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Thai University Students' Perceptions towards the Abrupt Transition to 'Forced' Online Learning in the COVID-19 Situation

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Abstract

After the novel COVID-19 begun its global assaults, universities in Thailand have suddenly shifted their face-to-face classrooms into forced 100% online learning. Moving the normal classes with physical attendance to the cloud classes can be challenging for students. However, students' perceptions towards online learning as a sudden shift have been overlooked. To fill this void in the literature, this study explores the Thai university students' perceptions towards the sudden change to online learning. This study espoused a mixed-methods approach to achieve research questions. After 7 weeks of online learning, a 25-item questionnaire was distributed to 310 Thai university students by snowball sampling, and the follow-up interview was randomly conducted with 15 students who granted consent to take part in the interview session to gain insights on the particular issues. Findings revealed that the majority of students preferred face-to-face classrooms to online learning and most of them are not willing to learn online in the future. However, most of the students believed that their instructors were willing to provide them with some assistance and useful feedback during the period of 'forced' online learning. The findings provide important implications for instructors and teachers when it comes to online learning and teaching in a similar context.

Keywords: online learning, students' perceptions, COVID-19, Thai university students

Introduction

After the novel COVID-19 began its global assault, many countries around the globe including Thailand have been severely impacted on many aspects. One of the affected aspects is the educational aspect. Not long after the 2019 novel coronavirus emerged and went from epidemic to global pandemic, the second academic term in Thailand has just started. In the first few months, the classes were normally conducted through the face-to-face sessions until the cabinet proposed the firm action to prevent the

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spread of the COVID-19 through practicing physical distancing. In the middle of March 2020, every university throughout Thailand has been requested to halt any activities and move their classes online (Mala, 2020).

The abrupt shift to 'forced' online teaching has been some contentious issues among educators (Burgess & Sievertsen, 2020). The aforementioned sudden transition causes major impacts and interruptions in students' learning and lecturers' teaching. Despite the fact that online learning has emerged as a new paradigm of modern education (Sun et al., 2008), it is controversial among educators that online learning causes discrimination and digital gaps to some students who are not ready in terms of access to learning resources and causes some difficulties to both instructors and students. To elaborate, although Thai government has established the Internet services for all school and educational institutions all over the country (Hgampornchai & Adams, 2016; Saengpassa, 2013), some students do not have Internet access and proper gadgets at home. Such difficulties could have some negative impacts on students' learning performance (Kuama & Intharaksa, 2016).

In light of the sudden change or challenges, this study aims at examining the perceptions of Thai university students towards the abrupt transition to 'forced' online learning. Despite the advanced technology in education, scant attention has been paid to university students' online learning experience. Hence, this investigation will provide a better understanding of students' online learning experience and perceptions. To support this claim, Surjono (2015) revealed that online learning that is matched with students' learning preferences were likely to be successful. It is to be hoped that this study will be beneficial for educators to be prepared for the future educational disruption that may occur and to design learning that responds to students' perceptions and expectations.

■ Literature Review

Online Learning and Students' Readiness

Online learning has become commonplace in many countries around the world. There are two main types of online learning: asynchronous online instruction and synchronous online instruction. Concerning asynchronous online instruction, it is not a real-time instruction as the instructors provide the storage of readings and lesson materials on the learning management system (LMS). On the other hand, synchronous online instruction is a real-time live session delivered through online platforms such as video conferencing or live video platforms. However, there are still controversies in the literature that one can replace one another. In fact, to increase the performance of online learning, the combination of asynchronous and synchronous modes of instruction should be adopted (Moorhouse, 2020).

When it comes to a sudden change, however, many educational institutions have to deal with the enormous tasks of online learning to their staff and students. Gyamfi and Sukseemuang (2018) indicate that students are likely to be impacted by online learning when it is new to them, leading to the persistence of using it. Moreover, students' readiness is associated with their performance in online learning. As demonstrated by

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Hung (2016), it is necessary to identify the students' readiness for online learning to better understand how to achieve effective online learning.

