

A STUDY OF PROBLEMS AND OPINIONS TOWARDS STUDENTS' ONLINE LEARNING KASETSART
UNIVERSITY, BANGKHEN CAMPUS, IN THE SITUATION OF CORONA VIRUS 2019 PANDEMIC

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Abstract

The purposes of this research were 1) to study levels of problems and opinions of the online learning model and 2) to synthesize qualitative data for problems and opinions of online learning of undergraduate students, Kasetsart University. Instruments were a questionnaire, an estimation scale with a value of reliability of a whole text= 0.857, and a structured interview. The sample group used in this research was among 829 students who answered a questionnaire and an interview by accidental sampling. The statistics used in data analysis were percentages, mean (\bar{x}), standard deviation, t-test, one-way ANOVA, and qualitative content analysis.

The results showed that the students' problem state was the most problematic ($\bar{x} = 3.836$, S.D.=.527). In overall pictures, the problem state was $\bar{x} = 3.080$, S.D.=.801. The satisfaction aspect of online learning was $\bar{x} = 3.497$, S.D. =.728. The analysis of each aspect found that the problem of teachers was different at a statical significant level of .01. Also, the first-year and the third-year students had differences in the aspect of teachers, but there was no difference for students of the other years. When the data of the interviews were synthetized, it found anxiety about increasing school workload, lack of interaction with peers, no learning atmosphere, problems with online learning equipment, time management, lack of motivation for learning, needs for teachers using teaching materials suitable for online learning styles, and activities for building relationships in the online classroom. Whereas, online learning enables the students to develop themselves in technology, time management, and increasing self-discipline.

Keywords: problems, opinions, online learning, corona virus 2019, students

Received: 4 September 2022, Revised: 28 September 2022, Accepted: 25 October 2022

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Introduction

Although the Coronavirus Disease 2019 pandemic began at the end of the year 2019, the evident started to be obvious in many countries at the beginning of the year 2020. Then it increased and spread widely severe among vast areas around the world until the World Health Organization declared the pandemic of the corona virus 2019 as a Public Health Emergency of International Concern and as a global pandemic with rapidly increasing numbers of cases and deaths (Kittiphaphat et al., 2020; Sansupa et al., 2020).

During the period of the global pandemic of COVID-19, 1.38. billions of students have been affected by school closures, a widespread and ongoing impact and disruption in the education management system that must continue without disruption as it affects the quality of education of the students (UNESCO, 2020).

The government of Thailand has set and recommended guidelines for various educational institutions to manage teaching in an online format instead of the form of attendance at teaching facilities in order to provide learners with quality and competence according to those courses. This format has been divided into learning through online channels and at various places to reduce the chances of contracting COVID-19. In the subjects necessary to attend classes cannot be organized through online teaching formats. There must be a format for teaching and learning in a safe place, keeping distance as specified in order to prevent the pandemic or to reduce the epidemic rate as much as possible. Administrators or relevant authorized persons have managed the place and teaching and learning management in their own educational institutions complied with social distancing measures (Education Commission of the Senate, 2020).

Kasetsart University has strictly emphasized the government's guidelines in order to avoid the risks of the disease pandemic. There is a related announcement regarding the adjustment of the classroom teaching model to online teaching. This is considered a big adjustment for the education cycle both on teachers and students of Kasetsart University. Likewise, they need to adjust quickly to keep up with the rapid changes from the university's original teaching and learning management. Traditionally, the university has managed teaching and learning in the classroom, in the forms of lectures, laboratory experiments and field training inside the university and external agencies, both domestically and abroad. Accordingly, online teaching is not widely available to reduce the chance of contracting COVID-19 among personnel and students as much as possible. Therefore, the university needs to provide online teaching and learning system for almost all subjects and the Kasikorn Research Center conducts a survey of parents in Bangkok and surrounding provinces on the obstacles to their children. According to the survey results, the main obstacle is the insufficient availability of online learning supplies, especially those of low-income parents who have problems with school supplies such as computers and tablets (Kasikorn Research Center Co. Ltd., 2020). Thus, the researcher has been interested in studying the problems that arise while studying online among Kasetsart University students to obtain information that is important and affects the efficiency of the online teaching system in order to use these findings to modify and develop an effective system.

