Online Schooling: Malaysia Parents-Teachers communication challenges during COVID-19 and Movement Control Order (MCO)

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ABSTRACT

Online learning has now become a new norm all over the world. During the period of movement control orders implemented due to the COVID-19 pandemic, all methods of learning have shifted completely, and online schooling has been implemented due to the closure of all educational institutions all around the globe and this includes Malaysia. This study will focus on the online learning system in Malaysia and identify the challenges faced by parents and teachers, indirectly parents have become untrained substitute teachers in assisting children's learning throughout the implementation of MCO. The objectives of the study are focused on i) to determine the influence of COVID-19 pandemic as well as MCO enforcement on learning and teaching institution, ii) to explain the parents involvement as home-school teacher, iii) to analyse the impact of online learning digital literacy for online schooling, iv) to examine the need of internet and infrastructure for online schooling during COVID-19, and v) to determine Parents-teachers communication challenges during Covid-19 and work-life balance. This study is using a qualitative research approach and focuses group discussion (FGD) among the group of parents and teachers was the main method to gather all the data, and parents are selected from all walks of life in Malaysia was carried out as informants to identify the challenges online schooling during MCO, while teachers are selected from both urban and suburban primary and secondary

schools. Preliminary findings show that the majority of informants agreed that, inadequate digital literacy among children is the most challenges, followed by inadequate internet facilitation and technology infrastructures, and finally, challenges between work from home (WFH) and monitoring their children school assignment has led to an imbalance work and life.

Keywords: *Online learning, internet infrastructure, ICT, WFH, communication*

INTRODUCTION

This research will determine the Malaysia Parents-Teachers communication challenges in online schooling during COVID-19 and Movement Control Order (MCO). The ICT technological development has enhanced daily, whereas this technology development is only relished due to the developed nations and for those who can afford it (Koskela et al., 2020). In addition, Malaysia is considered as the developed nation that is no exception in the information technology advancement. However, this development is considered partially inexperienced by all Malaysians, particularly those residing in rural areas along with the individual living in poverty (Zheng et al., 2020).

On the other hand, due to COVID-19 epidemic, Malaysian government was forced to impose the movement control order (MCO) with various phases to break and curb the virus chain (Koskela et al., 2020). Moreover, MCO starts with four kind of phases, which involves all businesses, enterprises, social activities being temporarily stopped immediately including educational activities where schools and universities are not allowed to operate (Zheng et al., 2020). Therefore, all these activities have moved online.

However, online learning comes with the huge challenges. Initially, the students require to have the access to technology as the essential pointer of the online learning availability. Moreover, as students take their learning independently, educators may also require more time in order to design their content delivery effectively, as learners will without a doubt be confronting technical and adapting difficulty. Moreover, featuring the report from UNESCO, over 87 percent of the student population of world from 160 nations are impacted due to the coronavirus outbreak (Zheng et al., 2020). However, particularly, in Malaysia, this unprecedented crisis has given an opportunity to enhance the online education for over 5 million school students along with 1.2 million university students (Koskela et al., 2020).

Because of the coronavirus pandemic, specifically, when every educational institute are stopped, therefore online learning has become popular. It permits universities to adapt their conventional blended-based learning during the pandemic quickly. On the other hand, the process of migration onto online learning should not be time-consuming as well as easy to set up. Furthermore, adjusting with new normal is not considered as the straightforward process.

Therefore, because of MCO, education institutions across the country should revoke in-class method of teaching, and they should execute the online electronic communication platforms in order to facilitate the interaction between teacher-student (Zheng et al., 2020). Moreover, as the epidemic has shocked the traditional face-to-face guidance, as it has now given the learning instruction with an interesting opportunity. Therefore, there is a need to renovate the present learning method. Ordinarily, the formal education has depended on traditional face-to-face approach. For example, Koskela et al., (2020), examined it despite the present online learning popularity, only less than 5% of classes used it. In this manner, it is now the time for the educational institution to adopt the technologies of learning, particularly

during the pandemic, and its consequent period of recovery. Moreover, COVID-19 has given rise to sheer online necessity along with blended approaches of learning. In addition, the blended learning is considered crucial to open and distance education mostly during the pandemic emergence, as it is useful for the learning as well as teaching procedures in the rural areas. Furthermore, a good example would be considered as the State of Sarawak, Malaysia where half of the population resides in rural areas. Therefore, unanticipated transition of blended learning will essentially fits into the context of the COVID-19 pandemic, as it is considered important for education. Thus, the educators as well as teachers require to keep up with the evolving tool and technologies to support the needs of learners (Zheng et al., 2020).

In order to ensure the learning and teaching process to continue, the Malaysian Ministry of education implemented home-based learning initiatives during the MCO duration until the schools are considered safe to be reopened (Basilaia et al., 2020). Therefore, schoolteachers have begun to take online classes using platforms such as Google classroom, Zoom and others. Regardless of which platform they have selected, the main intention of teacher is all same, which is to support the initiative of government in order to continue teaching and to always keep progress track of students (Gong, 2020). Students, however, claimed that it is considered hard to adjust to new normal, i.e. home-based schooling. However, for some students, it is enjoyable as they are exposed to several online resources including YouTube, PowerPoint, and Google Forms etc.

