

Tutoring centre: Acceptance and Readiness of Online Learning due to Pandemic COVID-19

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Abstract

Purpose: This study is to examine the acceptance and readiness of tutoring centre to provide online platform and the challenges faced.

Methodology: An interview was conducted via online with the owner of tutoring centre and tutor. The researcher record and transcribe the information from the online interview by making hand-written notes. Additional sub-questions also been used as needed. The interview script was analysed and listed with the main themes clustered with child nodes and later validated with literature review findings.

Findings: The result indicated the three main themes complying with the two variables from Technology Acceptance Model (TAM); Tutor Readiness, Tutoring Centre readiness and Student Accessibility. Even student accessibility to the online platform proved that 99.8% of the student have access to online platform even with lack of technology usage knowledge, tutor and tutoring readiness play a vital role in kept the momentum of learning online.

Limitations: The studies do have certain limitations from this study. Furthermore, the data was collected based on single method which is via interview. Moreover, the interview was done via online platform which cause the accessibility for the information was limited. The data analysis was based only from two variables adapted from TAM which only able to support a few literature review findings.

Keywords: Tutoring Centre, Acceptance, Readiness, Technology Acceptance Model (TAM, Pandemic Covid-19)

INTRODUCTION

Online learning is well known as a type of teaching or learning process where the tutors and learners are apart from each other. Moreover, this type of learning is using some form of technologies to access the materials and interactions between tutors and learners. According to Bates and Poole, 2003, online learning involves with the various type of tools, resources, pedagogical methods, responsibilities, organizational structures and modes of contact, monitoring and support with the several potential replacement and incorporation combinations. The online learning are designs as the instructors need to work toward it where designing conditions or platform to the learners to have better opportunities to grab the knowledge. Under those circumstances' tutors act as both constructors as well the actor for the learners. The tutors need to design the tasks, environment and resources where the students or learners are comfortable to absorb the knowledge. This method complex mix of instructional roles as 'teaching presence' which includes learning design and organization, facilitating discourse and direct instruction (Anderson et al., 2001).

This method of online learning even well trained in developed countries, in Malaysia, it was become popular during pandemic Covid-19. This pandemic confirmed to reached Malaysia in January 2020, when it detected on travelers from China arriving via Singapore on 25th January following the outbreak of Covid-19 in China. The

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cases were relatively low until localised clusters began to emerge in March which known as the largest clusters was linked to Tablighi Jamaat religious gathering held in Sri Petaling. Malaysia recorded the largest cumulative cases in Southeast Asia where reached 2000 cases by the end of Mac'2020. By 16th of Mac, all the state and federal territory in Malaysia confirmed the active cases. It causes the Prime Minister of Malaysia to announce Movement Control Order (MCO) start from 18 Mac 2020. This announcement is intended to mitigate the spread of Covid-19 through social distancing. All the education centres are closed due to national lockdowns.

Meanwhile, the Chinese government have banned all face to face activities including teaching. They have launched an initiative entitled 'Disruptive Classes, Undisrupted Learning' by providing flexible online learning to hundreds of million students from their homes (R.H. Huang et al., 2020). According to UNICEF, in Malaysia, Ministry of Education also had launched the online teaching and learning platform nationwide to kept 3 million children during school closures and play a vital role after gradual school reopening. Believes that the rapid evolution of 'Technology Acceptance Model'(TAM)(Lee et al.,2003) concept may help and assist to receive potential attention particularly in wake of Covid-19. TAM, adapted from the Theory of Reasoned Action (Ajzen and Fishbein, 1980 in Lee et al.,2003) and originally proposed by (Davis (1986) in Lee et al.,2003), assumes that an individual's technology acceptance is resulting by two major variables: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). Tuition Centre are also known for education service provider which also affected during Covid-19 pandemic in the view business and services due to Movement Control Order (MCO). The study is mainly was driven through indicate how far the acceptance and readiness of Tuition Centres on Online Learning and what are the challenges and consequences have been faced by the institutions and the tutors to keep the momentum of learning during the pandemic.

