Factors Determining the Parents' satisfaction for Online Primary Education during a Pandemic (COVID-19)

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Abstract:
Numerous cases of pneumonia were identified in the Wuhan city of China in December 2019 due to corona virus and in the January 2020 the disease was known as COVID-19 as the World Health Organization declared. Later on, the virus spread extensively in Wuhan then it crossed the threshold to over 210 countries of the world. Many countries have been trapped in lockdown to save their citizenry. Schools and colleges were closed to the indefinite times. Amid of the pandemic a round of online classes was begun in the world in primary, secondary and higher education to continue the teaching and learning process. Various studies suggest that online surfing has a bad impact on the human being, especially for those who are engaged in primary education, i.e. minor wards. Most of the parents were found too concerned for their kids while engaging in online classes. Moreover, it is generally expected that there is a relation between parents' satisfaction with various factors such as willingness to online classes, weekly timing, output as offline, equipments, syllabus contents, health hazard, parents' involvement, disturbance in parent's job, class activities, and favor of blended learning. A sample of Delhi based 136 parents of minor wards were selected for the study. The parents' satisfaction survey was applied to determine the factors that predict the satisfaction of the parents. However, the data for the study was analyzed by using student t-test to explore the overall parents' satisfaction. Result of the study suggests that the factors that determine parents' satisfaction in the study samples are willingness to online classes, weekly timing, output as offline, equipments, syllabus contents, health hazard, parents' involvement, disturbance in parent's job, class activities, and favor of blended learning. Furthermore, the data reveals parents are not satisfied with online primary education regarding variables of the sample.
Key Word: Equipments, Syllabus Contents, Health Hazard, Parents' involvement, Disturbance in parent's job.

I.   INTRODUCTION

The education system in India is facing various challenges for continuing the teaching-learning process. Government sector aims to enhance the teaching-learning quality and have introduced initiatives that facilitate quality teaching-leaning practices in the schools. In the pandemic, COVID-19, these efforts rapidly introduced for developing the teachers capacity to participate constructively in quality teaching or improvement. But these efforts were exercised dramatically to introduce online classes during pandemic by which schools teachers have taken extra burden of the syllabus contents and online teaching or blended learning since schools were closed to the indefinite times under lockdown. The pandemic has forced schools to temporarily shut down and students to remain in home. To ensure the continuity of teaching and learning under the special circumstances schools were shifted to online teaching mode. Especially in Delhi's schools current academic session has started with online classes. Mostly schools are taking help of technology to engage the students in their syllabus by electronic media such as Zoom classes, Google classrooms and etc. But it is becoming a hurdle for the students' parents. Though parents are happy that schools have taken the initiative for it but it created confusion for them especially technical challenges, by which they are more concerned for personal management (Khurana, 2020), and so many challenges they are facing about their children health as children are taking classes via radiation prone devices. Just because of this cause the study about the parents' satisfaction for online primary education is taken as a serious matter for investigation.

II.   REVIEW OF LITERATURE

Satisfaction generally is conceptualized as an attitude-like judgment. Oliver suggested five different modes of satisfaction: (1) contentment—acceptance or tolerance; (2) pleasure—happiness; (3) relief—comfort; (4) novelty—interest or excitation and (5) surprise—the range of expectations (Oliver, 1989). But satisfaction has its own space. Kotler and Clarke suggested that satisfaction is a state which is realized when an individual

has performance, experience or an outcome that meets its expectation (Kotler and Clarke, 1987). A customer is considered satisfied only when his expectations are met or exceeded by a product or services. Generally parents are more responsible for their children's education. Therefore their responsibility is to ensure that their children meet with the entire requirements that are to be in wellbeing of their children. On the basis of these requirements parents choose their child's schools. Goldring and Shapira expressed in their study that parents' satisfaction is depends upon the choice of school which might fulfill the requirement of the children's wellbeing (Goldring and Shapira, 1993). Erickson analyzed that parental choice of satisfaction includes the investment associated with making a choice. This investment may have the time, energy and ancillary fees (Erickson, 1982). Gibbons and Silva suggested that this assumption is related to the economics of the education, parents choose schools for their children on the basis of test-score performance, and concerns about child happiness which are largely ignored (Gibbons and Silva, 2011). Friedman, Bobrowski and Markow suggested that parents' satisfaction includes receiving adequate information by parents from the school about their children; degree of involvement of the child in the school and teachers afforded them and the adequacy of school resources (Friedman, Bobrowski and Markow, 2007). Skallerud examined 325 parents from three primary schools and found that parents' satisfaction includes parent orientation, learning quality, safe environment and good teachers. It also mentioned that good teachers affected parents' loyalty (Skallerud, 2011).

