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Online Teaching During COVID-19 Pandemic: Teachers' and Parents' Perspectives in Kurdistan (Suleimani Province)

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ABSTRACT

This paper aims to explore the process of shifting to online teaching in Kurdistan region and the challenges that facing teachers, students, and parents. The paper argues that COVID-19 pandemic forced stakeholders to recognise online education as the most appropriate alternative to maintain the process of education alive during the health crises. Semi-structured interview method was designed to examine the challenges facing teachers, students and parents along with options to improve the process and eliminate the challenges. The paper also explores a general background about online education during the pre-pandemic and selected national and international studies dealing with online teaching. The study accomplishes most of the challenges to be by-product of unplanned and rapid migration to online teaching, otherwise most of the challenges can be eliminated via training courses, parents' awareness, and sustainable management. Finally, online teaching has been recognised globally as one of the essential methodologies during the pandemic and it was successful to save lives. Additionally, this method can remain active and practical according to the upcoming circumstances and it is subject to development and improvement.

Introduction

field of education, and the traditional debate was revisited. Tianchu (2020) state that some experts of education used to express their uncertainties about the reliability of online education when first emerged, they feel that education as a process and system of learning may miss its validity.

Choi and Park (2006) argues that training and positive attitude can contribute to expected outcomes during online teaching experience, although some scholars believe that online teaching is “actually a burden to faculty members” (71).

Astleitner (2002, p. 57) defines critical thinking as a significant skill for learners’ future and their academic carriers, to address the question on how to enrich the online methodologies and make them more effective aiming at achieving more complex goals in the future and make e-education meeting traditional academic standards. This paper argues that most of the challenges facing e-learning in Kurdistan are attributed to logistical support rather than academic standards. However, online education in Kurdistan region is considered to be fresh and clients of this type of education in the region are still beginners due to lack of experience. However, KRG ministry of education shifted to online teaching as a “crisis-response migration method” rather than well-prepared plan for providing online education as a new process. Therefore, this paper conducts a quick survey to review the previous studies in this field and found that distance learning and online education were common decades before COVID-19 pandemic.

Yet, some education experts argue that a modern hybrid model of teaching transpires for the coming academic years, because online teaching approach is going to incorporate with the education system as an integral element of school education. Crawford et al. (2020, p. 12) believes that this methodological transition is not effortless, moving towards distance learning requires long-term plans and follow up because this swift shift to online platforms is associated with various challenges and barriers; therefore, scholars are required to conduct studies aiming at improving the process. The main interrogation in this emerging migration is that stakeholders in education, teaching staff and learners are forced to review their viewpoints about the significance and reliability of online teaching rather than abandoning he process.

Researchers and academics across the globe started investigating this method and its challenges and barriers aiming at reconciliation between the

COVID-19 lockdown and complete curfew was announced on March 13 until April 23, 2020, by the Kurdish Regional Government (KRG) complemented by strict lockdown restrictions to deal with the public health risks. Yet, schools and universities ceased the process of education for the first phase on February 26, 2020, until May 2, 2020, and the decision was extended several times (Government, 2019). Roberts and Danechi (2021, p. 18) state that globally, educational institutions and schools were forced to close their doors, and the emergency alert led to unexpected disruption of traditional learning style and teaching methods. Since, the world, directed by WHO directions, accepted the social distancing policy to curb the expansion of the fatal virus.

Therefore, an initial plan to recommence teaching was soon arranged by the Ministry of Education to address the emerging crisis urgently through online teaching like many other parts of the world. Indeed, Hussein, M Saleem, Musa, Ibrahim, and Naqid (2020, p. 181) view the process of education to be managing a thrilling transformation from classroom teaching to online teaching because teachers never anticipated undertaking teachings on digital platforms remotely. As Barzani (2021, p. 28) also concludes this rapid shift to online teaching in Kurdistan region became a compulsory alternative to the traditional class method but the process faced many challenges, as this study investigates, due to insufficient training and lack of technological preparations. Alturise (2020) argues that during online courses, two-third of students face difficulties to “solve queries, and his diminishes their problem-solving capacity” (74). This supports that the idea of the absence of physical interaction hinders team work and group projects that contribute improving teamwork abilities.

Literature Review

This paper argues that online teaching method has emerged as a crisis-response shifting the method to sustain the education system alive. Yet, the teaching staff and parents faced difficulties to cope with this unexpected online method due to various domestic and peripheral reasons. Some teachers’ performances, who are poor users of technology with less experience using online platforms, were unable to achieve satisfactory learning achievements but they could successfully accomplish the essential goals of the academic year. The topic soon became central to scholars in the

improve online teaching in Kurdistan as a new method of teaching, possibly the private schools can practise this method and educators can follow this method in some particular cases.