Student Satisfaction and Motivation

Concerning student satisfaction, it is defined as "a student's subjective evaluation of the various outcomes and experiences with education and campus life" (Elliott & Shin, 2002, p. 198). An individual's satisfaction is contributed to fulfilled needs, needs for achievement, and intellectual potential realisation. According to Callaghan et al. (2013), satisfaction with online learning affects intrinsic motivation. In addition, intrinsic motivation has a close relationship to learning achievements (Gottfried et al., 2009). Moreover, intrinsic motivation is one of the important components in online learning by successful learners. Hue and Jalil (2013) indicate that intrinsic motivation has a significant link with positive attitudes and perceptions towards online use.

There have been several studies measuring the level of student satisfaction in online learning. According to Dziuban, Wang, and Cook (2004) demonstrate that students were more likely to show a high level of satisfaction when their instructors had effective communication and course organisation. Moreover, Shea et al. (2003) illustrate that students who received useful feedback and interaction from instructors revealed high satisfaction with learning experiences. In addition, Ke and Kwak (2013) demonstrate that student satisfaction includes active learning, authentic learning and learner autonomy.

Learning motivation may refer to students' willingness and desire to participate in the learning process (Gray & Di Loreto, 2016). It is important for instructors to motivate students to engage in be more active in their learning. Mandernach et al. (2011) demonstrate that instructors should evaluate student perceptions of their engagement that "support and sustain learning" (p. 280). However, online learning is not guaranteed motivated students. Thus, instructors should ensure that students are engaged in learning by arousing students' interests and encouraging interaction. Moreover, it is crucial that teachers understand students' motivation.

Related Studies

Over the decade, there have been a number of studies exploring students' perceptions towards online learning in many contexts around the world. For example, Smart and Cappel (2006) examine the undergraduate students' perceptions of integrating online components in their two business courses. Their findings indicated that the most common concern during online learning was related to content as their students believed that the online units did not comprise enough "new" information (p. 211). A few years later, Shraim and Khlaif (2010) explore students' attitudes towards E-learning at a secondary school level. Their results revealed that most of the students had positive attitudes towards the usefulness of e-learning despite the fact that they still might not be ready to adapt this kind of learning methods. However, their

findings demonstrated that most of the students were concerned about their time as the e-learning method distracted their time.

Moreover, Morris (2011) examines the U.S. college students' perceptions of online learning through a questionnaire, interviews, and artefact reviews. The findings revealed that the students felt distanced or isolated in their online course experience. However, the situation got better with the help of their instructors as they believed that instructor involvement and support were the most helpful in the course. Furthermore, Skordis-Worrall, Haghparast-Bidgoli, Batura, and Hughes (2015) examine the students' perceptions and experiences in their online course. Their results revealed that their participants indicated several positive and negative attitudes towards online learning. Like Morris' (2011) study, their findings show that one of the main factors affecting learning was the instructor factor which includes providing support and giving immediate feedback. Moreover, the delivery method of lectures was not as important as the content and quality of the lectures.

In Thailand, some studies (e.g. Kuama & Intharaksa, 2016; Ngampornchai & Adams, 2016) investigate students' perceptions towards online learning in Thailand. Kuama and Intharaksa (2016) explore affection in learning English online of students through a questionnaire and a stimulated recall interview. Their results revealed that most of the students found online learning beneficial for them. However, low English proficiency students who lacked learning skills and self-directed learning skills might not be ready for learning English online. Moreover, Ngampornchai and Adams (2016) examined students' readiness for online learning in the Northeast of Thailand. Their findings demonstrated that students had mostly positive perceptions towards online learning although they were not familiar with some online learning tools.

From the previous literature, many studies have been proposed and conducted to explore and examine students' perceptions towards online learning in many countries including Thailand. However, such studies explored in specific contexts instead of a wide-scale context. In addition, scant attention has been paid to the situation of abrupt transition that forces normal classes to online learning. To fill the gap, this study intended to explore the potential perceptions of Thai university students towards the abrupt transition to 'forced' online learning owing to the COVID-19 situation. The following research questions are to help accomplish the research aim:

1. What are the perceptions of Thai university students concerning the usefulness of online learning and teaching?
2. What are the potential challenges faced by Thai university students?
3. Do Thai university students willing to learn online?

■ Research Methodology

In this study, mixed-methods research approach was espoused to address the research questions. In the quantitative method, an online 25-item questionnaire was administered through a snowball sampling

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method. In a qualitative method, semi-structured interviews were conducted to gain insights on particular issues.