1. 1.1 PROBLEM STATEMENT

The Movement Control Order (MCO) was introduced on March 18 till 9th June 2020. Then it followed by Conditional Movement Control Order (CMCO) till this coming 31 December 2020. However, the definite decision is still unpredictable due the MCO will considered on pandemic situation in Malaysia. Tuition Centre which are running have been episode uncertainty condition and recently need closed again after third wave of Pandemic COVID-19 since early October 2020. The challenge among tuition centre where MCO is launched in the middle of the month so many parents still do not pay monthly fees even though the fees are due in early month. Communication with parents is required to pay full fees by March 2020 and 2 weeks of classes will be postponed after the MCO. However, some parents do not want to pay the fees because there are still 2 weeks left on the class. In addition, some parents are unable to pay the fees because they have no income. After quick survey have been done to all the parents , only half of them are willing to continue even though have change the mode, for face to face approach to online mode. It becomes challenge for tuition teacher since they have equipped themselves with the new skill. It also gives challenges to staff since they have the skills in facilitate the tuition center in preparing the online class or webinar class. Unless they will have to be jobless since currently no more offline mode are allowed to be implemented due to MCO still going on till 12 May 2020. Even though the CMCO will lifted up, the new norm are still implemented such as social distance and having big class in tuition center are not relevant anymore This study is very reliable, significant and relevant at this moment due to press conferences have been made by Ministry of Education last 15th April 2020 and again the recent one last 8th November 2020. Currently all the school teachers have to alternative approach in ensure the students in learning mode even though from home. The first and second point taken from the 'press conference' contents showing appreciation from the Ministry to school and parents and they are really hope the school are keep proactive in ensure the teaching and learning are implementing in MCO mode.

"1. Kementerian Pendidikan Malaysia (KPM) mengucapkan terima kasih kepada hampir 500 ribu guru yang telah mengambil pelbagai inisiatif dalam memastikan penyampaian pengajaran dan pembelajaran (PdP) kepada anak didik mereka terus berjalan walaupun dalam keadaan sukar semasa pelaksanaan Perintah Kawalan Pergerakan (PKP). 2. Terima kasih juga kepada ibu bapa kerana telah bersama-sama KPM dalam membantu pembelajaran anak-anak di rumah".

[Press Conference: 15 April 2020]

Based on the discussion above, the novel coronavirus and the resulting Covid-19 pandemic caused most of the schools, tuition centres, and institutions had faced challenges to maintain the continuity of teaching or learning process as facing the extended closures. This study is to examine the acceptance and readiness of tuition centres to maintain the momentum of learning via Online Learning. Moreover, the studies bring to the depth to analyse the consequence and challenges faces by tuition centres and tutors when they accept to provide the service via online. The study was guided through following these research objectives:

- i) To investigate the awareness digital content and engagement among the parents and students for primary school
- ii) To assess the challenges faced by tutors, tuition centres, parents and students while integrating online learning during pandemic Covid-19

1.2 The significance of the study

The findings may consider the perspective two main important roles about online learning and the challenges faced to keep the momentum. The tutors and tuition centre owner may realize the importance of adapting new technologies and online modes as means of up-skilling their teaching abilities and creativities. Moreover, the study have potential in assist to identify the various stakeholder's attitude towards the online learning, and it will be great opportunity to make the students and tutors understand the challenges using digital technology in teaching and learning. It might assist them to give more importance to digital technology at primary and secondary school's levels.

2. METHODOLOGY

2.1 Qualitative Research Strategy

Driven by the motivation and research objectives, case study been utilized. Considering its capabilities to address issues pertaining to the development of decision model, case study is well suited for the research to understand decision making event and further develop the decision-making tool. According to Yin (2017), case study approach is suitable to understand certain event or phenomena in depth (Yin, 2017).