Yet, Adedoyin and Soykan (2020, p. 8) the complexity of learning process and methods of teaching goes beyond a simple “yes” or “no” answer for scholars’ questions but ultimately concluding thoughts will emerge to improve the process of education. Some schools ran distance education programs prior to the emergence of Covid-19 pandemic, and this actually assisted some of these higher citadels of learning in their migration process. After the announcement of physical closure of schools by the governments as a means of curtailing the global and community rapid spread of the pandemic, the only option available for universities to adopt is online learning.

Distance learning and education programs precede the emergence of Covid-19 pandemic, and it was accessible in many countries like Australia and New Zealand. Jegede (1994, p. 11) highlights the “increasing demand for distance education” during the last decade of the twentieth century believed that “learning in non-formal settings is likely to be a substantial growth area in education in the foreseeable future, then there is every argument for making distance education a priority research area in Australia.” Eventually, video conferencing, skype meetings, and other online platforms became common among the institutions of adult education, universities, and postgraduate programs. In Australia, as mentioned Perry (1984), researchers addressed online teaching and learning in pre-pandemic era because online schools and distance learning in Australia started since the 1980s. In 2018 researchers avoided complete estimation of the process of learning and teaching online as successful or unsuccessful process due to its complication and multi-layered factors involved in the process (Inglis, 1987).

Truzoli, Pirola, and Conte (2021) conducted a study where they advise students to manage “self-directed multimedia training session(s)” while educators can play a significant role encouraging students to engage themselves in the process independently. Although, the students can increase their learning skills beyond e-learning and e-teaching facilities, but face-to-face learning remains an essential part of the whole process. Additionally, Truzoli et al. (2021) reveal that “in-house e-teaching infrastructure is serving more than 600 daily classes to more than 16000 students” and the study found

traditional class and online teaching approaches. This review of literature demonstrates selective academic efforts in this field and the significance of these studies because as Sun, Tang, and Zuo (2020) suggest that the end of this pandemic teaching online may continue to be segregated as an undetermined process. The educational institutions world-wide are examining the available teaching and learning platforms to make online resources and learning materials available for educators and students as part of the international safety management plan and risk reduction strategy among education community

Initially, teaching online and e-learning did not emerge with the COVID-19 pandemic, yet as Waters (2012) states that the development of online courses is a by-product of the high-tech evolution during the past two decades. Moreover, Kopp, Gröbinger, and Adams (2019) contend that online teaching as an imperative process is viewed as a ground-breaking modification, but it is important to direct the process towards an independent student-centred pedagogical approach world-wide. Also Budur (2020) agrees that online teaching has achieved satisfactory outcomes with the efforts invested by staff and administration to reinforce of all parties involved based on collaborative and executive experience.

Tallent-Runnels et al. (2006) assume that internet accessibility has increased the motivation for online learning since the beginning of the millennium, but (Joshi, Vinay, & Bhaskar, 2020) show disagreement reasoning that the instructional achievement of online learning is debatable because due to lack of face-to-face interactions among learners themselves and learners-educators. Moreover, Hodges, Moore, Lockee, Trust, and Bond (2020) tolerably tries to segregate the planned and professional online courses and elaborate the differences with online teaching that emerged as a response to the global health crisis in terms of strategies, aims and objectives.

Celina, Lambton-Howard, Lee, and Kharrufa (2020) outlines the process as a newly formed learning pedagogy via computer mediated communication with more proficient adaptability. Nonetheless, the risks followed the pandemic accelerated the process and imposed online teaching as the only means of distance education. Therefore, experts in education ought to study this topic deeply and engage as many as educators and learners reachable to promote the advantages and reduce risks and disadvantages of the process. This paper is classified as an attempt to

role because every individual is affected by their background and level of education. Then, parents became a crucial element in the process and their role need to be incorporated within the preparations for this migration. Their role was minimised because stakeholders have to concentrate on the teachers and the school staff to manage the urgent migration to online.

Therefore, the Ministry of Education in Kurdistan documents the fact that online teaching and education during this pandemic is an urgent process to maintain the process of education, reduce the gaps and most significantly keep the local community safe during this pandemic. Also, the MOE confirms that emergency remote teaching is in contrast with quality or effective online learning, for the reason that (Bozkurt & Sharma, 2020; Hodges et al., 2020) consider successful online teaching to promote research works, principles, models, theories, ethics, and appraisal of standard strengths on quality online teaching and learning. Moreover, Rossi (2009, p. 12) adds that electronic education is highly essential because educators can adapt the technological equipment and means of communication with up-to-date methods to convey the subjects to the students.