Questions

1. What are the problems and current conditions in online learning of undergraduate students, Kasetsart University?

2. What are the undergraduate students' opinions on the university's online teaching and learning management?

Objectives

1. To study the level of problem conditions and opinions on online learning of undergraduate students, Kasetsart University.

2. To synthesize qualitative data for problems and opinions on online learning of undergraduate students' Kasetsart University.

Procedures

This study is a mixed method of both quantitative and qualitative research, divided into 2 parts. The first part is quantitative research.

Part 1: The survey research has details of population, sample groups, research tools and statistics as follows:

The population consisted of Kasetsart University students, only students at Bangkhen Campus. The simple random sampling method was used for students of all years from all faculties who cooperated in answering the questionnaire.

The sample group consisted of 829 students of all years who answered the questionnaire

Part 2: The qualitative research is a qualitative data synthesis from interviews with undergraduate and graduate students by synthesizing the empirical data from the interview on the problems and opinions of the students. The samples of 8 to 10 students from each year were collected by means of accidental sampling.

Research tools

Part 1: A rating-scale questionnaire was used for the research. It was tried out with a non-sample group but close to the sample group to determine the quality of the tool to check the reliability. Cronbach's Alpha was used to qualify the tool with the quality of .857.

Part 2: A structured interview was used for the research based on a group of samples consisting of 1st-year to 4th-year undergraduate students and graduate students with 8 items. All of the 8 items were approved by 3 experts.

Data collection

Part 1: The data were collected through an online questionnaire from the google form system.

Part 2: The data were collected from the interviews with the 1st-year to 4th-year undergraduate students and graduate students.

Data analysis

Part 1: T-test and one-way ANOVA were used to analyze the data.

Part 2: The empirical data on the problems and opinions of undergraduate and graduate students from Student Interview Form were for qualitative data synthesis.

Results

Part 1 Data from the questionnaire

1. The mean of problem conditions and satisfaction in online learning, found that the problematic learners had the most problems ($\bar{x} = 3.836$, S.D. = .527), followed by equipment and tools ($\bar{x} = 3.324$, S.D. = .420). Overall, the problem situation was at a moderate level ($\bar{x} = 3.080$, S.D. = .801). The satisfaction aspect of online learning was at a high level ($\bar{x} = 3.497$, S.D. = .728.)

2. Levels of problem conditions and satisfaction in online learning with different genders male for learners was at a high level ($\bar{x} = 3.808$, S.D. = .496), followed by equipment and tools ($\bar{x} = 3.326$, S.D. = .411), respectively, and the aspect with the least mean was content and lesson ($\bar{x} = 2.506$, S.D. = .826)

The satisfaction aspect of online learning was at a high level ($\bar{x} = 3.512$, S.D. = .713), female student ($\bar{x} = 3.850$ S.D. = .541), followed by equipment and tools ($\bar{x} = 3.323$, S.D. = .425) and the aspect with the least mean was the content and lessons ($\bar{x} = 2.609$, S.D. = .887) The satisfaction level of online learning was the highest mean ($\bar{x} = 3.490$, S.D. = .737).

3. The means of each aspect on levels of problem conditions and satisfaction with online learning for students' different years of study revealed that: For equipment, the first-year students had the most problems ($\bar{x} = 3.353$, S.D. = .416), and the fourth-year students had the fewest problems ($\bar{x} = 3.311$, S.D. = .413). For contents and lessons, the first-year students had the most problems ($\bar{x} = 2.650$, S.D. = .886) and the third-year

students had the fewest problems ($\bar{x} = 2.488$, S.D. = .917). For learners, the first-year students had the most problems ($\bar{x} = 3.853$, S.D. = .537) and the fourth-year students had the fewest problems ($\bar{x} = 3.753$, S.D. = .456). For teachers, the first-year students had the most problems ($\bar{x} = 3.246$, S.D. = 1.186), the third-year students had the fewest problems ($\bar{x} = 2.801$, S.D. = 1.224). For learning evaluation and assessment, the first-year students had the most problems ($\bar{x} = 2.701$, S.D. = .924) and the third-year students had the fewest problems ($\bar{x} = 2.525$, S.D. = 1.057). For satisfaction with online learning, the third-year students had the highest satisfaction ($\bar{x} = 3.535$, S.D. = 1.057) and the first-year students had the least satisfaction ($\bar{x} = 3.419$, S.D. = .728)

