



**វិទ្យាស្ថានជាតិអប់រំ**

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បឋមសិក្សា ចំពោះការរៀនពីចម្ងាយអំឡុងពេលការ  
រាតត្បាតជំងឺកូវីដ-១៩ តាមរយៈសិស្សថ្នាក់ទី៥ និង  
បុគ្គលិកអប់រំ៖ ករណីសិក្សានៅសាលា  
បឋមសិក្សាវត្តចក**

**Exploring the Perceptions of Primary School Students  
Regarding Remote Learning During the COVID-19 Pandemic  
Through the Lens of 5<sup>th</sup> Grade Students and Educators: A Case  
Study in Wat Chork Primary School**

**A Mini-Thesis  
In Partial Fulfilment of the Requirement  
for Master's Degree of Education Major in Mentoring**

**Thorn Va**

**December 2021**



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- 1. Dr. Katherine Prammer**
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**December 2021**

### មូលដ្ឋានសង្ខេប

ការសិក្សាស្រាវជ្រាវនេះ មានគោលបំណងស្វែងយល់អំពីការយល់ឃើញរបស់សិស្សសាលាកម្រិតបឋមសិក្សាទៅលើការរៀនពីចម្ងាយក្នុងអំឡុងពេលជំងឺកូវីដ-១៩ បានរាតត្បាតនៅប្រទេសកម្ពុជា ដោយប្រើវិធីសាស្ត្រស្រាវជ្រាវបែបគុណវិស័យ។ ហើយការសិក្សាស្រាវជ្រាវនេះមានវត្ថុបំណងចំនួនបី៖ (១) ស្វែងយល់ពីការយល់ឃើញរបស់សិស្សសាលាកម្រិតបឋមសិក្សាអំពីការរៀនពីចម្ងាយក្នុងអំឡុងពេលការរាតត្បាតនៃជំងឺកូវីដ-១៩។ (២) ស្វែងយល់អំពីការយល់ឃើញរបស់សិស្ស និងបុគ្គលិកអប់រំលើសមត្ថភាពរបស់សិស្សក្នុងការរៀនពីចម្ងាយ និងរបៀបរៀនដែលពួកគេទទួលបានពីសាលា។ (៣) កំណត់ពីអ្វីដែលជំរុញ និងមិនជំរុញទឹកចិត្តសិស្សកំឡុងពេលនៃការរៀនពីចម្ងាយ។ ដើម្បីឆ្លើយទៅនឹងសំណួរស្រាវជ្រាវ អ្នកស្រាវជ្រាវបានប្រើសំណួរពាក់កណ្តាលព្រាងទុក(Semi-structured interviews)។ ការស្រាវជ្រាវនេះ មានទំហំសំណាកចំនួន៨នាក់ គឺនាយកសាលាម្នាក់ គ្រូថ្នាក់ទី៥ចំនួន២នាក់ និងសិស្សថ្នាក់ទី៥ចំនួន៥នាក់ (ស្រី៣នាក់ និងប្រុស២នាក់)។ ការប្រមូលទិន្នន័យ ត្រូវបានចាប់ផ្តើមពីថ្ងៃទី៣០ ខែកក្កដា ដល់ថ្ងៃទី០៧ ខែសីហា ឆ្នាំ២០២១។ លិខិតអនុញ្ញាតក្នុងការស្រាវជ្រាវត្រូវ បានផ្ញើទៅអ្នកចូលរួមទាំងអស់មុនពេលការប្រមូលទិន្នន័យចាប់ផ្តើម ហើយការចូលរួមនោះមិនបានបង្ខិតបង្ខំឡើយ។ ផែនការដំបូងនៃការប្រមូលទិន្នន័យ គឺត្រូវធ្វើដោយផ្ទាល់។ យ៉ាងណាមិញ ដោយសារខេត្តសៀមរាបស្ថិតនៅក្នុងតំបន់ក្រហមនិងត្រូវបិទខ្ទប់ ហេតុនេះ ការសម្ភាសត្រូវបានប្តូរទៅសម្ភាសតាមរយៈអនឡាញដោយប្រើប្រាស់កម្មវិធីZoom សម្រាប់នាយកសាលា និងលោកគ្រូអ្នកគ្រូ និងប្រើប្រាស់Facebook Create Room និងMessenger Video Call សម្រាប់សិស្ស។ ក្នុងការសម្ភាស អ្នកស្រាវជ្រាវបានប្រើសំណួរគោលចំនួន៧សម្រាប់នាយកសាលា ប្រើសំណួរគោលចំនួន១០សម្រាប់គ្រូបង្រៀន និងប្រើប្រាស់សំណួរគោលចំនួន៨សម្រាប់សិស្ស។ ក្រៅពីការប្រើប្រាស់សំណួរគោលក្នុងការប្រមូលទិន្នន័យ អ្នកស្រាវជ្រាវក៏បានសង្កេតថ្នាក់ទី៥ ចំនួនពីរថ្នាក់ផងដែរ ក្នុងគោលបំណង ដើម្បីទទួលបានទិន្នន័យបន្ថែមសម្រាប់ការសិក្សាស្រាវជ្រាវនេះ។ បន្ទាប់មក ទិន្នន័យទាំងនោះត្រូវបានសរសេរជាភាសាខ្មែរ បន្ទាប់មកទៀត ត្រូវបកប្រែជាភាសាអង់គ្លេស ហើយកំណត់ជាCode និងTheme។ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះ បានរកឃើញ៥ចំណុចសំខាន់ៗរួមមាន៖ សិស្សចូលចិត្តការរៀនក្នុងថ្នាក់ជាងការរៀនពីចម្ងាយ មធ្យោបាយនៃការបង្រៀននិងរៀន របៀបចូលរៀនរបស់សិស្ស បញ្ហាប្រឈមក្នុងការទំនាក់ទំនងនិងការគ្រប់គ្រងសិស្ស និងឥទ្ធិពលរបស់អាណាព្យាបាលលើការលើកទឹកចិត្តនិងការចូលរៀនរបស់សិស្ស។ ទាំងនេះ បានបង្ហាញថា អ្នកចូលរួមទាំងអស់ចូលចិត្តការរៀននៅក្នុងថ្នាក់ផ្ទាល់ជាងការរៀនពីចម្ងាយ។ តែទោះជាយ៉ាងណាក៏ដោយ ក៏ពួកគេបានបង្ហាញពីអារម្មណ៍

របស់ពួកគេចំពោះភាពចាំបាច់នៃការរៀនពីចម្ងាយ នៅកំឡុងពេលការរក្សាតំនែជំងឺកូវីដ-១៩នេះ ដែរ។ គ្រូបង្រៀន បានប្រើប្រាស់មធ្យោបាយក្នុងការបង្រៀនពីចម្ងាយទាំងSynchronousនិង Asynchronous ។ ចំពោះការរៀនពីចម្ងាយនេះ សិស្សបានប្រឈមមុខនឹងបញ្ហាអស្ថិរភាពអ៊ីនធឺណិត(Internet instability) ការប្រើទូរស័ព្ទមធ្យម ការចំណាយថវិកាលើសេវាអ៊ីនធឺណិត ។ លើសពីនេះទៀត នៅក្នុងការរៀនពីចម្ងាយ បញ្ហាទំនាក់ទំនងនិងបញ្ហាក្នុងការគ្រប់គ្រងសិស្សក៏បានដោះស្រាយទៅលើការរៀនសូត្ររបស់សិស្សផងដែរ។ តាមរយៈលទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះ លោកគ្រូ អ្នកគ្រូ និងអាណាព្យាបាលរបស់សិស្ស គឺពិតជាត្រូវដើរតួនាទីយ៉ាងសំខាន់ក្នុងការជំរុញ និងការលើកទឹកចិត្តសិស្សទៅលើការចូលរៀនពីចម្ងាយនេះ។

**ពាក្យគន្លឹះ៖** ការរៀនពីចម្ងាយ ជំងឺកូវីដ-១៩ ការយល់ឃើញរបស់សិស្សសាលាកម្រិតបឋមសិក្សា

## ABSTRACT

This study aims to explore the perceptions of primary school students regarding remote learning during the COVID-19 pandemic through the lens of 5<sup>th</sup> grade students and educators in Cambodia, using a qualitative case study approach. There were three research objectives: (1) *Explore primary school students' perceptions of remote learning during the COVID-19 pandemic*, (2) *Explore how educators and students feel about students' ability to access remote learning and their thoughts about the kinds of learning opportunities provided*, and (3) *Determine what motivates and demotivates students in remote learning*. To answer the research questions, the researcher used semi-structured interviews. There were eight participants, a school principal, two 5th grade teachers, and five 5th grade students (3 girls and 2 boys). The data collection procedure was started from 30th July to 7th August, 2021. Consent forms were sent to all participants before the data collection began, and it was a choice for those who were not comfortable to decline to participate in this study. Originally, the data collection was to be conducted face to face; however, because Siem Reap was in the Red Zone and in lockdown, the interviews moved to an online setting via Zoom for the school principal and teachers, and via Facebook Create Room and Messenger Video Call for students. The semi-structured interviews were conducted with 7 main questions for the school principal, 10 main questions for the teachers, and 8 main questions for the students. The researcher used fieldnotes to record observations of the two 5th grade classes. After collecting data, the data was transcribed in Khmer, translated into English, coded into keywords, and then organized by themes. The findings emerged into five themes: theme 1: Student and educator preference for face-to-face learning, theme 2: Delivery platform used dependent on student and educator level, theme 3: Challenges due to the lack of access to internet and electronic devices, theme 4: Challenges of communication and student management, and theme 5: parents' influence on

motivation and attendance. The findings indicate that all participants preferred to learn face-to-face; however, they understand the need for distance learning during the pandemic. Teachers used both synchronous and asynchronous platforms for their remote teaching. Students faced difficulties accessing their remote class due to instability of their Internet, the use of a shared phone, and the cost of internet data. There were also communication and student management issues that impacted their learning experiences. It was also found that students received motivation from their parents and teachers.