From the above quick survey of the previous studies, a gap emerges in Kurdistan region and less attention has been given to the different angles of this issue, mainly because the common sense demonstrates that online teaching is a temporary alternative, and it will vanish during post-corona era. However, this study establishes a modern view about online teaching and this method can be more effective and common if academic reviewed the pros and cons. The joint perspective of teachers and parents enriches this study by expanding the general view and facilitate improved internet access, appropriate and affordable technological equipment with simplified training courses for educators and transparent guidelines for parents can strengthen the academic outcomes of online teaching. There is no way to give up teaching online because it became part of our educational culture and saved hundred thousand lives.

Methodology

The study follows qualitative methods referring to semi-structured interview with Basic Education teachers to evaluate the process of online teaching during COVID-19 pandemic in selected schools at the city of Suleimani. Firstly, the study started in March 2021 in the form of observation but

online teaching largely successful despite the technical challenges facing both students and educators, without showing similar challenges in urban areas.

When migrating to online teaching, preparations are to be examined first, stakeholders had to stress on the facilities and the reliability of the services, despite training courses for teachers, awareness campaigns and basic guidelines for parents. For this reason, facing the challenges demanding a well-prepared plan are essential because providing immediate solutions during the time of teaching process does not sound practical. This urgent migration, as discussed by Abad-Segura, González-Zamar, Infante-Moro, and Ruipérez García (2020, p. 2109) requires sustainable management, monitoring and integration with the purposes teaching to achieve reasonable learning outcomes. Unlike higher education system, working with children and teens via digital platforms can be counter-productive unless parents take a crucial but managed part in the process. The parents participated in this study expressed their concerns about the process and more specifically their roles as parents, any non-professional interference may cause complications and misguidance.

The Covid-19 pandemic has significantly led to developing the role of parents in the process of online education and this development can be viewed globally. Scholars and experts in education frequently refer to the role of the parents and the significance of their contributions and collaboration, this study directly examines the parents' perspectives to identify the role of the parents. Nevertheless, it is hard to address the challenges facing online teaching without referring to the role of the parents because they share the teachers' role and supervise the students and their home environment. Fauzi and Khusuma (2020, p. 66) consider the role of parents as vital as they are engaged in the process and play a significant role as supervisors.

Moreover, Schuck, Lambert, and Wang (2021, p. 3) reveals that parents are required to show more engagement in the process of online learning, yet their engagement adversely affects the process sometimes. In other words, some parents intervene between the teachers and their children when it comes to submitting assignments and online tests. Therefore, it is more advisable to briefly explain the parents' role and boundaries targeting at achieving stronger learning outcomes. Further discussion and investigations are needed to address the parents'

Table 1 Teachers

S	Codes	Gender	Age	Training Period		Education	Computer Literacy
				Days	Weeks		
1	K	Female	25-35	2	Nil	Bachelor	Basic
2	F	Female	25-35	1	Nil	Bachelor	Basic
3	M	Female	35-45	2	Nil	Bachelor	Intermediate
4	A	Female	35-45	---	2	Bachelor	Intermediate
5	I	Male	35-45	3	Nil	Bachelor	Basic
6	V	Male	35-45	2	Nil	Bachelor	Basic
7	O	Female	35-45	1	Nil	Bachelor	Basic
8	S	Female	35-45	2	Nil	Bachelor	Intermediate
9	F	Female	35-45	2	Nil	Bachelor	Intermediate
10	A	Male	35-45	3	Nil	Bachelor	Basic

Significance and Problem Statement

The study investigates the different dimensions of online teaching from two different perspectives, sender, and receiver of the online teaching. It explores the professional apprehensions towards online teaching during the COVID-19 pandemic, and cross-examines the alleged concerns identified by the educators and parents. The interview questions were derived from the questions below but not limited to and the respondents could add and comment without restrictions:

1. How do teachers respond to online teaching method?
2. How do teachers and parents describe the process?
3. What are challenges facing both parents and teachers?

