

# PARENTS PERCEPTION TOWARDS ONLINE EDUCATION AMONG PRIMARY SCHOOL CHILDREN DURING COVID-19

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**Abstract:** *This research is carried out to determine the parent's perception towards online education among primary children during COVID-19. There are five objectives in this research which is to determine the parent's role in their primary children's online education, to determine the challenges the parents faces in primary children's online education, to determine the strategy taken by parents to overcome the challenges in primary children's online education, to determine the relationship between parent's role and challenges in primary children's online education and to determine the relationship between the parent's challenges and strategy to overcome the difficulties in primary children online education. This research has two hypothesis which is there is significant relationship between parent's role and challenges in primary children's online education. Also, there is a significant relationship the parent's challenges and the strategy to overcome the difficulties in primary children online education. The researcher used a theory which is Pickle Jar Theory is the theory that explains how to managing time. This study is a quantitative approach research. Google form is used in collecting data from respondents and then analysed in Statistical Package for Social Science (SPSS) version 28. The researcher has taken 384 respondents. The sampling method used in this research is purposive sampling. There is a significant relationship between parent's role and challenges in primary children's online education. Meanwhile, there is also a significant relationship between parent's challenges and strategy to overcome the difficulties in primary children's online education. As for the conclusion, The study found the parents have managed their children online education well during COVID-19 Pandemic.*

## **1.0 BACKGROUND OF RESEARCH**

Since December 2019, the world has witnessed a thorough exchange in all ranges of life. From the time when the first case was recorded in Wuhan, China, which is referred to as Coronavirus has grown to be the focus of discussion among individuals, public, non-authorities' establishments, social media, internet and inside the information around the world. Unfortunately, statistic associated with the spread of the pandemic continues to rise in many countries just like the United States of America, and Canada and in different continents which include Europe, and Africa (World Health Organization, 2020; New York Times, 2020). This pandemic has delivered many changes across numerous industries and altered how human beings live, socialize, and run daily life (Coulthard, 2020). Schools, universities, all public, and private occasions are being prohibited, social distancing is determined as proactive efforts put in place to contain the similarly outbreak. Therefore, this situation had gave a huge impact to the students' existence where students can't attend college and continue getting to know head to head. According to Mkulu (2020), during COVID-19 students typically needed to visit a bodily vicinity for learning. Nonetheless, the outbreak of the COVID-19 has birthed an array of enormously creative improvements that have reduce throughout several industries however has exposed the shortage of generation in these sectors including the already fragmented schooling zone of African international locations which needs restructuring and transforming. Many public and private universities have had to be reactive but face steep contextual challenges within the traditional techniques of making, handing over, and taking pictures value in the education region. According to Chen et al. (2020), during the COVID-19 pandemic, social education has shifted from physical to online with a view to keep away from massive gatherings and crowds for blocking the transmission of the virus. Several countries have followed exclusive measures to deal with the instructional crisis. Due to this sudden Covid-19 pandemic, the school education system changed to online or distance education modalities via internet and online platforms for continuous education. Online education is a form of schooling wherein college students use their domestic computer systems through the internet such as computer-based teaching, online teaching, e-learning, and m-learning or mobile learning. For many non-traditional students, among all of them folks who need to retain running full time or raising families, online graduations and guides have come to be popular inside the beyond decade. Often on line commencement and direction programmes, some of which are performed the use of virtual technology, are furnished thru the online mastering portal of the host school.

### **1.1 PROBLEM STATEMENT**

Due to increasing cases of Coronavirus Disease-19 (COVID-19) pandemic, Malaysia immediately steps in accordance with the standard operating procedures (SOP) set by ordering schools to close and introduce online education which is called home-based teaching and learning

(PDPR) in March last year. Home-based teaching and learning are a teaching and learning methods beyond online learning platforms. Teachers are given the flexibility to deliver lessons based on their primary school students' and their own suitability with the help and guidance from the parents. In this circumstance parents' roles and involvements increase in their children's education. According to Livingstone et al. (2018), similar to the traditional learning environment, differentiates position and have an effect on children achievement is as properly vital in the online learning surroundings. Parents role is to train their children at any age and support them through their gaining knowledge of procedure.

However, it also gives unexpected challenges to the parents to help their children's online education which is spending time and professional knowledge about their children's studies. According to Gold et al. (2021), a study about online learning challenges by McAfee, found that problems faced by parents which is 50.31% parents state that keeping their children focussed on schoolwork instead of other online activities, and 49.26% parents state that establishing a daily routine is problems they faced. Then 41.83% stated that balancing household responsibilities and teaching became a challenge for them. Also 33.31% state that balancing working from home and teaching their children was difficulties faced by parents. Most of parents faced this problem because they had workload, even housewife mothers also busy with their housework and take care of their other child. It between this busy life style they have to manage the time to teach their children's homework and help the children to understand their studies at the same time (Gold et al, 2021).

According to Dong et al. (2020), the research stated that Chinese parents thought that online education is less effective than physical education in primary children's online education during COVID 19 pandemic. They thought that the sudden changes of online education, which is lacked a learning atmosphere and social interactions towards primary children, resulting in poor learning because it became difficult to the traditional parents who not know so much well about using modern technology in their children's education. Also, they worried about online learning risks for their children which is vision problems. It is because, some children prefer spending too much time playing games, using social media, and streaming TV shows rather than online learning. The parents faced this problem because the parents lack the professional knowledge about their children education to guide and monitor the children (Dong et al., 2020).

