



## PERCEPTION OF PARENTS ON ONLINE LEARNING DURING COVID 19 – A SURVEY STUDY

**Sawroop Kaur**

Lecturer at Sri Guru Angad Dev College of Education, Khadur Sahib, Dist. Tarn Taran

Contact number: 7986600763

Email id: [kaurroop444@gmail.com](mailto:kaurroop444@gmail.com)

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### Abstract

2020 is a hard time for the global community around the globe. This COVID-19 Pandemic has shut down the entire world and has resulted in a tremendous crisis. It is the virtual world that has come to the rescue. It has not only enormous consequences but having a devastating impact on global education. Everyone shifting to the digital arena in the education sector. Online learning has dramatically changed the learning process, replacing traditional face-to-face interaction and gaining ground around the globe. Online learning at home requires children to rely on intrinsic motivation and self-directed learning. Parents play a fundamental role in supporting children's learning. The study explores the perception of parents of online learning during deadly Corona Virus Disease-19. For this purpose, a survey has been organized using a five-point Likert scale to collect data from parents through WhatsApp, one of the social media application software. This study has been conducted by taking a sample of 52 parents of children who are studying from pre-nursery to fifth class. The data has been analyzed with the help of Google forms qualitatively. As a response of parents due to the COVID-19 crisis, this study indicated that the majority of parents are capable to support their child's learning at home but some parents considered that homeschooling is a burden for their child. Nearly one-third of them reported that their child becomes techno-savvy through online learning but the concentration level of the child has reduced. Half of them (50%) considered that they help their child in his/her homework to reduce academic stress. Also, the findings lay bare that an equal number of respondents reveal that online learning make their children independent but they also have views that the purpose of online learning is just to collect fees from parents. Nearly less than half of the parents receive all the information from the child's teacher to support online learning.

**Keywords:** Perception of parents, Online learning, Coronavirus disease (COVID-19)



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“ Think out of the box and create a learning experience where the learner can interact with the content and their brains” – Rosalie Ledda Valdez

## **Introduction**

The outbreak of Covid-19 pandemic has wreaked chaos across the globe and has profoundly changed the every aspect of life including education. Chandra (2020) opines, “To control the spread of Corona Virus Disease, government around the globe has closed all educational institutions which are creating a direct impact on institutions, educators, children, and their parents.” In the changed scenario, online learning has made education more readily available by eliminating the word ‘impossible’ in the study process. The function of making education or learning accessible has been encouraged by virtual learning, children are not only interested in specific subjects but also display a strong interest in learning extra co-curricular activities (Wimmer& Dominick, 2010). Online learning has been widely promoted to replace traditional learning during this time to maintain children’s learning. Jain (2020) views, “Online learning is continuously complimented for its ability to mirror individual needs and reflect a conducive environment at a personal level.” In order to continue teaching-learning practices, several schools have embarked on technological platforms to deliver online learning programs to children. Further, a virtual classroom is not as simple as Plug and Play. As schools have to thrive on the time-table, attendance, lectures, audio-visual aids, lesson plans have been made to transform into an online-learning practically. Jumping into online education can be confusing for first-time online children. Parents' involvement is generally a key indicator of successful virtual learning to adapt to this situation. According to the report of Organization of Economic Corporation and Development (2020), “Parents play a crucial role during homeschooling such as ensuring that their children follow the curriculum and supporting their child emotionally to sustain their motivational and ambitious goals in a situation where they might easily be discouraged from learning autonomously also due to lack of peer efforts”. Parental support and guidelines could assist the online schooling system in improving the bond between children and their parents (Ali, 2020). Parental engagement has been identified as a concrete ideal that can be related to a wide variety of events that concentrate on a home-school relationship (Sy, Rowley & Schulenberg, 2007). Sparks (2020) concerns “Parents can be a vital source of motivation for their children”. He further adds “Parents involvement which gently motivates students through encouragement and support has been shown to be effective in promoting students success”. Furthermore, When parents were asked about their level of commitment and contribution to the online

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educational experience of their child, relative to previous face-to-face encounters, they also focused on greater intimacy, interaction and contact (Smith, Harvey, 2016).

