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Challenges of Online Education for Teachers and Parents in the Emirati School System

Ahmed Khaled 
Al-Ain University, UAE

Wafa' A. Hazaymeh* 
Al-Ain University, UAE

Maude Evelyn Montierre
Private School, UAE

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Abstract: This study examined the challenges and issues faced by teachers and parents related to the transition from face-to-face instruction to online instruction. During the COVID-19 pandemic, ten teachers and ten parents from the United Arab Emirates (UAE) school system were interviewed to reveal their challenges in managing online teaching and learning. According to the findings, both teachers and parents encountered several problems. Teachers faced challenges such as the need to adapt their teaching strategies and techniques to the new situation, the need for technical support to facilitate the teaching-learning process, the lack of students' in-class participation and genuine motivation, and the nature and format of the teaching platform, and the fact that they need to have a high level of experience in using technology to serve their students well and engage them in interactive classroom activities. Parents reported several challenges, including lack of experience with the online learning platform, unwillingness to work with teachers to use the online learning platform effectively, lack of experience in properly preparing their children to participate in active online instruction, and multiple children attending different classes at the same time. These challenges place a great burden on parents who must support their children in the younger grades.

Keywords: *Challenges and concerns, online education, teachers and parents.*

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Introduction

After the 1918 influenza pandemic, various public health and safety improvements were made to contain the spread of the pandemic. These restrictions included extensive cleanliness, isolation, and public health education (Martini et al., 2019; Tremmel et al., 2020). These same precautions were taken during the 2019 coronavirus epidemic, more than 100 years later. By government order, many cultures worldwide were closed for extended periods (Daniel, 2020; Pacheco et al., 2020), resulting in schools and colleges seeking alternative learning modules due to forced closures (Chang & Fang, 2020).

Many studies have been conducted to assess the influence of the COVID-19 epidemic on the global economy and education. Schools worldwide are struggling not only with educational issues but also emotional and psychological issues. In United Arab Emirates (UAE) schools, too, many teachers and parents complain that students struggle with emotional and psychological trauma. Arab civilization is known for its robust social and emotional support system based on family and friends. Schools are used to provide channels for this psychological and emotional stability. During the epidemic, the options for social and emotional support disappeared. The problems faced by UAE school children pose difficulties for teachers and parents. A review of the literature reveals that very few studies address the difficulties and concerns of UAE schools. Most of the information reviewed addresses the challenges of the pandemic in general, but not in the UAE (Brazeau, 2020; Daniel, 2020; Makruf et al., 2022). Schools and the teaching and learning process are undoubtedly the most affected. Tugun et al. (2020) noted that students do not feel competent in using technology if schools are not well prepared for technology-enhanced education. According to Metruk (2020), teachers' preparedness to use technology in the classroom is critical in the academic environment.

This study sought to identify the barriers and concerns teachers and parents face when transitioning from face-to-face instruction to an online teaching/learning approach. These difficulties included issues such as a lack of social interactions, adequate technical support for teachers and students, stress on families due to their many other

* Corresponding author:

Wafa' A. Hazaymeh, Al-Ain University, College of Education, United Arab Emirates. ✉ wafa.hazaymeh@aa.u.ac.ae

responsibilities, and management strategies and techniques to support parents and teachers during the COVID-19 online teaching-learning model. The emergence of an unforeseen pandemic, such as COVID-19, presented a major challenge to the world and teachers and parents in particular. The magnitude of the situation was greater than initially anticipated. Many countries assumed that the epidemic would be over in a few months. However, as the situation continued, education suffered like many other industries. Educators were forced to find an alternative to face-to-face instruction. Distance learning proved to be a viable option. This online teaching and learning method has created some concerns and obstacles for teachers and parents. It has temporarily alleviated the problem of teaching and learning, but it has also created a new set of difficulties for school administrators, teachers, parents, and students. This research aims to uncover teachers and parents in the UAE school system's barriers and concerns in implementing the new online instructional model. The research questions are as follows:

1. What challenges and problems do teachers face using the online teaching and learning model?
2. What challenges and issues do parents face in implementing the online teaching and learning model?

Literature Review

Teachers and parents are important in ensuring effective online learning. Therefore, this study examined the challenges faced by teachers and parents. Asynchronous learning is a communication strategy that does not occur in real-time and where students and teachers are in different locations; thus, materials are pre-recorded and not delivered in a "live" context. On the other hand, synchronous instruction is defined as "real-time" learning. The timing and location of material delivery, whether on campus or online, are adjustable, with students able to respond quickly to a live broadcast (Finkelstein, 2006). In this way, course information can be provided to students simultaneously, while asynchronous learning can be accessed whenever the learner needs it.

