A Study of Problems faced by Parents’ during Online Learning and their Managing Strategies

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Abstract

The need for virtual and online learning has been increased with the rapid growth of modern technology and knowledge, but the speed and volume of learning fluctuate. The study in hand is an intention to investigate the problems faced by parents’ during online learning and their managing strategies at university level. In addition it explored the role of parents towards the education of their children. The self-developed instrument, Parents’ Online Survey [POS], was used. The findings of the study showed that a statistically significant difference between male and female parents about the problems faced by parents during online education of their kids and as well as managing strategies of those problems. It revealed that male parents (fathers) were more conscious about the problems of their kids as they were the sole responsible to explore the solutions of those problems as compared with females (mothers). Parents use different management techniques to improve the virtual learning environment of the students like creating an ideal learning environment to their children, providing information technology and removing the learning barriers their kids face during virtual and online learning. They also managed the noise distortion, financial barriers encountered the non-academic attitude of the parents. It was suggested that there should be proper facilitation may be provided by the government to parents while starting the virtual and online sessions for students.

Keywords: Virtual and online learning, technological challenges, non-supported behavior of parents
Iqbal et al. (2021)

Introduction

In the current era, the learning of modern technology is the need of the hour (Rosenberg, 2001). There are many challenges faced by the academic world in investigating the process and resources for overcoming the barriers in handling the proper use of online learning technologies. The integration of technology into educational settings has reached a successful milestone for the purpose of imparting quality teaching and learning to society. The use of communication technology is the main cornerstone for the improvement of the learning of students (Abdallah, 2018).

In relation to the aforementioned situation, many students and parents seemed unprepared for the existence of online learning. This is encountered by teachers, students, and even parents in remote areas where low access to knowledge and technology are major impediments to online learning (Lase & colleagues, 2020). According to Zaluchu (2021), the majority of parents find it difficult to obtain access because they lack supporting resources like smartphones, computers, and an internet connection. Even if they had, they were unfamiliar with the use of equipment. These variables, which include minimal tech knowledge, a lack of motivation, personal cognitions, tough content, insufficient assistance, a lack of community participation, and student boredom, have become widespread during online learning (Pappas, 2016). Despite these reservations, parents, students, and teachers worked together to ensure the effectiveness of the teaching-learning activities throughout the epidemic situation (Rachmah, 2020).

The need for learning has been increased with the rapid growth of modern technology and knowledge, but the speed and volume of learning fluctuate, as perceived by Rosenberg (2001). As a result, technology integration in education has emerged as a successful milestone in imparting quality teaching and educational content. Ideally speaking, technology is an integral element of society at present, positioning educational technology as one of the major cornerstones of improving students’ performance.

Despite the beneficial aspects of distant learning in promoting teaching and learning, different barriers influence its ideal application's efficacy. Among these difficulties are the following: The first problem is constructing teaching materials; teachers face difficulties while creating digital or printed instructional materials to ensure that they are adequate for learners to fulfill learning goals efficiently. Furthermore, instructors confront difficulties in selecting instructional strategies and procedures that account for students' diverse learning requirements and patterns, as well as in choosing suitable instruments to assess learning outcomes (Al-Mukhaini, 2017; Al-Rawadiyah et al., 2014; Al-Sajini & Khalil, 2017). The second issue is the difficulty of putting distant learning into practice. Some teachers struggle with assessing, proceeding with, and giving feedback; adequate time management; and interacting with students who are not engaged in the process, which promotes a sense of more responsibility. This learning situation has a high standard of security (Al-Sharman, 2015). The third factor is the availability of technology. Some of the challenges include supplying devices, software, and technical assistance; the speed and efficiency of one's Internet access; and instructors' and learners' limited knowledge of these technological solutions (Lever-Duffy & McDonald, 2018). Finally, institutional responsibility encompasses all administrative issues that arise during distant
learning, such as managers' and officials’ lack of understanding of numerous variables, such as the significance of this sort of learning, its needs, and how it operates (Al-Areifi et al., 2016).

