American International Journal of Education and Linguistics Research
Vol. 4, No. 1; 2021
ISSN 2641-7987 E-ISSN 2641-7995
Published by American Center of Science and Education, USA

ENROLLMENT READINESS AMONG THE PARENTS OF MADRASAH GOING CHILDREN WITH E-LEARNING FACILITIES IN MAIZBHANDAR AHMADIYYA EMDADIA MADRASAH, CHATTOGRAM, BANGLADESH

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ABSTRACT

During the Covid-19 pandemic, madrasahs of rural areas in Bangladesh are unable to conduct regular curricular activities in person. Despite government encouragement very few institutions have introduced online classes; madrasahs of rural areas have faced challenges to introduce online classes due to the lack of technological facilities and their uses. However, if the parents are not ready to accept ICT to use in educational purpose, they will not be interested in enrolling their children in those Madrasahs which have encouraged online education. This study aims to measure the factors behind the enrollment readiness among the parents of madrasah going children to Maizbhandar Ahmadiyya Emdadia Madrasah in Chattogram district of Bangladesh. In line with the quantitative approach, researchers developed an close-ended questionnaire based on four variables of the Technology Acceptance Model (TAM), namely, Perceived Usefulness (PU), Perceived Ease-of-Use (PEOU), Intention to Use (IU) and Usage Behavior (UV). Therefore, the findings of this research will show how enrollment in

rural areas can be increased to facilitate ICT-enriched classrooms. In addition, the findings will lead the researchers and policy makers to investigate the technological acceptance of the teachers and students of rural madrasahs for the advancement of the madrasah education system.

Keywords: e-learning, Technology Acceptance Model, Enrollment Readiness, Madrasah Education System, Covid-19 pandemic

INTRODUCTION

Educational establishments in most countries around the world are closed to prevent the spread of the corona pandemic. An estimated 850 million children and young people representing almost half of the student population in 102 countries globally have been affected (UNESCO, 2020). The Govt. of the People's Republic of Bangladesh has conjointly declared the closure of all sorts of academic establishments from 17th March 2020 and that remains in effect (October 2020). As a result, the traditional learning method of Madrasah (Religious School) students like different students is being discontinuous. Meanwhile, the Govt. of Bangladesh is conducting an internet based mostly programme known as "Amar Ghore Amar Madrasah (Religious School in my House)" for Madrasah students with the assistance of Access to Information (a2i) through national television. At identical time, the govt. is encouraging all academic establishments to start out online categories in their own method.

Problem Statement

The present development-oriented government has created a separate Department of Madrasah Education (DME) to modernize Madrasah education with due importance. Under which a project is being implemented to set up multimedia classrooms in 653 madrasahs of the country for imparting better education (a2i, 2017). According to Gebisa (2019) there is a vast distinction in technology and infrastructure facility between a developed country and developing one. So, these infrastructures are absolutely inadequate to deal with the current Corona situation. In this situation, "Maizbhandar Ahmadiyya Emdadia Madrasah" of Fatikchhari upazila of Chattogram district has been conducting online education activities since April 2020, keeping the conventional instructional activities of the Madrasah students high and preventing them from dropping out. However, because the instructional activities are conducted in a very remote space of Chattogram, some unforeseen complications are being long-faced. The Low financial gain of parents is one amongst them. In this regards, UNESCO reports (2020) have argued that this may be quite challenging for parents with low socio-economic status (SES) (Amanor-Mfoafo & Dowuona, 2020). Household Income Expenditure Survey says that 8.4 million students' families live below the poverty level (Emon et al., 2020). About 67 percent of the people in Bangladesh have access to the internet and about 92 percent of them use mobile data (BTRC, 2020). But according to Sohail (2020) "Internet connectivity remains infrequent in many parts of Bangladesh during certain parts of the day." The price of the internet and the minimum needed gadgets for collaborating in online classes is additionally one the far side reach of most of the students in Bangladesh (Azad, 2016). In addition, unconsciousness and neutrality within the use of technology, lack of content knowledge and pedagogy among parents, lack of training and support etc, these online based educational activities are gaining momentum.