Role of researcher: The role of the researchers in this study necessitates the identification of personal values, assumptions and biases at the outset of the study. They believes their knowledge enhance their awareness and sensitivity to the issues being addressed in this study and will assist him in working with the key participants. Although every effort will be made to ensure objectivity, the researcher's personal bias may shape the way he views and understand the data that is collected and their interpretation. They should recognize the need to be open to the thoughts and opinions of others and to set aside his experiences in order to understand those of the participants in the study.

Participants: The selected two participants purposefully done based on their unique expertise in tutoring field. The researcher has conducted an interview via online tools using structured and probing techniques about their experience and expectation on online learning during this pandemic. The participants contacted after getting their concern for their interview via email. Both of them have been be contacted, and convenient time been determined for the interview.

2.2 Sample

Criteria based sample was used for the participants of this study. It involves selecting only relevant two research participants according to the needs of the study in that the researcher choose participants who give a richness of information that is suitable for detailed research. The selection criteria for inclusion were professional who were the leaders in respective field and who could articulate their experience as it relates to the phenomena of being investigated. In this study, the sample size is only two, where only the founder of tuition centre and the tutor been interviewed.

2.3 Data Collection Procedure

The interview was set up after getting the consent from both participants through phone calls. An interview been conducted through probing technique. The researchers use an open-ended question in allowing the participants the freedom to control pacing and subject matter of the interview. Additionally, there are some linking type where asking question from the answers given when the researcher requires more clarification from the participants as well as directive style questions. The researcher also have recorded the information from the online interview by making hand-written notes. Additional sub-questions also been used as needed.

2.4 Data Analysis Strategic for validating findings

The cross-sectional analysis was done on the results from the interview. The validity of data was compared and discussed through the findings from related case studies with the evidence of literature review findings. The interview transcript was analysed, and the themes was listed. Afterwards, the theme was clustered together with

the child nodes. It was continued until the script was summarized with the literature review evidence. The content of the interview transcript was filtered and to capture only significant statements that represent the main theme which literally could support with the literature review, deductively. The analysis also done based on the new information gathered from the interview.

3. FINDINGS

3.1 Readiness of tutoring centres

The tutoring centre examined are ready and well prepared to provide an online platform for teaching and planning. They take initiatives to educate the tutors to improve the teaching process online. Yet, some of the tutoring centres are unable to proceed with the online teaching platform as there are various factors contributed in. More likely, the tutors are not in the need to find extra income during this pandemic, and the parents are not supportive of the online classes. As some of the parents feels the materials provided by tutors and the process of teaching are not adapt to the payment, so they show disagreement to the online classes. Meanwhile, the tutoring centres to take care of the customer needs and to keep the loyal customer, they force to stop online classes. It complying the social presences used by TAM which are about medium permits users to experience others as being psychologically present. In this study, tutoring centres playing vital roles for acceptance of online class among community. Indirectly, from the readiness of tutoring center also may resulting the perceived of use towards to perceived usefulness on online class

3.2 Student accessibility

The students are from various background of the family and not all the students are affordable to own the gadgets, laptops or desktop, especially the student from rural areas. So, when tutoring centre launched online learning classes through online tools like Google Classroom, Skype, Zoom, Telegram and Google Hangouts they faced difficulties when the students need to depend on parents for the infrastructure or not even have smartphones to contact the students accordingly during the pandemic. Moreover, the information from tutors or tuition centres are cascade to the students might delay if they do not have any other communication tools when the parents are away. It might be very minor issue for online learning in the current situation as mostly all the students aware about information technology. Current generation students are well-known as digital natives (Prensky, 2001), millennial (Howe & Strauss, 2000) and net generation (Tapscott,1998). The children's from very tender ages are exposed to technological gadgets. The studies have proven that 99.8% of students have access to mobile phones for various purposes like texting, visiting social media, applications apart from talking (Jesse, 2015). It shows the students have a high level of accessibility to the technologies. So, the issues without gadgets for online tutoring is considered as minor issues which can sort it out easily. Yet, they might be lack of theoretical knowledge which supported with O'Sullivan 2018 studies that the youngsters who called native digital have shown the limitations in their use of technology. So, considering pandemic of Covid-19, the students from rural areas with limited access to the technology, poor connection have difficulty for online learning. (World Bank, 2020b). It complying the accessibility used by TAM, and this is one of the main challenges for those have limited budget for equipped their kids with digital necessities in facing online class. Form this situation too, it can predict that the perceived of use will limited. Perceived usefulness impact also will not show if the efficiency of online class affected form this accessibility issue.