Nowadays, online learning is an important part of education and the number of online users has been increasing tremendously worldwide (Allen, 2007). Online learning has developed into an alternative tradition in education on how learners should be educated. The main challenge that we need to overcome is how to acquire knowledge and skills along with the organisation of learning resources to keep up with the knowledge economy (Rosenberg, 2001).

In recent years, online degree programmes have become an increasingly important phenomenon in the field of education, with the number of online students more than doubling in the last few years (Allen, 2007). Commonly referred to as "e-learning," online education has the potential to become a reliable alternative to traditional education, transforming perspectives on how students should be educated. Enrollment in online courses is increasing. According to many studies, such online courses can be beneficial to those who cannot afford tuition fees (Seaman, 2008). Moreover, online courses are flexible, especially for those who have work-family responsibilities (Burton, 2002). On the contrary, some studies have suggested that most public employers and educators view traditional education as superior to online education systems because they lack direct interaction between instructors and students (Daymont, 2008). Owing to mixed views about online learning, educators face challenges in determining which educational mode best suits them. The purpose of this research is to assist parents and educators in their choice of the mode of education. This study aims at extending the line of research in online education and investigating which elements of the online education system educators tend to emphasize (Sunho & Junior, 2021).

Caliner (2004) defines online learning as a learning experience that involves some technology. According to Anderson (2008) online learning systems is a system that is more flexible than the campus based system and is concerned with providing the most easily accessible educational experience. However, the definition of online education system is slightly different in the pandemic situation. It can define as a mean of study while staying at home using technology whereas teachers and students do not go to school. Different technologies like Tablets, I-pads and laptops can be used. Many online communication platforms can be integrated in educational set up such as Zoom, Quipper, Ruang Guru, Google Classroom and WhatsApp.

In his book review on e-learning strategies, Marc (2007) mentions many advantages of online learning: It is cost-effective, flexible in place and time, helps reduce barriers that hinder participation, enhances relations among learners as there are many discussion forums, allows students to study at their own pace, encourages students to interact with others, and fights the fear of students of talking to other learners.

Moreover, Westberry (2009) also mentions some benefits of online learning, including improving cognition levels of students, increasing learner reflection and processing of information, and stabilizing the playing field among students. Furthermore, Aithal and Shubhrayotsna (2016) enlist the advantages of online learning from the learner’s point of view; reduced cost and time-saving are the main factors that pushed them towards adoption of e-learning as a method of learning and teaching.
Anderson (2008) also mentioned the benefits of e-learning for learners, such as the ability to communicate with experts in their field; the lack of time zone, distance, and location barriers; the ability to access online material at any time; and the ability to interact directly between teacher and students. There are many advantages to online learning for instructors. It can be done anywhere learners can get access to updated material with the help of their instructors. On the other hand, instructors can update their notes at any time to facilitate their students' needs as per their needs. Thus, e-learning can help students achieve their learning goals.

Giovannella (2020) conducted a study on the Italian college system to see how academics perceive and experience online education two months after the beginning of the COVID-19 pandemic. It determined that teachers had a high-quality belief in using technology. The professional improvement of instructors in digital skills is wanted to put together for their destiny coaching sports. Klapproth additionally supports this, as does Klapproth (2020), who suggests that instructors increase their virtual talents. As a result, faculties should provide them with the necessary laptop hard- and software, which will increase their willingness to use online teaching technology. For junior high faculty instructors in Bandung, Indonesia, online mastering is still a new device for coaching. Therefore, teachers’ early perceptions of online mastering are critical to facilitating powerful online mastering environments. The benefits and limitations of implementation must be understood. So, this examines objectives to research the teachers’ perception of online English language studying (Rahayu and Wirza, 2020). Online learning meets the needs of students who cannot take part in traditional lecture room settings. These freshmen consist of those not able to attend conventional instructions, who cannot locate a selected class at their chosen group, who stay in far-off areas, who paint full-time, and who really prefer to analyse independently. The minimal requirements for students to take part in a web course are access to a computer or smartphone, the internet, and the motivation to succeed in a non-conventional lecture room. Familiarity with Web browsers, Web-primarily based interactions such as e-mail, discussion boards, and chat rooms, experience with typing and phrase processing, and revel in successful internet searches, the use of a variety of abilities could be beneficial in an online elegance (Thormann, 2014). Teachers, as the spearhead of the implementation of online learning, should be able to condition all academic components. These include educational methods, media in order to be utilized in getting to know, and use of tutorial time related to the time of software. Teachers have tasks and duties that aren't effortlessly transferrable after they have to alternate from the face-to-face studying system inside the lecture room to a web device coupled with on-line studying stories that have by no means been implemented before. A teacher needs to triumph over all of the troubles that occur in online studying responsively in order that the learning keeps reaping the goals set (Rasmitadila et al., 2020).