Moreover, students can enjoy and feel closeness to receive the answers from their teachers about their work entry (Basilaia et al., 2020). Several parents also look at this positively, as they enjoy helping their children, however some parent leaving the group, as they have more important business or simply, they do not want their child to borrow their devices (Gong, 2020). Moreover, for homemaker parents, it is considered hard to deal with the household management along with the children schoolwork management. Therefore, adjusting with new normal and considering online schooling during the MCO as new platform, it is considered as the latest parents-teacher challenge particularly those parents who also have to do work from home.

The research question for this study is to understand why Malaysia Parents-Teachers communication challenges are occurring in online schooling during COVID-19 and Movement Control Order (MCO)? Therefore, this research aims to determine the Malaysia Parents-Teachers communication challenges in online schooling during COVID-19 and Movement Control Order (MCO) on the several research objectives and it is focus on, i) to determine the influence of COVID-19 pandemic as well as MCO enforcement on learning and teaching institution, ii) to explain the parents involvement as home-school teacher, iii) to analyse the impact of online learning digital literacy for online schooling, iv) to examine the need of internet and infrastructure for online schooling during COVID-19, and v) to determine Parents-teachers communication challenges during Covid-19 and work-life balance.

LITERATURE REVIEW OR RESEARCH BACKGROUND

COVID-19 Pandemic and MCO Enforcement

Malaysia is one of the nations that are immensely influenced by the plague. Besides, the primary case was distinguished in Malaysia in January 2020, after which, the development of a few different groups as ahead of schedule as February 2020. Moreover, the biggest cluster was included religious gathering (Tang, 2020a). From now on, with a generally brief

timeframe, the Malaysian government acted quickly by upholding the movement control order (MCO) all through the nation in mid of March 2020 (18 March 2020) at four stages. Furthermore, territories with high dangers or cases, the public authority has executed Enhanced Movement control order (EMCO) to curb the infection (Hassan, 2020; Koya, 2020; Tang, 2020b). This has stunned all Malaysians, in spite of the fact that toward the start of the MCO a few Malaysians abused limitations during the MCO, however eventually, they agreed and adhered to all administration guidelines and counsel to help the public authority and the Health Ministry to break the chain (Prime Minister's Office, 2020; Zolkepli and Sivanandam, 2020).

During the MCO enforcement, all organizational activities (aside from the essential business) are told to be shut (Kaur, Kunasegaran, Singh, Salome, and Sandhu, 2020) and this involves schools to be disrupted, which made it hard for educators who are teaching students in Malaysia, for example, Form 3 Examination (PT3), Sijil Pelajaran Malaysia (SPM), and Sijil Tinggi Pelajaran Malaysia (STPM) (Ahmad, 1998). Henceforth, parents are starting to feel anxious about this situation due to those examinations are the next step for their children's further education.

Study by Maseleno et al., (2017), distinguish that school students who are getting ready to sit for the PT3 test, their outcomes will decide their situation to additional studies either in everyday school or if their outcomes are great, they can apply to additional study in full boarding schools, for example, MARA Science Junior College (MRSM), or specialised and professional school. Then, those studies who are planning for the SPM or STPM assessment, their outcomes are the key for them to pursue their studies at local, international and/or abroad universities (Maseleno et al., 2017). The great outcomes are additionally conclusive for them to apply for their sponsorship in studies. Besides, all the great results likewise will decide the nature of the school rank nationwide.

Therefore, this will build the nature of showing technique, accordingly, all instructors need to demonstrate they are able and have a better quality in their teaching and learning structure (Othman and Mohamad, 2014).

Parents as Home-school Teacher

Parents as home-school teacher in the education of child is found consistently to be positively lined with the academic performance of child along with the educational success (Gartmeier et al., 2016). Particularly, children whose parents are more *i*nvolved in their education have found to have higher academic performance than those whose parents are less involved. Moreover, the impact of parent involvement on the academic success has not been noted among researchers, whereas also among policy makers who have incorporated efforts aimed to enhance the involvement of parents into the wider educational policy initiatives (Hill et al., 2018).

On the other hand, several parents feel uninformed about the present practices of education and how they can be more involved with the learning of child. In addition, several do not know the accomplishment of their children in school (Gartmeier et al., 2016). Sometimes, parents did not even encourage their child as they were busy working, whereas they expected their child to do well in education (Hill et al., 2018). Therefore, because of this, the child becomes demotivated and they did not achieve well in school because of inadequate attention along with encouragement from parents. Moreover, some students also felt forced to study and thus they could not be able to achieve well in school (Hodges et al., 2020). Therefore, it can be stated that parents as home-school teacher support as well as encourage

the participation of parents in the activities of school, thus promotes the academic success of student (Gartmeier et al., 2016). There were little researches about the crucial instruments through which parents as home-school teacher impact the academic performance of children in education. Therefore, the current study needed to extend the literature by determining the potential parental involvement pathways on the accomplishment of children (Hill et al., 2018). Moreover, findings of research advised that attitude of parents, together with their activities as well as behaviour regarding the education of children, with an impact on accomplishment (Gartmeier et al., 2016).