According to Siahaan (2020), the research also stated about factors that become challenges and parents' ways of overcoming challenges for online learning companion mothers of public primary school children in East Jakarta are internal and external. There are 4 challenges which is inability of parents to understand children's lessons, problems because children learn at will, not according to school schedules, difficulty using laptops, and parents are stressed because of difficulty understanding the child's assignment. Whereas there are 4 ways of overcoming challenges which is assignments that are not known by parents, trying to ask families who can answer or seek answers from Google, asking assignments to the teacher if parents do not

understand the child's position from the teacher, and attempting to communicate with the teacher if they don't understand the child's appointment (Siahaan, 2020).

## **1.2 RESEARCH QUESTION**

1. What is the parent's role in primary children's online education?
2. What are the challenges the parent's faces in primary children's online education?
3. What is the strategy that parents taken to overcome difficulties primary children's online education?
4. What is the relationship between parent's role and challenges in primary children's online education?
5. What is the relationship between the parent's challenges and the strategy to overcome the difficulties in primary children online education?

## **1.3 RESEARCH OBJECTIVES**

1. To determine the parent's role in their primary children's online education.
2. To determine the challenges the parents faces in primary children's online education.
3. To determine the strategy taken by parents to overcome the challenges in primary children's online education.
4. To determine the relationship between parent's role and challenges in primary children's online education.
5. To determine the relationship between the parent's challenges and strategy to overcome the difficulties in primary children online education.

## **1.4 HYPOTHESIS**

H1: There is a significant relationship between parent's role and challenges in primary children's online education.

H2: There is a significant relationship between the parent's challenges and the strategy to overcome the difficulties in primary children online education.

## **1.5 SCOPE & LIMITATION**

The scope of this study is limited to the parents of primary children only. Moreover, limitation scope is focussing the parents of primary children who are include in their children's online education. For this research, the informants are both gender which is male and female parents who are play an important role in children's life.

## **1.6 SIGNIFICANCE OF THE STUDY**

This topic is chosen to allow for better understanding of the relationship between parent's role and challenges in primary children's online education, and the relationship between the challenges and the strategy to overcome the difficulties in primary children online education. The findings of the research of between parent's roles in primary children online education will be of concern to the involved parties. This study also aims to examine the parent's challenges in primary children's online education that can affected the children's studies. From this study, researcher identifies what strategy that parents taken to overcome difficulties in primary children's online education. Besides that, this study's results also help them to understand well about their roles in primary children's online education. This research can assist and help parents to track their children's use of technology in online education every day. By helping parents, it will help to overcome the difficulties of online learning for children's successful education.

## **1.7 TERM DEFINITION**

### **1.7.1 Parental Involvements**

According to Ntekane (2018), parental involvement refers to a state of affairs wherein parents are directly involved in the education in their youngsters, they involve themselves and are concerned by using the faculty and instructors within the studying system of their kids, and they fulfil their obligations as mother and father in ensuring that the learner is assisted in the manner of mastering as a good deal as they probable can. According to Clinton and Hattie (2013), it does now not simply confer with dad and mom enquiring approximately the overall performance of a learner in schools, however additionally in them taking a function in speaking with their children with the intention of having a healthful dating with them, in order that the method of encouraging, mentoring, main and galvanizing can be genuine. According to Waters et al. (2014), parental involvement is usually defined as all forms of support given to children by parents, guidance teachers or caregivers in order to ensure the accomplishment of a particular academic programme where include

involvement of parents, children and teachers is a cooperative effort in essential to successful online learning.

### **1.7.2 Parental Support**

According to Ruholt et al. (2015), parental support is generally defined as being emotionally present and constantly reliable for the child in times of necessity. It is also shown that parental support adopts certain characteristics of educational well-being, such as motivation, positive self-efficacy in academics, and more emotional stability. Parental support is a form of friendliness, affection, and care which is important for precise and development of child. It makes them physically and mentally in strong. It allows them to adjust to the all sides of surroundings. Parents should to earnestly assist towards their social and ethical duties and responsibilities.

### **1.7.3 Lack of Time**

According to Martin et al. (2020), time can be considered to be the fourth size of fact, used to describe activities in three-dimensional area. It is not something that can see, touch, or sense, however we can measure its track. Time is a measured or measurable period, a range that lacks three-dimensional. Time is of philosophical interest and is also the subject of mathematical and scientific study. Time is limited which we can do the things in particular time. Therefore, time is very important in a person life where they should use the time wisely (Martin et al. 2020).

### **1.7.4 Lack of Professional Knowledge**

According to Bratland (2017), professional knowledge is assumed to be a form of knowledge with unique characteristics, in similarity with discipline knowledge. Professional knowledge is formed through a specific form of professional activity, which suggests a compounded form of knowledge. According to Nilsson & Loughran (2012), professional knowledge for skill education changes over time and interchanges with professional involvements in the field. According to Sjoberg and Nyberg (2020), planning of lessons with careful thought about teaching for student learning is a difficult process. Besides, it is challenging to be clear about tacit knowledge of preparation and to express learning experiences.

### **1.7.5 Managing Time**

According to Al-Zoubi (2016), time management return to a procedure created from a set of steps wherein it involves the assessment of our time custom, clarification of goals, establishment of

priorities, planning for appropriate outcomes, dedication, and taking positive work compared to time wasters. Time management is a technique for the people who want to increase the work productivity and benefit which is maybe not simple as it is imagined and estimated to be because it has to planned well. Also, time management means different things to different people. According to, Bahadori et al. the ability to say no, limiting interruptions, making good use of time, and adjusting time carefully.