3.3 Tutor Readiness

The tutors are facing a lot of challenges to adapt the online learning platform and it cause 50% of the tutors are not ready for this type of platform. Some of the tutors have trauma for a camera where they couldn't face a camera or any videos to proceed with teaching. It shows the teachers or tutors are not trained to perform via the online platform. The online platform pushes the tutors to prepare materials, be more creative, have a better grading system to create a better platform for students. As the parents are paying for the fees, need to compromise with the materials provided by the tutors as they also financially effected during Covid-19 pandemic. Moreover, the tutors feel it's no necessity to continue online tutoring during a pandemic for extra income as they still paid for their full-time job.

Other factors contribute to the readiness of the staff is the confidence of the staff itself (Ali, 2019) and it might be due to managing the different tools and learning platforms caused by lack of training. The tutors need to be empowered with online platform teaching with seminars and courses otherwise their students can be just left to rote learning and 'chalk and board' explanations (Yuen and Ma, 2002). During Covid-19 pandemic, the adaptability of tutors on the online platform can keep the momentum of learning and teaching. The tutors as well n need to make sure there has better accessibility to connection to perform online classes. The early preparation

of material, various kind of teaching can assist the students to gain knowledge easier. So, World Bank, 2020b urge the tutors need to be supported technically, socially, morally so that they can effectively deliver the online class. It complying the personal innovativeness, refer to a willingness of any individual to try out any new technology and used by TAM. In this study, tutor also playing vital roles for acceptance of online class among community. Indirectly, from the readiness of tutoring center also may resulting the perceived of use towards to perceived usefulness on online class

Based on the initial findings discussed above showing the two main variables; Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) in TAM are aligned with this study. From this initial study also, it can be connected with these variables for support and strengthen the findings from this case study. The summary of conceptual findings as below in Figure 1.

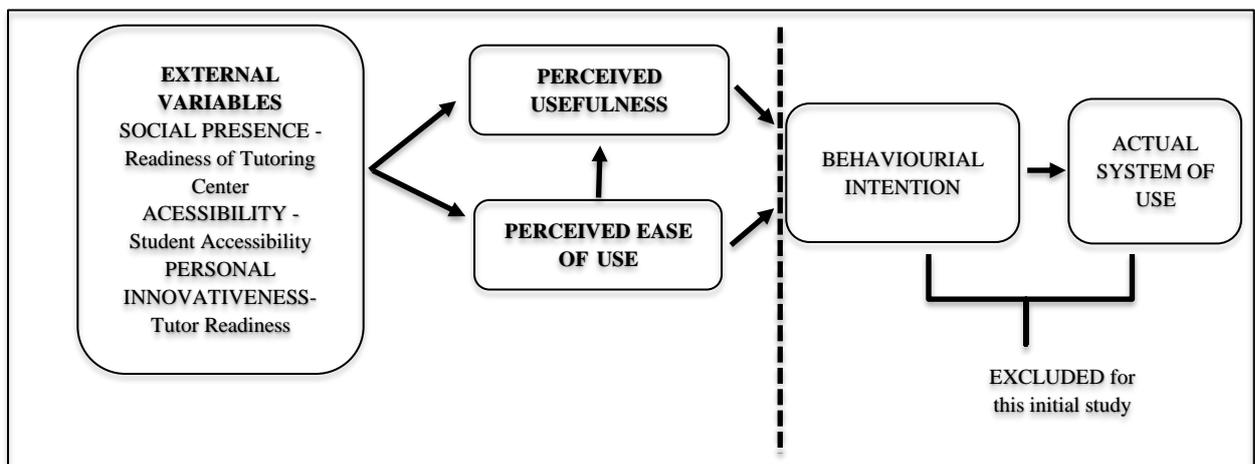


Figure 1: Theoretical Concept driven from the research Findings: Adapted from Theory of Acceptance Model (Davis (1986) in Lee et al.,2003)