Finkelstein (2006) refers to synchronous learning as a way to 'humanize' electronic learning, which can be impersonal with the counter method. As Dhawan (2020) suggested, the need for learners to interact with instructors leads to a more harmonious balance where content delivery and execution thrive. This interaction is achieved in a one-to-one, pair, or group setting where ideas and information are communicated in real-time with uncensored answers, resulting in cooperative learning in online education (Chang & Fang, 2020; Dhawan, 2020; Wargadinata et al., 2020). Before the epidemic, many institutions seldom mentioned this multimodal delivery technique (Yamagata-Lynch, 2014). As a result, it is critical for this study to address the monitoring of cooperative learning and classroom management tactics of teaching before the coronavirus epidemic to generate a deeper knowledge of the submergence of potential gaps, if any.

The introduction of digital learning models is important since it affects how information is shared. As a result, the goal is to provide a set of contemporary tools that students, instructors, parents, and management may use to maximize information sharing and progress among all parties concerned. The primary principle of cooperative learning (CL) implies that students in the same scenario are motivated to attain positive outcomes (Burden, 2020). According to Hamzah et al. (2015), *"the benefits of cooperation in education are apparent, and the use of technology to enable CL is critical"* (p.81). This cooperation motivates teachers to take action, creating an online learning environment that promotes constructive social interaction, engaged learning, and increased self-motivation for students through the use of e-learning apps.

In addition, Erfurth and Ridge (2020) assessed the impact of COVID-19 on the UAE education system to find solutions and ensure that education is not disrupted. They concluded that teacher, student, and parent training is insufficient, that teacher jobs have grown particularly demanding, that distance learning for students and parents is inadequate, and that working parents face additional challenges. Tajuddin et al. (2022) investigated working parents' difficulties mentoring their children in online learning. According to their data, parents have an average understanding of technology. They are eager to learn on school platforms and devote time at home to monitor their children's learning. However, the parents were aware that this work impacts their careers.

Burden (2020) proposed two instructional factors: Classroom management variables and instructional variables that promote optimum classroom management. This initial section includes classroom regulations, seamless transitions between tasks, annual management activities, effective time management, continual performance monitoring, and transmitting classroom behavior consciousness. He indicated that instructional variables include teacher-directed learning, active learner participation, student exploration of practice, adaptable facilitation that addresses the needs of each student, cooperative learning techniques, relatable imagery incorporated into teaching, and the use of motivation to achieve a constructive orientation toward goal achievement. Many of these instructional factors increased during the early months of school closures due to continual pressure to provide and build an online learning model (Zhao, 2020) with little to no time for preparation as governments rushed to stop the exponential expansion of COVID-19 (Daniel, 2020). Cooperative learning metrics were inadequate in schools that were forced into an e-learning approach to meet the demand for pupils to complete their academic year (Zhao, 2020). This inadequacy was due to teachers needing to convert scheduled face-to-face modules to be delivered online without adequate time or understanding of the curriculum's effective conversion (Daniel, 2020). Educators agree that the newly modified online education

environment cannot compensate for all the responsibilities that schools play in our society, but it does give a smaller version of face-to-face education (Chang & Fang, 2020; Dhawan, 2020; Wargadinata et al., 2020). However, Pacheco et al. (2020), Brazeau (2020), and Kania and Robbihi (2022) reviewed the online teaching platforms and noted the lack of actual application of taught knowledge. These results imply that COVID-19 teaching approaches may have created learning gaps, particularly in the practical areas of course application via online education.

Moreover, before the epidemic, there was no explanation for precise distribution methods for online learning models (Zhao, 2020). Moore et al. (2011) investigated the final characterizations of three learning modules related to online education to fill a research gap. This finding is based on contradictory results on distant learning, e-learning, and online learning settings (Lowenthal & Wilson, 2010; Moore et al., 2011).

Esichaikul et al. (2011) describe distance learning as a method of delivering lectures by mail without actual institution attendance. Moore et al. (2011), on the other hand, define e-learning as a concentration on structured education using electronic means. Lessons can be held in or out of classrooms, and the use of electronic sources (internet, laptops, tablets, etc.) aids in the delivery of course information in real-time attendance (classroom delivery) or at different flexible times (pre-recorded). However, Mossavar-Rahmani and Larson-Daugherty (2007) emphasize that e-learning should not be mistaken for hybrid learning, which involves translating at least 50% of learning activities onto an online electronic platform. Furthermore, the online learning delivery method establishes a platform for teaching presentations that incorporates all forms of learning accessible via the internet.