Part 2: Data from the interview A summary of opinions about online learning of the 1st-year to 4th-year students and graduate students.

From the students' opinions as shown in the Table 1, it revealed that the students' anxiety and stress in online learning caused by many reasons. The consistent and similar causes among students at all levels were the increased learning load and the usual daily life with online learning. No interaction between classmates and teachers caused a lack of learning atmosphere. In addition, the surrounding environment of some students was not suitable for online learning. The unstable internet signal hindered learning and presentations. The impacts caused the students to have less concentration in studying, problems in time management, lack of enthusiasm, less motivation to study, as well as health problems such as fatigue, eye pain, headache, etc.

Table 1: Summary of the Students' Opinions on Anxiety and Stress towards Online Learning.

| Years of the students | Opinions |
|-----------------------|---|
| Year 1 | The students had to study online, use the same daily life, no interaction with the people around them, and the workload increases. Therefore, the students were concerned that they would not manage their time well enough and cause inefficient work. Moreover, online learning was a new thing that had to be learned in a limited time, causing them to get fairly stressed and anxious and not to be enthusiastic about learning. |
| Year 2 | Students found that finding information for internships, organizing various activities, and learning tasks was quite difficult. Time management had to be done well. There was no interaction between teachers and classmates, making it difficult to work in groups. There were concerns about the test scores, the surrounding environment not conducive to online learning, and the internet signal problems causing obstacles to students' learning and presentations. In addition, problems with the internet signal that sometimes occurred caused obstacles to studying and presenting students' work. All of these resulted in the students becoming more stressed and anxious. The impacts on these caused negative emotions, feelings, exhaustion and fatigue from online learning. |
| Year 3 | Studying online caused students to not understand the contents as well as they should and made them to worried that they would not complete the exams well enough, not submit complete assignments, had less study time and earlier examination management. In addition, the environment and the internet signal without appropriation to study online caused stress, negative feelings towards online learning, resulting them in lacking motivation to study and easily get bored. |
| Year 4 | Due to having to go through daily lives in online learning for a long time of the students, coupled with an unfavorable environment due to outside interference, there was no learning atmosphere as studying in a classroom because online learning caused lack of interaction. With a group of friends and teachers, the inadequate internet signal condition, as well as the increasing number of workloads, all made students become more stressed and anxious. This resulted in fatigue, lack of motivation in work, study, insomnia, decreased concentration in studying. Therefore, the students did not understand the lesson as they should. |
| Graduate school | They had some stress and anxiety in the beginning, but when they were able to adjust themselves to online learning and use various technologies, they could plan better time management and reduce their stress and anxiety. However, online learning still affected the students such as fatigue, eye pain, headache, less concentration in studying due to having to sit for a long time learning and no time to relax, getting worried about making presentations, unstable internet signal, obstacles in group work, etc. |

Table 2: Summary of the Students' Opinions on How They Should Play a Role or How to Prepare Themselves for Better Online Learning in This Semester.