### **1.7.6 Cooperation between Parents and Teachers**

According to Kougiourouki (2016), cooperation proposes the presence of two persons to cooperate. These persons are either concerned in working together to making a decision in order to attain an aim or they were appointed as specialists essential to carry out a certain challenge like task. Therefore, the teachers and the parents combine the required pair to fulfil the simple requirement of cooperation. Cooperation is defined by excessive stages of collectiveness in action which combines both behavioural and instrumental components. The behavioural cause individuals to work or appearing together for the benefit the ones concerned (Kougiourouki, 2016).

## **2.0 LITERATURE REVIEW**

### **2.1 ONLINE TECHNOLOGY**

Developing technology has helped online education which is convenience and equal opportunity. Online education is a form of education through using Internet. Online learning also known as distance learning where the learning that takes place across distance through internet and not in a traditional classroom. According to Cojocariu et al. (2014), most of the terms of online learning are open learning, web-based learning, computer-mediated learning, combined learning, and m-learning, have in common the capability to use a computer connected to a network, that offer the opportunity to learn from anywhere, anytime, in any measure, with any resources. Through social media, many kinds of information and knowledge can be conveyed to students in the name online learning, especially online platforms like YouTube. According to Littlefield (2019), online education is defined as learning experiences in synchronous or asynchronous environments which is students can learn and interact with teachers and other students in anyplace. The synchronous learning environment is planned in the sense that students attend live lectures, there are immediate interactions between teachers and students. It also has the opportunity of instant feedback, while asynchronous learning environments are not well planned. It is because asynchronous learning is able to complete their work whenever they please through email, e-courses, online forums, audio recordings and video recordings (Littlefield, 2019). According to Dhawan (2020), flexibility is another interesting aspect of online learning. It is because a learner can schedule or plan their time for completion of studies through online.

## **2.2 PARENT'S ROLE IN PRIMARY CHILDREN'S ONLINE EDUCATION**

### **2.2.1 Parental involvement**

Parental involvement is the factor that include parent's role in children's online education because they are an influence to their children. Parental involvement refers to a state of affairs wherein parents are directly involved in the education in their youngsters, they involve themselves and are concerned by using the faculty and instructors within the studying system of their kids, and they fulfil their obligations as mother and father in ensuring that the learner is assisted in the manner of mastering as a good deal as they probable can (Ntekane, 2018). According to Magwa and Mugari (2017), parent's involvements can be generally defined as the methods that parents support their children's education in term and action. Parent's involvements include discussion of school activities, parental expectations, checking homework, parenting style, home roles and supervision. According to Durisic and Bunijevac (2017), parenting is the activities that parents involve in to raise happy and healthy children who become capable students. Besides, parents influence their children more because they maintain a life-long commitment and communication to their children therefore it will become easy for the children to follow their parent's guide in online education. It is stated that parental involvement provides a significant opportunity for schools to develop current school programmes by bringing parents into the online educational process. According to Goodall (2020), parental involvement plays a very important role in the online education process, because during online learning children can discuss with their parents about the tasks that the school is asked to do. Besides that, parents can also organize children's tasks to make it easier to understand and guide the child. According to Sari and Maningtyas (2020), the involvement of parents in online education during the Covid-19 pandemic is considered as good with a percentage of 83%.

### **2.2.2 Parental Support**

According to Johanisa et al. (2021), parents play an important role through encouraging and supporting children for online learning activities and education. Parent's involvements to encourages online learning education at home will help to children complete homework, motivated, understanding and develop learning life cycle. According to Zhang and Livingstone (2021), study shows that parents who support their children more in e-learning activities tend to have more positive believed of using technology towards their children. According to Lase et al. (2021), study stated that parents' leading role is required to support children's online study from home because continuous communication between parents, teachers and children will significantly help the child's intrinsic motivation to develop and be aware. Such communication allows parents to taking care of children's mental health through comfort in easing children's worry and anxiety. It has been recommended that parents should be taught interventions on how to provide emotional support to children at times of uncertainty (Shen et al., 2020).



## **2.3 PARENT'S CHALLENGES TOWARDS PRIMARY CHILDREN'S ONLINE EDUCATION**

### **2.3.1 Lack of Time**

The lack of time is the challenges that faced by parents because they need to divide their time from working busy schedule to spend time for their children's changed learning schedule. Children's schedule learning routine time changed due to Covid-19, making parents difficult to adjust the systematic time schedule for education. According to Lase et al. (2021), study that use qualitative show that parents do not have negative perceptions towards online learning however it has increased the burden on parents economically, psychologically, and socially. The lack of time caused the lack of parental involvement and support in children's learning process at home.

### **2.3.2 Lack of Professional Knowledge**

According Bratland (2017), professional knowledge is assumed to be a form of knowledge with unique characteristics, in similarity with discipline knowledge. Professional knowledge is formed through a specific form of professional activity, which suggests a compounded form of knowledge. According to Husain et al., (2020), study that used qualitative stated that that 99% of parents agree that traditional or face to face learning was effective compared to online learning because they found some subject such as Mathematics, and English subjects, were considered as difficult subjects to teach through online class. According to Dong et al. (2020), Chinese parents thought that online education is less effective than physical education in primary children's online education during COVID 19 pandemic. It is because it became difficult to the traditional parents who not know so much well about using modern technology in their children's education.

