

# Parents' Perceptions towards Learning of Their Children during Covid-19

Dr. Neha Vashistha

NICE School of Business Studies, Shobhit Institute of Engineering and Technology, (Deemed to be University),  
NH 58, Modipuram, Meerut 250110 UP India  
nehavashistha@shobhituniversity.ac.in

**Abstract-- The pandemic of COVIC-19 impacted and wreaked havoc on all segments of society, including education. Students, as well as their parents globally, were affected by home-confinement of students, closure of schools, and digital learning. The objective of this study is to understand the parents' perception of the learning of their children. The study has been conducted on the parents of children who are studying in the secondary and senior secondary from Modinagar, Ghaziabad. Three-point Likert scale questionnaire on variables namely, child performance, support from teachers, learning appetite, time management, concentration, burden, and digital learning have been done. The data is analyzed using MS-Excel 2019 to calculate the descriptive statistics and one sample T-Test. The findings of the study advocated that the interest and learning of children are reduced in COVID-19; also the students are not able to concentrate on their studies. The children are reducing their interest levels.**

*Keywords: Digital learning, Online classes, Covid 19, Parents' perception of learning of children*

## I. INTRODUCTION

SINCE beginning of 2020, the COVID19 pandemic (caused by the SARSCoV2 virus) shook the world, bringing it to an almost unprecedented halt. The new coronavirus started to spread in China in December 2019, before reaching Thailand, Japan, South Korea, then the United States, Vietnam, Singapore, and in late January 2020, Australia, Nepal, Europe, Malaysia, Canada, the Middle East, and other countries in the Western Pacific region and Southeast Asia, then Russia, Africa, and Latin America. On March 11, 2020, the World Health Organization (WHO) declared COVID19 a pandemic. By July 31, 2020, COVID19 spread to 217 countries and territories, with nearly 17.1 million confirmed cases and 668,073 deaths. The Americas then confirmed 9.15 million cases, Europe 3.31 million, Southeast Asia 2 million, Eastern Mediterranean 1.53 million, Africa 0.75 million, and Western Pacific 0.31 million cases. Disastrous consequences of this pandemic manifested in recession in most developed regions of the world, such as the United States, where, in the second quarter of 2020, according to first estimates, GDP fell 32.9% year on year.

While in the Eurozone GDP decreased by 12.1% and in the European Union (EU) decreased by 11.9% compared to the

previous quarter. In terms of health, the novel coronavirus SARSCoV2 (severe acute respiratory syndrome coronavirus2) affected all age groups, with the worst presentation and highest mortality rates among the elderly and patients with comorbidities. In addition to highlighting many (existing) health problems and challenges, the COVID-19 pandemic created all kinds of unforeseen chaos in society and the economy, such as in previous pandemics in history. Over the past hundred years, pandemics, e.g. bubonic plague, Spanish flu, SARS, Ebola, influenza A (H1N1), etc. caused significant changes in the geopolitical and humane demographics by changing patterns of migration, tourism, urbanization, trade, and technology use.

The challenges posed by COVID-19 affected us all in some way. This paper is an attempt to understand the perception of parents towards the learning of their children during COVID-19. The perspectives of the parents of the students who are studying in the secondary and senior secondary are considered at Modinagar, Town of District Ghaziabad, Uttar Pradesh [1, 2].

## II. LITERATURE REVIEW

Many studies measure the satisfaction with the instrumentation that is constructed for general objectives and the psychometric properties were also not structurally proven for assessing the consumer satisfaction of school users [2]. That is why inconsistent measurement of parents' satisfaction with school is a major challenge for comparing studies [3]. Previous studies presented that parents of children with special educational needs are not very much satisfied with schools as parents of children without them [3, 4]. Families with children with special educational needs require more assistance from the school. That is why, the characteristics and structures of schools seem to play a significant role for this group; which is, the percentage of students with special educational needs in a school is negatively connected to parent satisfaction. Parents of children with special educational needs reported some negative experiences with home-schooling more frequently. However, those differences between families with and without children with special educational needs seem relatively small, indicating that parents, in general, had negative experiences [5].

