

# Parental Satisfaction Regarding Online Education of Their Children During COVID-19 Pandemic

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## ABSTRACT

### Introduction

COVID-19 has emerged as a pandemic and started online education. Online education can play a vital role in the process of teaching and learning and parental satisfaction is extremely important in effective implementation of the online education in their children, especially at homes where newly adopted during COVID-19. The purpose of this study was to assess the parental satisfactions regarding online education of their children during COVID-19 pandemic.

### Methods

This descriptive cross-sectional study was conducted from 21<sup>st</sup> August 2021 to 25<sup>th</sup> January 2022 in a Phoolbari 11, Pokhara. Ethical approval was taken from the Gandaki Medical College Institutional Review Committee. Purposive sampling method was used. The data were collected using a questionnaire through face to face interview whose children had participated in online education.

### Results

Out of 216 respondents, the study revealed that more than half of the respondents (52.8%) had low satisfaction. The highest satisfaction experienced by parents was social interaction (11.98±2.88) followed by instructional support (14.97±3.11). There was significant association between level of satisfaction with parental sex ( $p < 0.002$ ), parents' education ( $p < 0.001$ ), parents' occupation ( $p < 0.005$ ), monthly income ( $p < 0.011$ ) and status of living ( $p < 0.020$ ). Likewise, there was significant association between level of satisfaction with child sex ( $p < 0.001$ ), fast internet at home for online learning ( $p < 0.001$ ) and children participate in online class with laptop/tab/mobile phone ( $p < 0.001$ ).

### Conclusions

It is concluded that respondents have low level of satisfaction. Therefore, intervention for increasing satisfaction should be conducted by the concerned authority.

**Keywords:** covid-19 pandemic; online education; parental satisfaction.

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## INTRODUCTION

The COVID-19 pandemic has disrupted education globally, forcing a shift to remote learning, affecting over 1.2 billion children.<sup>1, 2</sup> Approximately 27 percent of countries have schools fully or partially closed.<sup>3, 4</sup> This crisis has deprived 77 million children of their classrooms, resulting in a loss of 1.8 trillion learning hours in person. Notably, one in three students lacked access to remote learning during closures, with an estimated 131 million students missing over three-quarters of their in-person learning. The challenges of remote learning extend to parents working from home, emphasizing their crucial role in supporting their children's education.<sup>5, 6, 7</sup> A survey by the Wisconsin Institute for Law and Liberty revealed that 80% of parents were some level satisfaction and 12% of parents have dissatisfied with online learning.<sup>8</sup> Various studies have been conducted in many countries but no any studies have been conducted in Nepal. Therefore, this study aims to assess the parental satisfaction regarding online education of their children.

## METHODS

This descriptive cross-sectional study was conducted from 21<sup>st</sup> August 2021 to 25<sup>th</sup> January 2022 in a Phoolbari 11, Pokhara. Sample size was calculated using Cochran's equation. A similar study conducted in India concluded that 50% of the parents had satisfaction regarding online education.<sup>9</sup> Hence estimating a prevalence of 50% and using the Cochran's equation, 95% confidence Interval, 7% error was calculated the required sample size was 216. The participants were selected by purposive sampling technique. The data were collected using a semi-structured questionnaire through face-to-face interview whose children had participated in online education. The research instrument was divided into 3 sections.

Part I: questions related to socio-demographic

and child related characteristics

Part II: questions related to parental satisfaction regarding online education

The instrument was developed on the basis of extensive review of the literature.<sup>10-12</sup> It consisted of five domains: technological support (5 items), instructional support (5 items), online course management (8 items), social interaction (4 items) and overall education (6 items). Each item of the domains was rated in 5-point Likert scale (Strongly Disagree-1, Disagree-2, undecided-3, Agree-4, and Strongly Agree-5). There were 2 items based on the median value (rated on 1 to 5 scales) at the end of the questionnaire that measured the parents' satisfaction toward online learning of their children. The Cronbach's  $\alpha$  value for the reliability of the tool was 0.67. Pretesting was not done because the questionnaire was prepared and finalized based on peer review and comprehensive analysis of existing literature. After extended literature review, necessary modification, editing among researchers its self. The inclusion criterion was taken from the parents whose children were studying in grade 1-10 involved in online education. The researcher clarified the study's goal and research questions for each participant. After explaining the study objectives and acquiring the informed written consent, the researchers themselves collected the data. The duration of the data interviews lasted between 25 to 30 minutes. The ethical approval for this study was taken from the Institutional Review committee of GMC before the initiation of the study (Ref.No:120/077/078). Written informed consent was also obtained from research participants. The collected data was edited, coded, and entered in statistical package for the social science (SPSS) version 17.0 and analyzed according to research objectives by using descriptive statistics (frequency, percentage) and inferential statistics (Chi square).