| Years of the students | Opinions |
|-----------------------|--|
| Year 1 | The students got ready before starting the course by preparing information in advance about the lessons to reduce self-consciousness, communication devices for studying, ready to learn the use of technology and applications till expertise, accepted changes and adaptation with the current situation and prepared themselves physically by getting enough rest. |
| Year 2 | The students prepared themselves to read and study the required learning materials and all the necessary tools for online learning before starting the course. And after studying, they should review the lessons and work on assignments with good discipline, plan to manage their time well and cooperate with teachers and classmates. In classes, they should balance study and rest time, as well as inspire and motivate themselves to study. |
| Year 3 | The students studied the lessons' contents first, reviewed them after class regularly, got ready for the study as well as created mutual understanding between students and teachers. |
| Year 4 | The students knew how to balance study and rest time, manage the assigned tasks and complete them on time, prepare to study the lessons' contents first, reviewed them after class regularly. They were always disciplined and responsible, create a suitable learning atmosphere to motivate and more focus on learning. |
| Graduate school | The students should study the lessons' contents first, reviewed them after class regularly, check information about learning through various channels, learn to use new technologies that support online learning, prepare equipment before class, balance the study and rest time, get enough rest and create a self-learning atmosphere. |

From the opinions shown in the Table 2, the students at each level were well prepared for online learning in order to increase their learning efficiency by having a consistent and similar approach like studying

the previous lesson, review lessons regularly, balance enough study and rest time, prepare the materials used for online learning and create an environment suitable and conducive to learning.

Table 3: Summary of Opinions on Online Learning, What Students Thought about the Relationship between Instructors and Classmates and What guidelines They Wanted

| Years of the students | Opinions |
|-----------------------|---|
| Year 1 | The relationship between teachers and students was limited, causing more distant from each other than normal classroom learning. Therefore, the class should be needed to encourage the interaction with each other all the time so that the learning could be fun, not too stressful and it could enhance the learning atmosphere. |

| Years of the students | Opinions |
|-----------------------|--|
| Year 2 | <p>The opinions of the 2nd-year students were divided into 2 parts. According to the students' opinions, for the first part, the relationship between teachers and students remained the same. Even if it was an online course but also talked through various online programs, the teachers were still able to provide knowledge and suggestions as well.</p> <p>For the other part, the online learning caused the relationship between teachers and students to be not as good as it should be. There was still some distance between them, causing an uncomfortable atmosphere in the classroom.</p> <p>As for the learning guidelines, the students would like to have some activities during the course, including exchanging experiences and expressing opinions about the contents in a very friendly way without being forced by scoring.</p> |
| Year 3 | <p>According to the online learning approach, the students would like to have something motivating them to study, such as playing games or other activities between teachers and students with prizes so as not to get too much stress for making understand between each other.</p> |
| Year 4 | <p>The relationship between teachers and students declined, even among classmates, because they were less likely to meet and talk like they did in class.</p> <p>In addition, online learning was limited in the noise caused by the environment around the students, making it impossible to open the microphone to talk all the time.</p> <p>An approach in building a relationship in the students' views was that teachers and students had more discussions and exchanged ideas in online classes with various activities or games other than studying in order to build relationships and cause relaxation. For the courses using video, the students would like to have live teaching as well and turn on the camera while studying online so that the learning atmosphere did not look too uncomfortable.</p> |
| Graduate school | <p>The students' opinions on the relationship between teachers and students were divided into 2 parts. For the first part, the relationship was not very good because there were fewer opportunities to discuss and exchange ideas. Some students did not dare to ask questions because they were considerate of teachers and classmates. For the other part, the relationship was good because today's technology made communication between each other more convenient and faster.</p> <p>For the learning styles, the students would like to have more activities besides studying, a little discussion or games before introducing the lesson so that the students could get to know each other better. It also created a relaxing atmosphere in the classroom and not too stressful.</p> |

From the summary, students' opinions on relationship between the teachers and the students in learning online were both less positive and negative. However, students at all levels had similar opinions that they needed activities or games in which everyone in the

class could participate during the course, as well as a little discussion before starting the lessons to create better relationship between teachers and students as well as a relaxing the atmosphere in the classroom not causing too much tension.