Pragmatism, Philosophy, and Challenges of Distance Learning During COVID-19

The pragmatic philosophy refers to the interests and experiences of the learner. In the Emirati school system, this philosophical perspective is predominant. They believed that the development of the full child would enable them to keep up with, if not outperform, the rest of the advanced world in the future. Emirati leaders want to develop their education system to flourish in all areas. However, the COVID-19 pandemic posed a significant obstacle to global education due to "poor infrastructure in classrooms and insufficient adaptability in the learning process" (Makruf et al., 2022). The UAE is no exception. However, Bawa'aneh (2021) investigated students' satisfaction, attitudes, and challenges in UAE public schools throughout the pandemic and concluded that students faced few issues. This positive effect is certainly linked to the fact that pupils in UAE public schools were already exposed to some type of electronic learning before the epidemic. Difficult situations usually result in a more inventive reality (Brazeau, 2020). The COVID-19 pandemic should not be an exception to normal education development, with academic institutions looking for new, inventive, and better ways for students to impact society positively. Institutions have not filled the hole in many ways, including the delivery paradigm, which has room for development.

Due to the sudden impact of school closures, pragmatism as a paradigm of education under COVID-19 is not optimal since content, teaching methods, and results are not student-centric (Daniel, 2020). Therefore, teachers' material distribution strategies should constantly be developed to meet the demands of today's students (Vanderstraeten & Biesta, 2006). As the pandemic brought additional challenges, curricula and syllabi were not adjusted (Zhao, 2020). Because the methods, preparation, and lesson design could not be aligned with the time constraints, an integrated curriculum struggled to cope with online teaching. Furthermore, pragmatism changed in the education delivery platform but not in the delivery or expectation of students (Chang & Fang, 2020). Al-Karaki et al. (2021) studied technological demands and problems. They discovered that virtually all participants believed online learning during COVID-19 was an excellent alternative to face-to-face learning.

Tremmel et al. (2020) explored the education of impaired kids based on their impressions of lessons taught at a small rural school. This school engaged the entire community in numerous ways to provide impaired kids with the resources they needed to learn well throughout the epidemic. The study concluded that "(a) a long history of strong relationships with students and families, (b) effective community partnerships, (c) family partnerships, (d) quality professional development, (e) strong communication, (f) resource allocation and training, (g) effective dissemination practices, and (h) a commitment to procedural and substantive compliance" are just a few of the many lessons learned as strategies for ensuring a smooth educational process during the transition period. It also addressed the role of local government and institutional administration, emphasizing the necessity of teacher, parental, and community support, as well as flexible timing and finance.

According to the literature review, using the online teaching-learning paradigm as an alternative to face-to-face instruction is important in UAE schools. According to a literature review, no studies specifically address teachers' and parents' problems in implementing the online teaching-learning model in the UAE education system. Therefore, it was deemed important to conduct this study to identify the difficulties faced by teachers and parents. In addition, multiple meetings with teachers and parents revealed the need to address the problem of obstacles. Parents and teachers expressed their dissatisfaction with online teaching and learning methodology. They sought answers to problems with the teaching-learning method. These problems prompted the researchers to conduct the study because there were no easy or readily available solutions for the parents and instructors. The researchers hoped that the results of this study would fill a gap in the literature. The results of the study will undoubtedly contribute to the literature.

Methodology

Research Design

The purpose of the study was descriptive. Therefore, an interview was conducted to discuss the challenges and issues faced by teachers and parents in the transition from face-to-face to online instruction.

Participants

Participants in this study included teachers and parents who reported their challenges, issues, and concerns related to e-learning. Ten parents and ten teachers were selected from the school's teacher and parent population. The two research groups, teachers and parents, each had 10 participants from the UAE school system. The participants in the study were randomly selected, and none knew anything about the other participants. Participants were selected from various public and private schools to ensure diverse representation. To maintain privacy and confidentiality, the identities and names of the schools were kept confidential. The teachers are divided into two subgroups: five female teachers and five male teachers teaching different subjects. The average age of the male teachers is 37, and the average age of the female teachers is 34. All participants in the teacher group have a bachelor's degree or higher, and 90% have earned a postgraduate certificate, diploma, or degree in teaching. Tables (1-4) provide background information on the teachers who participated in the study. Tables 1 and 2 show 1ages, years of teaching experience, credentials, and subjects taught by the instructors.