**Keywords: Remote Learning, COVID-19, Primary Students' Perceptions**

## **SUPERVISOR'S RESEARCH SUPERVISION STATEMENT**

TO WHOM IT MAY CONCERN

Name of program: Master's Degree of Education in Mentoring

Name of candidate: **Thorn Va**

Title of thesis: **Exploring the Perceptions of Primary School Students Regarding Remote Learning During the COVID-19 Pandemic Through the Lens of 5<sup>th</sup> Grade Students and Educators: A Case Study in Wat Chork Primary School**

This is to certify that the research carried out for the above titled master's thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor: **Stanislas Kowalski**

Supervisor (Sign):.....

Date: .....

## CANDIDATE'S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “**Thorn Va**” hereby present entitled “**Exploring the Perceptions of Primary School Students Regarding Remote Learning During the COVID-19 Pandemic Through the Lens of 5<sup>th</sup> Grade Students and Educators: A Case Study in Wat Chork Primary School**”

for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate): .....

Date: .....

Countersigned by the Supervisor: .....

Date: .....



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## **List of Abbreviations**

COVID-19–Coronavirus Disease of 2019

MoEYS–Ministry of Education Youth and Sport

MLE– Multilingual Education

PED–Primary Education Department

UNICEF–United Nations International Children’ Emergency Fund

# CHAPTER 1: INTRODUCTION

## 1.1 Background of the Study

The coronavirus disease 2019 (COVID-19) was declared a pandemic by the World Health Organization on 11 March 2020. The COVID-19 pandemic has had a profound impact on multiple dimensions of human life (Worldometers, 2020). It has affected human life on a global scale, including, economically, the tourism sector, and education in every country. This negative impact resulted in almost every country in the world making the decision to close schools in order to prevent the spread of the disease in school. In Cambodia, on 16 March 2020, the Royal Government of Cambodia (RGC) made the decision to close all education institutions, including public and private schools, in order to prevent the spread of COVID-19. To pursue education, educators used remote learning to continue to provide instruction to students. Schools in Cambodia were issued a guidance document by the Ministry of Education, Youth and Sports (MoEYS) to open again on 7 September, 2020 for in-person instruction, and the school year finished in November (2020). The new school year began 11 January, 2021, but due to a community outbreak of COVID-19, school buildings were again closed on 20 March, 2021. Wat Chork Primary School in Siem Riep, Cambodia, like other public schools in Cambodia, moved to remote learning once again in March, 2021 (MoEYS, 2021).

Wat Chork Primary School is situated in northwestern Cambodia. There are 26 classes, 36 teachers, and 1275 students. Wat Chork Primary School teachers use a variety of strategies and platforms for remote learning, including digital platforms such as Facebook, Messenger, and Telegram. According to the school director, teachers created a Facebook room and used Facebook Messenger for synchronous learning. Messenger allows for video calling on Facebook social media. Telegram is a text messaging service.

This decision was made because it was easy for families to access Facebook and Telegram. The school also provided paper and pencil activities and used nationally televised lessons from MoEYS (S. Heng, personal communication, April 7, 2021).

This study aims to explore students' perceptions of remote learning during that period of school closure as a result of the COVID-19 pandemic. Although there have been a few studies conducted in the last year on remote teaching, few studies in Cambodia have focused on primary students' perceptions.

## **1.2 Statement of the Problem**

With the continuing COVID-19 pandemic, schools were once again required to teach students remotely from March 20, 2021 (MoEYS, 2021). While some data were collected over the past year, especially from surveys regarding access to digital platforms, there is a dearth of research that focuses on how students feel about learning from home in Cambodia. Most global studies of this nature focused on university students (Abbasi et al., 2020; Faridah et al., 2020) so there is a lack of understanding in the field about the primary student experience. Understanding how primary students perceive this experience and having the opportunity to explore their thoughts and feelings regarding this experience, including what motivates and demotivates them, may help inform future teaching approaches. A case study at Wat Chork Primary School will provide some insights about how these students are feeling about their remote learning experience. While not fully generalizable beyond this case, the themes that emerge from this study may provide a foundation for future research.

## **1.3 Research Purposes**

The purpose of this case study is to explore the perceptions of primary school students regarding remote learning during the COVID-19 pandemic from the perspective of 5<sup>th</sup> grade students and educators at Wat Chork Primary School.

#### **1.4 Research Objectives**

The purpose of this research is to explore students' perceptions regarding remote learning during the COVID-19 pandemic. Specifically, the objectives are to:

1. Explore primary school students' perceptions of remote learning during the COVID-19 pandemic.
2. Explore how educators and students feel about students' ability to access remote learning and their thoughts about the kinds of learning opportunities provided.
3. Determine what motivates students in remote learning.

#### **1.5 Research Questions**

1. How do primary school students perceive remote learning during the COVID-19 pandemic?
2. How do educators and students feel about the students' ability to access remote learning and about the kinds of learning opportunities provided?
3. What motivates and demotivates students in remote learning?

#### **1.6 Significance of the Study**

This study has significance for educators and students at Wat Chork Primary School, but also for teachers throughout Cambodia. Although it is a case study and not necessarily generalizable beyond this context, understanding how students respond to remote learning and their perceptions during the COVID-19 pandemic may provide future areas for study or help educators adjust their practice.



## **1.7 Operational Definition**

- Remote learning refers to the process of teaching and learning from a distance, usually when it is not possible to meet in a traditional classroom setting. In Cambodia, MoEYS has suggested methods and resources for remote learning. These include: distance learning programs that can be accessed through Facebook, YouTube, television and radio. MoEYS also developed worksheets for students who are unable to access digital resources.

## CHAPTER 2: LITERATURE REVIEW

### 2.1 Remote learning

Information Communication Technology (ICT) has been widely and increasingly adopted in schools in urban areas and in the capital Phnom Penh, but schools in rural and remote areas still lack technology infrastructure, access to the internet, and human resources (MoEYS, 2021). The Cambodian government put forth many efforts to integrate ICT as a teaching, learning, and knowledge sharing tool through the development of a new policy and strategy on ICT in Cambodia (MoEYS, 2018). Digital or ICT tools play a very important role in supporting the online learning process. Online learning is a form of distance education that involves using technology as the mediator of the learning process, and that teaching is entirely delivered through the internet (Siemens et al., 2015). In some educational institutions, students might have to attend regularly scheduled online presentations or discussions. Students usually access learning materials online, such as recorded lectures or presentations, reading lists, activities, assignments, and so on through the provided platform. With online learning, students submit their work and receive feedback online. Students can also connect and interact with their peers online, and sometimes they can be together in an online class with an instructor while working through their digital lessons, materials, or assessments (Stauffer, 2020). Remote learning or distance learning can be synchronous or asynchronous (Offir et al., 2008). Siemens et al. (2015, p. 99) define distance learning as “teaching and planned learning where the teaching occurs in a different place from learning, requiring communication through technologies and special institutional organization.” Universities across the country have made an effort to move classes online or at least, in the

case of MoEYS, to offer lessons on television and online through social media platforms (mainly Facebook), YouTube and websites (UNICEF Cambodia, 2020).

## **2.2 Response to COVID-19**

The core strategic component of the MoEYS COVID-19 response was to develop distance learning services for children from primary to secondary education. In March 2020, MoEYS began to prepare online lessons for Grade 9 and 12 students, as students in these grades have annual national examinations. Noting the extended school closures and the importance of supporting learning for all children (not just Grades 9 and 12), MoEYS developed distance learning content to reach students from early childhood to Grade 12, including those from ethnic minority communities and children with hearing difficulties. These programs can be accessed through Facebook and YouTube, and MoEYS recently developed a U-Learning platform. With support from a variety of development partners, MoEYS is now broadcasting distance learning programs through a new dedicated education television channel access to learning for those who are geographically distant (Moore et al., 2011). Blended learning (also known as hybrid learning) refers to the practices that combine (or blend) traditional face-to-face classroom instruction with online learning (Siemens et al., 2015). Compared with other forms of online learning, blended learning provides students with more fruitful channels to get connected with their peers and instructors (Park & Shea, 2020). Academic research also suggests that blended learning gives students a better understanding of course content due to the support of social interactions (Garrison & Kanuka, 2004).

## **2.3 Remote Learning Status in Cambodia**

### *Pre-COVID 19*

Before the COVID-19 pandemic, the concept of remote learning was introduced at some Cambodian universities such as the Institute of Technology of Cambodia, but it was not really a common learning method. The COVID-19 pandemic required to find alternative ways to reach students. Two television channels broadcasted content relevant to preschoolers through upper secondary students, while radio programming focused on reaching parents and children in pre-school and grades 1 to 3. Efforts were made to integrate Cambodian Sign Language into primary and secondary online and television e-lesson to enhance inclusivity ( MoEYS 2020).

As of 26 June 2020, a total of 1,618 resources from early childhood to Grade 12 had been produced, including: 1,303 e-learning videos, of which 219 were integrated with sign language and 30 were converted and printed in braille; and 270 MLE radio spots in three languages. Of the learning resources, 551 have been broadcasted across various social media platforms, radio or other mentioned channels (MoEYS, 2020).

Despite the roll out of distance learning services, there are gaps in access, as many children from poor households and those living in remote locations are unable to either have regular internet access or do not have internet access at all. Some children and their families also face challenges accessing the education television channel and radio programs, as many poor households do not own a television or a radio, or do not have a satellite dish or cable which would allow them to view the TVK2 education channel.

The latest figures, based on a large-scale nationwide survey, indicate that 48.4 percent of rural households in Cambodia own a television and 38.4 percent own a radio. A 2016 survey (most recent large-scale figures available) shows that 48 percent of Cambodians

owned a smartphone (internet capability) and that in 2016 Internet/Facebook became the most important channel through which Cambodians accessed information (30 percent); this surpassed television (29 percent) and almost doubled radio (15 percent). The total views for all e-learning videos on Facebook and YouTube have reached 11.1 million, and it is estimated that on average 10,000 preschool students, 69,000 Grade 4–6 students, and 70,000 secondary school students are reached with e-learning through these platforms (MoEYS, 2020).