According to Almosa (2002), there are some disadvantages to teaching online. Inexperienced people go through contemplation, remoteness, and lack of interaction or relationships, which is less powerful than the traditional method of studying due to the fact that they are the providers of explanations as well as interpretations. Beginners might have great information from lecturers, but they'll no longer own the needed skills to deliver their acquired expertise to others. It's far more difficult to control or adjust sinful sports like dishonesty within the test for assessment, misled to piracy and plagiarism, which become worse. In simple terms,
medical fields that consist of practical cannot be well studied through e-learning. The heavy use of some websites brings about unanticipated costs both in money and time. Lestiyawati and Widyantoro (2020) determined 3 coaching techniques carried out by Indonesian instructors: making use of the simplest online chat, the usage of video conference, and mixing both online chat and video conference in online teaching and gaining knowledge of the system. Meanwhile, they also discovered a few limitations at some stage in e-studying, including the lack of technical skills, infrastructure and centers, teachers' coaching approach, and economic issues. The lack of era infrastructure, the high-priced internet price, and the circle of relatives’ financial disaster additionally became the teachers' obstacles at some stage in on-line gaining knowledge of in a deadly disease era in Bangladesh, as stated by Ramij and Sultana (2020). Nambiar (2020) and Orhan&Beyhan (2020) focused on one of the essential elements for trainer and pupil satisfaction with online classes: the interaction between them. The engagement of scholars had a crucial function in teachers' delight. For teachers, formal schooling becomes more successful than online schooling due to the complete verbal exchange and interaction.

The Objectives of the Study

The following were the objectives of the research study:

1. Find out the parents’ problems about online learning.
2. Explore the parents’ managing strategies towards online learning.
3. Investigate the parents’ problems they face during online learning.
4. Examine the difference between male and female parents regarding the online problems and their coping strategies.

Research Questions

The following were the research questions of the study:

1. What are parents’ managing strategies towards online learning?
2. What are the parents’ problems they face during online learning?
3. What is the difference between male and female parents regarding the online problems they face toward the education of their kids?
4. What is the difference between male and female parents regarding the managing strategies during online learning toward the education of their kids?

Research Design

The current study was descriptive in nature, and a survey method was applied for the collection of data. A survey is a technique for the collection of information. A statistically valid survey is one where the researchers approach all the respondents, who were identified through a sampling procedure. The objective is ensured so that each respondent in the population has a chance of being selected as a sample. The drawn results are consistently projected from sample to population.
Sample and Population

All the parents of students currently enrolled on the campus of the University of Education Faisalabad. Two hundred students were randomly approached and asked to fill out the questionnaire by their parents. There were 106 mothers and 96 fathers filled up the questionnaires. The students were studying in the second, fourth, sixth, and eighth semesters. The questionnaires were delivered to students, and they returned the questionnaires two or three days after filling them out with the help of their parents.

Instrumentation

The self-developed instrument, Parents’ Online Survey [POS], was used. The instrument was validated and pilot tested on a limited population. Cronbach Alpha value of the instrument was.895, which was excellent for conducting a research study. There were thirty items related to online assessment perceptions. The indicators of the questionnaire were parents’ unsupported behavior, noise distraction, isolation of students, financial burden on parents, non-academic home environment, and unsupported technology. The indicators of managing strategies were providing a learning environment, providing necessary technology, minimizing learning barriers, and providing motivation to students.