## **2.4 PARENT'S STRATEGY TO OVERCOME DIFFICULTIES IN PRIMARY**

### **2.4.1 Managing Time**

Managing time is a strategy to overcome the difficulties which is lack of time in their children's online education because the schedule which is planned well and strictly follow that schedule will help to manage or complete the task like work, housework and children's homework according to the time. Generally, parents will be concerned about their children's routines to be effectively. According to Kayode and Adedokun (2019), the study stated that parents have designed homemade time-tables according to children that most important, limit time to use internet or mobile phone

and should have a normal sleep-wake cycle. Implementing a schedule helps children feel less restless and more productive.

### 2.4.2 Cooperation between Parents and Teachers

Cooperation between parents and teacher also parents' strategies to overcome the problem which is the lack of professional knowledge. According to Husain et al. (2020), study based on qualitative method stated that the 24% of parents thought that it is fostered a cooperative relationship between parents, children and teachers even though parents held full control while conducting the online class. It shows that cooperation between parents and teachers will be make parents easy to way to carried out the online learning proses accurately. According to Kougiourouki (2016), the study which is used qualitative method stated that there can be only advantages from a good cooperation and interaction among parents and teachers, due to the fact they are able to pinpoint the weak aspects of a children and together cooperate with each other's efforts to treat children, while highlighting and surge the child's positive elements. Thus, the good cooperation assists the children to experience the benefits of the parent-teacher cooperation. According to Addi-Raccah and Grinshtain (2016), stated the systematic and expressive communication with teachers can support parents to access and monitor school based knowledge like home-based learning. Parents can gain guidance from schools to support their children in school learning activities.

## 2.5 PICKLE JAR THEORY

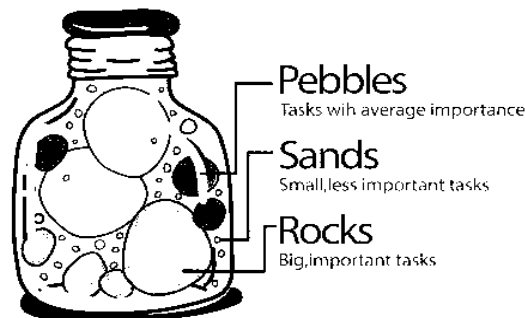


Figure 1: Pickle Jar Theory

According to Kayode and Adedokun, (2019), the theory is predicated on the fact that persons have many priorities in lives such as children's school homework or online class, workload, housework,

leisure, family responsibilities, sleep and rest. None of these tasks is bad, but what is important is efficient management in the core of time limitations in order to enhance routine in various parts of life Kayode and Adedokun (2019). Managing time is a making time table or schedule which is well planned time to complete the tasks according to priorities (Nwabueze et al., 2019). Pickle Jar theory which is managing time will help the cooperation between parents and teachers. Such as arrange a schedule with teachers for consult or clear doubts about children’s studies. It will help parents and teacher’s cooperation effort perfectly because if parents fail to manage time with teachers then the cooperation between parents and teachers also will be ineffective. So, arranging a schedule to manage time will help parents to complete their responsibilities on time without stress and the cooperation between parents and teachers will be successful without any fault. According to Nwabueze et al. (2018), the pickle jar theory states that actions and tasks of people need be balanced using effective time management system. Time is around allocated for everything and things that expected to do. Pickle Jar theory is the perfect theory for parents where they can plan the extraordinary obligations of their daily lives with their changing urgency and importance, including children education.. By cautiously thinking about what obligations want to be achieved in advance, will be capable of treat the maximum vital duties as ‘rocks’ and placed them in the listing which is the responsibilities consistent with the priorities.

## 2.6 CONCEPTUAL FRAMEWORK

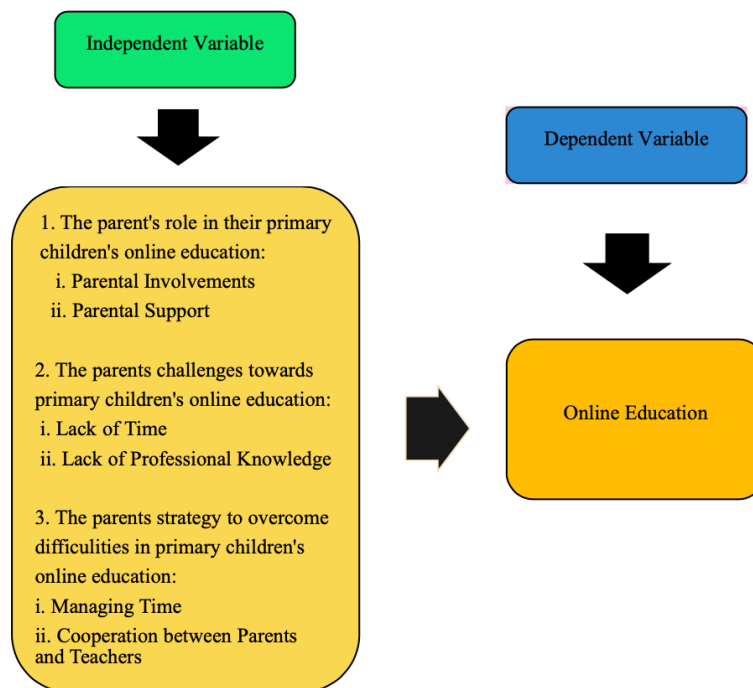


Figure 2: Conceptual Framework

The Figure 2.1 above show the proposed conceptual framework which consists of the three Independent variable about parent's perception which is parent's role in their primary children's online education such as parental involvements and parental support. The next independent variable is the parent's challenges towards primary children's online education such as lack of time and lack of professional knowledge. The last independent variable is the parent's strategy to overcome difficulties in primary children's online education such as managing time and cooperation between parents and teachers. Whereas the dependent variable is online education.