## RESULTS

The mean age of the respondents was 35.30 years with  $SD \pm 6.20$ . Among 216 respondents, more than half of the respondents 56.9% were within the age group less than or equal 35 years. Similarly, 60.6% of the respondents were female. Likewise, one third of respondent's 34.7% were bachelor level and above education. Regarding occupation, 30.6% of the respondents were government employees. More than half 59.8% of the respondents had monthly income 37000 to 1, 11,000 to run the family. Most of the respondents 85.2% were came from Hindu religion. More than half 56.9% of the respondents were Brahmin/ Chhetri. Majority 72.7% of the respondents were nuclear family and 73.6% of the respondents were staying in own house (Table 1).

Variables	Frequency (%)
<b>Age(in years)</b>	
≤35 years	123 (56.9)
>35 years	93 (43.1)
<b>Parental sex</b>	
Male	85 (39.4)
Female	131 (60.6)
<b>Parents Education</b>	
No formal education	21 (9.7)
Basic level (1-8)	65 (30.1)
Secondary level (9-12)	55 (25.5)
Bachelor and above	75 (34.7)
<b>Parents Occupation</b>	
Student	4 (1.9)
Homemaker	59 (27.3)
Agriculture	40 (18.5)
Business	43 (19.9)
Government employee	66 (30.6)
Private employee	4 (1.9)
<b>Monthly family income</b>	
Below 10,000	10 (4.6)
10,000-36,000	75 (34.7)
37000-1,11,000	127 (59.8)
Above 1,11,000	4 (1.9)
<b>Status of living</b>	
Own house	159 (73.6)
Rent	57 (26.4)

More than two third 70.7% of the respondents had male child. One third 66.2% of respondent's children were read in basic level of education. Similarly, 48.6% of the respondent's children were enrolled in online learning. Majority 75% of the respondent's children were taken online class through Wi-Fi. Likewise, 63% of the respondents' children were participate in online class with mobile phone (Table 2).

Variables	Frequency(%)
<b>Child sex</b>	
Male	151 (69.9)
Female	65 (30.1)
<b>Grade of the child</b>	
Preprimary (Nursery/LKG/UKG)	32 (14.8)
Basic level (1-8 class)	143 (66.2)
Secondary level(9-12 class)	41 (19)
<b>Number of children enrolled in online education</b>	
One	99 (45.8)
Two	105 (48.6)
Three	12 (5.6)
<b>Fast internet at home for online learning</b>	
Yes	164 (75.9)
No	52 (24.1)
<b>Children participation in online class through</b>	
Wi-Fi	162 (75)
Data package	54 (25)
<b>Children participate in online class with</b>	
Laptop	17 (7.8)
Mobile phone	136 (63)
Tab	63 (29.2)

The overall respondent's level of satisfaction regarding online education of their children shows that more than half of the respondents 52.8% had low level of satisfaction and 47.2% had high level of satisfaction. Their high satisfaction was in social interaction and instructional support which was 59.9% and 59.88 respectively. The lowest satisfaction was technical support

i.e. 56%. The mean score of social interaction, instructional support and technological support were  $11.98 \pm 2.88$ ,  $14.97 \pm 3.11$  and  $14.00 \pm 3.22$  respectively (Table 3).

( $p < 0.001$ ). However, number of children enrolled in online education and children participate in online class through Wi-Fi/data package of the respondents were not significantly associated

Subscale of Satisfaction Level	Maximum Possible Score	Obtained Range	Mean $\pm$ S.D	Mean (%)
Technological Support	25	5-25	$14.00 \pm 3.22$	56
Instructional Support	25	7-24	$14.97 \pm 3.11$	59.88
Online Course Management	40	15-40	$23.30 \pm 5.45$	58.25
Social Interaction	20	6-20	$11.98 \pm 2.88$	59.9
Overall education	30	6-24	$17.14 \pm 4.29$	57.1
Total Scale	140	58-123	$81.41 \pm 1.30$	58.15

Satisfaction was significantly associated with parental sex ( $p=0.002$ ), parents' education ( $p < 0.001$ ), parents' occupation ( $p=0.005$ ),

with level of satisfaction.