Although this came alongside a plethora of issues for parents including poor internet connection, lack of resources, time management, lack of digital skills, easy procrastination, a feeling of being overwhelmed and disconnect millions of children from education yet parental support at this phase stimulate their children significantly to address the main challenges posed by virtual learning, spurring their action and autonomous learning. Teaching within the Online Classes system has not come without its challenges either (Nair, 2020). In addition to it, Khurana (2016) opines “Social isolation and lack of interactivity which have repeatedly been reported by the parents during this outbreak”. Parents sometimes feel alone and, if they need support, are unaware of where to go. This can uncertainly contribute to the child lagging behind, losing faith as an online learner in their skill (Jain, 2020). Moreover, Parents generally have negative beliefs about the worth, values, and benefits of online learning and preferred conventional learning at the early childhood phase (Dong, Coa, Li, 2020). Additionally, Online learning have detrimental influences i.e online risks and danger, lack of accreditation and quality assurance, addiction to videos, social isolation, and physical health issues (Jiang and Monk, 2015; Radesky et al., 2016). Whereas parents also have a mediated role to prevent harm and regulate children’s online activities such as self-regulation, interactivity, monitoring of their children’s media use, and children’s educational efforts and achievements (Nouwen & Zaman, 2018).

### **Objectives of the Study**

To examine the perceptions of parents Online learning during COVID-19.

### **Delimitation of the Problem**

The present study is confined to the perception of rural, working parents of children studying from pre-nursery to fifth regarding online learning during COVID-19.

### **Research Methodology**

The present domain comes under the domain of descriptive research to study the perception of parents regarding online learning during COVID-19. Convenience and purposive sampling were used to collect data. Thus, the total sample of the study considered 52 parents. Data was collected with the help of Google forms and Whatsapp was used as a mode to serve the purpose of data collection.

**Tools**

A self-developed questionnaire with 9 statements was used to study the perceptions of parents regarding online learning during COVID-19. The response pattern was designed on Likert-scale with options Strongly disagree, Disagree, Neutral, Agree, and Strongly Agree to record parent’s perception.

**Analysis of Data**

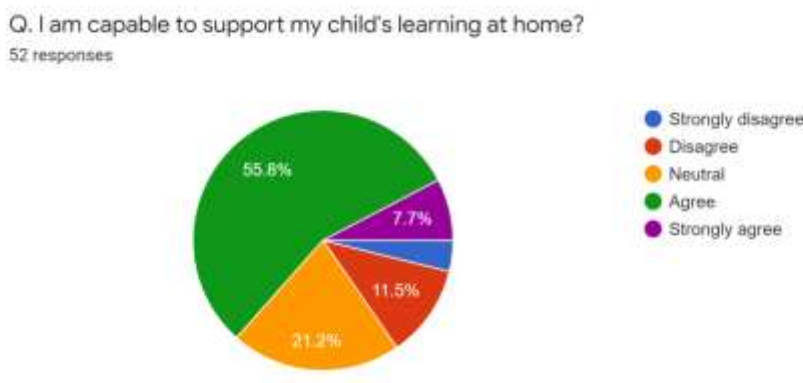
To analyze the data qualitative method was used. Qualitative analysis carried out by using the item analysis and percentage analysis methods to analyze the data.

**Results and Discussion**

Data has analyzed item wise to examine the perception of teachers regarding the lockdown of COVID-19 as follows:

**Table 1: Responses given by parents on the five-point Likert Scale**

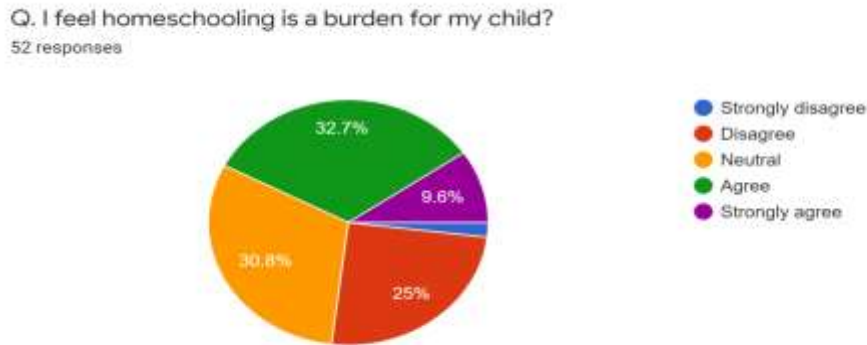
Item .no	No. of respondents				
	Strongly agree	Agree	Neutral	Disagree	Strongly agree
1	4	29	9	6	4
2	5	17	16	13	1
3	1	18	21	12	0
4	7	26	10	8	1
5	3	13	19	12	5
6	10	19	14	7	2
7	3	23	19	4	3
8	2	13	21	12	4
9	2	12	26	8	4