Particularly, the parents as home schoolteacher establish the relationship between the involvement of parents as well as educational performance of student. Moreover, the basic motivation behind the engagement of parents in the education of child is on the academic success (Jan et al., 2020). Therefore, parents who believe in the children education importance tend to be included in the activities of education, whereas parents who believe that teachers are only one responsible for the process of education are not interest in home schoolteacher (Hodges et al., 2020). However, on the other hand, trust between parent-teacher assist to enhance the commitment to partnerships between the parents and teacher, otherwise it will create communication challenges, because when communication between teacher as well as parent occurs frequently, then it helps to establish the trust as well as responsible relationship between them (Jan et al., 2020).

Online Learning Digital Literacy

Online learning has been formed by the MOE, known as the Ministry of Education Malaysia in the National Education Planning blueprint of 2015-2025 (Malini, 2015). Moreover, the system of education in Malaysia is in line with present ICT development, thus, online learning is in line with the globalisation needs of IT, which is needed everywhere (Balakrishnan, Teoh, Pourshafie, & Liew, 2017; Ismail, Dorner, & Oliver, 2011). Zermane and Aitouche (2020) determined that online learning or remote learning is considered as valuable technique to be actualised particularly during the exceptional time, for example, COVID-19 pandemic. Because of quick infection of the plague, a reformist change is taking in all various exercises, for example, business, ventures and these incorporate schools as well (Basilaia and Kvavadze, 2020). Consequently, educating and learning are one of the various exercises in which the virtualisation handle is taking put. For reasons of individual security, schooling, trade, and even local and international business change its connection promptly through the online framework (Rasmitadila et al., 2020; Zermane and Aitouche, 2020).

However, teaching structure as well as online learning not just require to be provided training for all the educators, whereas parents also require to play crucial role and they will need to adapt and learn themselves with methods of online learning to make it easier for them to monitor the education development of their child (Jelas, Azman, Zulnaidi, & Ahmad, 2016; Vellymalay, 2012).

It might not be an issue for the modern parents who are following the present ICT technology, whereas those parents with lack of present digital literacy, this is considered as new standard for them to adapt, therefore it is considered challenging them to adjust with the online teaching as well as learning for their children. Moreover, parents have to make an effort to either learn, adapt as well as they need to give all the essential infrastructure of learning for their children (Yen & Mohamad, 2020).

Internet and Technological Infrastructure

Presently, individuals are living in the 21st century, technology is considered as the main concern in various territories particularly and explicitly schooling. In addition, this is often since creativity and advancement have disturbed a data exchange expressway in many countries (Halili and Sulaiman, 2018). Advancement coordination these days has experienced turns of events and changed people's social orders that have changed the manner, in which people think, work and live (Zurinah Tahir, Malek, and Ibrahim, 2016). In addition, schools and different establishments are assembled to decide students to live in "an information society", teachers should consider ICT reconciliation in their instructive modules (Mikre, 2011). Data integration, correspondence, and advancement using ICT in learning suggest the use of PC based communication that joins into ordinary classroom module improvement (Hoque, Ahmad Zabidi Abdul Razak, and Zohora, 2012). In accordance with arranging students for the current ICT technology, instructors are viewed as the principle group in using ICT in their regular classrooms. This is frequently because of the capacity of ICT in giving a d proactive and energetic teaching-learning climate (Hoque et al., 2012).

While the target of ICT integration is to create and extend the quality, accessibility and cost-effectiveness of the movement of figuring out how to educate, it also implies to aid from connecting the learning society to equip the difficulties of globalisation (Pratiwi, 2014). Preparation of acceptance of ICT not only a single step, but it is continuous and never-ending steps that completely assist educating, learning and becoming an information-gathering centre (Ghavifekr & Rosdy, 2015).

Despite the fact that each school is furnished with computer devices and some other computerised framework for use by teachers as well as students, nonetheless, every one of these infrastructures and facilities is restricted to most students who lived in the rural and the individuals who came from oppressed families to claim advanced foundation (Moses, Bakar, Mahmud, and Wong, 2012). Thus, the public authority has assigned finances that can give infrastructure help to qualified students. Moreover, it can expand the seriousness among rural and to the urban students (Moses et al., 2012).

Parents-teachers communication challenges during Covid-19 and work-life balance

Most parents nowadays, a group of working-class both living in the city or suburban, some of them have a stable career, some of them struggling to survive (Sitimin, Fikry, Ismail, & Hussein, 2017). As study by Noor and Mahudin (2015) mentioned that work-life balance is prior for life well-being, especially parents who have a large number of family members and who have many children. Furthermore, working parents need to be skilled at planning and managing life, in order to control mental health and reduces stress and depression. This is supported by other studies such as Johanim Johari, Tan, Iwani, and Zulkarnain (2018), work-life balance can improve work performance, health, prosperity and longevity. Moreover, work-life balance as important as communication relationship among parents-teachers to help reducing stress and depression and at the same time, it will help students to have a better learning environment in school, as well as home (Beach, 2017).