The results discussed in this study directly contributes to the many proposed schemes aiming at improving online teaching, because it became one of the most common methods during the past two years. Teaching online emerges as the most practical substitute to tolerate the stability of education as a process (Adedoyin & Soykan, 2020, p. 3). Therefore, as König, Jäger-Biela, and Glutsch (2020, p. 609) mention, investigating the challenges and examining the hindrances of online teaching became the experts' priorities, and it became a

eventually followed semi-structured interview method to explore teacher – parent perspectives about online teaching modalities, challenges, and recommendations. The interview was piloted to include comprehensiveness and it was also validated by two experts in education. Additionally, the method suits the study's question and aims because participants could easily add and comment on the challenges faced of the process. The semi-structured interviews were conducted via face to face, videoconferencing or phone calls with the teachers and parents across a period of two months (Whiting, 2008, p. 33).

The schools and respondents are selected from the urban areas of the city to maximise the advantages of online teaching which is the main aim of the study. As the table below shows, ten experienced teachers and ten parents from different ages and backgrounds were selected for the interview. The respondents were plainly informed that the study is committed to all ethical considerations including confidentiality and privacy values. Both, the purpose of the interview and the aims of the study were accurately clarified to them to familiarise the respondents with a general overview about the study. Only one of the teachers participated in a training course for ten days but the rest of the respondents participated in workshops for one, two or three days. The age range was between 25 to 45 years of age and the majority were between 35 to 45 years of age. All the teachers were university graduates with bachelor's degree in education. Their computer literacy was mainly basic except to respondents mentioned their abilities as "intermediate" level in computer literacy. They were predominantly females from both basic education schools in the area.

The study selected teachers from basic education schools in the city of Suleimani as an urban area, where internet and electricity services are expected to be available, because the study aims at examining both merits and demerits of online teaching. Based on the interviewees' thoughts, this paper will contribute to improving the process and discuss variety of techniques to be used while teaching online or attending online lectures. The outcome of this study is generalizable because the paper offers broader guidelines that prevent miscommunication due to the significance of the study and the shared values among practitioners of online education at least in the third world. The sample of the ideas discussed in this paper offers a powerful account of the findings with reference to the difficulties facing both teachers and parents as chief parties in the process.

The interviewees addressed most of the issues, but only most significant points were selected and interpreted by researchers. Also, accurate transcriptions of audio taped interviews are confidentially preserved as the summary of the thoughts are translated into English and listed below:

Teacher K:

Generally, the online teaching is useful while students and teachers stay at their places for safety reasons and costs less efforts and expenses. Experiencing power cuts and poor internet services are most remarkable impediments, I face most of the time.

The technical issues including power cut and poor internet services remain as one the top obstacles. The internet access and electric power have massive potential to develop the quality of teaching online. They are the basics of sustainable online education and its development. Education stakeholders need to consider infrastructure and access to power and internet as the basic priorities.

Teacher F:

Personally, I disagree with this method of online teaching, and I prefer face-to-face teaching. I feel that teaching online is lifeless, it lacks facial expressions, and students do not enjoy attending the classes because of the absence of personal interactions.

Teacher M:

Online teaching and the digital platforms on computer screen or iPads or even phones reduce learners' attention. They have difficulties to concentrate, based on my personal experience, students need support to concentrate while in class.

broad field of study for researchers. This study examines the different perspectives presented by both teachers and parents to clarify the challenges facing teachers and students in Kurdistan region.

The results will reveal the major barriers and challenges facing online teaching as a process, while Kaden (2020, p. 2) concludes that avoiding professional development programs is one of the most significant needs that can support teachers because they feel isolated and misled by the personal and self-interpretations to the challenges they face. Lemov (2020, p. 26) points that teacher in primary and secondary schools tend to forget how to teach, and it is so difficult to teach their students in the digital age. Additionally Heape (2021, p. 185) finds that teachers have trouble to teach their students because of being several materials and curriculums in the age of technology. For solving this problem in teaching by teachers in classroom or everywhere, they should use technology. Moreover, Wong (2012, p. 44) highlights that several teachers failed to use electronic teaching successfully because of the likely lack of internet connection. Unfortunately, most of the respondents in this study refer to difficulties with insufficient internet access and students' missing appropriate utilities.

Participants View and Analysis

According to Whiting (2008, p. 38) semi-structured interview is the most appropriate method of data collection in addition to observation for this purpose, where the interview statements are structured in the form of a group of questions as semi-structured questions that are directly related to the present study. The questions were presented to teachers of basic education who used online teaching as the main method during the pandemic. Their answers, comments and additions were analysed by the researchers and notes were taken during the interviews. The questions were clear and easy to understand, and all the details are recorded and transcribed but kept confidential for ethical reasons. Ethical considerations were ensured throughout the study and the participants were provided with an informed consent message via the social media platform and were asked to volunteer for the study understanding all the rights of withdrawal and refusal. No personal data were sought which could exhibit participants' direct identity including names, phone numbers, address, area, or national identification number unless they permitted.