Participants

The population of this study was Thai undergraduate students. They were from public universities in Thailand in the second semester of the academic year of 2019. The participants were 310 students.

Research Instruments

In this study, a questionnaire was the main research instrument. The questionnaire statements were adapted from Shraim & Khlaif (2010). The questionnaire items and interview schedules were validated by three experts and piloted with samples of the same target to ensure the validity and reliability of the instruments. Moreover, the reliability of the questionnaire items should be related to each other (Sekaran, 2003). In this study, the pilot study was conducted with 10 students who had similar characteristics to the target group. The value of Cronbach's alpha was .784 which yielded high reliability.

In the questionnaire, there were six main parts as follows: 1) General information, 2) Usefulness of online learning, 3) Perceptions towards the instructors, 4) Perceptions towards technological skills, 5) Perceptions towards a willingness to online learning, and 4) Challenges faced from online learning.

In the follow-up interview, there were three main questions to gain insights on investigated issues: 1) What do you think about this 'forced' online learning due to the COVID-19 situation, 2) What challenges did you face, and 3) What are your suggestions towards online learning?

Data collection

Data were obtained from Thai undergraduate students at public universities in Thailand. The questionnaire was administered via the online platform. The questionnaire was distributed to participants within the given period by employing a snowball sampling method. To elaborate, the researcher asked the initial participants to pass on the questionnaire to their peers who fit the description of potential participants. Before completing the questionnaire, the purpose of the study and their confidentiality were informed to the participants. Concerning the interview, those participants who granted consent to take part in the follow-up interview were randomly chosen.

Data analysis

In the quantitative approach, descriptive analysis using SPSS programme was utilised to calculate and present in percentage and mean score. Mean scores can help the interpretation of 5-point Likert scales as follows:

1.00 – 1.80 means Strongly Disagree
1.81 – 2.60 means Disagree
2.61 – 3.40 means Neutral
3.41 – 4.20 means Agree
4.21 – 5.00 means Strongly Agree

In the qualitative approach, thematic content analysis was employed with the interview transcriptions to find the common patterns across the data obtained.

■ Findings and Discussion

In this study, the findings are demonstrated based on 6 main parts of the questionnaire: 1) General information, 2) Usefulness of online learning, 3) Perceptions towards the instructors, 4) Perceptions towards technological skills, 5) Perceptions towards a willingness to online learning, and 4) Challenges faced from online learning. Then some findings from the follow-up interview help elaborate some findings from the questionnaire.

Table 1:

General Information of the participants

General Information	Number	Percentage
Gender		
- Male	103	33.23%
- Female	190	61.29%
- Not to specify	17	5.48%
Levels of Study		
- Year 1	61	19.68%
- Year 2	79	25.48%
- Year 3	111	35.81%
- Year 4	59	19.03%

As seen in Table 1, the majority of the participants were female (61.29%) while there were 33.23% of male participants and 5.45% of those who wished not to specify. In terms of the level of study, the majority of the participants were the third-year students (35.81%) while the rest were the second-year students (25.48%), the first-year students (19.68%), and the fourth-year students (19.03%) respectively.

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The Usefulness of Online Learning

Table 2:

Perceptions towards the usefulness of online learning

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Interpretation
1. Online learning can save costs and expenses.	19.35	16.13	29.03	22.58	12.90	2.94	Neutral
2. Online learning supports the communication between instructors and students.	45.16	35.48	12.90	-	6.45	1.87	Disagree
3. Online learning supports learning autonomy.	-	16.13	22.58	38.71	12.90	3.19	Neutral
4. Online learning enhances the quality of learning.	38.71	32.26	19.35	6.45	3.23	2.03	Disagree
5. Online learning encourages sufficient access to education.	35.48	22.58	29.03	6.45	6.45	2.26	Disagree

As seen in Table 2 above, the overall usefulness of online learning seems to yield rather negative results. First, 70.97% of the students did not agree that online learning enhanced the quality of learning. In addition, 58.06% of the participants did not think that online learning encouraged sufficient access to education. Moreover, 80.64% of the students disagreed that online learning supported communication between instructors and students. However, 51.61% of the students believed that online learning supported learning autonomy. Interestingly, 35.48% of the students agreed that online learning could save costs and expenses while the other 35.45% of them disagreed.

