# THE STUDY OF PROBLEMS IN ONLINE INSTRUCTIONS DURING THE COVID-19 PANDEMIC AMONG STUDENT TEACHERS IN THE FIELD OF SOCIAL STUDIES IN THE FACULTY OF SOCIAL SCIENCES, SRINAKHARINWIROT UNIVERSITY

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**Abstract** - The current research endeavor aimed to study problems in online instructions in terms of content preparation, instructional plan development, instructional designs, instructional media development, classroom management, bonding, and self-adaptation as well as suggest possible solutions to alleviate the problems. The sample included 32 Social Studies student teachers in the Faculty of Social Sciences, Srinakharinwirot University. The research study was a qualitative study by adopting an in-depth interview. The obtained data was analyzed descriptively. The results revealed that student teachers were anxious about the content accuracy, the efficiency of the instructional management, and the obstacles in assessment and evaluation. In addition, students were deprived of the motivation to study. One of the major solutions was to ensure a good content preparation and create a positive learning atmosphere.

**Keyword** - Problems in Online Instructions, COVID-19, Social Studies Student Teacher**s**

## I. INTRODUCTION

Social studies student teachers all over the country who are required to obtain an authentic training in schools in their final academic year necessarily adjust in-class teaching into online teaching due to the COVID 19 pandemic that has had worldwide effects (World Health Organization, 2020). Therefore, they need to conform to the policies imposed by the Ministry of Public Health (Department of disease control, 2021). A good instructional preparation is a compulsory attribute possessed by all citizens (Ministry of Education, 2017), including in content preparation, instructional plan development, instructional designs, instructional media development, classroom management, bonding, and self-adaptation.

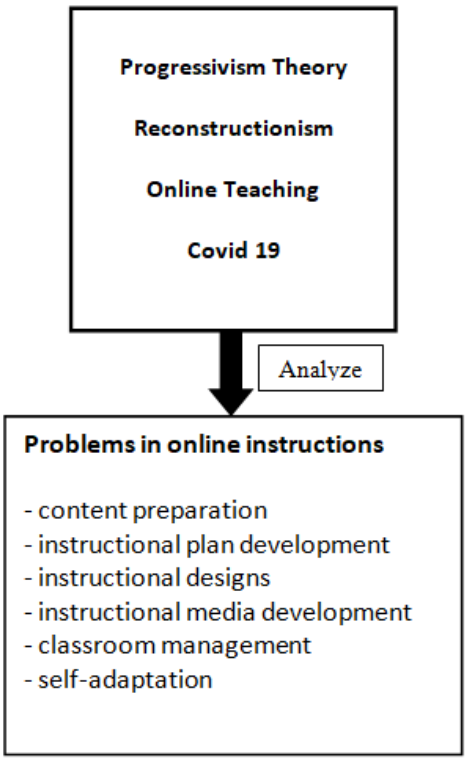
## II. RESEARCH PROCEDURES

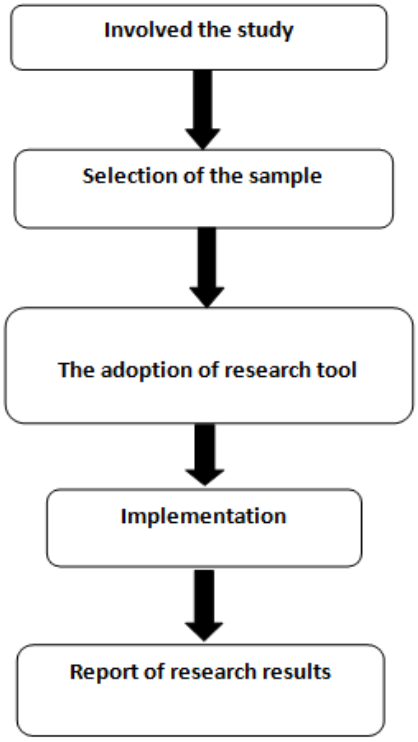
The current research endeavor is a qualitative study. The researcher compiled data from questionnaires and an in-depth interview from 32 5th-year Social Studies student teachers in the Faculty of Social Sciences, Srinakharinwirot University. The research procedures followed the following steps:

**Step 1 involved the study** of local and international documentations concerning theories and concepts of online instructions for primary school and secondary school children.