Research Objectives

On the above circumstances, the present study aims

- To identify the usefulness of technology-based education system in remote areas;
- To find out the availability of technology-based education system in remote areas;
- To study the interest of parents in the use of technology;
- To explore the activism of parents in the use of technology in the madrasah education system;
- To analyse the readiness of parents in a technology-based education system.

Research Questions

The study questions are as follows:

- How useful is this technology based education system in remote areas?
- How can the technology based education system be made available in remote areas?
- How interested are the parents in using technology in the madrasah education system?
- How active are the parents in using technology in the madrasah education system?
- What is the readiness of parents in implementing this technology based education system?

An Introduction to the Method

It is to be noted that a survey was conducted on 20th September 2020 in the above mentioned madrasah (Religious School) through Quantitative methodology. Researchers developed an close-ended questionnaire based on four variables of the Technology Acceptance Model (TAM), namely, Perceived Usefulness (PU), Perceived Ease-of-Use (PEOU), Intention to Use (IU), Usage Behavior (UB), and Enrollment Readiness (DU). Wherever 32 parents of the students finding out in several categories of this madrasah participated and expressed their views on what quantity they are aware, interested, active etc. towards this technology based education system.

Contribution to the Literature

During now of Corona pandemic, online education initiatives taken by public and personal enterprises have led to a positive and groundbreaking amendment within the field of education. Since, students reside in internment at this time; in addition, many of them are less aware of the use of technology in education. Therefore, the role of parents is important to make the students interested and active in this method. But so far, the question is how ready the parents are to adopt this method. Therefore, during this study, an attempt has been created to point out what proportion the parents of the students in the remote areas, particularly those finding out in Madrasahs, are prepared and inquisitive about taking on these technology-based academic activities. Makes an attempt have conjointly been created to present future researchers and policy manufactures a transparent plan of what different steps will be taken to more accelerate the effectiveness of this approach.

Overall Structure of the Paper

The paper is arranged in the following manner: In the next chapter, we first look at the Literature Review, which discusses the theoretical structure and research framework of the study. In the next step, we present our methodological approach to answer the questions. The results of the study have been formatted through relevant discussions by analysing through

tables and graphs in the Result section. In the final section, summaries and limitations of the study are identified as well as recommendations for future researchers are presented.

LITERATURE REVIEW

Coronavirus Pandemic (Covid-19)

The first case of Coronavirus disease (Covid-19) was identified in late December 2019; following a rapid escalation in early 2020, it was declared a public health emergency of international concern at the end of January, and a Pandemic on 11 March, by the WHO (Pain & Devereux, 2020). Then a global pandemic unfolds in various ways in numerous countries. In Bangladesh, the primary 3 identified cases of Covid-19 were reported on 8 March 2020. On 22 March, a 10-day termination effective from the 26th of the month was declared; after the government asked the military to enforce social distancing strictly, with groups of troopers deployed across the country, an effort the streets empty within the capital Dhaka and most edge retailers closed. Records on Covid-19 in Bangladesh as of the 19th of October 2020 indicated the following: number of positive cases: 390,206; recovered cases: 305,599; deaths: 5,681, hotline: 21.8 million (WHO, 2020). Thus, the number of infections is increasing every day, and new cases are being recorded. In this situation, everyone is uncertain about when the educational institutions will be re-opened.

Madrasah Education System

"In Bangladesh, Madrasah education is one of the running education systems, which operates all over the country, recognised by the government, and accepted by the public" (Al-hasani, 2019). According to report of BEI (2011) "From primary to post-graduate levels, there are about 37,000 madrasahs in the country with a total of 3,340,800 students and 230,732 teachers." Two systems of Madrasah education are currently running in Bangladesh. One is government control Aliyah Madrasah and another one is Qawmi (private body control) Madrasah (Al-hasani, 2019). The Madrasah education system in Bangladesh has been undergoing various changes since the 1980s (Karim, 2018). And the last Education Policy 2010, the Bangladeshi government has decided to modernize the Madrasah education to match the students with the standard of general school students (Al-hasani, 2019). As a result, Madrasah is providing modern education parallel with religious education (Bano, 2011). Madrasah graduates both from state or private, have similar freedom to work taking all things together areas of government as per their particular fields (Karim, 2018).