### **3.1 RESEARCH APPROACH**

Quantitative research is an approach of thinking about how the world advances (Watson, 2015). A quantitative type of research is the form of a survey which is the best in investigating the parent's roles, challenges and strategy to overcome the difficulties in primary children's online education. Quantitative descriptive analysis characterizes the world or phenomena by identifying arrangements in data to answer questions such as who, what, where and what extent. Descriptive analysis of data simplification. According to Gogtay and Thatte (2017), analysis of correlation is a concept that use to explain the correlation or relationship between two or more quantitative variables. In this study, descriptive analysis is use to find out the parent's role in primary children's online education, to identify the parent's challenges in primary children's online education and to identify the parent's strategy to overcome the difficulties in primary children's online education. The correlation research is use to determine the relationship between the parent's role and challenges in primary children's online education. Similarly, to determine the relationship between the challenges and the strategy to overcome the difficulties in primary children online education.

### **3.2 RESEARCH DESIGN**

Research design consider as a research structure that stores all the elements in a research as the proposed research plan (Akhtar, 2018). According to Boru (2018), research design is a procedure for collecting, analyzing, interpreting and reporting data in a study. This study is about the relationship between the parent's role, challenges and strategy towards primary children's online education.

### **3.3 POPULATION AND SAMPLING**

The target population of this study is parents of primary school children in Penang. According to Malaysian Education Statistics Book, Ministry of Education, Malaysia, a total number of 131575

students are studying in 128 of all Penang Primary School. According to Krejcie & Morgan (1970), 384 respondents will be involved in this research where questionnaire distributed to them and they have to answer based on their personal opinion and experience. The respondents for this research will be the parents because they are the mostly involve in their primary children's online education. In this research, convenience sampling design was use to gather data as it is quicker and economical method. The survey questionnaires will be distributed to the participants by the researcher. In this study, "Small Sample Techniques," the research division of the National Education Association has published a formula for determining sample size is used.

### **3.4 RESEARCH INSTRUMENT**

The researcher uses questionnaire to collect data from the respondents. According to Ahmad (2012), the questionnaire is a set of question design that need to be answered by the respondents. The advantage of using questionnaire is easy to conduct and large amounts of information can be found from a large number of respondents. Questionnaires are also cost-effective when the researchers aim to target a large population. It is also easy to code and analyse closed-ended questions. The questions for the questionnaire was taken as an example from few previous studies and then adopted to researcher's study. The questionnaire from previous study is adapted to use to collect required data in order to support the hypothesis. 384 online questionnaires will be sent to parents through the family and friends WhatsApp group. The question's format offers an opportunity for the interviewees to control how respondents respond to the questions. The data storage method is electronic where the interviewer can save the time for data processing.

### **3.8 DATA ANALYSIS**

In this research, the descriptive analysis will be used to define the demographic segment and the parent's role, challenges and strategy in primary children's online education. Statistical Package for the Social Sciences (SPSS) version 23 is used in this study. SPSS is a package of programs that helps to manipulate, analyses, and show data of the research (Landau and Everitt, 2004). The inferential analysis is also used in this research to know if there is a relationship between the parent's role and challenges in primary children's online education. Besides, determine the relationship between the parent's challenges and strategy to overcome the difficulties in primary children online education. Based on Procaska (2013), those statics also permit the researchers to test the hypothesis. SPSS is an effective medium and tool for the data analysis and is likewise able to making graphs and pie charts. The researcher extensively utilized correlation analysis to determine the relationship between the independent variable and dependent variable.

## 4.0 DATA ANALYSIS

### 4.0.1 Age Group

Table 4.1, shows the statistic of the total number of the total number of respondents accordingly to their age which is categorized into 4 groups. The results of the study display the respondents that are aged 25 to 30 years old consists of 109 respondents with 28.4%, whereas respondents aged 31 to 35 years old consists of 156 respondents with 40.6%. Then the respondents aged 36 to 40 years old consists of 76 respondents with 19.8%. Lastly, the respondents aged 41 years old and above consists of 43 respondents with 11.2%. Overall it shows that the percentage value for parents aged 31 to 35 years old has the highest percentage compared to other age parents while the 41 years old was the least percentage.

*Table 4.1: Respondent's age group*

Item	Frequency (n)	Valid Percent (%)
25-30	109	28.4
31-35	156	40.6
36-40	76	19.8
41 and above	43	11.2

(n=384)

### 4.0.2 Gender

Table 4.2 shows the distribution of respondents following their gender where female consists of 213 respondents with 55.5% and male consists of 171 respondents with 44.5%. This shows that the percentage value for female students is the highest and has a difference of (11%).

*Table 4.2: Respondent's gender*

Item	Frequency (n)	Valid Percent (%)
Female	213	55.5
Male	171	44.5

(n=384)

### 4.0.3 Parenting Status

Table 4.2 shows the distribution of respondents following their parenting status where joint parenting consists of 253 respondents with 65.9% and single parenting consists of 131 respondents with 34.1%. This shows that the percentage value for joint parenting is the highest and has a difference of (31.8%).

*Table 4.3: Respondent's parenting status*

Item	Frequency (n)	Valid Percent (%)
Single	131	34.1
Joint	253	65.9
(n=384)		

### 4.0.4 Number of Children

Table 4.4 shows the statistic of the total number of respondents according to their number of children. The parents who have children 1 to 2 consists of 149 respondents with 38.8%. Then, the highest number of children is the parents who have children 3 to 4 consists of 187 respondents with 48.7%, whereas parents who have children 5 and above was the least which consists of 48 respondents with 12.5%. Next for the third year consist of 42 students with 42.0%.