**Step 2 entailed the selection of the sample** through the use of purposive sampling. The sample was 32 5th-year Social Studies student teachers in the Faculty of Social Sciences, Srinakharinwirot University, who were receiving the authentic training in the first semester of 2564. There were two data collection phases, the first of which was during the vocational training, in which data was collected in the middle of the academic year while they attended the training in order to familiarize students with the school policies and instructional management to better adapt themselves to online teaching. The instructional management was composed of five themes, including citizenship, cultures and lifestyles, economics, geography, history and religions, and morals and ethics, for primary and secondary school students. The second phase took place after the vocational training adjourned. The student teachers had experiences in all aspects of instructional preparation, including instructional management, assessment and evaluation, and other aspects such as consultation responsibility to students as an adjunct supervisor, and participation in school activities. The data was collected by means of an in-depth interview and analyzed qualitatively using domain analysis.

**Step 3 was the adoption of research tool,** an interview, divided into two sections. Section 1 was related to problems of online instructional management in content preparation, instructional plan development, instructional designs, instructional media development, classroom management, bonding, and self-adaptation. Section 2 was approaches to develop effective online instructions for Social Sciences, religions, and cultures. The researcher conducted two in-depth interviews, which were in the middle of the vocational training and after it ended. IOC was involved in the question evaluation with the assistance of three experts in curriculum and instructions, evaluation and assessment, and research and curriculum development.




**Step 4 was concerned with research implementation** in which the research tool was used to interview the sample concerning content preparation, instructional plan development, instructional designs, instructional media development, classroom management, bonding, and self-adaptation, along with solutions to the problems.

**Step 5 was the report of research results** which were analyzed qualitatively and summarized according to the purposes of the study. After that, the results were reported.

## III. CONCLUSION

The research results revealed that student teachers were nervous about the accuracy of the subject content which belonged to the first aspect of online instruction management in content preparation, because Social Studies covers a wide scope of all five themes which are geography, history, religions, citizenship, and economics, all of which demand a gigantic amount of preparation time as well as up-to-date information. With regard to the instructional plan development, each school has a different instructional plan and online instructions added more difficulty in instructional development, and assessment and evaluation. For this reason, the instruction designs contained some issues in unclear instructional design development since student teachers and learners were strangers to each other, making it problematic to design an appropriate online instructional outline. Regarding instructional media development, some students did not possess gadgets for online learning like computers due to financial limitations and the lack of motivation to study. Moreover, it was problematic to manage a class since unlike studying in class, students were absent from teachers' sight. Hence, some students did not pay attention to the lessons taught and did not turn on their cameras while studying. Also, in terms of bonding and self-adaptation, students did not sufficiently interact with student teachers. The second section dealt with solutions. Teachers should begin with breaking the ice and getting to know students before teaching. They must also prepare contents and exchange opinions with students, while making use of online media in developing interesting learning experiences such as using games, video clips, and other applications, in order to trigger students' interests and make them find learning a fun activity. Teacher should also create a positive learning atmosphere similar to the real classroom. The research results further illustrated that no matter what happens that could affect students' learning like COVID 19, teachers need to adjust their instructions to be appropriate and up to date, which is consistent with progressivism for education development according to changes and global progress (Paranee Khaocharoen, 2018) (Pitoon Silarat, 2012). The approaches in online learning played a major role in classroom design, students, and classroom atmosphere, in accordance with the concept of online learning which emphasized non-traditional learning styles by substituting it with the integration of technology. Another interpretation could be distance learning or learning via websites (Calder & McCollum, 1998). Therefore, Social Studies teachers in the digital era need to constantly stay up to date to

the everchanging global situations and attempt to seek innovative ways to teach students for the optimal learning outcomes.

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