4. RECOMMENDATION AND CONCLUSIONS

Considering the resistant Covid-19 and its attempts to prevent its dissemination to governments around the world, strict steps such as nationwide lockdowns and social distancing programs are being put in place. Moreover, the pandemic has presented undue challenges on all type of business to go online as they must work in time constraints and resources restraint situations. The readiness of tutors is playing a vital role in conducting online classes as without their willingness to adopt the technology and perform we couldn't keep the momentum. The Covid-19 pandemic proved the importance of Information Communication and Technology in various sector. So, we should use the opportunity to adopt online learning as an education system need to be abreast with the rapid emergence of new technologies, thus making online, blended and remote learning a necessity over the world.

2. LIMITATIONS

The studies do have certain limitations and in this study was the data was collected based on a single method which is via interview. Moreover, the interview was done via an online platform which causes the accessibility for the information was limited. The data analysis was based only based on two variables from TAM which only able to support a few literature review findings.

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Appendix A: Interview with Tutor (CASE 1)

Hi Mrs P, I am Mr K. Glad to get an opportunity to interview you, Ms. Can we start without any delay?

Hi Mr K, Nice to know you. Yes, sure we can start.

1. Can briefly introduce yourself.
I am currently working as Finance Executive with Dubai Company at Subang Jaya and pursuing my Master of Science in Finance at Northern University of Malaysia (KL Campus)
2. Can briefly explain how long you have been engaged with your current Tutor Centre?
I have been engaged with the current tutor centre nearly 3 years and I am doing it as a part time job.
3. What motivated you to start tutoring?
Well, I like teaching, somehow, I have been tutoring since I'm 18 years old. Firstly, I was started to go as a replacement tutor for primary school students and it was motivated more when I had a chance to become a replacement teacher for UPSR students at School. Then slowly I have conducted small group of tutoring at my home. After done with my Bachelor, currently joined with one of the private tutoring centres to conduct home tuition one to one and surely doing it as my part time job. It gives peace of mind when we are sharing our knowledge with others.
4. What is the subject you are focusing on?
For sure Maths is my primary subject starting from UPSR to SPM. And my secondary subject will Sejarah and Geography.
5. What are the challenges you have faced when you are conducting tutoring as part time job?
When I started to be tutoring, I faced more challenges on time management where we as a tutor must give the student productive information. It's not like just to go their home and just teach. We must prepare material, and most of all we as a tutor need to be well prepared on the topics.
6. Can madam briefly explain the teaching method conducted at your tuition centre?
Mostly all one-to-one tutoring session, and allowed group tutoring up to 3 students only.
7. yearly how many successful students have produced by you Madam?
Every year I will engage myself at least with 5 students for 3 subjects. up to now none of them failed and their great improvement in their final exam. Me as a tutor, always will go for improvement with understanding. It doesn't mean the student does not get A means he is not succeeded. If he manages improve himself from E to B, its already great achievement for me.
8. Currently, we know that most of the business affected by COVID 19 Pandemic since Mac'2020. How it affects your tutoring?
It effects a lot. Because we are not able to visit any home for tutoring and for the online learning get less supporting from parents. Mostly there are pay cut as well for online tutoring.
9. How it has arranged between students and tutor?
The management will contact the parents and will ask their concern on online learning. If they okay with it then we as a tutor will conduct the class as per the request.
10. What are the tools suggested to students and tutors? How about the students without a smartphone, laptop or desktop?
The tools suggested to use is Zoom, Google Hangouts, and Skype. But mostly we do not use Zoom as it need license to conduct the meeting more than the fixed time. So, for the one without facility we did not conduct any class anyhow the parents also not prefer it.
11. Do you face challenges when student depend on parents for the tools?
Yes of course, one of my Form 4 students, do not have laptop and phone as well. So, it causes the messages delivered to the students will be delayed. For an example, I need to wait until the student to be online, if not I need to text the parents and need to wait until they reply us. All her homework's she will send through her parent's phone and need to wait until they are home.