On 19th May 2020, an assessment conducted by the MoEYS Primary Education Department (PED) on access to distance learning showed that 24 percent of the 513,303 primary school students (Grades 1–6) in 2,858 primary schools have access to e-learning on television, and 22 percent have access via Facebook. Of these, only 17 percent viewed more than 50 percent of the length of every video. The assessment concluded that only 24 percent of teachers assigned homework for students, and only 7 percent of students were engaged with teachers on question-and-answer sessions (MoEYS, 2020). MoEYS has attempted to make its distance learning more accessible, with partnerships with the Cambodian DTV Network Limited (DTV Cambodia) for installing satellite dishes in hard-to-reach areas, and with Metfone for students and teachers to access free internet connectivity. According to the MoEYS Response Plan, evidence shows that “digital channels are not sufficient to reach all children in Cambodia” (MoEYS, 2020).

In a UNICEF-MoEYS survey conducted in 2020 and referenced in the MoEYS Response Plan, a number of challenges were identified. In this survey, 575 respondents (students and caregivers) from 21 provinces in Cambodia participated in a survey to determine the challenges faced by children in accessing continuous or distance learning

services. Most common challenges reported by families focused on accessing platforms and programs due to poor internet connectivity, the cost of accessing internet or using phone credits, the need for shared devices, and lack of television or radio coverage. In a Save the Children survey, girls were identified as having more access to remote learning options (Save the Children Report, 2020). However, in a rapid gender analysis conducted by CARE International, girls may be expected to devote more time than boys to caring for younger siblings, household chores, and caring for older or sick relatives instead of focusing on their education. This discrepancy in the data presents another interesting area to explore.

The UNICEF-MoEYS survey also found that even when students had access to remote learning, there was a lack of engagement and motivation (MoEYS Response Plan, 2020). When asked about learning outcomes, 62 percent reported feeling they were learning less than when schools were open, 3 percent stated they were not learning at all, 26 percent reported learning the same amount, and 9 percent stated they were learning more. This survey also identified a request for more innovative remote learning methods in order to engage and motivate students, especially primary age children. There was also an identified need for better methods of monitoring the level of effort and learning among students (MoEYS Response Plan, 2020).

## **2.4 Student Motivation**

Remote learning has become important in teaching and learning during the COVID-19 pandemic, but one of the challenges beyond access to online learning is student motivation. Academic motivation is related to students' beliefs, goals, and values that determine which academic or school-related tasks they will pursue and persist in (Wentzel & Wigfield, 2009). There are a number of different theories regarding motivation and what

motivates students in the classroom. In order to have a better understanding of what might motivate students during remote learning, a few of these overarching ideas are explored in this review. In achievement settings some other important variables are skills, outcome expectations, and the perceived value of outcomes (Schunk, 1989)

Students who believe that they are able and can do well are more likely to be motivated. Students who lack this belief are less likely to do well. This is known as “adaptive self-efficacy and competence beliefs” (Pintrich, 2003). Confident students are more likely to be cognitively engaged. Of course, confidence is not enough to produce high achievement. It is not enough to simply believe in one’s ability. There should also be competence. Therefore, skills are also important to consider (Schunk, 1989). Another belief that is important according to student motivation theories is the amount of perceived control a student has over their learning context. Students who believe they have more personal control over their own learning and behavior are more likely to do well and achieve at higher levels (Pintrich & Schunk, 2002).

Goals are also identified as important to student motivation. These include academic and social goals. Goals are also related to student interests. Interest in a subject or concept usually results in a higher level of motivation. Higher levels of interest are associated with cognitive engagement, more learning, and higher achievement. Students who set their own goals and self-regulate by monitoring their own cognition and behavior are more likely to do well (Pintrich, 2003). Student motivation is also related to social goals. Feeling connected and part of a community of learners can motivate students (Durlak et al. 2011). When considering motivation in remote learning, the research shows that designing tasks that focus on providing student collaboration and connection can increase motivation and engagement

(Trespalacios, 2017). The combination of autonomy, competence, and connection with others was found to greatly impact motivation, and without these three attributes present, it can result in maladjustment and a lack of motivation. This is known as self-determination theory. (Deci & Ryan, 1985; Ryan & Deci, 2000).

Values are another area that is important to consider regarding motivation to learn. In expectancy-value theory, students are more likely to be motivated to learn if they see the value or benefit in their learning. Value is further defined as including intrinsic value, utility value and cost. Intrinsic value is the enjoyment gained from the task. Utility value or usefulness refers to the way the task may relate to a students' future plans. Cost refers to what a student has to give up in order to do a task or the amount of effort they may have to put in to complete the task (Wigfield, 1994).

Parents may also influence student academic motivation because they can influence students' autonomy, competence, connections, beliefs, goals, and values. These areas were also found to be dependent on the way parents organize the environment in terms of defining rules and expectations, the relationship and connection between parents and their children, and the level of respect parents showed for student autonomy (Grolnick et al., 2009).

## **2.5 Remote Learning and Motivation**

Faridah et al. (2020) conducted a study in Indonesia on the effect of digital learning on students' motivation (at the university level) during the COVID-19 period. There are two phases in the study. First, the questionnaire phase explored the perceptions of teachers and students about the use of online learning media amid the COVID-19 pandemic. The second phase focused on testing the effectiveness of an online learning media reviewed from the aspect of student motivation. The population includes students from different departments



and levels of education in Indonesia who are still active in learning. A questionnaire via Google form was used in the data collection method, and was compiled in July 2020. There were 190 students involved in this study. The finding showed that digital learning has a significant effect on student motivation in the COVID-19 pandemic. Students tend to be more motivated in learning by using digital learning platforms. If students are motivated in learning, then they are more likely to be involved with digital learning, so they are more likely to achieve their learning goal. This study focused on students at university level only.

In order to find literature that might more directly inform this study, a keyword search of Google Scholar was conducted. A keyword search of “remote learning and motivation and primary school” and “digital learning and motivation and primary school” returned a number of studies, but the majority of these were published before the current pandemic, so the context is quite different. Studies before 2020 focusing on digital learning have more of an element of choice, so they are not as relevant to this study.

## **2.6 Summary of Literature Review**

This literature review began with an examination of the research regarding remote learning in general, response to COVID-19, remote learning status in Cambodia, student motivation, and remote learning and student motivation. Remote learning can be synchronous and asynchronous; it provides opportunities for students to learn from a distance. Remote learning was introduced to Cambodia at the university level but it was not common. However, with the COVID-19 pandemic, remote learning was the only choice for teachers and students to carry on their teaching and learning. Since remote learning is different from the regular classroom experience, it is important to investigate student

motivation during the COVID-19 pandemic. Student motivation involves belief, values, goals, competence, autonomy, and connection. These can be strongly influenced by parents.

A comprehensive literature review process beginning with a keyword search of “remote learning and COVID-19 and motivation and primary school” and “digital learning and COVID-19 and motivation and primary school” returned only a few studies, and most of these considered parent or teacher perspectives on motivation during remote learning throughout the COVID-19 pandemic (Aliyah et al.,2020; Garbe et al.,2020). Therefore, there is a gap in the current research and a need to consider Cambodian primary students’ perspectives during the COVID-19 pandemic.

The COVID-19 pandemic is a unique learning situation because students in Cambodia are unable to attend school as usual. While the MoEYS has provided some very clear guidance and in partnership with other organizations a number of surveys have been conducted, understanding students’ perceptions and feelings about learning during the COVID-19 pandemic through a qualitative case study may create an opportunity to inform teaching practices or future studies.

## CHAPTER 3: RESEARCH METHODOLOGY

### 3.1 Research Design

The design of this study is an exploratory case study of student perceptions of remote learning during the COVID-19 pandemic. Case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports) and reports a case description and case-based themes (Cresswell, 2007). Yin (2002) defines a case as “a contemporary phenomenon within its real-life context, especially when the boundaries between a phenomenon and context are not clear and the researcher has little control over the phenomenon and context” (p. 13). His definition of case reflects his advocacy for the case study as a legitimate method of research, too. The assumption underlying the definition is that other research strategies such as history, experiment and surveys are not capable of inquiring into the case that interests researchers. Therefore, they need an utterly novel “comprehensive research strategy” named case study (Yin, 2002, p. 14). Exploring student perceptions during the COVID-19 pandemic provides a specific case as described by Yin because this is a phenomenon within the real-life context of continuing to educate students at Wat Chork Primary School during school building closures. This study explored the perceptions regarding remote learning of five Grade 5 students from two different classes at Wat Chork Primary School. The researcher conducted semi-structured interviews with these students mid-way through their remote learning experience. Interviews are a qualitative research technique that is frequently used in many different kinds of

qualitative research. Cresswell (2013) describes interviewing as a series of steps in a procedure. The interviews were conducted one-on-one by video or in-person with social distancing in order to adhere to health guidelines during the COVID-19 pandemic (Ministry of Health, 2021). Participants were given the choice between the two options in order to ensure participants who may not be as comfortable with an online interview had an alternative. Interviewing two 5th grade teachers gave the researcher more data or information that could be used to compare to students' answers. The school principal also provided additional information on the students' perception during remote learning instruction. The researcher also collected remote learning attendance data and documents from the school director regarding student access to technology. The researcher also observed two different remote learning experiences and took field notes during these observations.

### **3.2 Sample Size and Sampling Technique**

There are 188 grade 5 students in the primary school in 4 classrooms. There are 96 girls and 92 boys. Among these students, five were recruited for the study. Interviewing five students of mixed genders and levels of access to technology provided a wide range of perspectives for the case study. Although qualitative research does not require a prescribed number of interview subjects, Romney, Weller, and Batchelder suggest 4-5 as a reasonable number when the participants have a high level of knowledge about the subject (1986). This is further supported by Brannen (2012) who recommends 1-260 as a target number depending on the level of expertise of the participants and the research scope. A case study, according to Brannen, does not require as many participants as a complex longitudinal study (2012). Students reporting their own perceptions would have a high level of expertise regarding their own thoughts and feelings. Grade 5 students were identified for this case

study because students of this age are more able to articulate their thoughts and feelings than younger students. They are also likely to have stronger technology skills.

In order to recruit students, classroom teachers shared the information letter and invitation to participate from the researcher through the established Facebook room used by the Wat Chork Primary School teachers to connect with students and families. Any students who were not able to access the digital platform received a paper copy of the information letter and invitation. This ensured that the sample included students who may be experiencing remote learning without access to technology. As positive responses were returned, the researcher provided a consent form for families to sign. Classroom teachers and the director were recruited for the interview directly and provided with an information letter and consent form.