*Table 4.4: Respondent's number of children*

Item	Frequency (n)	Valid Percent (%)
1 to 2	149	38.8
3 to 4	187	48.7
5 and above	48	12.5
(n=384)		

### 4.0.5 Education

Table 4.5 shows the frequency and valid percent of respondents according to their education level with 4 categories. Respondents who have SPM education status is about 83 respondents with 21.6 %, while for Diploma education status about 99 respondents with 25.8%. The respondents with Degree education status has the highest frequency with 152 which is about 39.6%, whereas the lowest number of respondents who have STPM education status which is about 50 with 13.0%.

Table 4.5: Respondent's education status

Item	Frequency (n)	Valid Percent (%)
SPM	83	21.6
Diploma	99	25.8
STPM	50	13.0
Degree	152	39.6
(n=384)		

#### 4.1 Part B- Parents Role in Primary Children's Online Education.

The researcher wants to determine the parent's role in their primary school children's online education. The question 'I support my child in their online education by providing them educational needs like technology devices which is laptop or mobile phone and internet connection' has the highest mean which is 4.25 and standard deviation of 0.863. About 45.6% respondents answered strongly agree, 39.3% respondents answered agree and 10.7% respondents answered less disagree. The remaining respondents answered disagree and strongly disagree with 3.1% and 1.3% respectively. Besides that, question 'During online class, my child able to complete online learning with parental assistance' has the lowest mean which is 4.05 with 0.907 of standard deviation respectively. According to the questions about 32.3% respondents answered strongly agree, 49.0% respondents answered agree and 12.2% respondents answered less disagree. Remaining respondents answered disagree and strongly disagree with 4.2% and 2.3% respectively.

Table 4.6: Parents Role in Primary Children's Online Education

Item	1	2	3	4	5	Mean	SD
As a parent I identified myself as a "teacher" through assisted children in their online education since the Covid-19.	0.8	1.3	12.5	52.1	33.3	4.16	0.746
I was aware that how many learning activities does my child have to do during online class.	0.8	6.5	10.9	39.6	42.2	4.16	0.916



During online class, my child able to complete online learning with parental assistance.	2.3	4.2	12.2	49.0	32.3	4.05	0.907
I would help my child to read and guide to do their homework after online class.	1.3	4.9	10.2	39.6	44.0	4.20	0.905
I support my child in their online education by providing them educational needs like technology devices which is laptop or mobile phone and internet connection.	1.3	3.1	10.7	39.3	45.6	4.25	0.863

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1- Strongly Disagree 2- Disagree 3- Less Disagree 4- Agree 5- Strongly Agree  
 (n=384)

#### 4.2 Part C- Parent’s Challenges towards Primary Children’s Online Education

The researcher wants to determine the parent’s challenges towards primary children’s online education. Through these findings, the question ‘I find it difficult to assist my children’s online class when I have more than 1 kids at home having classes at the same time’ has the highest mean which is 4.19 and standard deviation of 0.896. About 44.5% respondents answered strongly agree, 36.5% respondents answered agree and 13.5% respondents answered less disagree. The remaining respondents answered disagree and strongly disagree with 4.7% and 0.8% respectively. Besides that, question ‘I feel difficulty in teaching children to use a laptop or mobile phone to do the assignments given by the teacher’ has the lowest mean which is 4.09 with 0.951 of standard deviation respectively. According to the questions about 39.6% respondents answered strongly agree, 38.5% respondents answered agree and 13.8% respondents answered less disagree. Remaining respondents answered disagree and strongly disagree with 7.0% and 1.0% respectively.

Table 4.6: Parents Challenges towards Primary Children's Online Education

Item	1	2	3	4	5	Mean	SD
As a working parent, I find it difficult to handle my child's online class.	1.6	4.9	9.4	46.6	37.5	4.14	0.889
I find it difficult to assist my children's online class when I have more than 1 kids at home having classes at the same time.	0.8	4.7	13.5	36.5	44.5	4.19	0.896
I feel it difficulty in understanding the assignment given by the teacher to the child.	1.6	5.7	12.0	40.6	40.1	4.12	0.937
I feel difficulty in teaching children to use a laptop or mobile phone to do the assignments given by the teacher.	1.0	7.0	13.8	38.5	39.6	4.09	0.951
Due to my job, I am unable to help my child to do their homework.	1.6	4.9	10.7	41.7	41.1	4.16	0.913

1- Strongly Disagree 2- Disagree 3- Less Disagree 4- Agree 5- Strongly Agree  
 (n=384)

#### 4.3 Part D- Parent's Strategy to Overcome Difficulties in Primary Children's Online Education.

The researcher wants to determine the parent's strategy to overcome difficulties in primary children's online education. Through these findings, the questions 'I prepare a daily routine schedule according to my working time and the children's online class' and 'I will ask the teacher if I did not understand the assignment given by the teacher to the children' has the highest mean which is 4.28 with 0.829 and 0.807 standard deviation of respectively. According to one of the questions 'I prepare a daily routine schedule according to my working time and the children's online class', about 45.8% respondents answered strongly agree, 41.9% respondents answered agree and 7.0% respondents answered less disagree. The remaining respondents answered disagree and strongly disagree with 4.7% and 0.5% respectively. Besides that, question 'I will discuss with the teacher to reschedule the online class time' has the lowest mean which is 4.15 with 0.919 of standard deviation respectively. According to the questions about 41.1% respondents answered

strongly agree, 40.6% respondents answered agree and 12.2% respondents answered less disagree. Remaining respondents answered disagree and strongly disagree with 4.2% and 1.8% respectively