Table 1. Male Teacher Participants

No.	Age	Years of Teaching	Qualifications	Junior or Senior Phase	Subject Specialization
T1	40	12	B.Ed. and Diploma	Senior	Mathematics
T2	33	9	BA (English and French)	Both	English and French
T3	35	17	Bachelor in Science	Senior	Science
T4	30	9	Bachelor in English	Junior	English
T5	45	25	Music Ed, MA	Both	Music and English

Table 2. Female Teacher Participants

No.	Age	Years of Teaching	Qualifications	Junior or Senior Phase	Subject Specialization
T6	27	3	BA, MA	Junior	English Literature
T7	30	8	Bachelors (Inclusive Ed.)	Both	English
T8	27	6	B.Psych.and PGDE	Both	Child Development
T9	34	11	B. Psyc and MA	Junior	English
T10	33	12	B.Ed in Mathematics	Senior	Mathematics

The second research participants group were also parents. There were ten parents present (five men and five women). The average age of the parents in this study was 35 years. In 60% of the participants, one parent works at home, and 40% have a full-time nanny. The average number of children in the parents' families is two, ranging in age from two to seventeen. Participants in both groups come from a variety of multicultural and ethnic backgrounds. Tables 3 and 4 show the age, occupation, and the number of children in each household.

Table 3. Male Parents Participants

No.	Age	Full-time occupation?	Stay-at-home parent during the day?	Number of Children	Range of children's age
P1	29	Yes	Yes (nanny)	3	2-9
P2	42	Yes	Yes (mother)	2	14-17
P3	30	Yes	Yes (mother)	2	10-17
P4	31	No	Yes (father)	1	6
P5	45	Yes	No (nanny)	2	12-15

Table 4. Female Parents Participants

No.	Age	Full-time occupation?	Stay-at-home parent during the day?	Number of Children	Range of children's age
P6	31	No	Yes (mother)	2	10-13
P7	34	No	Yes (mother)	3	6-11
P8	38	No	Yes (nanny)	1	4
P9	27	No	Yes (mother)	2	8-12
P10	40	Yes	Yes (nanny)	1	9

For more than one academic year, both teachers and parents have used distance learning as a module. None of the participating parents received any school notification indicating the date to return to face-to-face instruction. In this study, 70% of teachers continue using a full-distance education module, while 30% return to school using a hybrid return strategy.

The Instrument and Procedures

This qualitative study used interview guidelines to collect evidence and data on teachers' and parents' experiences and challenges during online teaching and learning. The interview questions were established through informal interactions with parents and teachers who expressed their worries and problems. The interview guidelines were then created in the form of semi-structured interview questions. This qualitative study used interview guidelines to gather insights and data about teachers' and parents' experiences and online teaching and learning challenges. Interview questions were established through informal interactions with parents and teachers who expressed their concerns and problems. Interview guidelines were then created in the form of semi-structured interview questions. The open-ended interview questions allowed participants to speak openly about their experiences. The researchers used an online platform to conduct the interviews with participants. The researchers collected and organized the interviews once they were performed for each group of participants. The interviews were then transcribed and organized into subject categories. Responses were then compiled for analysis and identification of themes and topics. The documents were organized into fields, then concepts, and finally themes. Papers from each participant group were organized by theme for analysis and presentation of findings. Participants were consulted during the evidence analysis process to review and confirm their responses as accurate and clear. This "member-check" approach was used immediately after each interview to verify the legitimacy and reliability of the evidence. The same procedure is performed again before the results are published. Participants occasionally changed their comments or added new language. The researchers took their suggestions into account. When the procedure was completed, themes were used to answer the research questions.

Results

Several themes arose from this research. These themes will be classified by each study group (teachers and parents). The following are the primary topics that represent the challenges that teachers face: (a) the Teaching process, (b) students' participation, (c) parents' cooperation, (d) a distance learning organization, (e) fluent technological usage, and (f) work-life balance. These challenges can answer the first research question.

Challenges Facing Teachers

The utilization of the online teaching paradigm is the first obstacle mentioned by teachers. Before the pandemic, teachers and students had never made such wide use of digital devices in the classroom. According to two elementary school teachers, "I have been teaching for many years, and suddenly I had to learn new technology platforms and teach it to parents"; "parents are often not cooperative and difficult to educate." Furthermore, "we must teach young children how to navigate the new ICT curriculum." This curriculum posed a severe issue when dealing with parents and pupils. Younger students had difficulties since ICT classes do not begin until Grade 1, and even older students had difficulty navigating all the platforms utilized to aid learning (Google Meets, Zoom, Microsoft Teams). The following are the many issues raised by teachers:

The teaching-learning process: Most teachers in this survey said that the teaching process was difficult, owing to students' physical absence and the limits of the technology employed in teaching. To compensate for students' lack of engagement in the teaching-learning process, teachers must master a variety of applications. This results in a lack of active class participation, and teachers must keep an eye on them while they work from home. This monitoring of the students is a recurring problem. "It is unpleasant and hard not just to learn new technology abilities, but to utilize these technological skills to monitor not only children but parents," four teachers said. The necessity to oversee children performing their work without the assistance of their parents is a difficulty for every teacher. "Parents can provide a difficulty when they take over their children's tasks, and we ask them not to," more instructors are cited as saying. Teachers also indicated that, while parents are important for help, they might be problematic. They occasionally interfere with and interrupt teachers when they attempt to convey course information to students. Parents must also learn and comprehend the course content to help their children learn it. A few teachers reported that "it is difficult to decide if I should characterize my work as a school teacher, an adult educator, or both."

