# Parents' View on Online Education during Covid-19 Pandemic in Nepal: Narrative Analysis

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## Abstract

Nearly 77 million children, has taken away their classrooms for the past 18 months in the pandemic. School children worldwide have lost 1.8 trillion hours and counting of in-person learning due to COVID-19 lockdowns. At least 1 in 3 school children had no access to remote learning during school closures. Narrative review of Analysis was prepared by using secondary data of the all international and national published journal, report and articles. The narrative review analysis was done only on; a) English language b) involved sample of at least 10 subjects and diverse research design were eligible. Main finding of analysis is to parents as key partners of the efficiency of remote learning during COVID-19. Parent's participation has played an equalizing role explanatory some of the limitations of remote learning. Difficulties in completing distance learning tasks at home, with major difficulties being children's lack of learning interests and home environment related limitations. Many parents perceived that the pandemic as an opportunity for family relations, and more research possibilities related to the personal interests of their child as well as focused on the development of their child's technological skills. Parents found themselves in the place of teachers' shoes with the arrival of COVID-19 due to shutting down of school. Parents and caregivers face significant gaps in the knowledge and resources needed to help their children with school. They faced challenges of limited access to reliable electricity, affordable internet, and internet-capable devices were major barriers in helping their children continue education remotely.

*Keywords:* COVID-19, home-schooling, online education, parent support, teacher, situation.

## Introduction

Globally more than 1 .2 billion children are out of the classroom resulted in schools sudden shut all across the world due to COVID-19 pandemic. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms (Cathy & Farah, 2020). COVID-19 was identify  by  Word Health organization (WHO)  as a pandemic disease on March 11, 2020 On March 19, emergency state

was declared as a response to prevent the spread of COVID-19. The number of cases of COVID-19 outside China has increased 13-fold, and the number of affected countries has tripled (WHO, 2020).

About 27 percent of countries worldwide continue to have schools fully or partially closed. The right to go to school and learn is central to every child's development, safety and well-being. Nearly 77 million children, has taken away their classrooms for the past 18 months in the pandemic. Schoolchildren worldwide have lost 1.8 trillion hours and counting of in-person learning due to COVID-19 lockdowns. At least 1 in 3 schoolchildren had no access to remote learning during school closures. In total, an estimated 131 million students in 11 countries have missed more than three-quarters of their in-person learning (United Nations Children Fund (UNICEF) 2021).

In the COVID-19 pandemic, education systems has been shocked around the world but it has also provided a unique opportunity to rethink the *modus approach* of teaching and learning worldwide, including in Nepal. On 30 May 2020, the Nepal Ministry of Education, Science and Technology (MOEST) issued a *Guideline for Facilitation of Student Learning through Alternative Means* and established an online learning portal *SikaiChautari* for learning continuity by bringing together audio, visual and e-resources (Gyawali & Bhatta, December3, 2021).

Parents are the key partners of the efficiency of remote learning during COVID-19. Parent's participation has played an equalizing role explanatory some of the limitations of remote learning. As countries transition to a more consistently blended learning model, it is essential to prioritize strategies that provide direction to parents and furnish them with the tools required to help them support students (Munoz-Najar et al., 2021). Online survey conducted in Hong Kong among 3,381 primary school parents result shows that less than 1,585 (46.9%) participants were dissatisfied while 1,796 parents (53.1%) were satisfied with children's online learning during COVID-19. parents reported that their children's competence to complete the online learning by themselves was medium (3.09 out of 5). The results also revealed a positive association between child's competence in independent learning and parents' satisfaction with child's online learning at medium effect size ($r = .33$, $p < .001$), suggesting that the higher the child's competence in independent learning, the higher the probability that parents were satisfied with their children's online learning. a positive association between child's competence in independent learning and parents' satisfaction with child's online learning at medium effect size ($r = .33$, $p < .001$) (Lau et al., 2021).

According to United Nations Educational, Scientific and Cultural Organization (UNESCO), (2020), eighty percent of the world's student population was impacted on National closures. As a consequence, many schools and colleges have found an alternative in distance learning depending on available technology and digital platforms. Almost of the parents (92.7%) reported that their children had online learning experiences during the pandemic, and many (84.6%) spent less than a half-hour each time. The parents' views that had negative beliefs about the values and benefits of online learning and preferred traditional learning in early childhood settings and they pointed to resist and even refuse online learning for three key reasons as the shortcomings of online learning, young children's inadequate self-regulation,

and their lack of time and professional knowledge in supporting children's online learning. The study also highlighted that the Chinese parents were neither trained nor ready to embrace online learning (Dong et al., 2020).

Study was conducted in Turkey among 15 parents result shows that the parents' views on advantages of online education is efficiency and effectiveness as compared to the face-to-face education based on their opinion effectiveness, content, and parental support. Many parents perceived that the pandemic as an opportunity for family relations, and more research possibilities related to the personal interests of their child as well as focused on the development of their child's technological skills. Regarding the disadvantages of online education friends, lack of motivation, distraction, and learning deficiencies are included (Kaya & Akgül, 2021).