### **3.3 Research Instruments**

In order to guide the semi-structured interviews, the researcher used an interview protocol that reflects the goals of the research questions. The interview protocols were in Khmer. For the student interview, the questions used simplified language that is easy for students to understand. For the adult interviews (teachers and school director) the interview protocol was still straightforward, but written for an adult audience. Questions for the interview were open-ended and allowed for follow-up questions. Open-ended questions allow researchers to build upon and explore participants' responses to these questions. The goal is to have the participant “reconstruct his or her experience within the topic under study” (Seidman, 2013, p. 73).

Observational field notes are a qualitative research technique commonly used in qualitative research. According to Creswell (2013), observational field notes can be divided

into descriptive and reflexive columns. This allows the researcher to record what is observed, but also impressions and thoughts about the experience. While the researcher did not have a prescribed checklist or observation protocol, observations included student behavior, teacher responses to student questions, student participation, and noting any connectivity issues. These notes were then coded for key words and themes.

### **3.4 Data Collection Procedure**

To collect data for this study, the researcher began by contacting the director of Wat Chork Primary School to receive permission to conduct the study. Wat Chork Primary School is an ideal school for this study because the teachers have prior experience with remote learning and students come from a wide range of socio-economic backgrounds. The researcher had access to this site because of former employment at this location. The researcher provided the director with a detailed explanation of the study and requested formal consent. The researcher also asked the director to provide data regarding student access to technology and attendance data. Next, the researcher contacted grade 5 teachers and explained the study. The researcher also asked for their consent for the study and for their participation in interviews and permission to observe remote teaching. Two grade 5 teachers were interviewed and observed during this study. Then, the researcher asked teachers to contact families of students by Facebook (a common form of communication in this school) or by telephone or home visits for any families without access to Facebook. The teacher asked for their interest in participating in the study. A detailed explanation of the study was provided to any interested family. If families of students were interested, then the researcher also asked for formal consent to interview students.

Once participants were identified, the researcher arranged to interview five students from two different Grade 5 classes using a semi-structured interview. The interviews were conducted in Khmer. The interviews were recorded and then transcribed. The interviews were coded by keywords, and then themes from the interviews were explored in the discussion. The transcriptions were translated into English after data analysis was complete. The researcher also observed two Grade 5 classes and took observational field notes. These notes were coded by keywords and themes. Then, the researcher interviewed the two Grade 5 teachers. An interview protocol was used for these semi-structured interviews. These interviews were recorded and transcribed. These interviews were also coded by keywords and then themes. The researcher then interviewed the director of Wat Chork Primary School. This interview was recorded and transcribed. This interview was coded by keywords and themes. The researcher gathered attendance data and technology access data from the Director.

After analyzing all of the data, the case study concluded with a broad interpretation of what was learned from the case. In this final interpretive phase, the researcher reported, as Lincoln and Guba (1985) suggested, the lessons learned from the case.

### **3.5 Data Analysis**

Coding data both during and after data collection is a common practice within qualitative research (Miles & Huberman, 1994, p.56). Although coding and analysis are not exactly the same thing, coding is considered a “crucial aspect of analysis” (Basit, 2003, p. 145). Coding is a cyclical process that requires coding and re-coding as categories, themes, and concepts are identified (Saldana, 2013). The interviews and field notes from this case

study were coded for key words and themes using several cycles of the coding process.

According to Braun and Clarke (2006) a theme captures important information about the data with regard to the specific research questions and represents patterned and meaningful responses within the data. The data analysis process for this case study followed the six steps recommended by Braun and Clarke. This includes becoming familiar with the data, generating initial codes in order to organize the data, searching for themes and then reorganizing the data in relation to the themes, reviewing the themes, defining and naming the themes, and then producing the report (2006). In addition, in order to ensure the codes and themes were relevant and made sense, the researcher asked a colleague to review the codes and themes as part of the research process. Cresswell (2013) recommends peer debriefing as a way to ensure more trustworthiness in the data analysis.

### **3.6 Ethical Considerations**

There are many ethical factors that should be considered when conducting research, particularly when working with children. Hatch (2002) explains that researchers need to be sensitive to vulnerable populations, imbalanced power relations, and placing participants at risk. In this study, participants were asked to self-report about their perceptions related to remote learning, discuss what motivates and demotivates them, and consider challenges and positive aspects of remote learning. It was important to ensure students felt comfortable and free to share their feelings. In order to ensure students felt comfortable, the researcher asked students and their families if they preferred an in-person (socially distanced interview) or an online format for the interview. Choice of location was also offered to families. These accommodations helped students feel more at ease. The purpose of the study was explained to students, teachers, and parents. Although students must participate in remote learning,



they were not required to participate in the study if they were uncomfortable. Consent forms were sent home to parents and it was clarified that participation in the study was optional and their anonymity was preserved. All data were secured and individual responses were kept confidential and anonymized.

## CHAPTER 4: RESULTS/FINDINGS

This chapter focuses on reporting the results of the study related to the research questions.

1. How do primary school students perceive remote learning during the COVID-19 pandemic?
2. How do educators and students feel about students' ability to access remote learning and about the kinds of learning opportunities provided?
3. What motivates and demotivates students in remote learning?

### 4.1 Background Information of the Participants

The present study included seven participants: the school principal, two 5th grade teachers, and five elementary students (three 5th grade girls and two 5th grade boys). The school principal was a 39-year-old male at Wat Chork Primary school and had almost two years' experience managing teaching and learning during the pandemic. He was also the one in charge of introducing the school guidelines for teachers and students to follow during the COVID-19 pandemic. Teacher 1, a male teacher, had 5 years of experience in teaching. Once the school turned to teaching remotely, he used both synchronous and asynchronous teaching platforms. For synchronous instruction, first he used Zoom to give instruction, then due to the difficulty of using Zoom with kids, he turned to Facebook Create Room; it was more convenient for his students. For asynchronous instruction, he used his YouTube Channel for his students to watch the explanatory videos that he created for his students, and he used Messenger and Telegram for communication and sending files. Teacher 2, a 49-year-old male, taught his students using an asynchronous platform only, Messenger Chat. He taught every day from Monday to Saturday from 1:00 to 3:00pm. Students in his class answered his questions using both verbal and written answers through Messenger Chat.

During his teaching, he also used video to explain concepts to his students. Student 1, a 10-year-old 5th grade girl, accessed remote learning through her phone. She had significant parent support in her home and they were very involved with her studies. Student 2, a 12-year-old 5th grade girl, didn't have access to remote learning. She had no smartphone or computer, and she was interviewed through Messenger Video Call using her friend's phone. Student 3, an 11-year-old 5th grade boy, used Facebook Created Room for his class. He was encouraged to learn by his family members. Student 4 was an 11-year-old 5th grade girl. She always accessed her online class through Messenger Chat. She responded to her teacher's questions using both voice chat and written chat. Student 5, a 13-year-old 5th grade boy, was supported by his parents and grandma for learning. He used a smartphone for his remote learning.

The data collection started from the 30th of July and finished on the 7th of August, 2021 at Wat Chork Primary school. The original plan for data collection was to conduct face-to-face interviews using the semi-structured interview, because Siem Reap was in the Red-Zone and in lockdown because of COVID-19 community spread, the interviews were conducted online. They were conducted via Zoom for the school principal and teachers, and Facebook Create Room and Messenger Video Call for students.

## **4.2 Themes**

Five distinct themes emerged from the research data. The major themes identified from the results of this study included:

1. Student and educator preference for face-to-face learning
2. Delivery platform used dependent on student and educator comfort level

3. Challenges due to the lack of access to internet and electronic devices
4. Challenges of communication and student management
5. Parent and family influence on motivation and attendance

Themes 1, 2, and 4 answered the first research question; *How do primary school students perceive remote learning during the Covid-19 pandemic?* Theme 3 addressed the second research question; *How do educators and students feel about students' ability to access remote learning and about the kinds of learning opportunities provided?* Theme 5 addressed the third research question; *What motivates and demotivates students in remote learning?* Each theme is discussed in further detail below.

#### **4.2.1 Student and Educator Preference for Face-to-Face Learning**

All students interviewed showed a preference for face-to-face learning, however, they also expressed their understanding of the need for remote learning due to the COVID-19 pandemic. Student 1, a 5th grade girl who accesses class through her phone, stated, "In the typical classroom, the teacher is better at explaining. In online class, sometimes the internet is unstable; I could not hear what the teacher was saying. Sometimes, I could listen."

During the interview, teachers and students who participated in this study also reported the similarities and differences of remote learning and regular classroom instruction. There are some differences between attending remote class and regular class. In regular class, students were able to practice with teachers and they were more likely to understand more. Teachers found it easier to teach, explain, assign students to work and practice, and to help and support those students who needed help and support on time. Teachers were also able to monitor and manage students. In addition, teachers could also evaluate their students' ability during their learning. In remote class, students could not practice with teachers like face-to-

face class. The attendance of students who went to online classes decreased compared to the regular classroom (Monthly Distance Learning Reports). When the teacher wanted to assign students to work together, they did not participate as requested. Teachers could not monitor students' behaviors like face-to-face class and this resulted in online students doing whatever they wanted while they were in their remote class.

Teacher 1, a 5th grade teacher who reported about his experience of teaching remote class and regular class, stated, “Comparing online learning to the regular classroom experience, they are fifty-fifty. In the regular class, students are able to practice with us because what we want to show them, they understand. We could say that it is very comfortable, easy to help and support students, easy to explain, easy to teach, and it’s easy to assign students to practice because practicing in the classroom, we are able to monitor them face-to-face, manage them face-to-face. It is not like an online class. The online class is from a distance, but for the regular class we do it directly; we know which students are having troubles, which students don’t understand the provided contents, and which students are not participating. We know that, and we could manage them on time. The best thing in regular class is, we could evaluate student ability on time.”