Furthermore, with the childcare facilities as well as schools, shutting down and move towards online schooling because of COVID-19, working from home with child has become a daily parents' struggle. Parent's life condition deeply and suddenly changed. In the home environment, the parent's educational role for their child has become more important than before, because children only have their parents to give them support with their homework

as well as to promote new learning experience along with positive development for the pre-schoolers along with toddlers (Mikre et al., 2011). In addition, according to Moses et al., (2012), parents have been left alone not only in taking care of home schooling their children, whereas including children management and management of home environment. All other educational services, babysitters are also not available, as well as contact with peer is also not permitted.

However, parents need to have work life balance, by doing smart work as well as handle spaces and time to work with children (Mikre et al., 2011). Although, quarantine is considered as the time that can be shared with loved ones, whereas it posed major burdens on shoulders of parents, as they are also called to take the role of education, along with trying to live their own lives and with daily job commitments (Moses et al., 2012). However, this type of situation has crucially improved the risk of experiencing negative emotions as well as stress in parents, with potentially cascading impact on the well-being of children (Mikre et al., 2011).

Additionally, developing effective parent and teacher communication is considered crucial to the success of online schooling. Also, the pandemic of Covid-19 has also forced several educational institutions to rethink their educational services delivery (Omar et al., 2018). Therefore, Moses et al., (2012) mentioned that to effectively communicate with parents, teachers must expect to view students finishing their homework frequently, then grades will likely to improve, and parents will begin seeing the teacher as the resource. In addition, in the virtual scenario, parents can serve as the live, in-person surrogates for the teachers, as they can help with the exercise and assist to elaborate and exhibit crucial concepts (Omar et al., 2018). However, due to the COVID-19 pandemic, changes may have to be made in a way teacher meet with parents, to reduce the communication challenges. Therefore, face-to-face conferences might not be feasible, so alternative methods must be applied to meet along with the dissecting what parents are looking for in meeting.

Furthermore, school cannot rely on the single method of communication in order to arrive all homes with provided message, whereas it is crucial that various strategies are adapted customised to the families' requirement as well as their schedules. Not all parents can be reached similar way, or interact in similar manner (Patrick et al., 2020). Therefore, when choosing which method to utilise, the dynamic nature of condition needs to be taken into account. Particularly, strategies need to be considered for the most vulnerable families. Some strategies to consider involve Phone calls, emails, online parents-teacher conference using zoom, social media platforms, etc. (Omar et al., 2018).

It is considered crucial to systematically as well as consistently communicate with parents, not barely due to legitimate need. Moreover, it is required to set up consistent mechanism of communication, specifically the pattern to reach out to parents in order to encourage them to get involved as well as support the child activities at online schooling during COVID-19 to strengthen communication (Patrick et al., 2020). Moreover, it is considered crucial for the teacher to ensure that all the students as well as their parents, particularly the most vulnerable ones, can access to crucial information by making sure that the communication is formatively appropriate as well as accessible for all students, involving those with limited digital literacy (Patrick et al., 2020).

The parents-teacher communication relationship is crucial. According to a study by Deslandes and Morin (2015), parents-teacher communication relationship vital as this is to ensure the development of student learning in school as well as at home. Moreover, this has been supported by a study from Gartmeier, Gebhardt, and Dotger (2016), parents-teachers

need and should communicate with each other to get accurate information at all times both in terms of learning and well-being and student's mental health. In addition, during the enforcement of the MCO, this communication relationship should be further crucial, according to a national survey conducted by Patrick et al., (2020), due to at this time, the social interaction of students with peers has been disrupted temporarily, and this will cause students depression because there is no social activity among their peer group.

METHODOLOGY

The research method along with approach is considered important aspect of study, where there are three sorts of methods involving the qualitative, quantitative along with the mixed method of research (Ford et al., 2018). In addition, in the qualitative method, the explanatory along with descriptive type of information are gathered, therefore, taking into account the research aims and methodology, the qualitative method will be considered, as it will help to conduct the focus group discussion analysis to determine the Malaysia Parents-Teachers communication challenges in online schooling during COVID-19 and Movement Control Order (MCO). On the other hand, it is important to utilise the relevant as well as suitable research approach. Moreover, the major data collection method, which is incorporated by the author, is considered as primary as well as secondary research method (Kumar et al., 2019).

Particularly, in the primary approach, the author gathers the firsthand information that have direct link to respondent, and it permit the author to gather the information to achieve the aims as well as objectives (Ford et al., 2018). However, in terms of secondary method, the research is synthesised, evaluated as well as reviewed on already available information as well as to prepare the appropriate conclusion of the study. Therefore, this research has applied the primary research approach, because this approach will help the researcher to gather firsthand accurate information.