**Figure 1**

**Figure 1: Pie chart showing the capability of parents to support his/her child’s learning at home**

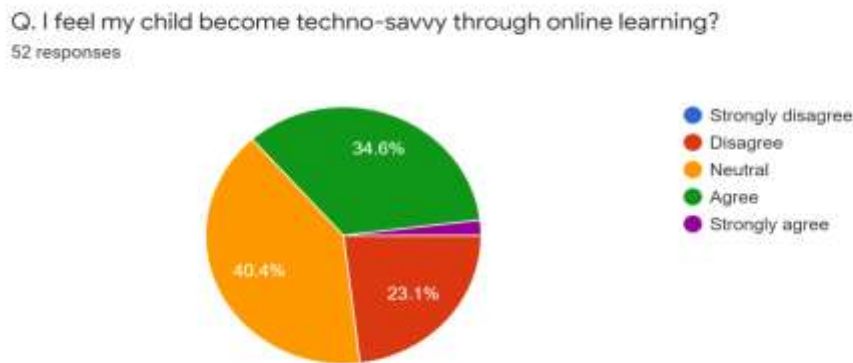
It is seen from Table 1 and Figures 1 that 55.8% (29) of parents who have responded agreed to item no.1 i.e. ‘I am capable to support my child’s learning at home’. 21.2% (9) were neutral, 11.5% (6) answered disagreed, whereas 7.7% (4) reported strongly agreed with the item, and 4% (4) strongly agreed.



**Figure 2**

**Figure 2: Pie chart showing homeschooling is a burden for children**

It is observed from Table 1 and Figure 2 that 32.7% (17) of parents who agreed with item no. 1 i.e. ‘I feel homeschooling is a burden for my child’, 30.8% (16) were showed neutral attitude, 25% (13) responded disagreed. Although 9.6% (5) of respondents strongly agreed with the item and only 1.9% (1) strongly disagreed.

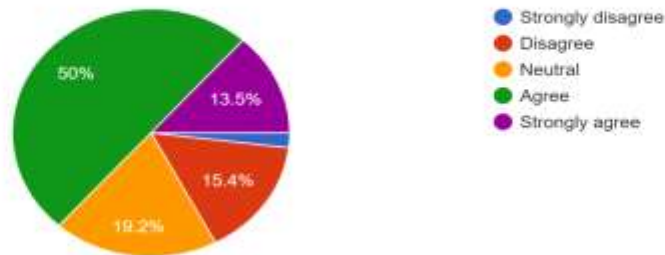


**Figure 3**

**Figure 3: Pie chart showing children become techno-savvy through online learning**

It is illustrated from Table 1 and Figures 3 that 40.4% (21) of parents who gave neutral reactions to item no. 1 i.e. ‘I feel my child become techno-savvy through online learning’. 34.6% (18) reported agreed. In spite of that 23.1% (12) answered disagreed and 1.9% (1) strongly agreed with the item.

Q. I help my child in his/ her homework to reduce academic stress?  
52 responses

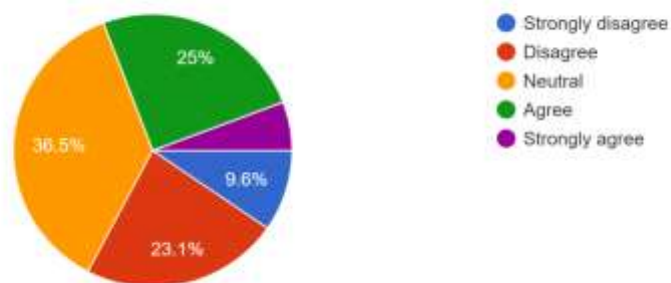


**Figure 4**

**Figure 4: Pie chart showing parents help their children in their homework to reduce academic stress**

It is demonstrated from Table 1 and Figure 4 that 50% (26) of parents agreed with item no. 1 i.e. 'I help my child in his/her homework to reduce academic stress'. 19.2% (10) were Neutral. On the other hand, 15.4% (8) responded disagreed, 13.5% (7) strongly agreed with the item and only 1.9% (1) of respondents strongly disagreed with the statement.