The effectiveness of teachers is a constant pressure: Teachers work hard to ensure that their students are engaged in the teaching-learning process and do not fall behind. Unfortunately, parents who are expected to assist their children have a dilemma. "I am supposed to help my students, not their parents," two instructors said. Parents are difficult to deal with, much alone educate them how to utilize technology to aid their children who are not my pupils." They must comprehend and study the same material as their children to assist them later. As stated by teachers who have to address the many questions parents raise during live sessions, this study becomes difficult.

Teachers are unsure if they are teaching parents or students. Furthermore, teachers cannot analyze pupils' learning styles or levels to alter their teaching approaches. "Mothers do not comprehend that educating them is not my responsibility," five female instructors said, "but circumstances demand their collaboration." Most instructors also noted that it is difficult to solicit parents' assistance and support in teaching and learning while discouraging them from assisting their children with in-class work. It results in an embarrassing predicament. Teachers are caught between asking parents for assistance and support and urging them not to participate in class activities. It is perplexing for everyone concerned, including parents, students, and teachers. The internet platforms' roles were never clearly defined.

Students Participation

Ensuring active engagement of learners is difficult since most students leave meetings or mute themselves. Technical difficulties beset live sessions, affecting the ideal class behavior. "It used to be easy to engage youngsters in classroom activities in conventional courses," three other teachers said, "but online, it is difficult, if not impossible, to maintain their focus on assignments and to participate without creating noise or paying attention." As a result of behavioral issues, teachers struggle to measure student comprehension. They stated, "We encourage students to participate in classroom activities while closely monitoring them to avoid parents being great students rather than our students." They do not realize they are merely there to assist me in teaching their children and evaluating their performance."

Parents frequently request further explanations of key lesson elements for their children to engage effectively in the activities. Teachers feel obligated to appease parents to maintain their cooperation. Unfortunately, parents occasionally participate in the events and provide their children with the answers to the questions. This participation is a significant difficulty for teachers. They are unsure if parents or their children attend the live sessions. As a result, teachers indicated that they must strike a fine balance between keeping parents happy and preventing them from taking on the tasks of class kids. They must not only watch students but also their parents, who may interfere with the teaching-learning process by providing their children with the right answers to tough problems. Teachers, in particular, are not always aware of who completed written chores or extremely hard assignments. Therefore, these are some of the difficulties teachers experience in student engagement.

Parents Cooperation

Teachers in this research suggest that parents may offer their children the necessary tutoring at home. However, they are not instructed to apply tactics to retain attention and attain educational goals. In addition, parents have limited influence over their children and struggle to fulfill tasks. Teachers' concentration during live sessions and pre-recorded video classes leaves much to be desired, giving pupils the sense that the online approach is not 'real-school.' "I do not know how to encourage students to do their work and get parents to cooperate; it is a difficult job," three teachers remarked. Teachers claimed that students who do not completely work or make excuses for missing class have low drive and discipline. As a result, teachers claimed that individual student achievement during online learning is contingent on parents' willingness to cooperate with the teacher while also taking responsibility for implementing consequences, positive or bad.

Use of distance learning: Everyone engaging in distance learning must be organized and have great time management skills. It is difficult to finish an online school day if one of these criteria is missing. The majority of schools have enough technical resources. However, even the greatest technology may sometimes fail to function properly, posing a challenge to teachers. As two teachers put it, "we do not know what to do when the system we are employing does not work, or we cannot make it work, we are embarrassed by our children, and we are lost." Teachers must master all of technology's hazards to assist children and parents. When the system malfunctions or problems arise, technological help for teachers is not always available when needed. Teachers acknowledged emotions of humiliation and inadequacy as a result of this. This information is true when parents seek technical assistance and cannot deliver satisfactory replies. Teachers wished they had more instruction on using technology and avoiding its hazards. Many teachers are unfamiliar with distance learning, and the school administration should give adequate training and practice or provide readily accessible technological assistance. Teachers also indicated a lack of effective classroom engagement due to technological limitations. Teachers are unsure whether or not they have met the learning objectives. Due to time restrictions, a lack of talks and explanations causes problems with comprehension and the outcomes of tests and activities. According to the findings of this study, students advance at a slower pace in the distant learning approach.