Data Collection

This study is conducted with a few focus group discussions (FGD) that were consisted a group of homemakers, working parents, a group of teachers and a mix of parents-teachers group, and this process was received to identify the excerpt of comprehension from the informants to the subject under assessment (Kruger, Rodgers, Long, & Lowy, 2019). The focus was on Primary school children because it is hard to teach primary school students at home without assistance rather than secondary school students. Primary school student need assistance, therefore, the responsibility comes on the shoulders of parents to assist their children during online classes. All the representatives are taken from the urban areas with separate groups of parents' discussion group, teachers' discussion group, along with parents-teachers discussion groups, Moreover, there are five members in each group, which makes the 25 respondents.

According to Kruger et al., (2019), group discussions can provide varieties of information needed and sometimes it can stray from the objectives of the study. Furthermore, researchers need to be observant in conducting group discussions so that they can meet the research objectives and research questions to complete research findings. The reason for the FGD for this examination was to distinguish data about online schooling and challenges of communication among parents and teachers in Malaysia confronted difficulties observing students learning advancement during pandemic COVID-19 and the MCO enforcement. Hence, three types of FGD were held, every meeting was attended by five respondents, author stayed as the interviewer. Additionally, one external moderator, which no conflict of interest with the study was appointed to moderate the discussion session, thus

any biased opinion was avoided. Furthermore, each session was limited to 90 minutes; however, each informant was given the opportunity to provide their respective opinions.

In addition, this study was conducted during the fourth phase of MCO (29th April - 12th May 2020) (Koya, 2020), hence, online FGD was conducted, all informants were agreed to use Microsoft Teams application as the most appropriate method for this study, not only because the application has voice calling, but it can use video calling as well. According to Jafari and Scott (2014), informants have the right to determine the time, venue, day and method to be conducted of discussion or interview, to provide comfort for informants. Several themes were identified from reviews of the literature on online learning and communication relationship and other areas for further research (Jafari & Scott, 2014).

This study provided each informant were among parents and teachers, in addition, informants demographic data consisted of all walk of life, gender diversity, marital status, employment status, age group between 30 - 50 years old and parents-teachers from all around Malaysia, hence any biased information can be avoided. Focused group discussion has been formulated using online platforms, where every participant was asked about the online schooling and how they deal with the challenges during the MCO enforcement. Purposive sampling is used and focus group discussion is one of the methods in a qualitative study (Silverman, 2016). Thus, three groups were fairly classified, the first group consisted of working and/or homemaker parents, the second group consisted of teachers, and the third group consisted mix of parents-teachers. All information was obtained as a result of the FGD to meet the research objectives on online schooling and the challenges faced by parents-teachers. The summary of informant's demographic information is specified in Table 1.

Table 1: Demographic data focus group informants

Parents discussion group						
Informant	Age	Gender	Marital status	No. of children/family members	Ethnic group and state of origin in Malaysia	Employment status
P1	32	Male	Married	2	Bumiputra (Sarawak)	Full-time engineer
P2	30	Female	Single parents	3	Malay (Kelantan)	Full-time market seller
P3	35	Male	Single parents	3	Chinese (Kedah)	Full-time business
P4	35	Male	Married	5	Chinese (Johore)	Full-time restaurant owner
P5	37	Female	Married	4	Bumiputra (Sabah)	Homemaker
Teachers discussion group						
Informant	Age	Gender	Marital status	No. of children/family members	Ethnic group and state of origin in Malaysia	Employment status
T1	36	Male	Single	3 family members	Chinese (Penang Island)	Primary teacher (English)
T2	50	Female	Married	1 (spouse)	Bumiputra (Sarawak)	Secondary teacher (Mathematics)

T3	33	Female	Single	5 family members	Malay (Kedah)	Primary Head teacher (Bahasa Malaysia)
T4	45	Female	Single	3 family members	Bumiputra (Sabah)	Secondary Teacher (Science)
T5	40	Male	Married	2	Indian (Selangor)	Secondary Headteacher (Chemistry)
Parents-teachers discussion group						
Informant	**Age**	**Gender**	**Marital status**	**No. of children/family members**	**Ethnic group and state of origin in Malaysia**	**Employment status**
PT1	50	Female	Single parents	2	Indian (Perlis)	Government servant
PT2	45	Female	Single parents	1	Indian (Perak)	Private Sector
PT3	33	Female	Married	2	Malay (Malacca)	Private Sector
PT4	36	Female	Married	1 (spouse)	Malay (Negeri Sembilan)	Primary Teacher
PT5	30	Male	Married	1 (spouse)	Chinese (Pahang)	Secondary Teacher

Procedure

Focus group discussions (FGD) were conducted online, and each informant was briefed on the purpose of the study to ensure that it was not advocating of any other individuals or organisations involved during the question-answer session. Informants are at liberty to answer all questions, the questions were semi-structured to guide the session more engaging and will solely be based on the informants' behaviours, and opinions about their experience administer online schooling and how they dealt with challenges during the enforcement of MCO.