Teacher 1 contrasted face-to-face learning with the difficulties of online class. He explained, “...it is more difficult than the regular classroom; when students do not participate, we can only call their names, but we cannot assign them to do other work because we are giving instruction. We could not assign them to do work because it is difficult to divide the time when they are having troubles. So, it means that we have to focus on our teaching first, and then we can contact the students who are having problems later; we inform them that when they are having class next time, please don’t talk, but concentrate on your learning. We

ask them the reasons why they don't do the assigned work, why they don't participate, and so on. With such problems, we contact them after class; we could not deal with it at the time we are focusing on the teaching. If we take action immediately, it could distract us from our teaching and learning process, meaning, we just focus on the students that are having problems without teaching other students because kids in primary level are different from those who are in higher level. If we teach at the secondary school level it is not too difficult because students are older, but with kids, we could not do that. Sometimes when we take action, they turn off their camera, and leave the class. This is for online classes, but in regular classrooms, this experience never happens; meaning, when they don't do the assigned work, it is easier to manage and control them. Regarding attendance, it is an important thing. I have 47 students in total with 26 girls. In the regular class, in some weeks, students are never absent, some weeks they are absent around 1 to 2 students.” Teacher 2, a 5th grade teacher also reported similar to what Teacher 1 stated. He said, “Well, for remote learning it is indirect. We are not close to our students. In a regular classroom, we can monitor students with their behaviors, how they sit, how they comport themselves and how they talk. This is in the regular classroom, and it is better than online class. In online class, we can only give the guidance verbally, but we cannot see what students are doing or practicing. In a regular classroom, we have more opportunity to help and support our students with both their behavior and everything in class. During online class, we could not help them, and this is hard.”

Students also raised their thoughts about the regular classroom and remote learning during their interview. They compared the differences and similarities in remote learning and regular classroom. In the typical classroom, teachers were better at explaining, and it is

easier. In remote classes, students had some problems regarding internet instability, difficulty in hearing their teachers, spending money for using the internet, and being unable to look at teachers' explanations.

As mentioned earlier in the paper, Student 1 said, "In the typical classroom, the teacher is better at explaining. In online class, sometimes the internet is unstable; I could not hear what the teacher was saying. Sometimes I could listen."

Student 3, a 5th grade boy reporting his thoughts about the typical classroom and remote class, stated, "...in the typical class it is easier than Messenger since sometimes the internet is unstable."

Student 4, a 5th grade girl expressing her thoughts about the differences between remote learning and regular class by explaining how the financial choices she makes, said, "Yes, Teacher! The differences are learning online was the credit for top up, but if we learn at school, we use the money to buy snacks. We stay at home and we pay \$2 for top up, so it wastes money. But it seems to be different because now there is COVID-19 outbreak so we just stay at home."

Student 5, a 5th grade boy who reported about his difficulty in seeing the teacher's explanation, said, "Through the phone, I could listen to what the teacher was saying, but we could not look at his explanation. In face-to-face class, we can look at the teacher's explanation, listen to him, and when the teacher wants us to do something, we can do it."

At the same time some students also raised the similarity of remote class and typical class. In remote class, teachers were also able to explain their students, and students were also able to answer their questions. Student 3 said, "In regular class, the teacher could explain well, and in online class the teacher could explain well too." Student 4 said, "Yes, Teacher!

He teaches very well. When he is teaching, he asks everyone if we don't understand. When I tell him I don't understand this and that, he will explain it to me again." Student 5 stated, "On the phone I could answer my teacher, and in the regular classroom, I could do the same."

After expressing the differences and similarities of remote learning and regular class, students showed their preferences to study in the typical class or face-to-face class rather than remote learning. However, they understood the need for remote learning during COVID-19 pandemic. Similarly, one of the participating teachers, Teacher 1, reported about the benefits of remote learning. Teachers just provided their instructions from home, no need to spend time going to school, and both teachers and students were getting more familiar with digital platforms for learning and teaching. He said, "For the advantages of remote learning, teachers just provide the instruction from home, so it's beneficial on the time; teachers do not need to go to school. In addition, both teachers and students are familiar with using ICT or technology with new platforms. Nowadays, every teacher is required to be able to use technology which we can say ICT. So, if we don't do online class, teachers will never be familiar with the online platforms; because of remote learning, I am able to use some platforms for my instruction."

#### **4.2.2 Delivery Platform Used Dependent on Student and Educator Comfort Level**

During remote learning, teachers used a variety of platforms such as Telegram, YouTube Channel, Messenger, Facebook Create Room, and Zoom. Some platforms were for synchronous teaching, and some were for asynchronous teaching. Telegram, YouTube Channel and Messenger were used for asynchronous teaching; teachers recorded videos and sent them to their students through these platforms, so students could watch them anytime. On the other hand, some platforms could be used for synchronization such as Facebook



Create Room and Zoom. Teachers could use these platforms to teach the live video lessons. Synchronous teaching was found to be difficult, especially with teachers who were not good at technology, but young teachers were fine with them.

Teacher 1, a 5th grade teacher delivering a variety of platforms of learning both synchronous and asynchronous through Telegram, Messenger, Facebook Create Room, YouTube, said:

Well, regarding remote learning, first, I use Messenger. I created a Messenger Group Chat, then I created another group called “Create Room”. I use this for my daily teaching. I also have another Telegram Group for students. Some students have a Telegram Group, and it can have them get the big file because sometimes we could not send the big size file through the Messenger Group. Well, I used to try to use Zoom to teach my students, but because of the poor connection in the students' area, and only 2 or 3 students were able to access, so I stopped using it because other students were having difficulties, and they could not join the class. These are activities that I do during remote learning. Regarding the teaching video, I have my own YouTube channel. I created a YouTube channel for general lessons, for 6th and 5th grade students to talk about the difficult contents of the lesson. So, when I teach a lesson, and students don't understand that lesson, I will forward the video lesson that I created to my students. I also make short videos about the contents that my students are not clear about when students ask me through Messenger, and then I make videos and send them to my students through Messenger. Activities like this I do with students privately, not in the group chat because different students have different

difficulties on the contents, so I make a short explanation video on the lesson that I taught my students.

Teacher 2, a 5th grade teacher, delivering a platform of learning, asynchronous, via Messenger only, said, “Well, nowadays, I teach my students through Messenger or Chat. Well, sometimes I make some short videos for my students to understand some contents.”

Student 1 said, “Every day I study through Messenger and Facebook Create Room. I never use Telegram; I use only Messenger.” At the same time, Student 3 said, “ I learn through Create Room.” Student 4 said, “ I learn through personal Messenger and group chat, Teacher”

***Returning assignments.*** Regarding returning assignments, reporting was different depending on the platform that teachers used for teaching during remote learning. The School Director reported the returning assignments for the first semester of the school year. He stated, “We just calculated for our first semester.” According to the Director, they received a little more than 60% back. He roughly estimated to say, “So, it means that we have 1,000 students, and we lack another 300 students. We have not reached 70% or 80% yet. Some schools in the center of the town can do it because the parents there are wealthier.”

Teacher 1, 5th grade teacher who used Facebook Create Room, Group Messenger, and Telegram reported about the returning assignments from his students. Those students who did not have phones with them, the teacher had to wait for the returning assignment until students’ parents arrived home and gave their phones to their children, and they could work on their homework. Sometimes, teachers gave extra assignments from the unlisted schedule, Science and Sociology subjects, just teaching Khmer and Mathematic.

He stated, “Well, regarding the assignment, it is like what I mentioned earlier: those students don’t have their own smartphone; the phones belong to their parents, so the parents take the phone from their children to work because they need their phone at their workplace, so their children don’t have phones 24 hours with them. When the parents come back home, they give the phone to their children to work on the assignment. Regarding the given assignment, sometimes students could complete on time, some they are late submitting, all of these are based on whether their parents are free with them or not. Well, sometimes I assign students to work on Science and Sociology assignments, but it’s once in a while because the school scheduled us to teach only Khmer and Mathematics. I think assigning them once a week to work on the Science and Sociology assignments is fine to let them do some research on them, but formally based on the school guidance, there are only Khmer and Mathematics.”

Teacher 2, a 5th grade teacher who used only Group Messenger in his teaching during remote learning reported differently. They were to return assignments after class, he gave them time to work in class. He said, “Teaching depends on the kinds of assignments or exercises; some exercises could take around 30 minutes, others could take around 15 minutes. Yes, Teacher! For new exercises, I give them from 30 minutes to 1 hour.”

Four students who were able to access remote classes during COVID-19 pandemic, reported that they could complete the given assignment on time. Student 3 said, “Yes, I could complete it on time.” Student 4 said, “When the teacher assigns me homework, I don’t do it immediately; I have to wait until I get home, have dinner, then I start working with it and send it to my teacher.” Returning assignments was still an area that the school needed to improve since school was not in the town, and most of the students came from low socio-

economic backgrounds, so they still lacked smartphones to access school during the remote learning, and this led to the low percentage of returning assignments.

***Schedule.*** Teachers taught their students based on provided schedules from school. In the school year 2020-2021, school had specific schedules for teachers to teach, work on the returning assignments and prepare for homework. The provided schedules from school had only two main subjects for teachers to focus on, Khmer and Mathematics. Teacher 1, a 5th grade teacher who used both synchronous and asynchronous platforms in his teaching and depends on the provided schedule, said, “Well, since we have a regularly provided schedule, we teach only one hour a day, but other additional times are for correcting the students’ work. I correct students’ assignments; check on them to see if there are any mistakes, then I give them some feedback, and they can redo. Like today's instruction; I taught only one hour. I started at 1:30 and ended at 2:30. Then I gave time to my students to work on the assignments, and then I checked and corrected them, and prepared homework for students too. That’s all.”

Teacher 2, a 5th grade teacher who used only an asynchronous platform “Group Messenger” in his teaching, reporting on his teaching based on the provided schedule and taught in the afternoon shift, stated, “Well, I teach them based on the provided schedule. I teach in the afternoon shift from 1:00 to 3:30. For another one and a half hours, I correct students’ work. Based on the provided schedule, it is from Monday to Saturday. I can teach only one subject per day: Khmer on Monday, Khmer on Tuesday, Mathematics on Wednesday, Khmer on Thursday, Mathematics on Friday and Khmer on Saturday.” At the same time, all students who were able to access remote classes also mentioned their schedule during the online class. Student 5, a 5th grade boy reporting on his learning schedule, said,

“I learn Khmer and Mathematics. Monday is for Khmer, Tuesday is for Khmer, Wednesday is for Mathematics, Thursday is for Khmer, Friday is for Mathematics, Saturday is for Khmer, Teacher.” The provided schedules for remote learning are not too long for primary level. This schedule included only two main subjects: Khmer and Mathematics. During the online class teachers raised questions and students answered them. It was similar to what they did in the typical classroom. Students could give verbal answers and written answers. Most students answered correctly. Student 4, a 5th grade girl who described online class activities, said, “Yes, when he asks his questions, my classmates and I respond to it. Sometimes I answer first, and sometimes I answer after my classmates, but my teacher wants us to respond at the same time. And once the teacher asks me to do something, I do follow his instructions.”