Furthermore, Students A, B and C elaborated more on usefulness of online learning as follows.

> “In my opinion, I like online learning more than face-to-face learning. The reason is that online learning allows me to pause whenever I want to note down or to adjust the speed of video clips.” (Student A)

> “I don’t think online learning should be fully equipped for all levels. Not everyone can get access to online resources. Online learning causes inequality

among students. In addition, the atmosphere of learning is not genuine." (Student B)

"Designing lesson is very crucial. Online learning will be useful if the instructors designed the lesson that is appropriate for online learning. If the instructors use the same lesson plan as in normal classroom, students would not gain optimal benefits from learning." (Student C)

From these findings, it corroborates with Kuama and Intharaksa's (2016) findings indicating that students found online learning beneficial as they can control the pace of learning. Despite the fact that people in a new generation are likely to be willing and adapting to use various forms of technological applications, the findings from this study and Labiba's (2018) study are in common as students were reluctant to the use of online learning in the future and they were still aware of its usefulness. However, the findings from this study contradict Ngampornchai and Adams's (2016) findings as their students found online learning and e-learning very useful and had positive attitudes towards it. The possible explanation for this contrast is that "social influence appeared to have a positive relationship to the perceptions, where social influence is operationalized as the approval" (Ngampornchai & Adams, 2016, p. 12).

The Instructors' Teaching

Table 3:

Perceptions towards the instructors

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Interpretation
1. Instructors could organize the lessons efficiently.	16.13	25.81	51.61	3.23	3.23	2.52	Disagree
2. Instructors' teaching and lesson delivery was clear and well-organized.	9.68	19.35	51.61	12.90	6.45	2.87	Neutral
3. Instructors could arouse students' interests in learning.	19.35	16.13	54.84	6.45	3.23	2.58	Neutral
4. Instructors were willing to provide assistance when needed.	12.90	3.23	16.13	51.61	16.13	3.55	Agree

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5. Instructors provided useful feedback and suggestions.	9.68	9.68	16.13	48.39	16.13	3.52	Agree

As demonstrated in Table 3, 41.91% of the students did not agree that instructors organised the lesson efficiently. However, the other 51.61% of them had neutral opinions towards this lesson organisation. Concerning lesson delivery, 19.35% of the students believed that instructors' teaching and lesson delivery were clear and well-organised while 29.03% of them disagreed and the other 51.61% of them had neutral opinions towards the lesson delivery. Moreover, 35.48% of the students did not think that the instructors could arouse their interests in learning while the majority of them had neutral opinions. However, positively, 67.74% of the students believed that their instructors were willing to provide them assistance when needed and 64.52% of the students thought that their instructors provided them useful feedback and suggestions.

Regarding the instructors, Students C, D and E elaborated more on this issue as follows.

> "I had some problems with instructors' teaching. I think some instructors are not ready for this sudden 'forced' online learning. Some of them still taught as if they were teaching in the big room. Consequently, some students could be left behind and did not keep pace with them well." (Student C)

> "One of the problems towards the instructors is that they assigned too much work to the students which caused immerse workload. Students did not study only one course, and they should be aware of." (Student D)

> "In terms of teaching, it is not all bad. Some instructors are very good at designing the lessons, but some aren't. Some instructors used outdated resources such as video from 10 years ago. I think learning should be up-to-date." (Student E)

As most students reported that the instructors could not organise the online lesson efficiently, the possible explanation would be "the instructors had little or no experience with online teaching methodology so they were pedagogically unprepared to use an online learning system" (Ngampornchai & Adams, 2016, p. 5). However, the findings about feedback from this study corroborate with Skordis-Worral, Haghparast-Bidgoli, Batura and Hughes's (2015) findings indicating that students received helpful reflection and feedback from instructors during online learning. Moreover, Morris (2011) demonstrates that delay in immediate feedback from instructors can cause challenges in the online context.