E-Learning

With the rapid advancement of globalization, ICT has become highly complementary in information dissemination and national integration (Chinwendu, 2018). Therefore, ICT has become an integral part of every aspect of human life. "E-learning is an educational method that aims to provide educational or training programs for students or trainees at any time and at any place using information and communication technology (ICT). Through e-learning, learners can access resources and information from anywhere and at any time." (Al-araibi et al., 2018).

Parents' Readiness

According to the Social Cognitive theory Bandura (1991b) Ifeoma et al. (2019) suggests, "Students' behaviors could be positively impacted through the formidable code of conducts, creating a friendly learning environment." The role of parents is paramount in creating such a

friendly learning environment in technology based education. According to Garbe et al. (2020), since most parents are not accustomed to these new and unfamiliar rules of online education for their children, they often have to struggle to understand them. Therefore, parental readiness is very important in the successful implementation of online education. To make the study more effective, the authors analysed Enrollment Readiness in light of the following levels: learner readiness, cultural readiness, technical readiness, and environmental readiness (Ministry of Energy, Water and Communications & Open University, 2004).

Technology Acceptance Model

In 1989, Fred Davis proposed the Technology Acceptance Model (TAM). This model has been used the most in the last few decades among the models used to determine the Technology Acceptance of the users. So according to Adetayo et al. (2020), "TAM was adjudged to be simple, easy to use and more powerful in modeling the determinants of user acceptance of information technology." TAM introduces two significant factors: the first factor is perceived usefulness (PU) and another factor is perceived ease of use (PEOU) (Davis, 1989). "The author defined PU as the degree to which a person believes that using a particular system would enhance his or her job performance. More so, PEOU was defined as the degree to which a person believes that using a particular system would be free from effort" (Nkpurukwe et al., 2020). Note that on the basis of this model, the authors have established a conceptual framework by introducing the following two more factors: Intention to Use (IU), Usage Behavior (UV).

RESEARCH FRAMEWORK

In order to answer the research questions, the research framework, as illustrated in Figure 1

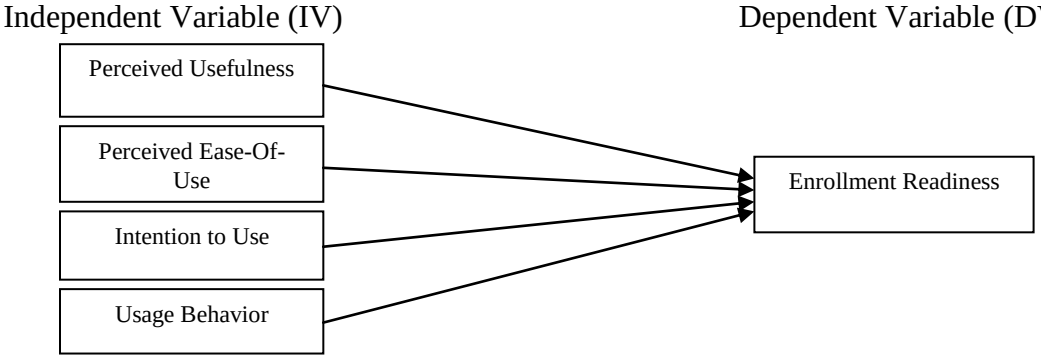

Figure 1. Research framework

METHODOLOGY

Participants

On September 20, 2020, a Parents' Meeting was organised at "Maizbhandar Ahmadiyya Emdadia Madrasah" in Fatikchhari upazila of Chattogram district, where 25 female guardians and 7 male guardians were present. Table 1 seeks to clarify the age of the parents and when they started using the internet.

Table 1. The age of the participants' and the duration of their internet use

Gender of the Participants			Started Using Internet						Total
			0-6 months	1-2 years	3-4 years	5-6 years	7-10 years	11-15 years	
Female	Age in year	16-20	0	0	1	0			1
		21-25	1	0	0	0			1
		26-30	0	4	1	1			6
		31-35	1	1	0	2			4
		36-40	1	0	2	0			3
		41-45	1	3	0	0			4
		46-50	2	2	1	0			5
		51-55	1	0	0	0			1
	Total		7	10	5	3			25
Male	Age in year	21-25	0	0	0	0	1	0	1
		41-45	0	0	0	1	0	1	2
		46-50	1	0	0	1	0	0	2
		51-55	0	1	1	0	0	0	2
	Total		1	1	1	2	1	1	7

Data Collection

In the reality of Covid-19 pandemic, the meeting asked how acceptable and effective the technology is as an alternative to traditional education activities. Researchers developed the primary eight questions based on four variables of Technology Acceptance Model (TAM). The next four questions are introduced according to the Enrollment Readiness.