Table 4: Summary of Opinions on How Supports for Online Learning Creating Problems or Obstacles Affected Learning and How to Reduce the Disruption

| Years of the students | Opinions |
|-----------------------|---|
| Year 1 | A problem of noises while the students used the microphone to answer the questions or exchange opinions in class because it was always noisy from the external environment. In addition, there was a discrepancy in communication between teachers and students due to the instable internet signal, which could be mitigated by finding a quiet or less noisy area for online learning. Teachers needed to help turn off the students' microphone that had interfering noises with learning to use various programs for online learning and the stable internet signal for the convenience and efficiency of the students' learning. |
| Year 2 | The instable internet signal was a problem sometimes causing the connection in classes. Problems with the use of the program, the method of submitting the link for the examination data and the submission of various assignments for each course were not the same, causing the students to get confused. Some students' equipment was not ready for online learning and sometimes hindered during classes. Although the students' workload increased, their work time was limited, including the noise from the external environment during online classes. The students could reduce the problems by optimizing the internet signal to make the more stable signal and no disconnection from time to time. The programs and links for the use and submission of students' work in various courses should be set to the same standard to reduce confusion. The learning equipment should be maintained in a ready-to-use condition and some rest periods. The teachers and the students should be aware of the problems occurred. In addition, the university should allocate scholarships or support learning materials to help the students. With regard to the students' increased workload, the teachers should consider reducing unnecessary work to allow the students to better manage their time and noise problems and find a quiet place to study online or inform those around to know and reduce the noise problems that interfered their online learning during the course. |
| Year 3 | The internet signal was slow and sometimes interrupted in some areas. The internet signal was still not strong enough. Therefore, the students wanted the university's support of equipment and the internet signal. Including, the teachers should provide learning documents for the students so as to review and follow up the lessons. |

| Years of the students | Opinions |
|-----------------------|---|
| Year 4 | Common problems and obstacles to online learning were internet interruptions during classes. The learning materials were not ready for online learning, such as the run-out-of battery for the devices. Some students did not have or could not turn on the camera during the exam because of inevitable disruption. The students wanted the university to help support with free internet and equipment. The teachers should record a video of their teaching for the absent students so that the absentees could follow and review the contents. And they wanted the teachers or university to understand when there was an inevitable disruption during the class. |
| Graduate school | The necessary learning supports were internet connection and equipment such as a computer. Sometimes the internet signal was interrupted or the power went out, unable to continue studying. As working very hard, the learning equipment required some rest. Moreover, technological knowledge was needed to be learned more. In order to reduce these problems, the students considered preparing the equipment before starting classes and managing the time of using the device well. For example, when the internet signal became unstable, the camera might need turning off for a while to reduce Internet access or increase the strength of the internet signal. |

From the opinions in the table 4, the students at all levels had similar opinions on problems and obstacles of supporting learning that affected their learning, namely, problems with the internet signal and the equipment used for online learning which some students did not have. Some of the students faced with problems that made them unable to study such as inappropriate place to study with low and unstable signal. Sometimes the signal was cut off during class or someone only had one device, so they needed to take some breaks during the classes to reduce the heat of the

device and internet data usage. In terms of reducing all the problems and obstacles mentioned above, the students would like the university to support the internet signal, such as support free internet and online learning materials for those who were not ready or insufficient and they would like the teachers to understand those with an inevitable disruption while studying online, and would like to a video record of teaching in case the internet signal was interrupted or any other an inevitable disruption occurred. Therefore, the students could follow and review the lesson.

Table 5: Summary of Opinions on Characteristics of Media and Activities Used for Online Learning by the Teachers