Data Collection and Analysis

students are not acquainted with technology, especially the poor internet service we have. Online teaching method can achieve further accomplishment if parents and local community become aware of the commitments and the right ways of using digital platforms. Frankly speaking, we are not ready yet. I mean teachers, parents and students are not acquainted with technology, especially the poor internet service we have. Teachers need further training about the technological equipment.

Since teaching online is processed at home, parents can play a critical role in making the process of education more effective and collaborative. Therefore, parents' awareness and support are significant but this mandatory migration to online education increased the demand for laptops and smartphones. Most of the families with lower income experience financial hardships to obtain a device for every member of the family. Particularly in a city like Suleimani, education is a privilege of defined set of families, but some of them face challenges to support their children. Additionally, parents have to be aware of the significance of online teaching and they need to ensure that home environment is suitable for education and the children participate in the online classes and submit their assignments on time.

Teacher Q:

For me, basic education level is based on personal interactions and face-to-face communication. Teachers need to have meetings with students especially children to exchange feelings and physical interactions, children have difficulties to communicate with screen for learning purposes. They used to communicate with screens for gaming and entertainment only. I am not satisfied with my online teaching, but I hate it because of the distance between me and my students.

Teacher S:

One of the most horrible concerns in my online classes are the large number of the students. I scarcely can accommodate this number of students through the screen, it can be only lecturing method but when it comes to individual questions and comments it will be difficult to manage. Dealing with large number of students through screen is not an easy task for the time being.

Both teachers, Qasem and Shawnem, consider online teaching as a poor alternative to in-class education due to lack of physical interactions and large number of participants. These two factors make their tasks as educators challenging. They

How can they concentrate while they are at home with all the noise and distractors?

Both teachers find personal interactions and facial expressions to be highly significant, teaching online does not allow individuals to express themselves. Students are not able to socialise and cannot learn how to make friends, stay patient and feel optimistic. Competition and motivation are reduced to minimum. It is an additional task and extremely hard for children to keep track of the classes and assignments. The online teaching affects the child's competence to manage time successfully and avoid the TV and games available at home. Some children are less executive functioning to do their homework on time and parents may experience difficulties to assist their children to do their tasks at home.

Teacher A:

In my opinion, both methods are useful, and they can work as complementary components of the process of education. I justify my thoughts with the reactions I found among the students and sometimes they preferred self-directed studies. Students need to learn self-study and avoid relying on teachers only to explain the subjects.

Online teaching turns out to be a practical method and it is helpful because it characterizes a comfortable teaching method, and it became a suitable alternative to the traditional classes during the pandemic. It was successful to encourage some students to improve the level of self-motivation and independent learning.

Teacher I:

I turn down the online teaching method at primary levels because we are working with children, who are active and interact with adults to learn from their manners and ways of treating others. From my part, I feel I am lazy these days and have less interaction with children.

The lack of face-to-face interaction links together with many of the heretofore mentioned difficulties of online teaching, mainly because children do not respond to teachers' instructions while they are at home environment. This constrains student feedback, leads to social isolation, and sometimes causes students to skip commitments. Additionally, the teacher remains inactive due to lack of personal interactions.

Teacher V:

Online teaching method can achieve further accomplishment if parents and local community become aware of the commitments and the right ways of using digital platforms. Frankly speaking, we are not ready yet. I mean teachers, parents and

development programs to be able to control the electronic platform and make use of all its components professionally.

Interviews with parents were conducted to explore their concerns and considerations about online teaching. They describe their experiences with their children while education migrated to online classes to reduce the risks of spreading the COVID-19 virus. The parents' perspectives demonstrate that online teaching is not satisfactory because they detect barriers and challenges facing their children at home as learners. The study preferred to select ten parents from the same area in the city of Suleimani, who have children under twelve years of age.

A student's mother complained about the prices of internet services and the poor capacity they provide, but another parent highlighted the irregular pricing effects and affordability. Both parents prefer in-class schooling due to the financial hardship they experience. Meanwhile, the third parent believes that children and underage girls are not ready to access internet and he prefers in-class schooling regardless to health restrictions. He adds, families need to monitor their children to avert exposure to the drawbacks of internet due to cultural considerations, because as a father, he never allows accessing internet neither for the children nor himself.