#### **4.2.3 Challenges Due to the Lack of Access to Internet and Electronic Devices**

Accessing remote learning was a significant challenge for most students. All students reported at least some difficulty with accessing class. The reasons given included general Internet instability, the need to use a shared mobile phone, lack of money to “top up” minutes on the mobile phone, and no mobile phone.

Four students complained about the internet instability during the online class. “Sometimes it’s difficult because the internet is unstable. In online class, the internet is unstable; I could not hear what the teacher was saying. Sometimes I could listen.” said student 1, a 5th grade girl. Student 3, a 5th grade boy who had an internet issue while accessing online class, stated, “...the typical classroom is easier than in Messenger since sometimes the internet is unstable.” Student 5, a 5th grade boy who had an internet connection when using his phone to access his online class, stated, “Yes, I have; the internet

is unstable.” Internet instability was also reported by teachers. Teacher 1 said, “...the internet in my area is unstable, so it leads to our teaching and learning not going well; both teacher and students have internet issues. Students have very poor connection, and that is hard for learning and teaching.”

Most students did not own a mobile phone; they needed to use a shared mobile phone with their parents or siblings. School principal reported, “For those who have no smartphone with them, they have to wait until parents come back home, take pictures of their works and send them to their teacher.”

One student (not interviewed), a 5th grade boy accessing class by mobile phone, had to leave class during the researcher’s observation in order to “top up” his phone (field notes). Student 4, a 5th grade girl accessing class by mobile phone, expressed frustration regarding the need to spend money “topping up” her phone. She stated, “...we learn at school, we use the money to buy snacks. We stay at home and we pay \$2 for top up, so it wastes money. But it seems to be different because now there is COVID-19 outbreak so we just stay at home.”

In the meantime, there was one student among 5 who were interviewed who had no access to remote classes because she didn’t have a phone. Student 2, a 5th grade girl who wasn’t able to access a remote class, responded to a question “Do you have an online class?”, and she said, “No, Teacher! Because I don't have a phone.” The school principal also said, “...first, students don’t have smartphones, and this is a big deal.” The lack of access to the Internet or devices influenced students’ perceptions. Teacher 2 also mentioned the families who had financial crises and did not have enough smartphones for their children as a challenge in accessing remote classes. He said, “Another problem is related to students;

some families provide opportunities to their children to study while other families don't because they have financial issues, so their children cannot come to class regularly. Students face many challenges. First, the problem with their family financially; they have economic crises. Second problem is their family has only one phone, so their parents have to take the phone to work, and their children could not access the class regularly, because they own only one phone and share it together." It also affected the kinds of learning opportunities, platforms, and teaching methods used by the teachers.

#### **4.2.4 Challenges of Communication and Student Management**

*Communication issues.* Communication was also reported as an issue of remote learning in COVID-19 pandemic. This was reported by teachers and students; they raised this as a difficulty they faced during the remote class. Teachers could not contact some students due to the internet instability and some students did not have smartphones. Not only did teachers have difficulties in contacting students, but also students themselves faced this as a problem in their remote class. Teachers and students could not talk directly to each other like in the typical classroom before the pandemic. Regarding communication issues, Teacher 1 stated : "We could not talk directly to the kids because on the phone, we couldn't meet them face-to-face. The challenges of remote learning make it hard for students to contact each other."

In communication issues, students also had difficulty in hearing their teachers explaining the lesson. This sometimes led students to misunderstanding and not answering the questions that their teachers asked them. Student 4 mentioned the challenges of hearing and answering her teacher, said, "Well, sometimes I have difficulty because the teacher asks me difficult questions, and I could not answer them. Then I listen to my friends answering it;

and I could answer after them.” Communication during the remote class had a significant impact on teachers’ instruction and students' learning. Students could not hear what their teachers were telling them and asking them, and this led to misunderstandings during the class. Teachers also faced difficulties in contacting students since some of them had no phones, and this was really challenging.

***Student management.*** During the remote class, student management was also reported as a challenge by teachers; it included distraction in the background, students not paying attention during online class, students turning off their cameras, and students playing games instead of learning. Teachers could not manage their students like in the regular classroom. Some students had a very distracting background; where they sat for learning there were some noises that made teachers and students face difficulty in hearing them properly. At the same time, some students did not pay attention to the class because they were surrounded by many people. Students also turned off their cameras, so the teachers did not know what they were doing. This was a big challenge for the teachers who taught the live lessons through Zoom, and Facebook Create Room. Once students turned off their cameras, they didn’t listen to the provided guidance from their teachers. This led to the inability of teachers to manage their classroom. When students did not want to study or come to the classroom, teachers could not do anything with them because they could not take any actions like in the regular classroom before COVID-19 pandemic.

Teacher 1 reported about his difficulties in his live video lessons with the distraction of the students’ background, students turning off their cameras, students playing games instead of learning, and his inability in managing students during online class. He stated, “In online class, we cannot manage students; we cannot force them because they are at their



home. Whether they go to class or not depends on them. When we contacted the guardians, they said they don't have money to top up their phone. This is the challenge; they don't have money to top up, then they are absent on that day. We could not force them to go to class like in the regular classroom because in the regular classroom, when they come to class, they study. But, online classes, if they don't want to study, we can do nothing; it is difficult to ask them to come to class. And another thing that is important and also a challenge is students turning off their camera during online class. When students turn off their camera, we don't know what they are doing. The noise from where students are when they join the class is very destructive for teaching and learning. Well, like what I mentioned, sometimes they are in class, but they don't listen to the teacher; they play games instead.”

Teacher 2, a 5th grade teacher who taught students using Messenger Group Chat, reported about his students who did not pay attention in his class because they were surrounded by many people. He said, “Regarding the phone, some students have their own phone, but they don't concentrate on their study because they are with many people, and we just work from a distance; we don't meet face-to-face with them, and this leads to difficulty.” Students not paying attention, turning off their camera, and playing games were found as a very significant challenge for remote learning. No matter whether teachers used synchronous or asynchronous platforms, all faced this as a huge problem in their remote teaching.

#### **4.2.5 Parent and Family Influence on Motivation and Attendance**

*Positive influence.* During remote learning, students received similar motivation, mainly from their parents and their teachers. Four students reported that their family motivated them to study hard, and they also helped them to explain the contents that they were not clear about. Student 1 stated, “When I don't understand the contents, I ask my

parents to explain, also when I have errors, they help me to correct them.” Similarly, student 3, a 5th grade boy said, “Yes, my parents always encourage me; they want me to study hard. They help me to do exercises like Khmer and Mathematics. They explain and help me to read fluently.” Student 4 said, “Yes, my parents told me, every teacher is our second parent, so you have to stay focused, and care for them, even if they are good to you or not good to you.” Student 5 said, “When I have free time, I read books. My grandma instructs me to listen to my teacher.”

Students also reported about the motivation they received from their teachers during remote learning. Student 3 said, “When I do well in class, they praise me. You did well in class, so keep working hard.” Similarly, student 4 stated, “...the teacher tries to teach me. He told me that even though in the online class, we could not see each other face-to-face, we have to understand it. We still have to take exams as the regular class, he still works hard for us, so I try to listen to him and that motivates me to study.” Another student reporting about the motivation that he used to receive from his teacher, said, “Yes, my teacher told me to study hard, and before class I have to listen to him. If we concentrate, we can learn new content.” Besides the motivation from family and teachers, one student also mentioned the motivation that she got from the lesson she received. Student 5, a 5th grade girl, said, “Yes, every lesson motivates me because when I am doing exercise, then I look at the lesson, I can do that exercise.”

***Negative influence.*** Parents not only influenced students in positive ways. In cases where parents did not support students learning, either because of a lack of understanding about technology, lack of collaboration with teachers, or inability to provide support, students were less likely to engage in learning.

Not understanding new technology was also reported as a significant challenge in accessing remote class during the pandemic. The School Principal explained, “Some parents didn’t understand that the phone is now becoming the class for their children and it leads to difficulty. Kids now are using the phone to access their remote classes, and for our school, they study through Create Room. Some teachers and parents are not familiar with technology, and some don’t even know how to use it.”

Parents and students dynamic, parents not monitoring their children during the remote class, were also reported as challenges in remote class. The School Principal who raised these challenges during the interviewing, stated, “Students’ parents have not encouraged their children. First, they have not monitored their children. Second, for only a few parents they had conflict in the Group Chat. They heard the students in the group consult each other in the Group Chat, then they took the phone from their children, and talked to the Group, and other parents did the same, and this led to the verbal conflict in the Group Chat.”

***Student conflict.*** In the meantime, student conflict during the online class was also reported. One conflict happened when students in the class used some bully stickers through Messenger Group Chat, said inappropriate words, used swearing words, and an angry face. Student 4 said, “Online class is not so good. Sometimes, I swear with Thida because Thida’s other friends don’t like me, since I always say something to them. Sometimes they use the Like sticker in the chat and I tell them not to use it, I don’t like it. Sometimes when we say something the teacher wants us to say loudly, and I tell Thida, ‘Thida, please speak loudly’, then she uses the angry face.”