| Years of the students | Opinions |
|-----------------------|--|
| Year 1 | Students would like to have more activities in the class with more teaching materials such as videos with fun contents focusing on edutainment that enable the learners to understand and apply the contents later, including learning materials accompanying by various worksheets usable to review the lessons more conveniently. In addition, the students would like to have more interaction in the classroom by having students participate in various activities in class. |
| Year 2 | The existing activities and media were appropriate, but the more interesting activities were still needed and engaged by the students in activities to help them not get bored and stay active all the time. There might be short activities or games to relieve the students' stress during the class. For teaching materials, the students would like their teachers to use simple language, visual media rather than video because the video sometimes had technical difficulties. In addition, they needed teaching live rather than a video because when having any question, they could ask the teacher at once. |
| Year 3 | A stable program should be used in teaching and the students should not be forced to turn on the camera. The video should be recorded for the students to review the previous lessons. When each class finished, the scores should be collected instead of the midterm exam. The teaching media should be diverse. The contents should be focused on important and fun contents, including activities or games for the students to participate in during the class and not only lectures in classes. |
| Year 4 | The teachers should provide interesting teaching materials with contents and language that the students could easily understand, such as short video clips or a teaching document that the students could revisit so as to encourage and be enthusiastic about their studies. For activities, the students would like to have group activities, discuss and exchange ideas in class to increase good relationship and reduce stress from online learning. |
| Graduate school | The current media and activities in class were appropriate, but the power point presentation of the teachers should be easier to understand, more interesting, not too many contents, and additional interesting media such as illustrations or videos. For activities, variety of activities should be diverse, focused on working in the classroom, reduced teaching hours to allow the students to get relaxed from fatigue and from sitting for a long time of online learning. |

The opinions from the table revealed that the students at all levels had consistent opinions. In terms of the features of teaching materials, the media should be interesting and help the students understand the contents easily. The language should not be too difficult and too complicated, including illustrations, videos and power

point documents. For the activities, the students would like to have group activities or games that they could participate in, including discussing and exchanging ideas in class to build a relationship between the students and the teachers to relieve stress from learning online as well.

Table 6: Summary of the Opinions about the students' methods of motivation or self-regulation in Online Learning.

| Years of the students | Opinions |
|-----------------------|--|
| Year 1 | Students created their own motivation by setting goals for themselves to graduate in the future, by taking into account the purpose of study, applying the knowledge that they gained for their own benefits, as well as for their future development and education. |
| Year 2 | Students provided their timetable for studying, arranged the classroom environment to suit online learning, set their own goals to complete the studies on time, along with the GPA and honors in order to create enthusiasm, motivation to study and regulated themselves to complete the tasks assigned by the teachers in each course in time. When completing each set goal, the students would reward themselves. |
| Year 3 | Students were motivated in learning by other individuals' success, by setting goals for self-development to gain more knowledge, regulating themselves to be more diligent and doing the tasks assigned by the teachers immediately to complete within the specified time without accumulating the tasks. |
| Year 4 | Students had their self-regulating method by focusing on studying and cooperating with classroom activities to encourage themselves to be enthusiastic, prioritizing assignments, scheduling assignments, recording deadlines in their calendars to set reminders before submitting assignments and setting goals for work and studying for themselves. For example, when they achieved their goals and completing homework, they would reward themselves by playing games for 1 hour, etc., in order to relieve stress. |
| Graduate school | Motivation of students was to graduate in the future, by encouraging themselves to focus on only thinking of good things and always positively, regulating themselves to commit to the best of their duties, including allocating time for themselves to study and relax to get ready for every class. |

From the information in the table 6, the students' motivation in all year levels was consistent to graduate within the specified period of time. Those goals provided them with energy and enthusiasm for online

learning. For self-regulation, the students at all levels had a consistent method to allocate their work time, take responsibility for their own tasks, act immediately, not let the work hold until late, as well as reward themselves when completing their own tasks as set goals.

Table 7: Summary of Students' Opinions from the Questionnaire on They Had Techniques for Online Learning to Achieve Their Goals

| Years of the students | Opinions |
|-----------------------|--|
| Year 1 | Students planned their study carefully, by studying the lessons before class, cooperating and participating in the class, building relationship with classmates and teachers, and taking notes during class. If having any question about the lessons, they would ask their teachers for more information. |
| Year 2 | Students concerned on self-discipline, such as working on assignments immediately, planning classes according to the time ordering and importance of assignments to be done to hand in the teachers, then implementing plans, studying lessons in advance and reviewing lessons regularly, taking notes of the essential contents in each course, paying attention while studying as well as giving a reward to motivate themselves after achieving their goals. |
| Year 3 | Students studied the lesson before class and reviewed the contents after class, focused on the class and managed their time. |
| Year 4 | Students studied hard and concentrated during learning online because when they had any question, they could ask the teachers immediately. They always took notes of the essential contents, studied the contents before class, reviewed the lesson regularly, and allocated time to study and relax appropriately. |
| Graduate school | Students made their preparation by studying lessons before class and made a search from outside sources while making an understanding of the lessons on their own. They focused on studying, taking notes and paying attention to the class. They also needed to allocate their time for studying, working, submitting assignments and reviewing lessons in a balanced way, as well as discipline themselves to complete the assignments punctually. |

