



## Exploring Parents Perception Of Online Learning Through A Systematic Literature Review

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### Abstract

The growing popularity of online learning has spurred educators, students, and parents to investigate its potential as a learning environment for various professions. A parent's role and influence on student progress are just as vital in the online learning environment as it is in the traditional learning environment. Several evaluations of literature on the perspectives of online learning have been produced in this vein and the scientific literature about parents' perceptions of online learning is outlined in this research. A systematic literature review was undertaken, following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework for paper selection. Initially, the research identified 93 articles from the Scopus databases by using specific keywords search. After the selection and exclusion phase, ten articles were finalized to meet the criteria for review and discussion in this paper. The selected papers were analyzed thoroughly to uncover the new themes that have been classified as the result. The study reveals and discusses the parents' perception of online learning in several themes as reviewed from selected articles.

**Keywords:** online learning; parents; perception; education

### 1. Introduction

There are various reasons why online programs have become so popular as a type of distance learning in today's educational environment. The online environment provides a tremendous opportunity for instructors to establish a fresh approach to formal education for those who would typically experience limited access. Recently, the COVID-19 pandemic has caused face-to-face interactions at educational institutions all around the globe to be reduced or halted altogether. As a result, education has undergone a significant transformation, with the exponential growth of e-learning, in which instruction is largely or completely provided remotely via digital platforms (Hassan et al., 2014; Samuri et al., 2021). This change has significantly impacted students, educators, and parents.

The process by which students in an e-learning environment use digital technology for sharing and exchanging resources, interacting with peers, and collecting learning data that is analyzed and presented to understand how learning happens in the environment reflects the pedagogical meaning of e-learning (Haythornthwaite et al., 2013). Therefore, good relationships between parents and schools are critical for student performance, with potential advantages for parents, educators, and institutions (Galindo & Sheldon, 2012; Daniel, 2011). Through these relationships, parents can access more information on e-learning and strategies to deal with the potential negative impacts of ICT usage. Meanwhile, schools can profit from recognizing and meeting parental needs (Rahmatullah et al., 2020). Parents will be more trusting, supportive, and engaged if the bond is developed accordingly.

Parental support improves students' development and is crucial to their academic performance (Sedibe & Fourie, 2018). In current circumstances, online learning results from students staying at home, and parents need to be aware of their needs during the process. Parents are required to manage the volume and method of their children's use of information and communications technology (ICT), as it significantly impacts their children's learning, outcomes, and motivation (Daniel, 2011; Valcke et al., 2010). Consequently, this paper analyses parental perceptions of online learning as a technology enhanced environment for learning. Specifically, the study addresses the following two objectives: (a) describing the demographics of the selected studies including document type, research designs and methods, geographical areas, and content, and (b) thematically analyzing parents' perception towards online learning covered by selected studies. It is hoped that this review will provide insights into parental perceptions of online learning and identify directions for future research into the role of online learning in the future.



## 2. Research Method

This paper follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. The PRISMA framework is a set of guidelines or steps developed by (Moher et al., 2015) which uses a set of methods to systematically search papers and literature for review-based studies. This framework is also based on predefined inclusion and exclusion criteria in various studies that evaluate the quality of selected papers or otherwise include or exclude articles from the research. Table 1 below shows the summary of the criteria of article selection for the initial search.