*Table 4.7: Parent's strategy to overcome difficulties in primary children's online education*

Item	1	2	3	4	5	Mean	SD
I prepare a daily routine schedule according to my working time and the children's online class.	0.5	4.7	7.0	41.9	45.8	4.28	0.829
I will discuss with the teacher to reschedule the online class time.	1.8	4.2	12.2	40.6	41.1	4.15	0.919
I will ask the teacher if I did not understand the assignment given by the teacher to the children.	1.0	2.3	9.1	42.7	44.8	4.28	0.807
I will use google if I did not understand how to use the online learning platform.	1.3	4.2	10.2	45.1	39.3	4.17	0.867

1- Strongly Disagree 2- Disagree 3- Less Disagree 4- Agree 5- Strongly Agree  
 (n=384)

#### **4.4 The Relationship between Parent's Role and Challenges in Primary Children's Online Education.**

Based on the correlation table, there is a significant relationship between parent's role and challenges in primary children's online education. This is such because the value of the significant relationship that was recorded is at .561 and it is interpreted as a moderate positive correlation. The value of P=0.001 is highly than that of .561 thus making the hypothesis profoundly significant. By this means, is it indeed prove that there is a significant relationship between parent's role and challenges in primary children's online education.

*Table 4.8: Correlation table between parent’s role and challenges in primary children’s online education.*

<b>Correlations</b>			
		Parent’s Role	Parent’s Challenges
Parent’s Role	Pearson Correlation	1	.561**
	Sig. (2-tailed)		.001
	N	384	384
Parent’s Challenges	Pearson Correlation	.561**	1
	Sig. (2-tailed)	.001	
	N	384	384

\*\* . Correlation is significant at the 0.01 level (2-tailed).

#### **4.5 The Relationship between the Parent’s Challenges and Strategy to Overcome the Difficulties in Primary Children Online Education.**

Based on the correlation table, there is a significant relationship between parent’s challenges and strategy to overcome the difficulties in primary children’s online education. This is such because the value of the significant relationship that was recorded is at .597 and it is interpreted as a moderate positive correlation. The value of P=0.001 is highly than that of .597 thus making the hypothesis profoundly significant. It proves that there is a significant relationship between parent’s challenges and strategy to overcome the difficulties in primary children’s online education.

*Table 4.8: Correlation table between parent’s challenges and strategy in primary children’s online education.*

<b>Correlations</b>			
		Parent’s Challenges	Parent’s Strategy
Parent’s Challenges	Pearson Correlation	1	.597**
	Sig. (2-tailed)		.001
	N	384	384
Parent’s Strategy	Pearson Correlation	.597**	1
	Sig. (2-tailed)	.001	
	N	384	384

\*\* . Correlation is significant at the 0.01 level (2-tailed).

*Table 4.9: Summary of hypothesis*

Hypothesis	Analysis	Summary
H1: There is a significant relationship between parent’s role and challenges in primary children’s online education.	Correlation	Accepted
H2: There is a significant relationship between the parent’s challenges and the strategy to overcome the difficulties in primary children online education.	Correlation	Accepted

## 5.0 DISCUSSION

### 5.1 Parent's Role in primary children's online education

In this part there are 5 question that was asked to the respondents. The first question asks as a parent I identified myself as a “teacher” through assisted children in their online education since the Covid-19. About 52.1% respondents selected agree for the fact that respondents the parents identified themselves as a “teacher” to assisted the children’s online education since the Covid-19. It is because the parents are the role model for their children and in this Pandemic COVID-19 Pandemic, the parents become the back bone for the children. The parents support makes children’s online education effort well. According to Sean et al. (2016), parents need to realize that there is a role transformation in the fully online education to what Turnbull et al. (2015) characterized as “parent as teacher.” They are an even more important part of their child’s education therefore; their children’s success depends on parents’ level of participation. Thus, this makes respondents to agree to the term which is parents identified themselves as a “teacher” through assisted children in their online education since the Covid-19. For the second question which is I was aware that how many learning activities does my child have to do during online class. Majority respondents strongly agreed for aware that how many learning activities does their children have to do during online class which is about 42.2%. Like previous question stated that 52.1% respondents selected agree for the fact that respondents the parents identified themselves as a “teacher” to assisted the children’s online education since the Covid-19. This makes the parents to aware of their children’s learning activities during online class. Thus, this makes respondents to strongly agree for aware that how many learning activities does my child have to do during online class. The third question which is during online class, my child able to complete online learning with parental assistance. Majority respondents agreed that their children able to complete online learning with parental assistance during online class which is about 49.0%. As majority parents identified themselves as teacher so they involve in children’s online class to help the children to understand and complete their learning activities. Therefore, this makes respondents to agree that that their children able to complete online learning with parental assistance during online class. Next for the fourth question which is I would help my child to read and guide to do their homework after online class. Majority respondents strongly agreed that they will help the children to read and guide to do their homework after online class which is about 44.0%. The respondents in this survey have education level SPM, Diploma, STPM and Degree which they can guide their children to do their homework after online class. The last question which is I support my child in their online education by providing them educational needs like technology devices which is laptop or mobile phone and internet connection. Majority respondents strongly agreed that they support my child in their online education by providing them educational needs like technology devices which is laptop or mobile phone and internet connection which is about 45.6%. It can conclude that the parents support their children by providing the necessary thing for their children.