## CHAPTER 5: DISCUSSION

On March 20, 2021, all schools in Cambodia moved to remote learning due to the community spread of COVID-19 (MoEYS, 2021). Wat Chork Primary school used a variety of delivery platforms both synchronous and asynchronous during the remote class (S. Heng, personal communication, April 7, 2021). This study aimed to explore students' perceptions of remote learning during the period of the school closure as a result of the COVID-19 pandemic. Understanding how primary students perceive this experience and having the opportunity to explore their thoughts and feelings regarding this experience, including what motivates and demotivates them, may help inform future teaching approaches. This study contained three research objectives: (1) Explore primary school students' perceptions of remote learning during the COVID-19 pandemic, (2) Explore how educators students feel about students' ability to access remote learning and their thoughts about the kind of learning opportunities provided, and (3) Determine what motivates and demotivates students. To answer the research objectives, this study had three research questions: (1) How do primary school students perceive remote learning during the COVID-19 pandemic? (2) How do students feel about their ability to access remote learning and about the kinds of learning opportunities provided? and (3) What motivates and demotivates students?

After the data was analyzed, the key findings of this research emerged into 5 themes which answered the research questions above.

The data suggested that primary school students perceived the remote learning during the COVID-19 resulted with 5 main themes: ( 1) Student and educator preference for face-to-face learning; all students interviewed showed a preference for face-to-face learning, however, they also expressed their understanding the need for remote learning due to the

COVID-19 pandemic, (2) Delivery platform used dependent on student and educator comfort level, teachers used a variety of platforms both synchronous and asynchronous during the remote learning, (3) Challenges due to the lack of access to internet electronic devices; all students reported at least some difficulty with accessing class, (4) Challenges of communication and student management, communication was also reported as an issue of remote learning in the COVID-19 pandemic, and (5) Parent and family influence on motivation and attendance, during the remote learning, students received similar motivation, mainly from their parents and teachers.

Theme 1, 2 and 4 addressed the first research question; *How do primary school students perceive remote learning during the Covid-19 pandemic?* The analyzed data suggested that the students preferred face-to-face learning rather than remote learning, but they understand the need for remote class during the pandemic, and the finding of this study aligned with the UNICEF-MoEYS survey which found students who accessed remote learning had a lack of engagement (MoEYS Response Plan, 2020). However, the result of this study contrasts the findings of the previous study that was mentioned in the literature review section, (Faridah et. al, 2020) regarding the use of digital platforms. In that study it was found students tend to be more motivated to learn when using digital learning platforms. The contrasting differences from the previous study could be caused by the different ages of the sample size. The previous study was focusing on the university level, while this study was focusing on the primary school level. In addition, the previous study was conducted in Indonesia, so it could be cultural differences contributing to the contrast.

Students accessed learning through both synchronous and asynchronous learning platforms such as Facebook Create Room, Messenger, Telegram recorded videos, Zoom and

worksheets. This finding also matched with the MoEYS Response Plan. In the MoEYS survey, a variety of digital platforms were used to reach students, both synchronous and asynchronous. The findings from this current study align with the survey results previously reported.

Theme 3, access to learning, addressed the second research question; *How do educators and students feel about students' ability to access remote learning and about the kinds of learning opportunities provided?* Accessing remote learning was a significant challenge for most students, and all students reported at least some difficulty with accessing class. The reasons given included general Internet instability, the need to use a shared mobile phone, lack of money to “top up” minutes on the mobile phone, and no mobile phone. The findings support the MoEYS Response Plan. The literature review in Chapter II identified a few key areas related to remote learning. The MoEYS surveys identified a number of challenges and showed that access is a major barrier to learning. Many of these challenges were also identified by participants in this study. The problems were internet instability, financial problems, the need for a shared phone and spending money to top up for more internet. Again, the challenges identified in this study were consistent with the MoEYS survey findings.

Theme 5, Parents Influence on Motivation and Attendance, answered the third research question; *What motivates and demotivates students in remote learning?* Participating students reported that they received similar motivation from their teachers and family and from themselves. Family helped them to work on the given assignment and this led students to focus more. Once students get support from their teachers and family, they are more likely to be able to access remote classes. This supports the previous study conducted

by Durlak et al. (2011) which found that feeling connected and part of a community of learners can motivate students. The findings regarding motivation also support the self-determination theory which was explained by Deci and Ryan (1985), and Ryan and Deci (2000). This theory suggests that the combination of autonomy, competence, and connection with others has a huge impact on motivation, and the absence of these factors can lead to demotivation. In addition, the current finding of this study also aligns with the study that was conducted by Wigfield (1994). That study found that students are more likely to be motivated to learn if they can see the benefit of learning. In this current study, students reported that although they preferred face-to-face learning, they understood the reasons for remote learning. This is consistent with Wigfield's findings that students are more motivated if they understand the benefits of the learning. The finding on parents' influence on motivation is also consistent with the study that was conducted by Grolnick et al., (2009). The study found that the students' autonomy is created through the way parents organize the environment by defining rules and expectations, the relationship between parents and their children, and the level of respect parents have for student autonomy. In this current study, students with easy access to technology (provided by parents) reported engaging in class. In addition, students reported feeling motivated by parents and adults who encouraged them and reminded them to follow the teacher's directions. Many students shared that they felt motivated by their parents because they helped them to do exercises and understand the benefit of learning.

The findings of Deci and Ryan (1985), and Ryan and Deci (2000) found that without autonomy, competence, and connection with others it can lead to maladjustment and lack of motivation. This aligns with the current study even though students did not directly answer the question; *what demotivates them?* However, they did discuss the challenges that they

faced during their remote learning instead of telling what demotivates them. Students faced the challenges of accessing learning, especially with the instability of the internet, the use of a shared phone, and spending money for more internet data. An inability to access learning due to not having a device or Internet could influence students' sense of competence, belonging (connection) and autonomy. Therefore, they may be demotivated when they have problems accessing their class, despite students not specifically articulating these challenges as demotivation.

Many of the main themes from this study, such as delivery platform and access to learning, support the previous findings from the MoEYS. This current study's qualitative approach, however, allowed for a deeper understanding of the experiences and perceptions of students experiencing remote learning. Beyond simply reporting the types of platforms or the challenges faced, students were also able to express their preference for face-to-face instruction, as well as factors that kept them engaged in the learning and motivated.



## **CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS**

### **6.1 Conclusion**

There was a lack of research on students' perceptions of remote learning during the pandemic, and this was a big gap in the literature to explore the perceptions of primary school students of online learning during the COVID-19 pandemic. The findings of this study provide benefits to future research. The primary objectives of this study were to: (1) Understand primary school students' perceptions of remote learning during the COVID-19 pandemic. (2) Explore how students feel about their ability to access remote learning and their thoughts about kinds of learning opportunities provided. (3) Determine what motivates and demotivates students during remote learning. The findings from this study provide additional insights into primary students' perceptions of remote learning during the pandemic. In particular, it was evident that students have a preference for face-to-face learning. This study also aligned with survey results nationally that indicated that students use a variety of platforms to access learning and that there are barriers to access such as lack of access to digital devices, poor Internet connectivity, and financial challenges related to the data used on cell phones in order to engage in lessons. While these findings supported the previous survey results, this study provided a deeper look into the feelings and perspectives of students facing these challenges. Specifically, students discussed the importance of the support they received from their family. Parental support helped keep them motivated and participating in the lessons. This finding suggests that students who are not participating in class may lack the support of their family, either material support (financial means to access the Internet or a digital device) or encouragement and the means to assist them with their

learning. While this was not a firm conclusion from this study, it does merit further investigation. For Directors and educators, the findings from this study are also relevant. Understanding the challenges faced by students may help schools and teachers look for ways to increase access, develop ways to communicate with families of students who may not be engaging in the learning, and consider additional digital platforms for learning.

## **6.2 Limitations of the study**

This study had a number of limitations. These included self-reporting, the timing of the study and the relatively short period of time for data collection, and sample size.

### **Self-reporting.**

In this study, students and adults self-reported their perceptions about remote learning through a semi-structured interview process. According to Gay and Mills, self-report instruments have notable limits. One concern is that the researcher cannot be sure that individuals are expressing their true attitudes, interests, values, or personalities (2016). Since the interview used in this study focuses on self-reporting, then this could impact the data.

### **Timing.**

This study was implemented during remote learning under pandemic conditions. The researcher was studying the case over the period of a few months and in the middle of the remote learning experience. A longer study would likely lead to an evolution in perspectives. The time constraints and time of year influenced the results. The data collection of this research was conducted online using Zoom for the interviewing with the school principal and two 5th grade teachers, and Facebook Create Room was used for interviewing with all 5th grade participating students. The researcher was originally to conduct a face-to-face interview with all participants, but due to the lockdown in Siem Reap

province during the data collection process, online interviewing was the only choice to collect the data. This gave a significant impact on the results of this study, especially interviewing online with kids. During the interview online, the researcher faced some difficulties of hearing the response of participants and asked for clarification many times. Also, students missed a question from the semi-structured interview; *What demotivates them during remote class?* All students just mentioned the challenges they faced instead of what motivated them. This may have impacted the findings of this study.

### **Sample size and sampling.**

The sample size and sampling method made results less generalizable because the participants were drawn from one school in Siem Reap, Cambodia. There also was some bias due to the fact that participation is voluntary. With a relatively small number of participants to interview, the case study may not fully capture the perspectives of all Grade 5 students at Wat Chork Primary School. Results from the case study would not be fully generalizable to other students, classes, or schools.

### **6.3 Recommendation**

Further research with a bigger sample size and over a longer period of time may yield more generalizable results. It is also recommended to include students from other schools in order to learn perspectives from students in other contexts. Future research should include students' parents and the school committee members for more information related to the experience of primary school students during remote learning. The data collection should be conducted face-to-face, and this will bring a wider range of information from all participants. Also, it would help the researcher have more clarity and more flexibility when there are

misunderstandings. The semi-structured interview should be clearer, especially the Khmer version.

In order to gain a deeper understanding of the perceptions of a wider group of students, especially motivation and demotivation, future research should focus on reaching students who did not engage in remote learning. Reaching these students during the current study was not possible because the lockdown prohibited traveling in-person to interview students. Many students who were not able to access online learning were also not able to communicate with the researcher through digital platforms. Since the findings related to student motivation and attendance showed that parental support was very important, this could suggest that students without this support may not be as motivated or as able to access remote learning experiences. This perspective is definitely one to deeply consider during future research.

Extending the study to secondary and high school level may obtain different results to the literature review. So, the further research could focus on the students' perception of remote learning at a higher level. This may help create a clearer picture of students' perceptions of remote learning during the COVID-19 pandemic.