Research Procedure

The researchers conducted the survey by delivering the questionnaires to students so that they would be filled out by their parents and returned. The survey items were from previous studies.

Results

1. What are parents’ problems towards online learning?

| Test          | Unsupported Behaviour | Noise Distortion | Isolation Student | Financial Barrier | Non-Academic Home Environment | Unsupported Technology |
|---------------|-----------------------|------------------|-------------------|------------------|-------------------------------|------------------------|
| Mean          | 3.7588                | 4.1363           | 3.6450            | 3.9425           | 3.1013                        | 3.9913                 |
| Std. Deviation| .70193                | .61381           | .86688            | .70028           | .45947                        | .76405                 |

Table revealed that parents face multiple problems during online learning environment of their children. First of all, the noise distortion was one of the big issues to solve during the class time with mean value 4.1363. They were quite unfamiliar about the unsupported computer technology with a mean value 3.9913. The financial barrier was one of the most prevailing aspects during online learning with mean value 3.9425. The unsupported behavior of the parents was one of the major hindrances during online learning as they were quite unfamiliar hoe to solve the issue of managing the classes of their kids. The parents were unable to tolerate the isolation of their kids during online learning classes. The last problem of the parents encountered was the non-academic attitude of the parents.
2. What are parents’ managing strategies during online learning?

**Table 2:** Parents’ Managing Strategies During Online Learning

| Tests          | Learning Environment | Provide Tech | Learning Barriers | Motivation |
|----------------|----------------------|--------------|------------------|------------|
| Mean           | 3.7238               | 3.6738       | 3.1513           | 3.4088     |
| Std. Deviation | .71215               | .65461       | .59568           | .59266     |

Table 2 revealed that parents use different management techniques to improve the virtual learning environment of the students. First of all, they try tied to create the ideal learning environment to their children so that they learn properly. The second highest management strategy was to provide information technology to maintain proper and smooth running of their classes. The third highest technique was their academic motivation. The last but not the least management strategy was to remove the learning barriers their kids face during virtual and online learning.
3. What is the difference between male and female parents regarding the online problems they face toward the education of their kids?

4. What is the difference between male and female parents regarding the managing strategies during online learning toward the education of their kids?

Table 3: Comparison between Gender of Parents about Managing strategies and Facing Online Learning Problems

| Indicators            | Gender | N   | Mean   | Std. Deviation | t     | p       |
|-----------------------|--------|-----|--------|----------------|-------|---------|
| Management Strategies | Mother | 106 | 3.0472 | .23651         | -10.092 | .000**  |
|                       | Father | 94  | 3.5452 | .44179         |       |         |
| Facing Problems       | Mother | 106 | 3.5507 | .44766         | -4.898 | .000**  |
|                       | Father | 94  | 3.8183 | .32065         |       |         |

**P<0.01

The results of t-test revealed a statistically significant difference between male and female parents about the problems faced by parents during online education of their kids and as well as managing strategies of those problems. It revealed that male parents (fathers) were more conscious about the problems of their kids as they were the sole responsible to explore the solutions of those problems as compared with females (mothers).

Results and Discussion

A statistically significant difference between male and female parents about the problems faced by parents during online education of their kids and as well as managing strategies of those problems. It revealed that male parents (fathers) were more conscious about the problems of their kids as they were the sole responsible to explore the solutions of those problems as compared with females (mothers).
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The results of the current study were aligned with the study conducted by Ludji and Marpaung (2021) that showed that online learning results in two perspectives. The advantages were attributed to the ability of home learning to provide an individualized experience and flexible system of education, to reduce the potential of the kids becoming pandemic to Covid-19, to an intimacy between the parents and kids, to make parents’ aware of digital skills and innovation in carrying out the teaching materials. There were some certain issues to parents, like increased expenses to buy the online media, causing the kids to be less inspired and overwhelmed in learning, continuing to increase financial burden of the parents, lack of efficiency for working parents by spending lots of time assisting the kids during the learning.

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