At the same time, they have to monitor their students/children learning development even in the unprecedented time of COVID-19. Therefore, informants have been permitted to answer with non-sequential, thus, the objectives were achieved. Moreover, the findings were transparent for the use of various field such as communication, education and even for the policymakers. Therefore, before FGD took place, informants have to fill in a study form that contains demographic information, they need to read and sign the consent letter. In addition, the informants were agreed to be anonymous and been described according to their respective group as P=Parents, T=Teachers, and PT=Parents-teachers and followed by a number. Furthermore, each session lasted for 90 minutes of discussion were recorded for the purpose of transcription, and all information was destroyed after the process of analysis ended.

Data analysis: According to Ford et al., (2018), the data analysis is considered as how the study go from massive meaningful data, but there are various data analysis method that depends on the research type. In contrast, as per the study of Lapointe et al., (2018), the method of data collection utilised in the qualitative research includes the thematic analysis, narrative analysis, as well as content analysis. Moreover, the chosen approach for the study include the thematic analysis. Moreover, thematic analysis is considered appropriate for the study to analyse the gathered information. In addition, Kumar et al., (2019) stated that

collected data using thematic analysis will be discussed and analysed using themes based on research objectives. In addition, thematic analysis is chosen as the method, so that the author can closely analyse the information to recognise the common themes, involving the topics as well as the patterns that come up frequently. The theoretical liberty of this analysis includes that it gives flexible strategy that can be incorporated for several requirements of research, to provide the detail along with rich and complex information. Moreover, another advantage of using thematic analysis in study is that it assists to categorise as well as synthesise the data to prepare the study conclusion as well as to classify how the data addressed the objectives of research (Lapointe et al., 2018).

Ethical consideration: This study has collected various aspects as well as elements of ethics along with determined legitimacy and authenticity through suitable citation as well as references. Furthermore, the issues involving plagiarism along with piracy are considered as authentic and correct (Kumar et al., 2019). In addition, suitable citations were provided in order to fulfil the ethical consideration by the researcher for the qualitative study and collected information from all the respondents are taken with suitable permissions. Also, for this research, 'Data Protection Act' as well as GDPR guidelines were taken into account in order to ensure that the information is transparent as well as fair (Lapointe et al., 2018).

Limitation: According to the study of Kumar et al., (2019), in order to suitably complete the study, the primary collection of data needs to execute as well as develop the research plan. Moreover, few researchers are within the reach of marketer, while they offer the potential data that can be proved valuable. However, in this research, the time as well as cost consumption can be taken into account as the limiting factor.

RESULTS AND DISCUSSION

This study was analysed thematically and based on the information provided by the informants in the FGD, the analyst has extracted a lot of relevant information to develop themes that can achieve the purpose of the study. The use of thematic analysis is intended to obtain some different information from the previous studies, thus, this is regarded as one of the vital points to integrate the theoretical view, which is considered as one of the appropriate methodologies, and the trivial parts can be absorbed in the study (Braun, Clarke, Hayfield, & Terry, 2019).

In this research, several themes through thematic analysis were prepared, and selected of primary research endured from the informant feedback were also determined to corroborate openness of discussion (Braun et al., 2019). In addition, all the questions were tabulated into three themes and four categorised, which are emerged as follows:

i.   Online Learning Digital Literacy
ii. Internet and Technological Infrastructure
iii. Parents as Home-school Teacher
iv. Parents-teachers communication challenges during Covid-19 and work-life balance

Table 2 List of themes and categorised

	Themes	Categorised
1.	Online Learning and Digital Literacy	Online Learning Digital Literacy
2.	Internet and technological infrastructure Availability	Internet and Technological Infrastructure
3.	Parents-teachers communication challenges during COVID-19	-Parents as Home-school Teacher -Parents-teachers communication challenges during Covid-19 and work-life balance

Theme 1: Online learning and digital literacy

Moreover, it was found from the study that online learning and digital literacy are considered important for the needs of students Moreover, according to respondents P1, P2, P4, and P5, their children always used to search spot questions and search some online resource from educational websites in order to classify some targeted questions, whereas from the teachers' respondents, it was found from the FGD that, as the school teacher, some of the teachers' notes were based on the online researches, therefore the students were referred link by the teachers, if somehow student miss anything in the class. However, according to the respondents P3 and T1, T3, and T5, it was mentioned that their children and students finds it hard to understand notes provided online. In addition, PT1, PT4 and PT5 point of view, they were encountered with some difficulties to find appropriate websites and any other online resources due to some parents have lack of digital literacy and for teachers, they found that some their students are also encountered with online learning literacy. Therefore, this demonstrates that all the students, parents and teachers require to learn more on the utilisation of digital learning, as according to Yen et al., (2020), online learning literacy can be defined as the tool that can make the process of teaching and learning more student-centred, innovative as well as flexible. Moreover, Yen et al., (2020) mentioned that online programs must be designed in a manner that they are interactive, creative, relevant, group-based and student-centred. However, to make online learning student centred, it is required to have digital literacy. Hence, it would improve their reference searches on online resources, however, PT2 and PT3 mentioned that they already used to search few samples of questions for their children to do the exercise at home. These results have been discussed in Table 3 (a), (b), and (c).