Technological Skills

Table 4:

Perceptions towards technological skills

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Interpretation
1. I have the ability to learn online.	6.45	9.68	19.35	45.16	19.35	3.61	Agree
2. I think that using electronic devices for online learning (e.g. computer and tablet) is easy.	3.23	16.13	32.26	29.03	19.35	3.45	Agree
3. I did not face any problems from online learning.	41.94	32.26	16.13	3.23	6.45	2.00	Disagree
4. I have sufficient experience of online learning.	3.23	9.68	32.26	41.94	12.90	3.52	Agree
5. The Internet access is not sufficient for online learning.	16.13	16.13	19.35	22.58	25.81	3.26	Neutral

As illustrated in Table 4.3, the majority of the students seemed to be computerate. To illustrate, 64.51% of the students reported that they had abilities to learn online and 54.84% of them had sufficient experience of online learning. However, 48.38% of the students thought that using electronic devices for online learning was easy while 19.36% of them disagreed and the other 32.26% found it neutral. In addition, 74.20% of the students faced problems from online learning and 32.26% of them believed that the Internet access was insufficient for online learning.

Concerning the technological skills, Student E provided some explanations as follows.

> "Online learning forced us to learn from online platform, so we needed to learn how to use those newly-known applications. Learning how to use them could be time-consuming. Instead of keeping going, we had to spare time to learn how to use it. Some of my friends even faced some difficulties like the application is not compatible with their devices." (Student E)

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The findings from this study seem to contradict Smart and Cappel's (2006) study stating that most students had content-related issues rather than technical and technological issues. However, their study shared the same findings with this study, as the students in both studies had experience of online learning. On the other hand, this study corroborates with Labiba's (2018) study that demonstrates some potential obstacles to implement new technological applications as Student E mentioned.

A Willingness to Online Learning

Table 5:

Perceptions towards a willingness to online learning

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Interpretation
1. I prefer face-to-face classrooms to online learning.	12.90	-	6.45	29.03	51.61	4.06	Agree
2. I agree that instructors should adopt online learning in the future.	19.35	16.13	35.48	9.68	19.35	2.94	Neutral
3. I recommend online learning to my peers.	16.13	19.35	48.39	9.68	6.45	2.71	Neutral
4. I am willing to learn online in the future.	32.26	22.58	25.81	16.13	3.23	2.35	Disagree
5. Online learning is more comfortable than face-to-face classrooms.	25.81	35.48	12.90	6.45	19.35	2.58	Disagree

As seen in Table 5, 80.64% of the students preferred face-to-face classrooms to online learning. Additionally, 61.29% of the students thought that face-to-face classrooms were more comfortable than online learning, and 54.84% of them were not willing to learn online in the future. 48.39% of the students had neutral opinions towards recommending online learning to their peers, and 35.48% of the students had neutral opinions towards the fact that instructors should adopt online learning in the future.

Students E and F reported some factors regarding a willingness to online learning as follows.

> "No more online learning. Online learning can make us easily distracted. Frankly speaking, home is not a place for learning. Learning through online platform is so dull. I wish it could turn to normal classrooms as soon as possible." (Student E)

> "I do not prefer online learning again. The atmosphere at home is not good for learning at all. Not every home has complete station for online learning, so what about those who had insufficient tool? Schools are a better place to study. Learning at school with friends makes us want to learn, indeed." (Student F)

From the findings of this study, it contradicts with Wlodkowski's (2005) study claiming that students learn more using online instruction in comparison to traditional classrooms. The possible explanation for this contrast is that there was the *increased* level of learner participation in Wlodkowski's (2005) study due to the fact that adult learners have higher motivation in learning as self-directed in adult learning theory. Also, the study by Smart and Cappel (2006) reported the different finding from this study, as their students were significantly more in favour of using online learning again in the future. The possible explanation for this difference is that the students in this study were required to abruptly shift into online learning without preparation while the students in Smart and Cappel's study learned through online platforms in their 'elective' courses.

Challenges from Online Learning

Table 6:

Challenges faced from online learning

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Interpretation
1. I faced some language difficulties in the communication during online learning.	-	6.45	29.03	45.16	19.35	3.77	Agree
2. I found that I was easily distracted during online learning.	-	9.68	9.68	32.26	48.39	4.19	Agree
3. I think I did not have experience of online learning before.	16.13	19.35	25.81	22.58	16.13	3.03	Neutral
4. I faced technical problems during online learning such as crashed application, and	-	6.45	9.68	45.16	38.71	4.16	Agree

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insufficient Internet access.							
5. I found that online learning demotivated me.	12.90	3.23	12.90	25.81	45.16	3.87	Agree

As seen in Table 6, it seems that most students had some challenges regarding online learning. For example, 64.51% of the students faced some language difficulties in the communication during online learning. Moreover, 80.65% of them found themselves easily distracted during online learning. In addition, 83.87% of the students faced some technical problems such as crashed application and insufficient Internet access. Interestingly, 70.97% of them found that online learning demotivated them.