In sum, empirical studies show that a key element of parent satisfaction with school is the cooperation between family and schools, including both good contacts with the teacher and school and favourable attitudes towards them. However, different effects exist, depending on individual characteristics, not solely from the parent but also their children, teachers, and schools. Thus, these actors' characteristics are assumed to determine parents' school satisfaction during homeschooling due to the lockdown [6, 7].

### III. OBJECTIVE OF THE STUDY

Objective of the study is to understand the perception of parents towards the learning of their children during COVID-19.

#### Hypothesis

H0 (Null Hypothesis): There is no significant impact of COVID-19 on the learning of children.

#### Material & Methods

*Participants:* The sample consisted of 102 participants, parents of students studying in secondary and senior secondary, selected using convenience sampling. The total average age of participants is 39.99 years and the standard deviation is 5.72. The total number of female participants is 66 out of 102 which has an average age of 39.06 years and the standard deviation is 1.73. Out of 102 participants, 36 were males have an average age of 41.69 years and the standard deviation is 9.18, which shows a significant contribution of parents in this survey. The parents of the students who are studying in the secondary and senior secondary are considered at Modinagar Town of District Ghaziabad, UP.

### IV. METHODS AND DATA PROCESSING

The Three (3) Point Likert Scale questionnaires based on variables: child performance, support from teachers, learning appetite, time management, concentration, burden, and digital learning was developed. The questionnaire was distributed through the collaboration of the neighbors of the researcher and local peoples of the region. This assessment is based on parents' perception of their Children's state during COVID-19.

Responses were collected using the 3-Point Likert Scale from the lowest value (1: no) to the highest value (3: yes). To calculate the totals for each dimension of student learning were reversed to unify the direction of the evaluation. The descriptive research design and inferential to respond to the research objective and hypothesis. The data was analyzed using MS-Excel Version 2019 to calculate the descriptive statistics and one-sample t-test.

### V. ANALYSIS AND RESULTS

First, the total average (Ranking on 3 Point Likert Scale) listed in Table 1 was calculated for the dimensions.

TABLE 1-- TOTAL AVERAGE OF THE STATEMENTS

Statements	Total Average
The learning appetite of my children is decreasing because of online classes.	2.24
The concentration of my child is decreasing in online classes.	2.34
My child is feeling overburdened during the lockdown and digital learning.	2.47
The children are getting all possible support from their teachers.	2.24
My child is performing academically better during the lockdown.	2.43
My child is becoming more efficient with managing time in lockdown.	2.10
<b>Total</b>	<b>14.04</b>

TABLE 2 -- CALCULATION OF ONE-SAMPLE T-TEST.

One Sample t-test	
Mean	238.8333333
Standard Error	5.907151974
Median	243.5
Standard Deviation	14.46950817
Sample Variance	209.3666667
Kurtosis	-0.107149481
Skewness	-0.994597659
Range	37
Minimum	215
Maximum	252
Sum	1433
Count	6
Confidence Level (95.0%)	15.18481756
Hypothesized Mean Value	71
t-value (two-tailed test)	28.4111887
t-crit	2.571
Confidence Level	95%
p-value	<0.00001
Degree of Freedom	5
Count (N)	6

Table 2 reveals that the t-calculated value is 28.41 (two-tailed test) which is greater than the tabulated value *i.e.*, 2.571 at a degree of freedom 5 with a 95% confidence level. The formed null hypothesis is rejected that there is no significant impact of COVID 19 on the learning of Children.

### VI. FINDINGS & CONCLUSIONS

In the period of just a few months, the COVID-19 pandemic caused by a novel coronavirus significantly transformed the

lives of people around the globe, including students learning. In this respect, this survey of the particular region study provides systematic meaningful insights for secondary and senior secondary students from the perspective of their parents' satisfaction and perception of different aspects of their lives during the pandemic, including their opinions on the immediate and distant future.