Fluent technological usage: Most teachers reported having a reasonable level of fluency with technology. They employed some kind of technology before the pandemic. Four instructors said, "We can utilize technology, but it is time-consuming." Technology usage is a bigger issue for older teachers than for younger ones. Most younger and inexperienced instructors reported being able to utilize technology successfully and were more familiar with the majority of technological applications.

Meanwhile, older and more experienced teachers acknowledged that new technological usage was challenging. They also stated they required more training and experience to use technology effectively. All teachers reported managing technology successfully for the fundamental responsibilities of teaching, discussions, and recording on various programs. However, teachers must frequently multitask when teaching online, which can be difficult. However, teaching a class full of students and facilitating subjects while reacting to live conversations from parents is an impossible task. Most teachers reported experiencing continual weariness due to the multitasking required by the technology.

Work-life balance: Teachers also said that managing professional demands with personal and family lives is one of the most difficult problems. Due to ongoing pressure from management (school administration), students, and parents, most teachers in this research cannot achieve work-life balance. "Time, our time is a concern," remarked five teachers. "We do not really have time to balance schoolwork and family obligations. It is tough to balance time spent with our family and work. It is a difficult task." It was also stated that teachers with families at home during the lockdown were straining to teach their lessons while simultaneously teaching their children, who are also students learning online. As a result, the multiple demands of family and career are out of control.

The pressures on time to complete academic duties and home commitments are limitless, with no set working hours. More extensive lesson plans are incorporated into the regular school day preparation. According to various teachers, this practice takes 4-5 hours daily. Teachers had to complete homeroom corrections, video recordings, teaching sessions, one-on-one sessions, message answers, assessment grading, and live worksheet creations. The school and parents have an underlying expectation that teachers be flexible and available throughout online learning to answer any questions or reply to any requests. According to some teachers, with online teaching, they are at school twenty-four hours a day, seven days a week.

To summarize, using technology to educate online is the most difficult and time-consuming issue. Due to a lack of training, all teachers are disadvantaged during the conversion and continuance of distant learning. Teachers are expected to learn the new teaching approach without prior experience or adequate preparation time. According to reports, male teachers are under less pressure than their female colleagues since they have fewer duties at home. Additionally, they are less sympathetic and understanding of family circumstances than female teachers.

Challenges Reported by Parents

Parents' results indicated several themes that represented the challenges with online learning. These challenges answered the second research question. These challenges are (a) Creating a productive workplace, (b) Parents with multiple children in different age groups and different grades, (c) Problems and confusion with lesson content, (d) Concern with the online model, and (e) Lack of personal relationships.

Creating a constructive workplace: Parents noted various difficulties with distance or online learning. Parents claimed that teachers did not create a good work environment conducive to home online learning. Five parents noted, "Teachers are not always helpful and do nothing to assist us in using technology to aid our children." Parents acknowledged the burden of providing their children with a positive online learning environment. To promote their children's learning, parents said they needed to give real resources in addition to electronic devices and software applications.

"Our children are bored of gazing at screens all day," eight parents remarked. They are not learning the material, but rather the technology." Many parents faced significant hardships as a result of these demands. They had to create an appropriate learning environment in addition to financial and logistical hurdles. Most parents answered that they did not want to subject their children to such heavy technology use in the early stages of their lives and education. They were responsible for fostering a positive learning environment. This load caused them a huge lot of financial and psychological hardship. Furthermore, parents claimed that their children did not feel comfortable or pleased utilizing technology and that they lacked the necessary abilities to use internet tools. This result is one of the difficulties that parents and their children confront.

Parents have multiple children in different age groups and different grades: Parents who had many children of varied ages and developmental stages had even more challenges. Students in school are divided into groups of comparable ages and levels. Four parents noted, "We have children in various grades; some of us have jobs to do." Parents frequently educate their toddlers and primary and secondary school-aged children simultaneously during home learning. Parents may not even identify or comprehend their children's talents or shortcomings, and they have not been prepared like teachers. They stated, "Unfortunately, our children will not reach their full potential without certain concessions to help them study." Lastly, parents indicated that equipment availability and utilization were a common challenge. Another issue parents raise is the difficulty in developing successful routines and building a proper home learning environment. Children imagine the house as a place to rest and unwind, but they suddenly find themselves in a different position. Parents must now create a meaningful space for learning and studying.