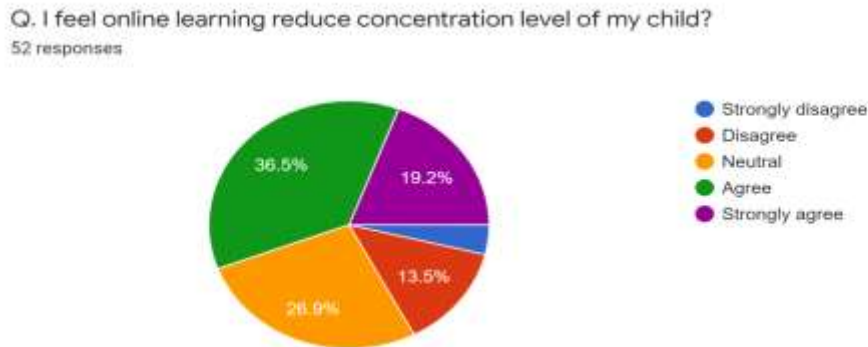
Q. I feel online learning makes my child independent?  
52 responses



**Figure 5**

**Figure 5: Pie chart showing online learning makes children independent**

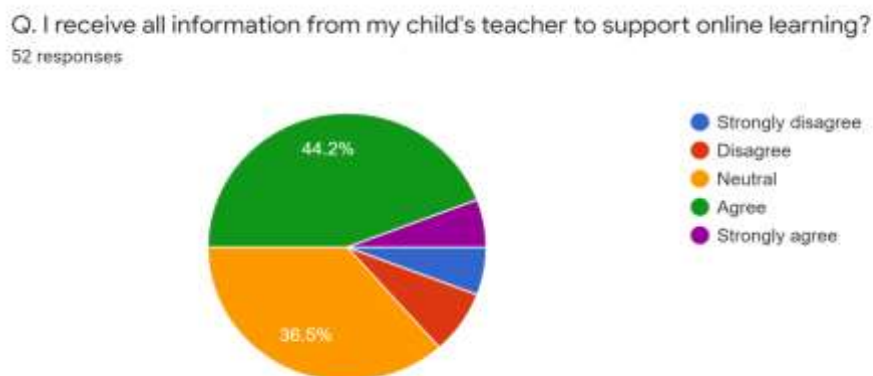
It is revealed from Table 1 and Figure 5 that 36.5% (19) of parents have neutral opinions to item no. 1 i.e. 'I feel online learning makes my child independent'. 25% (13) were agreed, 23.1% (12) of parents disagreed. Although 9.6% (5) strongly disagreed and 3 (5.8%) strongly agreed with the statement.



**Figure 6**

**Figure 6: Pie chart showing online learning reduce the concentration level of the children**

It is exhibited from Table 1 and Figure 6 that 36.5% (19) of parents who have responded agreed to item no. 1 i.e. ‘I feel online learning reduces the concentration level of my child’. 26.9% (14) gave neutral reactions whereas 19.2% (10) reported strongly agree, 13.5% (7) answered disagreed and 3.9% (2) showed strongly disagreed to this.

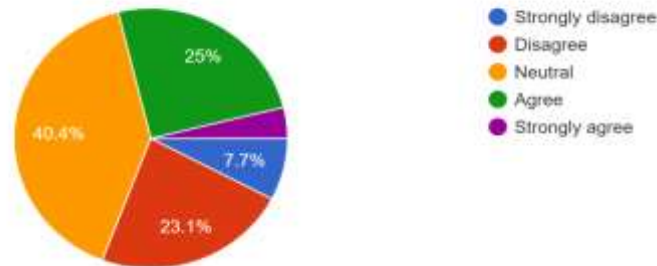


**Figure 7**

**Figure 7: Pie chart showing parents receive all information from their children's teacher to support online learning**

It is deduced from Table 1 and Figure 7 that 44.2% (23) of parents were agreed to item no. 1 i.e. ‘I receive all information from their children's teacher to support online learning. 36.5% (19) were shown a neutral attitude. In spite of this, 7.7% (4) have disagreed, 5.8% (3) answered strongly agreed and strongly disagreed with the item.