The study was conducted in Hong Kong by Lau & Lee (2021) mentioned that the parents were experienced difficulties in completing distance learning tasks at home. The major difficulties were being children's lack of learning interests and home environment related limitations. Most children were not able to complete the learning tasks independently; more parents without online learning were dissatisfied with distance learning during class suspension than those with online learning (Lau & Lee, 2021).

**Objective:** the objective of the narrative analysis was to integrate and review the research evide**nce** of parents' view on online education during COVID-19 pandemic.

## Methods and Materials

**Narrative review of Analysis:** this narrative analysis was prepared by using secondary data of the all international and national published journal, report and articles.

**Eligibility Criteria**: the criteria for study inclusion were carefully examined the all published national and international research article, report since 2019 to 2021. Main focus was done on parents' view on online education during COVID-19 pandemic. The narrative review analysis was done only on; a) English language b) involved sample of at least 10 subjects and diverse research design were eligible.

**Search Strategy**: In the narrative analysis that focused on parents' view on online education during COVID-19 pandemic and there were 14 studies and report. About more than 30 reports were reviewed. The most common studies were parents' view on online education during COVID-19 pandemic: A Preliminary Analysis. Study period was ranged from one month to three months or more than one year**.**

**Data analysis and synthesis:** While searching, the main key words were used as the parents' view on online education during COVID-19 pandemic situation. The search engines were Google, scholarly Google and Hinari through the internet database. The collected data were checked many times and also repeated revised too. Among more data only parents' view on online education during COVID-19 pandemic was kept in this project but other vague information findings were removed from the project.

**Results**

The outcome of the parents' view on online education during COVID-19 pandemic led down following

**Global Scenario of Parents view on Online Education**

Study was conducted on Latvia; finding revealed that parents would also have liked schools to be interested in how their children are doing and whether everything necessary is available. So that in this pandemic crisis, parents tried to support their children, and in most cases, it was the mothers of the students who provided this support, but it was primarily based on the need to use digital technologies, which means that children whose parents do not use digital technologies may be more exposed to the danger of falling into a risk group with larger educational gaps (Daniela et al., 2021).

Similarly, the study was conducted among 3275 Chinese parents' beliefs and attitudes around young children's online learning during the lockdown of the COVID-19 pandemic result revealed that almost (92.7%) of parents said that children had experience online education during the pandemic. The larger part of the parents used free online learning resources with no or too little cost. And the children's online learning was mainly delivered and guided by preschool teachers or other staff; some were guided by online apps, webs, and others. The parents had relatively less positive beliefs about the value of online learning. more parents perceived that online learning could help children gain more science knowledge (37.6%). However, half of the participants had a neutral attitude towards the role of online learning for supporting children's development in language, literacy, independence, social skills, science knowledge, and arts. However, a small percentage of parents believed that online learning could enhance young children's language development (21.2%), literacy (25.2%), social skills (24.8%), independent skills (17.8%), arts (21.1%) and physical health (10.9%) (Dong at al., 2020).

The study was conducted among 39 parents finding emerged that the most of parents commend for their gifted and talented children, a lack of consistent and comprehensive strategies by educational leaders to promote parent engagement, disproportionate communication from district leaders rendered engagement efforts less effective, few parents faced problem for identification gifted and talent of their children, and front line educators served a critical role in the bilateral relationship between school and family (Mun et al., 2021).

The study was conducted in Turkey among 982 parents and guardian of learners finding illustrated that the more than one-third (34%) of the parents either stood by their children during the live sessions or actively participated in the remote teaching. the parents of young children (preschool and primary school level) were involved in the process not only providing technical support but also participating. More than third-forth (76.9%) of the parents stated that their children have spent more time in front of the screen compared to lives before the pandemic. 25.6% of the parents replied that they did not take any precautions regarding the screen time and 6.2% confirmed that they only allowed screen time during distance learning. The biggest challenge experienced by parents (71.7%) during the remote teaching process was the increase in the time spent in front of the screen. Parents also stated that their workload increased, their

children got bored, and had problems with discipline and concentration. Lack of infrastructure (access problems to EBA, having inadequate Internet infrastructure), communication/ interaction issues (lack of communication between teachers and students, lack of communication between student and student, teachers' inability to communicate with parents, on-interactive distance learning sessions), motivation issues (lack of course materials, unmotivated distance learning sessions, lack of live sessions). Parents have expected to be contacted by the school and teachers (Misirli & Ergulec, 2021).