Problems and confusion of lesson content: Some parents said they had no problem learning and comprehending some of the information, but the barrier for these parents was figuring out how to convey it to their children. They have not learned any instructional approaches. As a result, there is some ambiguity in how parents deliver the topic to their children to assist. "Sometimes, I do not comprehend the substance or if I am saying the proper information or the wrong one," five parents said. "How can I explain or help my child learn something that I do not understand?" Parents struggled to grasp, represent, and convey teachings to their children since instructor materials were rarely clear. Furthermore, children may be further perplexed if their parents employ a different teaching technique or have a different viewpoint on certain ideas or facts than teachers.

Three parents stated that "my children dislike me as a teacher. I cannot be a mom and a teacher simultaneously with online education." As a result, children who have struggled to adjust to the new learning model and the surroundings with the role of the main caregiver are also undergoing significant transformation. "Children are not used to having their parents like their school instructors at home," one parent says. Parents have traditionally been considered suppliers of protection, security, and love rather than knowledge evaluators. This situation frequently resulted in behavioral changes in their children, which many parents had never seen before. The parent-child connection has evolved into something that neither parent nor child prefers.

Concern with the online model: Parents expressed serious worries about transitioning from a face-to-face methodology to an online education one. These worries also imply a responsibility shift from instructors and schools to parents and their families. Concerns about the online paradigm included the lack of face-to-face learning and focusing on practical outcomes rather than theoretical ones. This model's videos and materials are not as participatory as in-person class attendance. When films had to be watched, children were 'turned off,' and they did not comply during online sessions because they did not feel like they were a part of the class.

A parent claimed that "my children are watching the classes rather than participating in the lessons; they never pay attention until the teacher calls on them." As a result, students become observers rather than participants in the classroom, which is the most detrimental aspect of online learning. Several parents said that "e-learning may have been more effective if it had been done in small groups in a designated home environment that encourages group involvement and cooperative learning while decreasing screen time."

Lack of personal relationships: The findings show that the two primary worries of parents are that there is a lack of interpersonal interactions owing to the distance online learning model and that excessive technology exposure is an issue. As a result of the advent of online instruction, pupils were deprived of social and personal classroom contacts and a lack of psychological adaptations. "My children are not psychologically or socially healthy," five parents said. This lack of psychological adaptations was the primary worry of the parents. Children become violent or withdrawn because they miss their friends and the human touch and presence. Parents stated that their children wished to communicate with their classmates, teachers, and schoolmates. Furthermore, parents reported that children learn and focus better in the morning than in the afternoon. Juggling the ratio between schoolwork and playtime at home proved difficult. The work-from-home paradigm for parents has created a more difficult position in which they must accomplish their jobs while also assisting their children with online programs. Parents must deal with meetings while attending to their children during online schooling. When most parents returned to work, their children were left home without sufficient instruction. In the execution of the e-learning aspects, nannies are constrained and frequently uninformed. As a result, e-schooling was shifted to the evenings when parents got home from work. As a result, having one parent stay at home and care for the children is essential during the e-learning paradigm, which is a significant challenge.

Discussion

In these challenging times, information technology resources and tools abound, but choosing ones that will work is proving difficult due to limited time to verify applicability. Furthermore, according to information provided by instructors and parents, pupils are subjected to an onslaught of technology in the shape of apps, systems, gadgets, and processes. The findings of this study revealed that challenges such as bandwidth availability, as stated by teachers, incompatibility across systems, devices, and apps impede students' capacity to digest the knowledge imparted by professors, who frequently face the same problems. These problems include the limited time available for all stakeholders, including management and IT support, to learn how to properly use the mandated apps and resolve their challenges. The findings are consistent with those of Wargadinata et al. (2020), who conclude that there is a need to focus on the quality of training for all stakeholders to ensure learning success during the outbreak.

According to the instructor's responses, good facilitation during this pandemic depends on both the online and physical environments. Parents and students are responsible for creating a suitable environment for online learning. According to parents in this study, this environment is difficult because most schools charge full tuition, and many families cannot afford the extra money to create a suitable atmosphere at home. In addition, students' families are asked to provide stationery and school supplies previously provided by the school, and are usually included in school fee packages. The findings are consistent with those of Burden (2020) and Tajuddin et al. (2022).

In addition, teachers indicated that they use programs that provide a platform for administering assessments, exams, and exams in the form of quizzes. These include Socrative (which requires a license) and various free products such as Quizzes, Zoom, Google Forms, and Microsoft Forms. Classroom management practices provided the necessary framework for teachers in this study to support learners dealing with the uncertainties of the new coronavirus pandemic for the instructors in this research. The findings are consistent with those of Brazeau (2020) and Pacheco et al. (2020), who suggested that classroom planning should be prioritized with a focus on integrating practical education into the subjects taught.