## DISCUSSION

Variables	Level of Satisfaction		$\chi^2$	p-value
	Low Satisfaction No. (%)	High Satisfaction No. (%)		
<b>Parental Sex</b>				
Male	45(52.9%)	40(47.1%)	0.969	0.002*
Female	69(52.7%)	62(47.3%)		
<b>Parents Education</b>				
No formal/basic level	32(37.2%)	54(62.8%)	13.896	0.000*
Secondary /bachelor & above	82(63.1%)	48(36.9%)		
<b>Parents Occupation</b>				
Student/household/agriculture	44(42.7%)	59(57.3%)	7.994	0.005*
Government/private/business	70(61.9%)	43(38.1%)		
<b>Monthly Family Income</b>				
$\leq 36000$	54(63.5%)	31(36.5%)	6.501	0.011*
$> 36000$	60(45.8%)	71(54.2%)		
<b>Status of Living</b>				
Own house	76(47.8%)	83(52.2%)	5.993	0.020*
Rent	38(66.7%)	19(33.3%)		

monthly income ( $p=0.011$ ) and status of living ( $p=0.020$ ). However parental age and type of family of the respondents were not significantly associated with level of satisfaction (Table 4).

Table 5 shows that there is significant association between level of satisfaction with child sex ( $p < 0.001$ ), fast internet at home for online learning ( $p=0.001$ ) and children participate in online class using laptop/tab/mobile phone

The study aimed to find out the parental satisfaction regarding online education of their children during COVID-19 pandemic. Among 216 respondents, more than half of the respondents 52.8% had low level of satisfaction regarding online education of their children, which is similar to the finding of the study conducted in India.<sup>13</sup> In contrast to the finding of study in India showed that 75% had high level of satisfaction regarding online education.<sup>14</sup>

<b>Table 5. Association between level of satisfaction and children characteristics of the respondents. (n=216)</b>				
<b>Variables</b>	<b>Level of satisfaction</b>		$\chi^2$	<b>p-value</b>
	<b>Low Satisfaction No. (%)</b>	<b>High Satisfaction No. (%)</b>		
<b>Child sex</b>				
Male	67(44.4%)	84(55.6%)	14.23	0.000*
Female	47(72.3%)	18(27.7%)		
<b>Fast internet at home for online learning</b>				
Yes	76(46.3%)	88(53.7%)	11.323	0.001*
No	38(73.1%)	14(26.9%)		
<b>Children participation in online class through</b>				
Wi-Fi	89(54.9%)	73(45.1%)	1.214	0.271
Data package	25(46.3%)	29(53.7%)		
<b>Children participate in online class with</b>				
Laptop/Tab	25(31.2%)	55(68.8%)	23.627	0.000*
Smartphone/ Cell phone	89(65.4%)	47(34.6%)		

\*Significant level at 0.05

Likewise, in contrast to the findings from a study in China showed that 77.9% of the parents were highly satisfaction regarding online education of their children.<sup>15</sup> The satisfaction was measured in five dimensions; technical support 56%. The study finding is similar with the study conducted in India which reported that 53% of parents are satisfies with technical support whose children were attended online classes during COVID-19.<sup>9,16</sup> Likewise, findings in school level instructional support 59.8%, online course management 58.2%, social interaction during online class 59.9% and overall education regarding online class 57.1% which is similar to the finding of the study conducted in USA.<sup>10</sup> The finding of this study revealed that there was significant association between the level of satisfaction regarding online class of their children with parents' education ( $p<0.001$ ). The finding was supported by the study done in India which revealed that there was significant association between level of satisfaction with parents' education.<sup>13</sup> Likewise this study found significant association between satisfaction level with child sex ( $p<0.001$ ), fast internet at home for online learning ( $p=0.001$ ) and children participate in online class using laptop/tab/mobile phone ( $p<0.001$ ). This finding is different

from a study conducted in Sri Lanka where parental satisfaction was associated with child competency ( $p<0.001$ ), duration of learning ( $p<0.001$ ), number of assignment ( $p<0.001$ ).<sup>11</sup> The corona virus pandemic (COVID-19) has brought new challenges to all social groups worldwide including families in Nepal. In today's world, technology is necessary for fulfilling online learning process. The study's findings offer valuable insights into parental satisfaction regarding online education of their children, despite the little information of direct comparative data. So that these findings provide a foundation for further research and development of effective strategies to enhance parental engagement and overall satisfaction with online education.

## CONCLUSIONS

Based on the findings of the study, it is concluded that more than half of the parents had low satisfaction. The study highlighted specific areas that require special attention such as technical and instructional support, online course management, social interaction and overall education. Addressing these aspects could enhance parental satisfaction and contribute to more successful online learning experience



for students. During the Covid-19 pandemic, parents became the primary teachers in online learning. So, it is recommended that school authorities and teachers must guide and update them regarding the new learning system as this is going to be a part of the future children's learning.

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