**Table 1.** Summary of criteria for the article selection

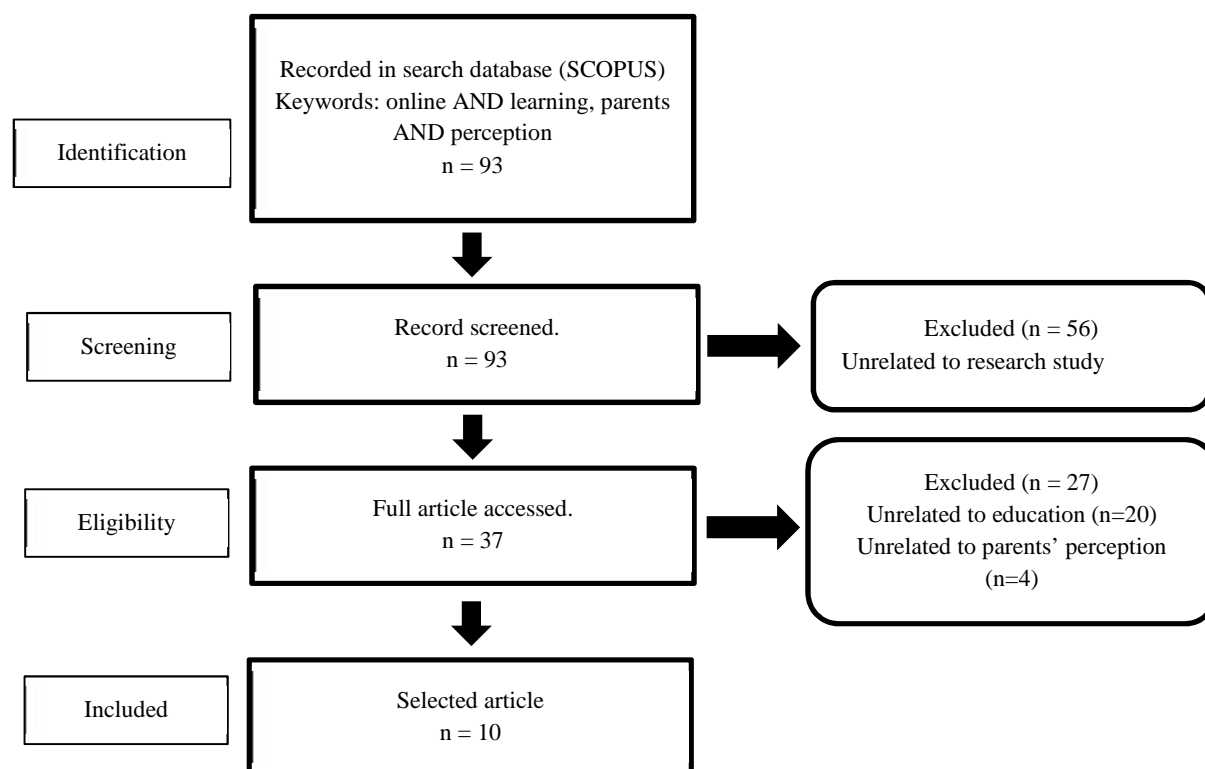
Criteria	Evidence Articles
Keywords	<i>online AND learning, parents AND perception</i>
Access	Yes
Type	Articles
Publishing Period	2019 - 2021
Language	English
Subject	Education

The evidence articles are thoroughly selected. A specific set of keywords are chosen based on the intended papers. Articles must be written in English. In addition, articles must be published between 2019 and 2021 to coincide with online learning becoming a sought-after alternative method of learning due to the pandemic lockdown. In terms of the eligibility and exclusion of articles, further scrutinization ensures a focus on parental perceptions of online learning. Articles that are not related to education are eliminated. Figure 1 shows the process flowchart using the PRISMA framework through four (4) steps.

The process of selection includes four phases, identification, screening, eligibility, and included evidence articles. The identification phase includes the initial search of the articles using specific keywords in the Scopus database. The keywords for this paper are *online AND learning, parents, and perception*.

*(TITLE-ABS-KEY (online AND learning) AND TITLE-ABS-KEY (parents AND perception))*

A few redundant papers were excluded during this phase following further inspection. The identification phase resulted in ninety-three (93) articles. The next phase is the screening phase. Fifty-six (56) out of ninety-three (93) articles were excluded as the articles were not related to the research study. Thirty-seven (37) articles passed to the third phase - the eligibility phase. Further examination of screened articles resulted in twenty-seven (27) out of thirty-seven (37) articles being excluded due to being unrelated to online learning or parental perception. The final number of evidence articles that are included in the review is therefore ten (10).