Data Analysis

The collected data have been analysed by Statistical Package for the Social Science (SPSS version 25.0), where twelve questionnaires have been analysed. In particular, descriptive statistics, crosstabs analysis and correlations have been used in this analysis.

Procedure

In this case, researchers have used Quantitative Research Design, since "Quantitative Research establishes statistically significant conclusions about a population by studying a representative sample of the population (Creswell John W., 2003). Experimental Research is one of the few types of Quantitative Research Design. According to Campbell & Stanley (1963), Experimental Research tests the accuracy of a theory by determining if the independent variable(s) (controlled by the researcher) causes an effect on the dependent variable (the variable being measured for change). Therefore, at the beginning of this process we have considered four variables of Technology Acceptance Model (TAM) as independent variables. Then, during this period of Covid-19 pandemic, Enrollment Readiness among the parents has been covered by the dependent variable. Finally, to find out how these independent variables have affected the dependent variable, researchers have developed a close-ended questionnaire.

RESULTS

Parents' opinions have been analysed according to the 5-Point Likert scale.

A	B	C	D	E
Strongly disagree (Percentage)	Disagree(Percentage)	Neither agree nor disagree (Percentage)	Agree (Percentage)	Strongly agree (Percentage)

Table 2. Feelings of parents based on Independent Variables

Variables	Feelings of the participants	Percentage
Perceived Usefulness	This technique has increased the child's reading skills.	90.85
	The method is extremely dynamic.	84.85
Perceived Ease-Of-Use	It seems also easier than conventional learning activities.	90.85
	This method has created the child's learning process easier.	81.7
Intention to Use	It increases an interest to the lesson.	90.9
	It increases attention to the lesson.	81.75
Usage Behavior	Children are continually active during this teaching.	67.45
	Children's participation has led a modification in their reading habits.	86.9

The first two queries asked parents how useful this technology-based education system appears to them. It is clear from table 2 that about 90.85 percent of parents said that this technique has increased their children's reading skills. At the same time, about 84.85 percent of them suppose that the method is extremely dynamic.

The next two questions are regarding the ease-of-use of this education system. From table 2, we find that to 90.85 percent of parents, it seems also easier than conventional learning activities. Additionally, about 81.7 percent of parents admit that this method has created the children's learning process easier.

Then the next two queries were to understand the intention to use this method. In the light of table 2, we are able to say that approximately 90.9 percent and 81.75 percent of parents reported an increase in interest and attention to the lesson as a result of this approach, severally.

Next, the researchers asked the parents what their children's behavior was towards this methodology. About 67.45 percent of parents are of the opinion that their children are continually active during this teaching. Again, about 86.9 percent of parents feel that their children's participation in this method has led a modification in their reading habits, that we have got taken the opportunity for instance well within the table above.

Table 3. Feelings of parents based on Dependent Variable

Enrollment Readiness	Feelings of the participants (Percentage)
Learner readiness	90.85
Cultural readiness	85.70
Technical readiness	69.70
Environmental readiness	88.85

From table 3, we found that about 90.85 percent of parents agreed that children can learn more in less time during this education system. In addition, this technique is evident and graspable to about 85.70 percent of parents and about 69.70 percent of parents provide their kids with the mandatory devices to assist them participate during this activity. Additionally, about 88.85 percent of parents feel that their children's participation in this method has led a positive attitude towards the internet.