Table 3 (i) online learning and digital literacy (parents discussion group)

Theme 1	parents' informants
Online learning literacy	*"My children always refer to online resources for a preparation before,"* Informant P4 *"Yes! That's true, my children use online resources to identify some of targeted questions always being asked,"* Informant P2 *"I used to see my children search some of online books from educational websites,"* Informant P5 *"My children have difficulties to search certain websites that meet with their need to study,"* Informant P3 *"It is important for my kids to keep their focus on their study, so I asked them to look on e-book that appropriate to be used for their exam,"* Informant P1

Table 3 (ii) online learning and digital literacy (teachers discussion group)

Theme 1	teachers' informants
Online learning literacy	*"I've uploaded my simple notes online and give the link for my students to refer to it,"* Informant T2 *"I faced some difficulties with my students which they don't understand how to get access on link of the websites I've provided,"* Informant T1 *"My students said that they can't accessed on certain website,"* Informant T3

	"As I work in one of prestigious school, we as teachers have skills to provide notes online," Informant T4
	"Some of my students have difficulties to access online learning because they don't have laptop or tablet," Informant T5

Table 3 (iii) online learning and digital literacy (parents-teachers discussion group)

Theme 1	parents-teachers' informants
Online learning literacy	*"The only thing that I am the one that have difficulties to understand how to search notes for children through online,"* Informant PT1
	"Since that I taught in the suburban, my students have difficulties to understand online learning," Informant PT4
	"I am able to search useful websites for my children to do exercise," Informant PT2
	" I agree, there are many useful websites for my children to do their learning especially during MCO, they able to occupy their time with online learning," Informant PT3
	"Throughout the MCO, as a rural schoolteacher, it was difficult for me to contact my students because most of them did not have access to digital learning," Informant PT5

Theme 2: Internet and technological infrastructure Availability

It was found from the research that infrastructure was considered important for those living in sub-urban area; whereas this facility is impossible to have, it even through the government has boosted the internet infrastructure all over the country during MCO implementation. According to P1, P2, and P5, they did not get much on the internet coverage and only a few places in the city provided free wi-fi connection. Additionally, P3 and P4 are faced with less-equipment such as a computer, or laptop or tablet because they have more than a child thus, they have to share every time they wanted to attend for the online learning provided by their teachers.

From teachers' point of view, this study found that teachers faced with a problem to provide an aide on the online resources due to some of their students didn't have access to the internet, especially those students living deep inside of the rural area (T2 and T4) and some of their students are from a low-income family and unable to own computer or laptop (T1, T3, and T5). Moreover, the analysis between the parents-teachers, the majority agreed that students did not have much equipment even though they have full coverage of internet. On the other hand, students do not have their own devices to take classes, so they use their parents mobile to take their classes, which disturb parents as most of them also have their own work from home jobs. Also, they do not have money to buy the new device for their children. Therefore, it is considered as one of the main concern of the parents (P3, P4, T1, T3, and T5). The further discussion from the transcript as shown in table 4 (a), (b), and (c).

Table 4 (i) internet and technological infrastructure availability (parents discussion group)

Theme 2	parents Informants
Infrastructure	*"The internet coverage quite slow and I guess it is because during MCO everybody access to the online resources thus, it might be the traffic of the internet affected worst,"* Informant P5

	"it is contrary to my situation, internet traffic is really good, unfortunately, I only have one laptop for my kids to share during online learning with their teachers," Informant P3
	"it is the same situation as mine, my children have to share my tablet not only among them but with me as well," Informant P4
	"I have to agree with P5, the internet coverage was my main concern to get access for my children to attend their online learning, but the coverage was too slow," Informant P2
	"My place in Sarawak got pretty bad internet coverage," Informant P1

Table 4 (ii) internet and technological infrastructure availability (teachers discussion group)

Theme 2	Teachers' Informants
Infrastructure	*"Some of my students are from low-income family,"* Informant T5
	"I taught in secondary school in the rural area, the internet speed not as good as in the city centre," Informant T2
	"I have to agree with T2, internet speed is quite slow in rural area," Informant T4
	"Not all my students' own laptop or computer or laptop and I think some of them have to use their parents handphone to get access to my online," Informant T3
	"Yes, that's true, my students called me and told me that he can't attend all my online class because he need to share with his other siblings' same computer," Informant T1

Table 4 (iii) internet and technological infrastructure availability (parents-teachers discussion group)

Theme 2	Teachers' Informants
Infrastructure	*" My students didn't have enough equipment for them to be able to attend my online class,"* Informant PT5
	"Even though I have two kids at home, however, we only have one computer to share among each other," Informant PT3
	"I am a single parent I only give my child to use my handphone to do the online learning," Informant PT2
	"I understand that some of my students come from a low-income family and they can't afford to own computer, so, I have to send a message through WhatsApp to their parents about the schoolwork they need to do at home," Informant PT4
	"Being single parents quite difficult for me to provide all the equipment like a computer or tablet for my kids so, they have to share among each other," Informant PT1

Theme 3: Parents-teachers communication challenges During COVID-19

It is shown in table 5 (a), (b), and (c) that the parents-teacher communication challenges are considered crucial factor to determine. This research found that parents and teachers were faced with several difficulties in order to balance their work life, which makes hard for them to spend quality time with their family, thus it caused lack of parent's concentration on child's online schooling. In addition, this behaviour of parents lead towards the lack of parents-teachers communication, as they got no or little time to manage everything effectively. majority of informants mentioned that when the government imposed work from home

(WFH) policy during MCO, they have felt a bit relieved, however, parents WFH encountered with other challenges such as messages have been bombarded in parents-teachers WhatsApp group with schoolwork (P2 and P4). Furthermore, teachers took advantage of parents to teach their children and marking the schoolwork themselves (P1, P3, and P5).