Remote learning in Cambodia was introduced to some universities before the COVID-19 pandemic; however, it was not well-known at the primary school level. Due to the pandemic, remote learning was popular and used from the primary school level to the university level. It provided an opportunity for students to carry out their learning. Even though remote learning was not preferred like face-to-face class, the participants in this study expressed their thoughts about their understanding of the need for remote learning during the pandemic. As students and teachers continue to engage in remote learning throughout the

pandemic and beyond, continued research considering best practices for engaging students remotely will be important to keep exploring.

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## **APPENDIX A: INTERVIEW PROTOCOL**

### **Interview Protocol for School Principal**

1. How many students have internet access?
2. What attendance data can you share comparing students' typical attendance (pre-COVID-19) and attendance during the pandemic?
3. What guidance does your school provide to teachers regarding remote learning assignments?
4. What are the challenges to providing quality instruction during remote learning?
5. How much of assigned homework is returned to school?
6. How do you feel about students' ability to access remote learning?
7. What activities are the most successful in remote learning?

### **Interview Protocol for Teacher**

1. Can you describe the activities you have assigned during remote learning during the COVID-19?
2. How do you feel about your ability to provide quality instruction during remote learning?
3. How much time and how often do you teach your students during remote learning?
4. Can you describe typical activities?
5. How do you feel about your students' ability to access remote learning?
6. What have you tried to increase students' motivation? How well did it work?
7. According to you, what are the most successful activities in remote learning?
8. How do you measure this?
9. Do you have any advice for teachers who wants to do remote learning? Any mistake to avoid?
10. How can you compare online learning to the regular classroom experience?

### **Interview Protocol for Students**

1. Can you describe the activities you have done during remote learning during the Covid-19 pandemic?
2. How much time do you spend studying or working on school work during COVID-19 pandemic?
3. What do you think about the kinds of learning activities you have received from your homeroom teacher?
4. How do you access your remote class?
5. How do you feel about your ability to access your remote class?
6. What motivate you to get engaged during the remote learning?
7. What demotivates you to get engaged during the remote learning?
8. Can you compare your online learning to normal classroom?

## APPENDIX B: OBSERVATION AND FIELD NOTES

Description: Grade 5 Classroom 1

Date: August 3, 2021

Time: 1:30-2:30

Location: Virtual

| Teacher  | Student   | Reflection/Analysis   | Coding   |
|--|---|---|--|
| <p>What did you learn last week?</p> <p>What is the line? Teacher asked two students to answer.</p> <p>-Teacher asked the student to answer again and draw a line.</p> <p>-Asked students to give the definition of chord.</p> <p>-Teacher drew a line on the board and showed to students.</p> <p>- New lesson: The Types of Angles</p> <p>-Do you know Angles?</p> | <p>One student raised hand and answered; we studied about ruler and points(chord)</p> <p>-One student could not answer because of the internet problem. The second student answered.</p> <p>-Students draw a line on the board and show it to the teacher. Students also gave the definition of chord. A chord is a line which is limited by two points.</p> <p>-Type of Angles</p> | <p>Students' camera is not clear</p> <p>-The teacher's sound and student sound is not clear</p> <p>5 students turn of their camera</p> <p>-Students face difficulty in seeing and cannot hear well</p> <p>-8 students have internet issue</p> | <p>Challenge: Communication</p> <p>Challenge: Communication</p> <p>Challenge: Internet Access</p> <p>Challenge: Internet Access</p> <p>Learning Activities</p> |

|  |   |  |   |
|--|---|--|---|
| <p>-Taught students about how to measure the angles.</p> <p>-To draw angles, we use the line.</p> <p>-What things that I am showing you?</p> <p>-Look at this angle, what do you think?</p> <p>-Teacher draws 90 angles</p> <p>-What is this angle?</p> <p>-How many angles?</p> <p>Teacher show the angle</p> <p>-Student do exercise</p> | <p>-Students described the types of angles</p> <p>-90 angles</p> <p>-90&lt;angles</p> <p>-90&gt; angles</p> <p>-180 angles</p> <p>-All kind of angles</p> <p>-All kind of angles</p> <p>-Students do exercise</p> <p>-Students answer</p> |  | <p>Learning Activities</p> <p>Learning Activities</p> |
|--|---|--|---|

Description: Grade 5 Classroom 2

Date: August 24, 2021

Time: 1:00-3:00

Location: Virtual

| Teacher   | Student  | Reflection/Analysis   | Coding  |
|---|--|---|---|
| <p>-Takes students attendance</p> <p>-What day is today?</p> <p>-What did you learn about math?</p> <p>How to subtract fractions</p> <p>- Student guide verifies homework</p> <p>- Teacher drops video 6 part 10</p> <p>- Review the lesson</p> <p>- Teacher writes lesson title on paper</p> <p>- Math Lesson 71 Converting Fractions to Small Units</p> | <p>Participant</p> <p>-Wednesday</p> <p>- How to subtract fractions with the same denominator</p> <p>Subtraction and adaptation</p> <p>- Have students read the lesson title</p> <p>- A student asks the</p> | <p>There are 11 students come on time</p> <p>-Students answer via writing and voice</p> <p>-6 students answer by verbal and one by writing</p> <p>- 8 students answer by speaking, one answers by writing.</p> <p>Some answer first and some answer along.</p> <p>-students praise each other</p> <p>-Students look</p> <p>-Teacher doesn't use the slide for teaching, but his handwriting is very good.</p> <p>-6 students answer by verbal and one by writing.</p> | <p>Learning Activities</p> <p>Communication</p> |

|   |   |   |  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>- The teacher praises and encourages you</li> <li>- The teacher tells how to convert fractions to decimals and percentages in order by recording the pages of the drop-down book for the students.</li> <li>- The teacher drops the video from the first case fraction exchange 7 minutes 4/10 27/100 2/5 6/25</li> <li>- Tell students to watch the video</li> <br/> <li>- After the children have seen it yet</li> <li>- The teacher emphasizes the second point using the textbook</li> </ul> | <p>teacher if it is written, teacher</p><br><ul style="list-style-type: none"> <li>- Students answer that they have visited</li> <li>- Three students answered yes</li> </ul> | <ul style="list-style-type: none"> <li>-Teacher explains very well.</li> <li>-Most of students answer.</li> <li>-One student told the teacher that “Teacher, I need to get to the phonestop to buy a credit card and top up my phone.”</li> <li>-One student told the teacher that he doesn’t understand.</li> <li>- The student that goes to the phone shop told the teacher, “Teacher, I can’t follow your instructions because I was at the phonestop.”</li> <li>-One student told him “Look at where you last saw.”</li> <br/> <li>-When the teacher explained again, the student said he understood.</li> <br/> <li>-The third point is that there are 7 students. answers by verbal and one by writing</li> </ul> | <p>Communication</p><br><p>Challenge: Internet Access</p><br><p>Challenge: Internet Access</p><br><p>Learning Activities</p><br><p>Communication</p> |
|---|---|---|--|



|  |   |  |  |
|--|---|--|--|
| <p>- The teacher explains more about the points taught to the students (speaking explains to the students)</p> <p>- Photographer confirms point A</p> <p>-</p> <p>- Teachers praise students when students answer well</p> <p>- Teacher drops video about point 3 3.23 minutes</p> <p>- Teacher drops video to explain more</p> <p>- Teacher asks students to draw rules</p> <p>- The teacher explains and sends the order.</p> <p>- The teacher praises the</p> | <p>- Five students say yet</p> <p>- 2 students answer</p> <p>Two students write</p> <p>- Students write their own answers, some students record their answers.</p> <p>6 Write 2 folders</p> | <p>-Students say thank you to their teacher.</p> <p>-Most of the student said they understand the contents that teacher provided</p> <p>-Most of the students could answer the teacher's questions</p> | <p>Communication</p> <p>Communication</p> <p>Communication</p> |
|--|---|--|--|

|   |  |  |                            |
|---|--|--|----------------------------|
| <p>students and gives homework for the students to do.</p> <ul style="list-style-type: none"><li>- The teacher gives the students 2 exercises to do with a limited number of minutes.</li></ul> |  |  | <p>Learning Activities</p> |
|---|--|--|----------------------------|

# APPENDIX C: CONSENT FORM



## មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃព្រហស្បតិ៍ ០៥ រោច ខែទុតិយាសាណ ឆ្នាំឆ្លូវ ក្រឹស័ក ព.ស.២៥៦៥  
រាជធានីភ្នំពេញ ថ្ងៃទី២៩ ខែកក្កដា ឆ្នាំ២០២១

### សូមគោរពជូន

### លោក ហេង សោភ័ណ្ណ នាយកសាលាបឋមសិក្សាវត្តចក

**កម្មវត្ថុ:** សំណើសុំអនុញ្ញាតឱ្យគរុនិស្សិតឈ្មោះ **ថន វ៉ាន** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅ សាលាបឋមសិក្សាវត្តចកក្នុងចន្លោះពីថ្ងៃទី៣០ ខែកក្កដា ដល់ថ្ងៃទី០៧ ខែសីហា ឆ្នាំ២០២១។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើ ខ្ញុំបាទសូមជម្រាបជូន លោកនាយកឱ្យបានជ្រាបថា លោក **ថន វ៉ាន** ជាគរុនិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី២ នៃមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី។ លោកមានគម្រោងចុះស្រាវជ្រាវលើប្រធានបទ **“ការយល់ឃើញរបស់សិស្សកម្រិតបឋមសិក្សាលើការរៀនសូត្រពីមួយ ក្នុងអំឡុងពេលនៃការពាក់កណ្តាលឆ្នាំ-១៩: ករណីសិក្សានៅសាលាបឋមសិក្សាវត្តចក”** ដើម្បីសរសេរសារណាបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះគឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះអាចរួមចំណែកក្នុងការជំរុញឱ្យការរៀន និងបង្រៀនកាន់តែមានលក្ខណៈល្អប្រសើរឡើង។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលដល់និស្សិតរូបនេះបានចុះប្រមូលទិន្នន័យតាមសំណើមានក្នុងកម្មវត្ថុខាងលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ **ប័ន្ទ រ័ត្ន**

ឯកសារ មសគថ