Table 4. Correlations among variables

		Correlations				
		Perceive Usefulness	Perceived Ease-Of-Use	Intention to Use	Usage Behavior	Enrollment Readiness
Perceived Usefulness	Pearson Correlation	1	.389*	.582**	.384*	.258
	Sig.(2-tailed)		.028	.000	.030	.154
	N	32	32	32	32	32
Perceived Ease-Of-Use	Pearson Correlation	.389*	1	.210	.243	.302
	Sig.(2-tailed)	.028		.248	.180	.094
	N	32	32	32	32	32
Intention to Use	Pearson Correlation	.582**	.210	1	.600**	.451**
	Sig.(2-tailed)	.000	.248		.000	.010
	N	32	32	32	32	32
Usage Behavior	Pearson Correlation	.384*	.243	.600**	1	.552**
	Sig.(2-tailed)	.030	.180	.000		.001
	N	32	32	32	32	32
Enrollment Readiness	Pearson Correlation	.258	.302	.451**	.552**	1
	Sig.(2-tailed)	.154	.094	.010	.001	
	N	32	32	32	32	32
*. Correlation is significant at the 0.05 level (2-tailed).						
**. Correlation is significant at the 0.01 level (2-tailed).						

Here the authors have tried to determine the relationship between Enrollment readiness and the above four independent variables. The relationship was analysed using Pearson product-moment correlation coefficient. From the above table it is clear that there

is a moderately positive relationship of independent variables with Enrollment readiness and it is statistically significant.

DISCUSSIONS

Overall, in this reality of Covid-19 pandemic, the nature of madrasah education system in Bangladesh has been analysed in this study. It is clear from the above study that there is no substitute for the readiness of all parents to make this technology based education system effective. Therefore, the study was conducted with the help of parents of madrasah students in a remote area of Chattogram district in Bangladesh. It is a matter of great pleasure that the positivity and satisfaction of the parents in this regard is well reflected in the study. However, the authors have deeply realised that it is possible to bring more fulfillments to the initiative by adopting some more action plans.

Farhana et al. (2020) suggested that it is difficult to conceive a vigorous pedagogy without any plain activities. Therefore, it takes time to make parents more aware and active in implementing this sophisticated learning method. In addition, if the Government of the People's Republic of Bangladesh is committed to keeping the price of online education materials such as smart phones, computers, laptops, etc. within the reach of the people, there is no doubt that these educational activities will be further accelerated. Similarly, if uninterrupted, dynamic and affordable internet service can be ensured in the whole of Bangladesh including remote areas, this method can be expected to be more effective and efficient.

Some limitations were observed as the study was conducted in a short period of time and in a short range. First, the study presents data on the only one madrasah in a remote area of Bangladesh. That is, the sample size of the study was limited. Therefore, in the future, if research activities are conducted for a longer period of time and on a wider scale, more subtle and rich ideas can be found in this regard.

Subsequently, there was a disproportionate disparity in the numerical approach between the female and male parents participating in the study. In addition, some parents lack the necessary online learning materials which bring some incompleteness in the analysis of the views of all parents. Therefore, for higher research in this area, it is necessary to ensure equal participation of men and women and ensure the necessary devices for all.

Above all, in the socio-economic context of Bangladesh, we are facing various problems in conducting these technology based education activities. Yet, in the light of this study, it is easily conceivable that we will soon see a hundred percent successful implementation of this method, by solving all the problems, leaving all the narrowness behind.

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APPENDICES

Appendix A: Survey Questionnaire

Here the authors have considered four factors of Technology Acceptance Model (TAM) namely Perceived Usefulness (PU), Perceived Ease-Of-Use (PEOU), Intention to Use (IU), Usage Behavior (UV) as independent variables and have developed two questionnaires for each variables. In addition, they have generated four questionnaires for Enrollment Readiness as dependent variable.

Variables	Questionnaires	Feelings of the Participants'				
		A	B	C	D	E
Perceived Usefulness (IV)	As a result of participating in online learning activities, my child's reading skills have improved.					
	As a result of participating in online learning activities, my child's learning process will be much faster.					
Perceived Ease-Of-Use (IV)	Teaching and learning in online learning activities is easier than traditional learning activities.					
	Participating in online learning activities has made my child's learning process much easier.					
Intention to Use (IV)	Participating in online learning activities has increased my child's interest in lessons.					
	My child pays full attention to the lessons during the online learning activities.					
Usage Behavior (IV)	My child enjoys participating in online learning activities and is always active.					
	My child's curriculum has changed for the better since participating in online learning activities.					
Enrollment Readiness (DV)	As a result of participating in online learning activities, my child is able to learn more in less time.					
	The concept of online learning activities has become clear and understandable to me.					
	Giving the child the necessary devices to participate in online learning activities, I am always interested.					
	Participating in online learning activities has created a positive perception of my child towards the internet.					