According to the teachers' discussion group, they also encountered with the same issue as other parents, while WFH, they need to focus to their children schoolwork too (T1 and T5), and besides that, they need to prepare work report to their respective coordinator at the end of the school week (T2, T3, and T4). In contrary, parents-teachers discussion group argued that they always disagree with each other especially related to text messaging through WhatsApp (PT2, PT3, and PT5), while according to PT1, and PT4, some parent texted teachers after working hours and vice versa. Therefore, it was mentioned in the literature review that work-life balance can improve work performance, health, prosperity and longevity. Moreover, work-life balance as important as communication relationship among parents-teachers to help reducing stress and depression and at the same time, it will help students to have a better learning environment in school, as well as home (Beach, 2017).

Table 5 (i) work-life balance (parents discussion group)

Theme 3	parents Informants
Work-life balance	*"too many schoolwork from teachers sent through WhatsApp,"* Informant P4 *"teachers give some extra exercise to my children through WhatsApp and at the same time they asked me to mark it myself*," Informant P3 *"yes, I have the same issue, I think teachers took an advantage on us to do the marking*," Informant P5 *"teachers keep sent me a lot of schoolwork in my WhatsApp*," Informant P2 *"some teachers ask me to teach my children because they won't be able to do the online class,"* Informant P1

Table 5 (ii) work-life balance (teachers discussion group)

Theme 3	Teachers' Informants
Work-life balance	*"I have to give lesson online and couldn't get enough time for my family while WFH,"* Informant T5 *"I need to do both work as parents and as teachers, I need to monitor my children schoolwork too, it's a bit stress,"* Informant T1 *"not enough time with the family because I have to prepare lesson plan for online learning,"* Informant T4 *"that's true, after I do the online learning, by then end of the week I need to prepare work report for headmaster,"* Informant T3 *"Yes, that's true, no enough time with my own family as well,"* Informant T2

Table 5 (iii) work-life balance (parents-teachers discussion group)

Theme 3	Teachers' Informants
Work-life balance	*"My problem is when parents texted me after working hours where I should spend my quality time with my family members,"* Informant PT4 *"I agree and even sometimes during weekends,"* Informant PT1

"sometimes I quarrel with teachers that asked my children to attend their online learning by the end of Friday and give a lot of homework for the weekends," Informant PT2

"teachers sometimes don't understand my difficulties when all my children have to share my handphone to attend the online class, I always argue with teachers about this," Informant PT3
"it is quite annoying when parents sending messages through WhatsApp especially over the weekends," Informant PT5

CONCLUSION

It can be concluded that from the above discussion and analysis that the government have provided the internet facilities, whereas the restriction of few facilities cannot be completely used by those who cannot manage its cost because of incapability to own the equipment including tablets and computers along with other technological devices, particularly those parents with low or middle income. Although the government has supplied all the equipment and facilities to the schools, however, during MCO enforcement, students cannot use this facilitation in schools and they are not allowed to bring the equipment home. Moreover, it is considered challenging to incorporate online schooling to those who do not have the equipment as well as facility required, particularly those students residing in the sub-urban or rural areas. Thus, few of them have lack of online learning literacy because of inadequate exposure of information technology, and this involves some parents.

Furthermore, teaching structure as well as online learning not just require to be provided training for all the educators, whereas parents also require playing crucial role and they will need to adapt and learn themselves with methods of online learning to make it easier for them to monitor the education development of their child. Therefore, online programs must be designed in a manner that they are interactive, creative, relevant, group-based and student-centred. However, to make online learning student centred, it is required to have digital literacy.

Additionally, parents that work from home are also struggling in order to balance their work life as well as monitor their children online schooling, which is creating parents-teacher communication challenges. However, few parents mentioned that children need to socialize among them to improve their social skills and self-confidence to be able to deal with any challenges outside from their comfort zone, crowd, community or group in the future. Hence, online schooling is still an inappropriate method to be used permanently, nevertheless, during the unprecedented time, this method has to be adopted and it is pivotal to ensure students have adequate digital literacy and this includes parents. However, the government need to ensure that the individual living in sub-urban as well as rural areas are given with ICT (information communication technology) technology adequacy as well as educate them to use the present digital technology.

Likewise, most of the parents-teachers in this research are not prepared to adjust to online schooling, even though technology advancing day by day and they require more time in order to adapt to the technological changes.

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