12. How many percentages of parents supporting online learning? What circumstances can make them for less support?
It very less, not even 20%. If you see, I was having 6 students before MCO, but only one student parents supported for online learning others not. The main reason they were giving is the school closed and there are no exams for students. So, the parents moreover like when they are having exams then only, they need tutors.
13. Does the student seem user friendly while studying online? Is their respond being active or passive while learning online?
The students not user friendly while studying online as they also new to this platform as tutors. And their respond was so active at the starting stage but after few classes they become passive, even sometimes during 1-hour class, their response only for 30 minutes.
14. As we know, face to face class itself, sometimes student unable to concentrate 100%. Online learning is most will be more theoretical. So, what is the challenges will be faced by tutors?
We as tutors must make the class to be more active, where their question-and-answer section, quizzes, and need to use different platform to make them awake and keep respond to us. Specially for maths class, I face the most challenges to show them the way of calculations.
15. Does all the tutor feel comfortable in teaching via online?
Frankly no. I love face to face tutoring where we can correct them when they are doing their exercises on the spot and explain more when they not understand.
16. Does the tuition centre make an initiative to do any online courses for tutors to upgrade their self to be more effective in teaching via online?
Yes, my tuition centre, give online tutorial and moreover like guideline how to teach online, how to be more creative while teaching online. They really supported their staff very well even during MCO period.
17. Does online learning show any progressive between student?
Yes, because it's not online or face to face, it's the tutor effort and as well as student effort.
18. How is tutor grading the students via online learning?
We will give time to time quizzes, self-test, exercises to examine their understanding.
19. How are tuition centres encouraging tutors to do more online classes? For example, any subsidy on using data, Wi-Fi or in term of payment?
They are encouraging via seminars and fixed term where for one subject the tutors must conduct minimum 5 session where it at least will helpful even its pay cut and not meet the actual payment
20. There are parents who only send student for tuition when they have public exams otherwise, they will not stress the students nowadays. So, what you think about this?
Yes, nowadays parents mostly not like those days where the emphasis on studies. Because now there are a lot of opportunity out of studies and the students interested in. The parents give more important on children's interest. Mostly they only need tutors when the students have exams. But not all parents there are some
21. So, what can you suggest on improving the teaching process during this pandemic period?
Give more opportunity for online learning and let the children's have the momentum of learning. The tutors or teachers can improve their self by adapt to new culture and provide effective service.

Thank you so much, Mrs P, for giving your precious time to complete the interview. It really will helpful for my research Stay healthy and safe Madam.

APPENDIX B: INTERVIEW WITH FOUNDER OF TUTORING CENTRE (CASE 2)

Hi Mr Ahmad, I am Mr K. Glad to get an opportunity to interview you, sir. Can we start without any delay?

Hi Mr K, Nice to know you. Yes, sure we can start.

1. Can briefly explain on your business?
My tuition centre known as Fikir Aras Tinggi Centre which start to operate from 2017 and legally got the license on 2020. We are only focused on Standard 4, 5 and 6 classes. Nearly a class only contain 15 to 20 students which is easy to monitor by the teachers. Moreover, we only focus on Maths, BM, English and Science.
2. The tutors engaged with the tuition centre are totally from teaching background or from any other related field?
The teachers are totally from teaching background who engaged under Ministry of Education.
3. Can sir briefly explain the teaching method conducted at tuition centre?
Mostly here the teachers will be focused on important topics and guide more on answering the questions.
4. Yearly how many successful students have produced by your tuition centre?
Nearly every year almost 50% of students are getting good grades in public exams.
5. Currently, we know that most of the business affected by COVID 19 Pandemic since Mac'2020. How it affects your business?
It was affected all over the economics a lot. As you know children and old aged people had been the most concern to all as they might infected easily. So as tuition centre are based on children for sure we couldn't operate it during MCO, CMCO or even RMCO. Fikir Aras Tinggi was closed since 18 Mac 2020 until 31st August 2020. Firstly, we initiate online learning on Mac'20 after the announcement of MCO, but it failed so we stop online classes by end of Apr'20. Financially it was really difficult situation.