The fourth parent asks the government to supply free or affordable internet for education purposes with limited access to other networks and websites, but the fifth parent is more concerned about the isolation experienced by her son and lack of motivation to study. She prefers in-class schooling because of the physical reinteractions. These points were significant concerns for the sixth and seventh parent, as they admit that children cannot be monitored as long as they have access to all the websites and gaming apps. The eighth parent highlights social issues like unexpected visits by family and friends, when parents engage in conversations with guests, the students sign out and leave the class without the parents' approval. The ninth parent mentioned that the outcomes of online classes were not satisfactory as she found with her son.

Discussion

A close reading of the interviews with the teachers and parents demonstrates the challenges facing parents, and educators. The results of this study show that COVID-19 pandemic has completely interrupted the process of education, though the

stress on emotional interactions with children as an important factor in learning process. The teachers argue that emotional interactions have direct influence on the process of learning, arbitrated by self-direction, self-regulation, and motivation. In the traditional education context as teachers claim, emotional interactions significantly contribute to creative thinking methods, while lack of positive emotions is directly associated with lower levels of performance. Generally, emotional interactions and students contributions to the topic are two primary factors that hardly achieved during online teaching classes and the directly affect learners' achievements.

Teacher F:

I can feel my students are careless, they have no hope in their future and they think that schooling will not help them to find jobs in the future. Therefore, they pay less attention to the online classes because online classes are originally designed for professional courses leading to employment. The main problem is that we are disappointed with our future and the stakeholders must propose a core reform in the education system. People need employment opportunities.

Four decades of war, violence, corruption and the economic crisis in Iraq and Kurdistan region led the local community towards disappointment, poverty, and unemployment. The teacher believes that current situation is an effective factor that makes students to stay uninformed and pay less attention to the online classes. Also, the forementioned difficulties led teachers towards the same direction as the students, the policy makers have to propose alternatives and enrich the education system in the region and all Iraq.

Teacher A:

There are contradictions between the subject and teaching methods. On the other hand, we have difficulties in evaluations. It is hard to imagine the way we assess our learners because the students directly copy the materials into the exam paper. They need to be taught about open-book exams and writing reports rather than duplicating information. The electronic study method cannot be applied until this curriculum remains and there will be major obstacles to it.

Restructuring the curriculum of the school is another point discussed by the teachers. Policy makers are expected to adopt modernised framework for internet-based education and teaching online integration into the curriculum. Teachers need further training and professional

Therefore, various instructional methods can motivate students and increase thrill to participate and take part.

Ministry of Education can update efficient strategies and curriculum to develop online education program and digital resources align with the current strategies and curriculum. Another difficulty facing online teaching process is that the assessment tools are not satisfactory, neither to the student not to the educators and parents. The reason can be attributed to the measurement instructions and monitoring that might not achieve the evaluation objectives. The assessments can be in the form of an assignment to be submitted, test, quiz and possibly an online examination but the validity and reliability of the evaluation remains questionable, mainly because anyone at home can intervene and students can google the questions at any time.

Broadly, the challenges can be summarised as the main points below:

1. Online education is completely supported by electricity power, internet access and technological devices that are not available for all the families in Iraqi Kurdistan region.
2. Socio-economic factors such as parental support, financial issues and availability of the resources constitute another challenge facing educators, students, and parents.
3. Family interference as an expected interruptions and distractors including guests and social interactions establish another challenge.
4. Computer and internet literacy emerges as a challenge facing educators, most of the educators need professional development programs to utilize digital competence and electronic skills.
5. Monitoring teachers' performance and assessment tools need to be more accurate because some students face difficulties to meet the deadlines, while some involuntarily interfere while preparing the assignments.

For people who do have solid access to internet services and obtain the proper equipment, online teaching can be sufficient because students and parents could maintain more learning material. In the meantime, none of the teachers mentioned regular school-provided internet but they used to consume personal internet services. Therefore, online teaching can be more beneficial for those who are able to access faster internet services and advanced technology including laptop, iPad, and iPhone because they can study at their own pace,

process of education in Suleimani city was already in crises due to the economic collapse, teachers' remonstrations, and the Islamic State terrorist attacks in June 2014, even before the pandemic (Ramazan, 2016, p. 4). Accordingly, migration towards online teaching has not been successful to create a modernised method of education online. This study discovered that the challenges facing teachers, students and parents during the pandemic include different categories online teaching practice, logistic and technical issues, educational environment, student motivation, and lack of experience.