Q. I consider purpose of online learning is just to collect fees from parents?  
 52 responses

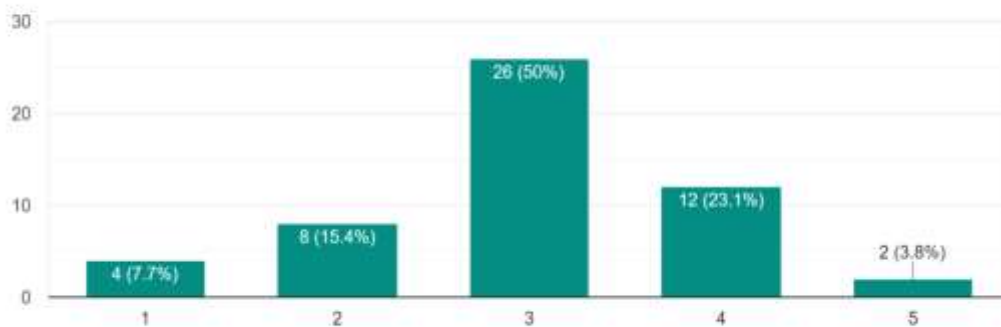


**Figure 8**

**Figure 8: Pie chart showing the purpose of online learning just to collect fees from parents**

It is demonstrated from Table 1 and Figure 8 that 40.4% (21) of respondents who has a neutral opinion of item no. 1 i.e. ‘I feel purpose of online learning just to collect fees from parents’. 25% (13) were agreed, 23.1% (12) responded disagreed, whereas 7.7% (4) strongly disagreed with the statement and 3.8% (2) strongly agreed with this.

Q. How would you rate online learning on a scale?  
 52 responses



**Figure 9**

**Figure 9: Bar graph showing the rating of online learning by parents**

On the vertical side bar graph shows ‘number of respondents’ and on the horizontal side it shows rating Scale i. e

1 stands for ‘strongly disagree’, 2 stands for ‘disagree’, 3 stands for ‘neutral’, 4 stands for ‘agree’, 5 stands for ‘strongly agree’

It is exhibited from Table 1 and Figure 9 that 50% (26) of parents gave neutral reactions to item no. 1 i.e. ‘How would you rate online learning on a scale’. 23.1% (12) were responded



agreed, 15.4% (8) answered disagreed, whereas 7.7% (4) of parents were strongly disagreed with the statement and 3.8% (2) were strongly agreed to this.

### **Educational Implications of the Findings**

Digital and online learning is gaining ground due to their versatility, broader access and other advantages. Parents have different views about virtual classrooms. They concerned about the shortcomings of online learning as their children's inadequate self-regulation, lack of interactivity. This implies that educational authorities need to consider children's age, learning interests. Further, educators need to be carefully considered and well planned to support parents rather than adding an extra burden to them. They should consider the flexibility and convenience of parents and improve the design of an online learning framework with varied learning to make homeschooling easy for children and support their parents (Dong, Cao, Li, 2020). Furthermore, Parents are agreed that online learning has its own merits to develop children's technological skills and making them independent yet its demerits of online learning should not be overlooked. It is poor in helping children to concentrate on learning (Lubis & Lubis, 2020). In addition to it, some modifications such as finding ways to develop a positive relationship between teachers, children and their parents, are needed. More comprehensive arrangements should be placed in place for virtual classrooms to reduce both children and parents' academic stress. Being acquainted with the school's online resources, upcoming lessons and orientation programs can assist parents to be well prepared for online engagement and effective communication. Moreover, a combination of both traditional and online learning is a proper way to enhance the effectiveness of a child's performance (Sheikhaboumnasoudi et al., 2008).

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