6. What do you think about online learning?
Online learning is a new tool for everyone. Honestly most of the parents or teachers just hands on during the pandemic. Not all are welcoming this type of learning or teaching process like the developed country.
7. What are the tools suggested to students and tutors to learn via online learning? How about the students without a smartphone, laptop or desktop?
We proposed Google classroom and Group Telegram to the parents and teachers. The student without smartphone recommended to use parents' tools but we really not force the parents as sometimes they not feel comfortable for let their children use smartphones.
8. What you think about the challenges that face by student when they depend on parents for the tools?
Yes, there are a lot of challenges when the student depends on their parents for the online tools because the student needs to wait for the parent's instructions or information to be delivered. If parents have meeting during the student class, then there was issue for student to attend the class in timely manner.
9. How many percentages of parents will support online learning? What circumstances can make them for less support?
Only 20% of parents supporting for online learning based on my survey before stop the class by Apr'20. Some parents feel there are interruptions while using the gadgets for studies and they need to keep monitor the children whether they really focused. So, they feel it's complicated and less efficient. The parents need to manage their time for working from home and monitor the children for their online classes feels more burden on their shoulder. Moreover, the schools are closed so they feel unnecessary to force the children into online learning classes.
10. Does the student seem will be user friendly while studying online? Is their respond will be active or passive while learning online?
The students seem like no productive during the online classes as they are new to the platform even some of the student not aware of the google classroom and telegram when they are comes from rural areas of school. There are delays in submitting homework's and sometimes the students might miss in action.
11. As we know, face to face class itself, sometimes student unable to concentrate 100%. Online learning is most will be more theoretical. So, what will be challenges faced by tutors?
The teachers really feel uncomfortable to make the student understand without using whiteboard. Moreover, it more to exercise basis yet not welcomed by many students.
12. Is all the tutor will feel comfortable in teaching via online?
The teachers not encouraged online classes as they are facing difficulty in preparing extra materials for the students. During MCO, the salary for the teachers are paid without any issues even schools are closed. So, they do not have any necessity to earn extra income during this pandemic. Moreover, some of teachers have trauma to face camera.
13. Does the tuition centre make any initiative to do any online courses for tutors to upgrade their self to be more effective in teaching via online?
Initially I was released a video on how to use online tools for teaching purposes. But it really failed to encourage the teachers as they do not have any interest in online learning.
14. Does online learning show any progressive between student?
Not at all
15. How can tutor grading the students via online learning?
Based on the homework submission through telegram.
16. How can the tuition centres encouraging tutors to do more online classes? For example, like subsidy on using data, Wi-Fi or in term of payment?
Even the tuition centres are encouraging, it more depends on parents and tutors, whether they want engaged with this type of leaning materials. In term of payment for sure, the tuition centre will not be helpful as during the pandemic mostly each one facing financial troublesome. So, parents if not willing to pay us then we couldn't support the tutors as well.
17. There are parents who only send student for tuition when they have public exams otherwise, they will not stress the students nowadays. So, what you think about this?
Yes, nowadays, the parents during examination classes they feel it's important for the student to be focused on. The situation is different compare to our days where we start to study and even our parents stop all our outdoor activities, even its from Form 1 for PT3 and Standard 4 for UPSR. But nowadays, parents give freedom for students pursue their interest other than studies as nowadays there are really a lot of opportunities are there.
18. So, what can you suggest on improving the teaching process during this pandemic period?
Maybe the parents can be more adapt to the current learning system so that they can give the time period for the students for learning as well as the teachers need to be train for all type of teaching process so that during the pandemic like this, they not feel uncomfortable for different platform. The student needs to be given exposure to another world of learning as well.

Thank you so much, for giving your precious time to complete the interview. It really will helpful for my research. Stay healthy and safe.