As they mentioned in their interviews, the participating educators face many challenges associated with internet access and irregular electric power. Also, they consider directions and instructional strategies to be significant pillars in the process to maintain sustainability in education. Most of the participants highlighted the significance of emotional interactions among students and educators. Dealing with the screen and online communication lacks effective facial expressions and educators have no control over the strength of the internet lines. Additionally, there are many distractors at home that attract students' attention and diminishes students' concentration.

Participants revealed that further training and online teaching skills are needed to support educators using the online techniques professionally particularly assessment tools. On the other hand, professionals need to develop the curriculums and adjust them according to the methods of teaching online because originally the existing curriculums are not designed for online education. In addition, the number of the students have great influence on teachers' performance because the screen does not convey the complete communication with the student. Assignments are another main challenge for educators, some parents go beyond merely assisting their children and some students fail to meet the deadlines. Teachers find less flexibility and integrity in the evaluations and assessments due to similar complexities.

Besides online educational resources, video conferencing applications, media applications, social media or other social features can assist parents to cope with the availability of student teaching materials at home as discussed by Giri and Dutta (2020). Teachers and parents agree that student engagement and daily participation have been reduced to minimum because they lost interest in participation due to the long weeks of lockdown.

The teachers and parents participated in this study offered a comprehensive overview and highlighted the challenges they faced during the time of online studies. Yet, the data did show many advantages of online teaching such as sustaining the safety of the Kurdish community, saving lives, time, and effort. Therefore, there is a possibility that teaching online will be practised along with other teaching methods because it was a successful method during the time of pandemic. Additionally, this method replaced traditional class teaching and forced students, teachers, and parents to familiarise themselves with this electronic method.

Moreover, this mandatory migration to online teaching is called “crisis-response migration method” because it is an abrupt outcome of the global health crisis that emerged in December 2019. The migration to online teaching in Kurdistan region, for some teachers and parents, could be smoother, while others faced problematic issues and barely resolved challenges. This is because the individuals’ age, talents, background, and performance play significant roles in projecting the instructions and familiarity with online platforms. On the other hand, the swiftness of Ministry of Education’s directions was unanticipated for some parents and teachers, as they labelled the process as an extraordinary transition. Yet, the online method hardly can be compared to the traditional in-class teaching but acted as the best option during the global lockdown and closing schools.

Arguably, the paper was unable to address all the instructions, techniques, and strategies of teaching online comprehensively because the topic is defined as a national and in some cases an international issue. This expanded field of studies offers further opportunities to scholars and researchers to tackle every component of teaching online because every element is improvable. The different perspectives - teachers and parents- in this study showed that teaching online became an urgent and significant alternative during the time of COVID-19 and the KRG Ministry of Education was successful to offer an alternative. Further studies are recommended to examine the different elements of online teaching such as TV and Radio programs, digital application, specific designed curriculum and any other software and application contributed or will contribute to this field in the future.

uploading and downloading extra materials they choose.

Nevertheless, the efficiency of online teaching varies amongst age groups, younger teachers face less technical challenges than the elder teachers. Teachers started their online teaching with skill gaps in using technology because the sessions they participated were inefficient, further sustainable pedagogical and technical training courses are needed. On the other hand, parents need to provide structured educational environment at home to assist their children absorbing the material provided during the online classes and the uploaded materials. Children are more vulnerable to distractors. To achieve further attention, children enjoy replicating a physical class at reducing external distractors to minimum. The learning materials also need to be extensive and variant they use different senses and try to make learning process fun.

Parents on their side, expressed their viewpoints openly and they did confirm that not every parent can provide their children with laptops and cell phones. Despite the unaffordable internet services with poor signals, parents have to monitor the electricity power cuts from national power lines to local generators. They also admit that children face difficulties to attend the online classes with unstable net connectivity. Students and parents found themselves struggling with a variety of concerns and difficulties, some parents indirectly expressed their concerns about escalating anxiety among their families and other mental health issues.

These tensions may emerge among the family members if these modest issues and challenges could not be weakened or eliminated. Additionally, parents must take part in the process of online education through guided plan because they need to verify deadlines for assignment submissions and check the evaluation methods to make sure that their children are committed to the requirements. The study has shown that the unplanned and swift move to online teaching has led to poor learning outcomes with unpleasant experience by the users in general.

Conclusions

This paper tackled one of the most problematic issues among the Kurdish society because the study engaged most of the Kurdish families. The outcomes of the study can be smoothly generalised because the paper has addressed almost every family with children involved in online teaching.

الالكترونية لاولياء الامور تلعب دورا هاما في ازالة هذه العقبات المتراكمة. كما ان التخطيط المسبق وتجهيز المدرسين والمعنيين بالليات المناسبة تساعد و تساند العملية التربوية و تقودها نحو الازدهار في كافة المراحل التعليمية .