From the information in the table 7, the students at all levels had techniques and methods for online learning to achieve goals consistently, such as preparing the contents to study before and review the lessons after class, focusing on the class, concentrating

during the class and taking notes of the essential contents in each course. When the students were in doubt, they asked the teacher immediately. In addition, the students also emphasized the disciplines in completing assignments on time, as well as allocated a balanced way of time for studying, working and resting.

Table 8: Summary of Students' Opinions Regarding of Transitional Situations of Onsite Learning to Online Learning of What additional Skills the Students More Learned or Developed.

| Years of the students | Opinions |
|-----------------------|---|
| Year 1 | Students developed technological skills such as using various programs for online learning, i.e., google classroom, which had never been used before. They also increased certain skills in creating and using online media to search for more information. |
| Year 2 | Students developed technological skills, increased self-care and learned life skills. In addition, they knew how to search for information online to create media, how to adapt and use communication to build relationships with others and how to relax and manage their own stress. They also learned to develop self-regulation skills by practicing self-control and concentration while studying. |
| Year 3 | Students developed technological skills, learned how to search for information from the Internet, and learned how to increase self-responsibility and self-learning. |
| Year 4 | Students developed their technological skills to use online learning materials for future teaching, and critical thinking skills in getting reliable information on the Internet for reference in their own work, developed problem-solving skills because they usually had problems of technological application. Therefore, they learned to solve immediate problems. They also developed their own time management skills. |
| Graduate school | Students developed technological skills, learned to use various programs for online learning and presentations, practiced adaptive skills, patience and concentration because they had to adapt from the usual classroom learning method to online learning. They also developed self-regulation and self-management skills in order to achieve their academic goals. |

From the summary of information above, the students at all levels developed skills in using educational technology such as using various programs for online learning, giving presentations by using online media and searching online information. In addition,

they also learned and developed self-directed skills, self-adjustment, self-management, self-discipline, and immediate problem solving, including practicing concentration and patience, and critical thinking in discerning information obtained from online.

Discussion

From all the opinions of students at all-year levels regarding online learning, the students experience stress and anxiety as a result of their daily lives with online learning in accordance with the study on stress from online learning in the situation of COVID-19 among students in Music Education, Faculty of Education, Burapha University (Phonrakdee, 2021) revealed that most students had high levels of stress, followed by severe and moderate levels. Stress related to back pain was the highest, followed by fear of making mistakes and fail to achieve the target goals, resulting in not interacting with instructors and classmates as possible as studying in a normal classroom. These affected the lower relationship between the students and the teachers. Including, some students' environment not conducive to online learning because their residential area was noisy from outside. Or else, the internet signal was frequently interrupted, resulting in students' lack of enthusiasm and lack of motivation to study. Another factor affecting online learning is the lack of learning supports such as computers, mobile phones, tablets or other devices required for online learning, including internet access. From a survey of the students' opinions, they still have inaccessible supports. Some of them have only one mobile phone after a long-time use, the device becomes hot and failure so the battery has to be charged or waited until it got cool down. Furthermore, in some students' residential area, the internet signal is not fully accessible, leading to the unstable internet signal, causing frequent interruptions during classes and causing their failure of understanding the lessons and inability to present their work. Consistent with the study of attitudes towards online teaching management of Ubon Ratchathani University students, it was found that the students wanted the university to have a system to

support students' learning, such as procuring and borrowing computers, notebooks or room for the students' online learning well equipped with the necessary computers for those without computers. (Limpiteprakan et al, 2022)