**Figure 1.** Flowchart of selected article selection through PRISMA framework

### 3. Findings

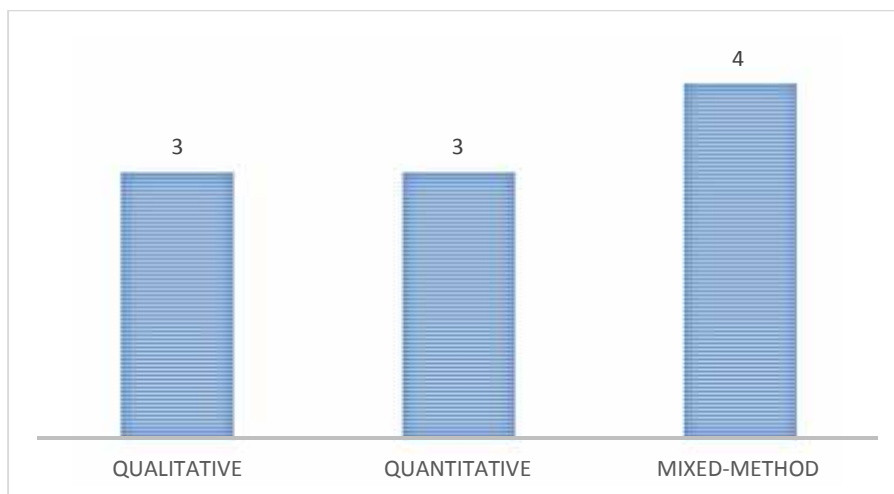
Table 2 below shows and summarizes the publications that were identified from Scopus. The authors, year of publication, country, methods, and the central theme are included here.

**Table 2.** Summary of the selected article

Author(s)	Country	Research Methods	Theme
(Fontenelle-Tereshchuk, 2021)	Canada	Case Study (Questionnaire)	Mental Health, Role & Responsibility
(Harjule P., 2021)	India	Snowball sampling (Online Survey)	Mental Health,
(Sari T., 2020)	Turkey	Case Study (Open Ended Interview)	Role & Responsibility
(Daugvilaite, 2021)	UK	Holistic multiple-case study (Interview)	Effectiveness of Online Learning
(Koskela T., 2020)	Finland	Snowball Sampling (Online Survey)	Effectiveness of Online Learning Constraint
(Senzhao, 2020)	China	Non-Experimental: Learning Model Proposal	Role & Responsibility
(Ram A.J., 2020)	India	Survey (Questionnaire)	Effectiveness of Online Learning
(Rasmitadila, 2020)	Indonesia	Survey (Questionnaire)	Constraint
(Bokayev B., 2021)	Kazakhstan	Case Study	Constraint
(Borup J., 2019)	USA	Online Survey	Constraint, Role & Responsibility



The authors of the evidence articles applied different research methods. After a thorough reading, the research methods of the ten evidence articles can be divided into three groups based on the broad type of study such as qualitative, quantitative, or both. The primary goal of the research classification is to offer extensive information on the algorithms utilized in certain studies. Figure 2 depicts the dispersion of the approaches used in those studies.

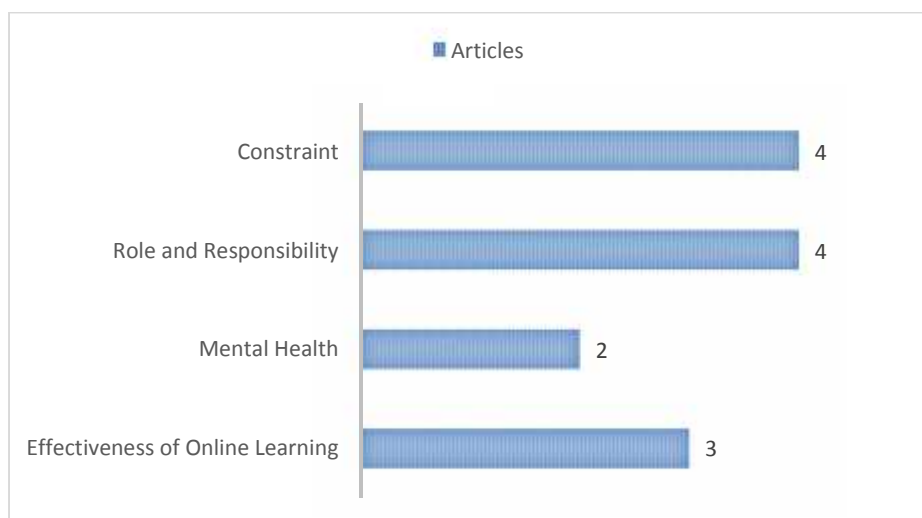


**Figure 2.** The research method of the selected evidence article

The total number of the selected evidence article is twelve (n=10). The division of the research method is as follows:

1. Qualitative : (n=3)
2. Quantitative : (n=3)
3. Mixed (Qualitative and Quantitative) : (n=4)

According to the categorization above, articles selected as evidence must be published between the period 2019 and 2021. The majority of the study article themes are focused on the student, educator, and parent perceptions of online learning. Due to the Covid-19 outbreak, online learning gained massive attention as the 'new normal' of education. From the reviewed evidence articles, four main themes emerged through thematic analysis, which can be seen as follows:



**Figure 3.** Main themes depicted in reviewed articles

Figure 3 shows the main themes that are depicted in ten (10) reviewed articles. Each reviewed article may portray more than one central theme. The four (4) primary themes emerge from the reviewed articles: constraints, role and responsibility, mental health, and effectiveness of online learning. From ten (10) articles, four (4) articles depict

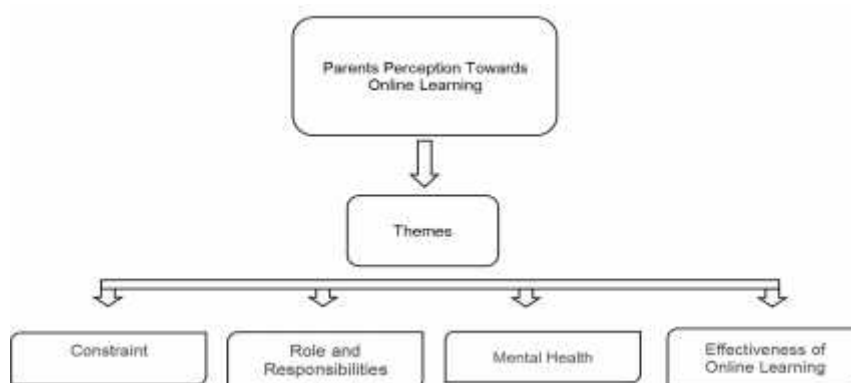


constraints during online learning, four (4) articles portray the theme of role and responsibility, two (2) articles focus on mental health, and three (3) articles have taken the effectiveness of online learning as their theme. Four (4) primary themes are:

1. Constraint
2. Role and Responsibilities
3. Effectiveness of Online Learning
4. Mental Health

#### 4. Discussion

Through reviewing and further reading, there are significant themes that each article is focused on. Four main themes for parental perception towards online learning emerged using the thematic analysis in the reviewed articles. The main themes are summarized in Figure 4 below:



**Figure 4.** Parents perception main theme found in reviewed articles

##### 4.1 Constraint

Online learning brings a whole new set of challenges to education systems. This includes a whole new framework for teachers, students, and parents to tackle. Parents identified some personal resilience concerns, such as their inability to manage and assist their child's learning at home due to a lack of skills and knowledge (Koskela et al., 2020). Each student's background is different so, as the pandemic hit the world, it brought different impacts for each household. Most families with school-aged children faced severe challenges equipping their children with computers or laptops and internet connections (Bokayev et al., 2021). People lost jobs and were economically compromised. During the pandemic, loss of income caused a rise in spending, including on internet connections for families whose parents have lost their employment. Some students may also not have access to mobile phones or laptops, which are widely used in online learning (Rasmitadila et al., 2020). Online learning offers a better and easier way to conduct a teaching and learning process, but online learning is a burden for the parents of some households. This constraint can be a major factor that threatens learning because parents are unable to provide the hardware and internet connection required for the learning process. Lack of parental resources and access to the internet can also make it difficult for parents to fulfill their responsibilities (Borup et al., 2019).