Additionally, establishing rules and procedures are shown on a slide that students, instructors, and management can quickly access (Chang & Fang, 2020; Radha et al., 2020). Procedures encompass the numerous methods for performing work in an e-learning environment. Rules are statements of behavior in the e-learning classroom that must be followed throughout the class. The teacher asked students, teachers, and administration to agree on and accept the rules and procedures regardless of the outcome, positive or negative. Parent and teacher participants acknowledged that norms and procedures agreed upon by students and teachers get confused with the conversion to online learning. These classroom management approaches must be re-established each time the class model is modified. The research found that four hybrid instructional strategies emerged during the pandemic. The first was implemented when live-stream lectures enforced the initial lockdown because of limited time to schedule and prepare recorded videos. The second came from pre-recorded lectures, where teachers use various applications to upload information and conduct exercises. Students were expected to watch the instructional video, complete the associated exercises, and upload the completed work with questions or comments for evaluation by the instructor. The third form is a combination of live and recorded content. It is up to management, instructors, and materials to determine the ratio in which the different teaching methods are combined.

In addition, participating parents decided that the fourth form of instruction would occur when return model schools offered off-campus instruction and on-campus schooling. This mixed return strategy presented difficulties as students were required to attend both physical and virtual classrooms. Inconsistencies occurred in the classroom as students participated face-to-face with classmates who had registered through an online platform. Because of the lack of human interaction, the online environment is particularly limiting for students and teachers. There are several opportunities to interact online (Radha et al., 2020), but students are lonely. This situation leads to aversions to online interactions, assemblies, and affiliations and contrasts with institutions expressing a desire to continue with distance learning methods even when the epidemic is eliminated (Brazeau, 2020). The findings also indicate that the emotional well-being of children, instructors, parents, and management should be prioritized, which Zhao (2020) supports.

Furthermore, the fundamental problem is that these resources are offered through an internet platform, similar to educational programs. It is often unsuitable for personal needs (Radha et al., 2020, p. 1090), resulting in a gap in help for mental and emotional support. Educators should also encourage local communities to share homeschooling and online learning materials that promote student learning and well-being. The home environment and family support structures are essential to making the e-learning model work (Erfurth & Ridge, 2020; Tajuddin et al., 2022; Tremmel et al., 2020), with participating parents often providing only face-to-face interaction with learners.

Conclusion

This study examined the challenges and issues teachers and parents faced in the transition from face-to-face instruction to online education. A sample of ten teachers and ten parents was interviewed to determine their challenges in managing online teaching and learning. The results show that both teachers and parents faced many challenges. Teachers faced challenges such as adapting their teaching strategies and techniques to the new situation and technical support to facilitate the teaching-learning process. The research questions answer the challenges and issues teachers and parents face using the online teaching-learning model. Both teachers and parents reported various concerns and challenges, such as learners' inactive participation, lack of social and class interactions, active engagement in learning, and insufficient time to engage in online learning. In addition to these changes, other challenges are discussed in the findings section that teachers and parents face in online learning.

The challenges of the online teaching/learning model identified in this study were divided into six main challenges mentioned by teachers and five significant challenges mentioned by parents. The results showed that the most important challenges for teachers, in addition to mastering the technology, were managing the educational process, engaging learners, and involving parents in the online learning process. The results also showed that the most difficult problems for parents were to divide their time between building a productive workplace and assisting their children of different ages and grades to learn online. Given the current global situation, it is important to highlight the challenges and difficulties these teachers and parents face, as both have taken an active role in effectively implementing online learning procedures to help their children gain knowledge and achieve success.

Recommendations

A separate study of the difficulties students face would fill a knowledge gap in this area in the future. Future studies should also examine teacher and student satisfaction before and after using the online teaching-learning model. In addition, a larger study using quantitative approaches could better understand teachers' and parents' challenges in using the online teaching-learning model for their children. Future research may also explore issues arising from this study, such as the psychological and social impacts on teachers, students, and parents caused by the disappearance of face-to-face learning and the use of the online teaching-learning model. In addition, the research can also examine the impact on each of these three groups after the pandemic.

Limitations

The study is limited to school-level teacher participants. It surveyed a limited number of instructors and parents. It can also be studied at the university level. A modest sample size of parents and instructors was used. Similarly, the perspectives of individuals at all levels of education can be studied using various methods. In addition, the perspectives of students are also sought. Finally, the study sample should be evenly distributed across the country for better representativeness.

Authorship Contribution Statement

Hazaymeh: Design, writing, referencing, reviewing, supervision, final approval. Khaled: Conceptualization, reviewing, analysis, writing. Montierre: Drafting manuscript, interpretation, writing, referencing.

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