الكلمات المفتاحية: التدريس الالكتروني ، منظور المعلم والوالدين، والقضاء على التحديات

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فبكردي نؤنلاين له سهردهمى كؤفد-19: ديدى مامؤستا وبه خيوكهر له كوردستاي عيراق (پارنژگاي سليمانى) وهك نمونه

پوخته:

نهم توئزئنه وهيه هه وليككه سه بارهت به چاره سه ركردنى نهو كيشانهى كه رووبه رووى فبكردي نؤنلاين له هه ربيى كوردستان ده بيته وه. هه رووها نهو نالانگار يانهى رووبه رووى مامؤستايان و خوئندكاران و داىك و باوكان ده بيته وه ده خاته بهر ليكؤلينه وه. نهم توئزئنه وهيه باس له وه دهكات كه كؤفد-19 توانى خاوهن پيداوستييه پاندؤميهه كان ناچار بكات كه پهروه ردهى نه له كترؤنى بناسنه وه وهك گونجاوترين جيگره وه بؤ پاراستنى پرؤسهى پهروه رده چالاك له كاتى قهيرانى تهندروستيدا. له م توئزئنه وهيه دا شيوازى چاوپيكيه وتى نيمچه پيكيهاته بهكار هاتوو سه بارهت بهو تهحه دايبانهى كه رووبه رووى پهروه رده كاران و داىك و باوكه كان ده بيته وه له گه ل بؤزده كان بؤ باشتر كردنى پرؤسه كه و نه هيشتنى تهحه داكان ديزاين كراوه. هه رووها نهم توئزئنه وهيه باشنه مايه كى گشتى دهر بارهى پهروه ردهى نؤنلاين ده پشكئيت له كاتى پيش نه خوشى كؤرؤنا دواى كؤرؤنا و خوئندنى نه ته وهيه و نيوده و له تى دياربىكراو كه مامه له له گه ل فبكردي نؤنلاين ده كه ن. توئزئنه وه كه زؤربهى نهو بهر نهنگاريانه نه نجام ده دات كه بهر هه مى راگوزهرى بن پلان و خيرا بيت بؤ فبكردي سه رهيل، نه گه رنا ده كرئت زؤربهى بهر نهنگاريه كان له پئگهى خولى راهبان و هوشيارى داىك و باوك و بهر نهو برونى بهر ده و امه وه بنبر بكرين. له كؤتايبدا، فبكردي نؤنلاين له ناستى جهانيدا وهك يه كيك له ميتؤده گرنگه كان له كاتى پاندؤميكدا ناسينراوه و سهر كه وتوو بوو بؤ رزگار كردنى ژيان. هه رووها نهم شيوازه ده تانئيت به پي هه لومه رجي داهاتوو چالاك و كردارى بمئيتته وه و بيته هوى پيشكه وتنى زياتر له بوارى پهروه رده دا.

وشهى سه ره كى: فبكردي نؤنلاين ، تپروانىي مامؤستا، داىك و باوك، نه هيشتنى تهحه داكان

التدريس الالكتروني خلال جائحة COVID-19: وجهات نظر المعلمين وأولياء الامور في محافظة السليمانية

ملخص البحث:

يتناول هذا البحث وجهات نظر المدرسين و اولياء الامور حول الليات الالكترونية المستخدمة في التعليم و التدريس خلال جائحة كورونا. الهجرة الطارئة و المفاجئة من التدريس الحضورى الى الالكتروني كانت اضطرارية و لم تكن في الحسبان، لذلك واجهت العملية التربوية صعوبات غير متوقعة خصوصا في اقليم كردستان العراق. لكن دراسة هذه التحديات و العمل على اقتراح حلول و بدائل لتقليل المضاعفات العلمية و التربوية تفوق القدرات الادارية و الامكانيات المتاحة، لذلك يتناول هذا البحث ظاهرة التعليم و الالكتروني و معوقات بطرق اكايدمية و تحليل وجهات نظر المعنيين لغرض الوصول الى نتائج مثمرة. بما ان الظاهرة ليست جديدة على المستوى العالم و هي في حيز التنفيذ من سنوات عدة لكنها جديدة في الاقليم و المنطقة. يظهر خلال البحث بان الاستعدادات العلمية و اللوجستية من اهم اسباب التاخر و الصعوبات التي تؤدي الى عرقلة عملية التعليم. حيث اظهرت استنتاجات البحث بان الدورات التدريبية للمدرسين و التوعية

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