##### 4.2 Role and Responsibilities

Several other perceptions were identified towards the role of parents in the online learning process. Parents found themselves compelled to take on a new and challenging responsibility as co-teacher (Fontenelle-Tereshchuk, 2021). During the pandemic time, children's education is no longer considered merely the responsibility of schools and teachers. Each person involved in the education system plays an important and crucial role in ensuring that educational outcomes are delivered. Educators and students are aware of their roles whereas parents find themselves having to adapt to the unfamiliar territory as co-teachers. Parents are a significant part of the education system, helping to create a learning atmosphere for home learning and playing a key supervisory role (Lu, 2020). As a result, parents frequently misunderstand their obligations and began the process with little knowledge of how they should help their children participate in online classes (Borup et al., 2019). Parents would benefit from exposure to online teaching and learning methods for online learning to function fully and effectively. In the future, it is clear that training should be included for



parents by developing open-access libraries and conducting training via appropriate course material (Sari & Nayır, 2020).

#### **4.3 Mental Health**

Parents were obliged to play a crucial part in online learning, often as the primary support for their children. During the worst of the pandemic, schools were forced to close because of lockdown, and most parents noticed that their children were socializing less and that their physical activity levels had decreased. Consequently, parents felt pressured to step up their efforts to make online education more inclusive and accessible to allow their children to achieve their full potential whilst avoiding physical and emotional stress (Harjule et al., 2021). Schools and parents need to interact effectively through a clear and positive communication channel so that they are aware of each other's concerns. The adoption of an online learning approach can be physically and mentally draining for many parents (Fontenelle-Tereshchuk, 2021). Parents play a significant role and have considerable responsibility in the online learning mode, acting as a critical resource for students to excel in their education. Some parents cannot provide fully for their children's needs and feel burdened, which can affect their well-being. When it comes to their children's online learning habits, it is clear from our investigation that some parents develop a sense of stress and anxiety, as well as heightened tension and concern (Harjule et al., 2021).

#### **4.4 Effectiveness of Online Learning**

The traditional classroom method of teaching and learning had been implemented for decades and parents were already used to and trusted the system. The effectiveness of online learning is still subject to the question according to some parents. Most parents generally prefer traditional face-to-face classes and see this approach as more productive and helpful (Daugvilaite, 2021). Whilst many parents accept online learning as a new platform for education, some parents still have their doubts and described having challenges and worries concerning their child's remote schooling (Koskela et al., 2020). According to Ram & Roy (2020), even though online classes do bring a sense of convenience for students and teachers, traditional classroom classes remain the preferred option.

#### **5. Conclusion**

Online learning is considered relatively new for both educators and students when compared to more traditional forms of learning, thus bringing inevitable challenges from a new form of education framework. Everyone must adopt a new method of educating and learning to ensure education purposes are served. Online learning has recently been popularly and widely used for educational purposes because of Covid-19. A few limitations mentioned in some of the reviewed articles include the small sample size (Fontenelle-Tereshchuk, 2021). Most research that used the online survey questionnaire was only available to those who had access to a smartphone with an internet facility and could understand English. This sadly excludes the perceptions of the less educated and less fortunate who might not have the required literacy and technology to complete the online survey (Harjule et al., 2021).

To retrieve a more detailed and focused result, more evidence articles should be reviewed for future research (Downing, 2010; Downing et al., 2011). As the experience of online learning evolves, researchers should consider a range of perceptual factors that could affect parents' involvement in the online learning process. Though online learning was introduced a long time ago, it is only recently that its use has become more widespread through necessity.

In conclusion, as online learning use increases, parents should be assisted to better understand how to assist their children in succeeding in this new form of education. As an essential component of a student's academic growth, their parents' perceptions should not be disregarded given their crucial importance to their children's academic progress. Changes in education have been substantial due to the health, economic, and social crises sparked by the coronavirus pandemic. It will undoubtedly require time, study, and practical interventions to enable appropriate and essential adaptation to the online learning approach for everyone involved in the learning process.

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