The research presented that the learning appetite of children is decreasing because of online classes during the pandemic, the concentration of the students is decreasing in online classes, teaching staff and the schools are trying to give more knowledge to the students with a large number of assignments, surveys, and homework, by the help of online platforms resulting into overburdened feeling during the lockdown and digital learning. Students are getting all possible support from teaching staff, they are performing academically better during the lockdown, and students becoming more efficient with managing time in lockdown.

During the lockdown, students primarily raised concerns about their future professional career and study issues and were mainly bored, anxious, and frustrated. They also changed some of their hygienic behaviours such as regularly wearing masks and washing hands and daily routine habits like leaving home and shaking hands. The results indicate results for only 102 parents of the students who are studying in the secondary and senior secondary at Modi Nagar Town of District Ghaziabad, UP.

Future research should focus on the perspective of parents and should also analyze the perception of students and teachers. Also, in addition, longitudinal analyses should consider the changes in parents' satisfaction with the school before, during, and after the school lockdown.

#### REFERENCES

- [1] World Health Organization, "Corona virus Disease (COVID-2019) Situation Reports", <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports> (accessed on 15 June 2020).
- [2] World Health Organization. WHO Director-General's Opening Remarks at the Media Briefing on COVID-19. <https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020> (accessed on 25 June 2020).
- [3] P. Mossi, E. Ingusci, M. Tonti and S. Salvatore, "QUASUS: A tool for measuring the parents' school satisfaction", *Front. Psychol.* vol. 10, no.13, pp. 1–12, 2019. doi:10.3389/fpsyg.2019.00013
- [4] J. Fantuzzo, M. A. Perry and S. Childs, "Parent satisfaction with educational experiences scale: a multivariate examination of parent satisfaction with early childhood education programs", *Early Child. Res. Q.* 21 (2), pp. 142–152, 2006. doi:10.1016/j.ecresq.2006.04.002
- [5] M. Ginieri-Coccosis, V. Rotsika, S. Skevington, S. Papaevangelou, M. Malliori, V. Tomaras, *et al.* (2011). Quality of life in newly diagnosed children with specific learning disabilities (spld) and differences from typically developing children. A Study of Child and Parent Reports. *Child Care Health Development*, vol.39, no.4, pp. 581–591.2011. doi:10.1111/j.1365-2214.2012.01369.x
- [6] D.E. Beck, R. Maranto and W-J. Lo, "Determinants of student and parent satisfaction at a cyber charter school", *J. Educ. Res.* vol.107, no.3, pp. 209–216, 2014. doi:10.1080/00220671.2013.807494
- [7] A. Perry, M. Charles, B. Zapparoli and J.A. Weiss, "School satisfaction in parents of children with severe developmental disabilities", *J. Appl. Res. Intellect. Disabilities*, vol. 33, no. 6, pp.1448–1456, 2020. doi:10.1111/jar.12772



**Dr. Neha Vashistha** teaches in the area of General Management, Human Resources, Entrepreneurship and Organizational Behavior. She has a PhD and M.Phil. in Business Management. She has over 9 years of academic experience and presently associated with School of Business Studies, Shobhit University, as Associate Professor in the area of Management. Her research interests include Motivation, Job Satisfaction, Emotions and Social Systems.

She has publications to her credit in SCOPUS and UGC Care Listed Journals. Presented papers in national and international conferences. She is a member of Center for Education Growth and Research and Meerut Management Association.

Guiding PhD and MPhil research scholars. Appointed as Reviewer, *Iranian Journal of Management Studies*, Member, RMS, *International Journal of Creative Research Thoughts*, Member, Review Committee, *Journal of Emerging Technology and Innovative Research* and Member, Review Committee, Innovative Education and Scientific Research Foundation, Innovative Publication.