The study was conducted in in the Philippines among 30 parents and guardian of learners finding mentioned that parents have encountered various challenges from the new mode of learning in virtual setting; delivery of instruction; unsatisfactory learning outcomes; financial difficulties while working for the family during lockdown; struggle with the use and availability of technology; and personal problems on health, stress, and learning style. The parent expresses strong support to the government's strategic plan of helping students to pursue learning at home by utilizing alternative learning delivery modalities during the lockdown and beyond. With the new instructional modality, the teachers as well as the learners and their parents need to adjust and adapt home schooling. Likewise, the parent views that the online necessitates the parents to act as learning supervisor, tutor, and home-schooling teacher (Agaton & Cueto, 2021).

Study was conducted in Germani, among 1,587 students and their parents finding revealed that almost half of the parents rated their capability in assisting with home schooling, as well as teachers' technical capability, as insufficient. Less than half (40%) of parents said they obtained good support from their employer and worked a similar amount compared to prior to the pandemic. Perhaps more importantly, approximately one-third of parents reported having stress due to the school lockdown (Haller & Novita, 2021).

Parents found themselves in the place of teachers' shoes with the arrival of COVID-19 due to shutting down of school. Parents were suddenly expected to guide their children's education while keeping their household running in the pandemic. In that time daily life changed dramatically for most of the country. Some parents could work-from-home and supervise their children's schooling, though that didn't mean it would be easy (Jill, 2020).

Qualitative study was conducted among 15 parent's education programs at one of the science and art centers in Turkey finding parents mentioned most was the opportunity to spend more time with the family. The parent's view that the online time to establish relationships with family members has increased so, she was able to do more activities with the family. Some parents also mentioned the disadvantages that arose from pandemic and online learning, including social relations, mood-related changes, and problems associated with learning. Parents also observed the effects of the online educational period on the psychological development of their children. Some parents think that their children become lonely during the pandemic. The parents observe their children and found that the inability to go out and play, staying away from her friends makes her very sad and lonely. They were isolated from the social environment; he was tense and stressful at times (Kaya & Akgül, 2022).

The survey was conducted among 5119 parents of the ten schools of Delhi-NCR region result revealed that more than 75% of the parents are satisfied with the online classes taking place and believed that it is working for them. 41% of the parents are of the view that teaching methodology is the most important factor enhancing the teaching-learning process in virtual mode for the parents. 29% of the parents consider that personalized attention given to the children can improve the system (Malik, &Tyagi, 2020).

The study was conducted among 1587 parents in German results shows that nearly half of the parents rated their capability in assisting with home schooling, as well as teachers' technical capability, as insufficient and the majority of learning materials were distributed online. About 40% of parents said they obtained good support from their employer and worked a similar amount compared to prior to the pandemic. One-third of parents reported that the parents having stress due to the school lockdown (Haller & Novita, 2021).

**National Scenario of Parents view on Online Education**

A survey finding was revealed that almost (93%) of parents were strongly believed that traditional methods of learning like personally interactions, writing and learning and practical learning are best appropriate for their children and that they were worried about the physical and mental well-being of their children. Around 33% of parents were expressed worry over the effectiveness of online learning and how a virtual learning environment might be hampering their child's ability to be competitive in the future. More than one-thirds (36%) of parents were worried about the long-term psychological impact of online learning on their children (The Hindu, 2021).

In Nepal nearly eighty-seven (86.7%) parents thought that their children attending online classes and 13.3% not attending online classes and only 13.3% finds the class effective, 46.7 % find not so much effective. Only 26.7 % of the parents engaged some time and 20% of the parent's engaged at all. The parent said that online education was 33.3% found effective, 20% found not well prepared, 40% found not effective at all. Being habitual to use computers, 13.3% said becoming lazy to do their works, 40% said online classes should be only for the short period. The parents 40% found difficult, 13% do not have anyone to supervise them, and 26.7 found bored to keep them inside the home all the time, 20% did some yoga exercise at home (Rijal, 2021).

Parents and caregivers face significant gaps in the knowledge and resources needed to help their children with school. They faced challenges of limited access to reliable electricity, affordable internet, and internet-capable devices were major barriers in helping their children continue education remotely (Dahal, April 27, 2021).

Parents and caregivers face significant gaps in the knowledge and resources needed to help their children with school. They viewed civil society groups and the government can work together to support parents and children with navigating technology-based learning and provide modules for parents to learn how to use suitable technologies for remote learning, much as previous generations of school development efforts often provided non-formal curriculum elements for parents who were not literate themselves (Nepali Times, April 27, 2021).

## Conclusion

The reviewed findings concluded that the main views of parents on online learning were challenges of online learning were face significant gaps in the knowledge and resources needed to help their children with school. They faced challenges of limited access to reliable electricity, affordable internet, and internet-capable devices were major barriers in helping their children continue education remotely. Parents said becoming lazy to do their works; online classes should be only for the short period. Most of the parents strongly believe that traditional methods of learning's like personally interactions, writing and learning and practical learning are best appropriate for their children and that they were worried about the physical and mental well-being of their children. A few parents' expressed concern over the effectiveness of online learning and how a virtual learning environment might be hampering their child's ability to be competitive in the future.

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