As Student E mentioned about distraction in A Willingness to Online Learning Section, Students G, H, and I elaborated more on challenges from online learning as follows.

> "Online learning seemed to be comfortable as we did not have to go to school, but I think my learning performance decreased gradually and I became a slower learning. Most instructors liked to give students more assignments as if they wished students to learn from doing assignments, but the fact is that we had numerous assignments to complete which demotivated us." (Student G)

> "For me, drawbacks seem to outweigh. It is true that online learning provided us an opportunity to be autonomous learners and online learning complements face-to-face classrooms. But online learning cannot replace face-to-face classrooms. Due to some challenges, online can demotivate us to learn. When learning is not smooth, we do not want to keep on learning." (Student H)

> "It is important to keep in mind that online learning can cause discrimination, especially to those who are in need. Education should be for everyone, and everyone should have full access to education. Those who do not have sufficient electronic gadgets will be left behind. That is very sad story." (Student I)

As students reported being demotivated during online learning, the possible explanation would be the lack of genuine interaction and feelings of isolation were the challenges of online learning (Paechter *et al.*, 2010). Moreover, the levels of challenges represent a factor that would shape students' perceptions and attitudes towards online learning. Some students reflected that the convenience of accessing technology still does not cover every area of student accessibility. In addition, the findings from this study

are in line with Kuama and Intharaksa's (2016) study indicating that sufficient and effective access to the Internet and technology can be of solving technological problems. Concerning the distraction, the finding in this study is accordance with Shraim and Khlaif's (2010) findings demonstrating that online learning could distract students.

■ Conclusion

In this study, the perceptions of Thai university students towards the abrupt transition to 'forced' online learning due to the COVID-19 situation have been explored and examined. This study demonstrates five aspects: usefulness of online learning, instructors' teaching, a willingness to online learning, and challenges from online learning. The students revealed mixed attitudes, but rather overall negative.

Most students believed that this 'forced' online learning situation did not enhance the quality of learning and did not encourage sufficient access to the education. In spite of the fact that most students did not think that their instructors could organise the lessons efficiently, they were satisfied with useful feedback and assistance they received from their instructors. Moreover, most students reported that they had abilities to learn online and found online learning easy, but they still faced some technical problems during online learning. Furthermore, the majority of the students preferred face-to-face classrooms and believed that face-to-face classrooms were more comfortable than online classrooms. Additionally, they reported that they were not willing to learn online in the future. Concerning the challenges, most students faced some particular issues during online learning such as communication and technical problems. In addition, they found themselves easily distracted and got demotivated during online learning.

■ Pedagogical Implications and Suggestions

Pedagogical implications from this study can be drawn as follows:

1. It is necessary that instructors make sure that every student has sufficient access to the Internet services and technological resources before conducting the lessons. To elaborate, instructors should analyse and measure students' needs, readiness and preference that help to design the lessons.
2. It is important to provide the students with online learning training. Not every student is computerate. When the instructors start the course by jumping directly into the online course, those students who are techno-novice would be left behind.
3. Online lesson design is crucial. Instructors should keep in mind that online learning environment is different from face-to-face classroom environment. Therefore, the online learning lessons should be designed based on time, necessary content, and students' needs. Instructors should not spend 2-3 hours as in face-to-face classrooms on teaching online. In

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online learning, students get easily distracted; therefore, spending 2-3 hours on teaching would discourage students' motivation.

4. Unlike face-to-face classrooms, it is rather difficult to check whether every student can clearly understand the lessons taught. One of the solutions to this problem is that some quizzes or concept-check questions after each lesson can manifest who still cannot keep with the pace with their peers so that a teacher can diagnose and fix the problem.
5. Overloading students with too much work could discourage students' learning motivation. To support this practice, the study by Galloway, Conner & Pope (2013) revealed that overloading students can cause academic stress and a toll on students' mental and physical health which hinders learning.

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