## 5.2 Parent's challenges towards primary children's online education

In this part there are 5 questions that were asked to the respondents. The first question asks as a working parent, I find it difficult to handle my child's online class. About 46.6% of respondents selected agree for the fact that respondents who are working find it difficult to handle their children's online class. According to Coulthard (2020), COVID-19 pandemic causes school education, business or works has shifted from physical to online with a view to keep away from massive gatherings and crowds for blocking the transmission of the virus. This makes parents to work at home and handle children education through online. Thus, this makes respondents to agree to the term which is as a working parent, they find it difficult to handle children's online class. For the second question which is I find it difficult to assist my children's online class when I have more than 1 kids at home having classes at the same time. Majority respondents which is 44.5% strongly agreed that they find it difficult to assist their children's online class when they have more than 1 kids at home having classes at the same time. According to demographic question, the majority of respondent in this survey have 3 to 4 children. Consequently, this makes respondents to strongly agree to the term which is they find it difficult to assist their children's online class when they have more than 1 kids at home having classes at the same time. The third question which I feel it difficulty in understanding the assignment given by the teacher to the child. Majority respondents agreed that they feel it difficulty in understanding the assignment given by the teacher to the child which is about 40.6%. According to Malaysia Education Blueprint 2013-2025, Malaysia Education system emphasis is no longer just on the importance of knowledge, but also on developing higher-order thinking skills for students. This makes difficult for parents to understand well about children education. Thus, the respondents agree to the term which is they feel it difficulty in understanding the assignment given by the teacher to the children. Next for the fourth question which is I feel difficulty in teaching children to use a laptop or mobile phone to do the assignments given by the teacher. Majority respondents strongly agreed that they difficulty in teaching children to use a laptop or mobile phone to do the assignments given by the teacher which is about 39.6%. It can be limited internet access and the poor knowledge of online learning platform makes parents difficult in teaching children to use a laptop or mobile phone to do the assignments given by the teacher. Thus, the respondents strongly agreed to the term which is they feel difficulty in teaching children to use a laptop or mobile phone to do the assignments given by the teacher. The last question which due to my job, I am unable to help my child to do their homework. Majority respondents agreed that they unable to help my child to do their homework due to their job which is about 41.7%. This is because both male and female respondents have many responsibilities like working at home during COVID-19, household, handling children's online class. In their busy schedule, they find it unable to help my child to do their homework.

### **5.3 Parent's strategy to overcome difficulties in primary children's online education**

In this part there are 4 question that was asked to the respondents. The first question asks I prepare a daily routine schedule according to my working time and the children's online class. About 45.8% respondents selected strongly agree for the fact that respondents prepare a daily routine schedule according to their working time and the children's online class. According to Mohammad Ansari (2019), the Pickle Jar Theory is a time management which is solution making time table or schedule which is well planned time to complete the tasks according to priorities. Thus, this make the respondents to strongly to this question. For the second question which is I will discuss with the teacher to reschedule the online class time. Majority respondents which is 41.1% strongly agreed that they will discuss with the teacher to reschedule the online class time. Such as arrange a schedule with teachers for consult or clear doubts about children's studies. Thus, this make the respondents to strongly to this question. The third question which I will ask the teacher if I did not understand the assignment given by the teacher to the children. Majority respondents strongly agreed that they will ask the teacher if they did not understand the assignment given by the teacher to the children which is about 44.8%. It can be because the parents feel comfortable to cooperate with teachers. The last question which is I will use google if I did not understand how to use the online learning platform. Majority respondents agreed that they will use google if they did not understand how to use the online learning platform which is about 45.1%. This maybe they can get related information from the website by using google easily.

### **5.4 IMPLICATION OF RESEARCH**

The research is about parent's perception towards online education among primary school children during COVID-19. The theoretical framework of this research is the mostly used as time management which is the strategy taken by parents to overcome the challenges in primary children's online education. There are 3 sub-variables that are the main component; parent's role, challenges, and strategy taken by parents to overcome the difficulties in primary children's online education. The parent's role such as parental involvements and parental support help their children's online education. The parent's face some challenges in their children's online education such as lack of time and lack of professional knowledge. The strategy taken by parents to overcome the challenges in primary children's online education is managing time and cooperation between parents and teacher. At the end of this research, the researcher has contributed ideas for the upcoming researcher who might conduct almost similar research.



## 6.0 RECOMMENDATION

- a) It is highly recommended that future research will expand their respondents' scope to all age range children to get more significant result and outcome.
- b) It is also recommended that future research could conduct a study that would be advantages and disadvantages of online education among all aged group of children.
- c) It is recommended that; research will use various hypothesis and objectives so that the research could be more solid and strong.

## 7.0 CONCLUSION

Parent's role is very important in primary children's education. With parental involvements and parental support, children will able to successfully gain learning even though they attend the class through online during COVID-19. In this research, it can conclude that the parents know their role and have execute through involve and support their children in online education. However, they also faced challenges when they play their role in the children's online education. The difficulties that faced by parents is the lack of time for their children online education. The sudden outbreak of COVID-19 cause the parents to have a many responsibility to do at the same time as a worker, parent, leader, and as a "teacher" in their children online education. Despite that the strategy taken by parents to overcome the challenges in primary children's online education is managing time and cooperation between parents and teachers. Overall, the parents have managed their children online education well during COVID-19 Pandemic.

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