7     8     9     10

3. Was online teaching more effective than in-person teaching during pandemic?

a) Agree    b) disagree     c)Strongly disagree     c) neutral

4. Students' achievement during pandemic time?

1   2        3     4     5     6     7     8     9     10

5. Which areas students' failed while learning in pandemic time?

a)Keeping up motivated                         b) Listening and writing

c)understanding  and communicating                     d) other

6. Students' difficulties with technology supplies?

1       2       3       4       5       6       7       8       9       10

7. How many students worked with other siblings?

a) I have no information             b) Each student had their own technology supply     c) some of the students worked together with their siblings   d)  more  than  a  half  of  student worked with the same supplies with their siblings.

8. Students' perspectives on online learning?

a) Somehow positive          b) Overall positive          c) better than doing nothing

9. Students' privacy while learning online? Did student work in the same room with others beside them, or they had they own room?

1    2    3    4    5    6    7    8    9    10

10. Students' experience in quarantine period of time?


   a)  Positive        b) Negative     c) Better than doing nothing

11. Teachers' age when teaching in pandemic time?

a) 24-35 years old              b) 35-50 years old              c) over 50 years old

12. Teachers' educational qualification?

a) Bachelor degree              b) Master degree              c) Doctoral degree

13. What kind of technology supplies you used during covid-19?

a) Tablet              b) Smart phone        c) Portable computer

14. Your personal computer abilities, choose multiple answers?

a) Presentation/slide shows              b) Social media (facebook, Instagram etc.    c)   MS   office (Word, Excel, Power Point).

15. Platforms used during pandemic in your school?
   a)  Goggle classroom     b) Viber                c) Edmondo              d)Kahoot        e) Zoom

16. How satisfied were you with the students during online teaching?

   a)  Not at all      Not very much        c) Somehow

17. Was it hard to move in with online classes?

   a)  Very hard              b)Somehow              c) It was not hard

18. Children of your own if you have? How many of your children attentened  online learning?

a) None              b) 1child        c) 2 and more

19. Your personal experiences with online teaching and learning before Covid -19?

a)  No experience at all          b) I worked online previously

20. Your online teaching training before Covid -19?

a) YesIhad      b) Never had one      c) I'm not sure

21. If you had any online training before Covid -19, choose which of these were you part of?

a) Ministry of Education online training      b) USAID/ UNICEF project          c) Other

22. Teaching material used during quarantine time?

a) Traditional books and notebooks        c) Online books, online materials      c)A combination of two.

23. Choose your internet access while online teaching and learning?

a) Home internet connection        b) Smart phone connection

24. How would you rate internet access you had during quarantine time?

a) Weak              b) Medium            c) Strong

25.Which of these below were hardest to do or accomplish?

a) Online materials    b) Educational videos        c) Online quizzes and exams

26. How did you examine your students while working online?

a) Examination on activity            b) Online quizzes and exams          c) Other platforms

27. How many of your family members worked online during pandemic time?

a) Just you      b) You and your spouse            c) You and your child          d)all mentioned above

28. Teaching difficulties faced during pandemic?

a) Listening      b) Writing      c)Speaking      d) Reading

29. The amount of students were actively engaged in online teaching and learning?

a) All class      b) Half of the class          c)Quarter of the class


30. How would you rate your teaching experience during quarantine?

1       2       3       4       5       6       7       8       9       10

**Parent Questionnaire**

*Dear parent, please take some time and answer the following questions for my research. Thank you for your time.*

1. How efficient was online learning for your child?

a) Finding needed materials     b) Affording technology supplies     c)          Affording educational videos          d) None of these mentioned above


2. How efficient was online learning for your child?

a)Hightly efficient          b) Not very much               c) Not at all


3. How satisfied were you with the teachers during online teaching?

b) Not at all        Not very much          c) Somehow


4. Were teachers regular with their teaching schedule?

a) Yes     b) No they were not          c) I'm not sure


5. How would you rate you child' optimism for online learning?

a) Not at all     b) Somehow          c) Very optimistically


6. Were your children regular to online classes?

a) Yes          b) No          c) I don't know


7. Did you have economical issues to buy the supplies needed for online learning such as tablets, mobiles, laptop etc.?

a) Yes     b) No

8.  What would you prefer for your child' learning?

a)  In person learning       b) Online learning


9.  How many months were your children learning online?

a)  3 months        b) 5 months            c) 1 year.


10. Is your child satisfied with online learning?

a)  Yes he/ she is           b) Somehow is           c) Not at all

**Learner Questionnaire**

1.Were you able to learn online during pandemic?

     a) Yes          b0 No

2.Did you like online learning?

     a) Yes   b) No

3. Did you like online learning activities?

a) Yes         b) No

4.Was it difficult for you standing in front of the computer?

   a) Yes           b) No

5.Did you miss your classmates?

   a)  Yes           b) No

**Pupils' mini interview**

1. Were you able to attend online classes?
2. Did you like online learning?
3. Was it difficult for you to work in front of the computer?
4. Did you like online activities?
5. Did you miss your classmates?

**Teachers' mini interview**

1. Express your overall thoughts about online teaching during global pandemic?
2. Identify your major difficulties while teaching online?
3. Your strength or areas you think you did the best while teaching online?
4. Will you like to work online in the future?
5. How did pandemic and online teaching change your way of teaching?