Students realize that these problems and obstacles can be improved by preparing them for online learning, such as studying the contents before class and regularly reviewing the contents after class, taking adequate rest, and managing the work time assigned for each course to hand in punctually, including allocating to achieve a balance time to study and relax. Another important thing is the online learning support that students would like the university to support for online learning with the equipment and internet signal for those without or insufficient supports to study. It can be in the forms of free internet, scholarships or equipment loan for studying. In addition, in students' views, the classroom relationship between the teachers and the students is deteriorating. In this regard, the students have suggested guidelines to build a relationship between the teachers and the students by organizing activities during class, in the form of games or group activities in which everyone can participate. Having a little chat before class will make easier relationship for classroom and create a conducive learning atmosphere in line with the study on comparing the learning achievement between online learning and onsite learning management of Thai language subjects of Mathayom Suksa 6 students (Rakchat and Kesmanee, 2021). They said that when teachers had to manage teaching online, such as during the corona virus-2019 pandemic, they had to create an atmosphere conducive to learning as much as possible, motivate the students to be ready and willing to learn, either through a variety of programs or different learning activities. In addition, teachers must learn how to be in

acquaintance with individual learners through the Internet. If they do not know and understand the characteristics of each learner, it is difficult to understand and cannot attract them to study. However, online learning may be difficult for the teachers as it is something new to many of them. If teachers pay their intention and try their best to manage online learning, it can make the learners ready to learn, interested in and understand the contents like an automated learning as easy as onsite class.

In addition, the students also have methods to create motivation in their study, self-regulation and learning techniques that can help them achieve their academic goals included: Setting goals for students' future graduation gives them higher motivation to study. Self-regulation also helps achieve their academic goals, such as managing the workload that needs to be done immediately for submitting the teachers in each course to complete the deadline. They do not let the work hold until they cannot do it in time. If they achieve the goals, they will reward themselves, etc. Learning techniques also contribute to students' success. The students present a variety of learning techniques. For example, they have studied the contents before class and reviewed them after the class, concentrated and focused on the contents while studying, taken notes on the essential lessons in each course and asked the teacher if there is any doubt during the class. Another thing to increase their motivation is the teaching material. Most of them think that the teaching materials and activities in each course are appropriate, but they still need adjusting the language use. The teachers should use language easy to understand, not complicate and too many documents in the handouts. Illustrations or learning videos may be added to make it more interesting As well as, discussing and exchanging ideas about the learning contents in the

classroom will be able to build relationship between students and teachers. It is also a relief from the stress of online learning.

However, the students agreed that the transition from regular onsite learning to online learning was what the students adapt quickly to keep up with such sudden changes. The changes with positive effects were to increase technological skills that the students got used to using computers and various systems in previous online learning. In consistence with research on social science research tools: The online questionnaire revealed that after the COVID-19 pandemic, most students were familiar with the increasing use of the Internet (Plangson, 2021). It allowed them to learn and develop themselves in many areas, such as developing skills in using various technologies, skills in searching for information online, learning and practicing using discretion when referring to reliable information in their own work. Furthermore, the students also learn and develop skills of self-regulation, adaptability, time management and problem solving as well as meditation, patience, and self-discipline. This is in line with the study of guidelines for enhancing and developing positive thinking among undergraduate students of International College, Silpakorn University. They say that if the students have positive thinking, they are able to rely on themselves, compromise, confident, proud of themselves, have good attitudes, optimistic, self-understanding and understanding others, happy, creative, determined and have the willpower to get things done without giving up and fight until overcoming problems and obstacles. (Kendee and Hatthasak, 2022)

Suggestions

Suggestions for further study

1. Data should be collected to cover all campuses of Kasetsart University and in both quantitative and qualitative parts.

2. Factors related to or factors affecting online learning problems of Kasetsart University students during the coronavirus disease 2019 (COVID-19) pandemic should be more studied.

3. Based on the interview data, there should be a quasi-experimental study on motivational variables or achievement motivation, self-learning regulation or disciplines in online learning of Kasetsart University students on the COVID-19 pandemic.

4. Students' learning lost during the COVID-19 pandemic should be widely studied.

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