Zeithaml expressed that satisfaction is the consequence of the study of administration of an organization as well as consistent performance of education system (Zeithaml, 1988). Winn and Green stated that in primary schools parents of the students are as most important customers whose satisfaction depends upon their different experiences about schools and its services (Winn and Green, 1998). Therefore, as Olson stated, the parental expectations are to be considered as customer's demands and their demand should meet their requirements as customer satisfaction (Olson, 1999).

Nowadays, teachers' learning is getting expansion through pedagogical perspectives and strategies by using the knowledge and skills in digital world (Mahiri, 2011). Many schools of Delhi are busy in online studies but some of them are not well equipped therefore many parents are not satisfied with these online studies and children also need to have digital devices for the study such as mobile and laptops that are too harmful for the children or a human being with radiofrequency radiation. Studies state that cell phones and laptops emit radiofrequency radiation that may cause cancer or other health problems (National Cancer Institute, 2019). In this situation, parents' concern for their children is natural (Saurabh, 2020). According to Roshni Chakrabarty, 'E-learning has been a buzzword for around four-five years now, but the Covid-19 pandemic has forced the industry to take really serious steps' (Chakrabarty, 2020). In addition, final exams of the children were also affected during pandemic. Since parents are also working from home so parents can't devote too much time to monitor their children for online classes/activities. Therefore, many schools have either stopped online classes for primary students or cut down on assignments (Mazumdar, 2020). According to several scholars, mental stress is another aspect. Parents are noticing behavioral changes in their children due to mental stress such as refusals, opposition, excessive arguments, defiance, or withdrawal. It is not unusual for some kids to fall further behind, during this condition parents are compelled to provide extra support to their children since school is not taking responsibility of such behavioral changes (Gnanasekharan, (2020). Apart from this, school teachers are rarely trained in online classrooms, they are also in troubles to tackle this problem (Sharma Punit, 2020). Due to online classes the routine has gone haywire, the playtime of the children has been zero and there is no separation between home time and school time (Nanda & Khanna, 2020). Now India is witnessing an e-learning boom. Zoom, WhatsApp and Google hangout classes are becoming the norm for the students, parents and teachers (Sudevan, 2020). But this blended teaching and learning hardly will be able to compensate for the absence of the classroom experience. In sum, some aspects of schools such as digital tools, online hours, understanding contents health hazard have impact on the parents' satisfaction beyond the teachers, employees and cafeteria.

Similarly there are several studies conducting to explore the factors relevant to the parents' satisfaction on primary education; however there is a lack of study that focuses on the parents' satisfaction for online primary education in special circumstances since this is a new problem. Hence this research study tries to explore the factors that predict parents' satisfaction regarding online primary education. Constant with the view, the subsequent research questions are addressed in this study as *objectives*:

1. What are the real factors that posit parents' satisfaction for online primary education under the special circumstance i.e. COVID-19?
2. Is there a difference between overall parents' satisfaction with relevance of their age and qualifications?
3. What is the relationship between parents' satisfaction and willingness to online classes, weekly timing, output as offline, equipments, syllabus contents, health hazard, parents' involvement, disturbance in parents' job, class activities, and favor of blended learning?

III.   METHODOLOGY

Participants

For this study a non-probability purposive random sampling was employed to select Delhi based parents whose children are studying in Delhi's private primary schools. Total numbers of parents were 136 that selected for the sample survey (See Table 1 for demographics). Academic qualifications of the parents' were in two categories such as Graduates (63.97%), Post-Graduate (36.03%). The age group has taken under consideration from 25 to 45 years. The percentage of the age group has been divided into two groups i.e. 25-35 is (68.38%) and age group 35-45 is (31.62%).

Table 1
Demographic Study of the Participants

	Categories	Variables	N	M	S.D.	S.E.
Valid		Graduate	87	139.1	17.2	1.8
	Education					
		Post Graduate	49	138.4	16.4	2.7
		25-35 years	93	135.2	17.5	1.8
	Age					
		35-45 years	43	147.4	16.8	2.9

Measures

For the study the research tool was divided into two sections. Section one consisted detailed demographic information Performa intended to explore gender, age, qualification, wards' standard. Second section consisted of parents' satisfaction survey (calculated by SPSS) with an internal reliability of Cronbach's Alpha ($\alpha = .789$) consisted of 10 items followed by two point response category scale (Yes=1, No=2). The scale comprised of ten sub-scales e.g. willingness to online classes, weekly timing, output as offline, equipments, syllabus contents, health hazard, parent involvement, disturbance in parents job, class activities, and favor of blended learning.

Statistical Analysis/Procedure

For the study, the informed consent Google form or questionnaire was given to the participants, upon receiving their consent to participate. The participants were asked to fill the questionnaire electronically. The forms were then coded for the data entry processes and data analyses were conducted with Statistical Package for Social Science (SPSS Ver. 26). Factor loading was used to explore the factors that determine parents' satisfaction; Student t-test has been applied to explore the difference between the samples, and Pearson's correlation to explore the relationships between the variables.

IV.   RESULT

During the sampling period questionnaire was distributed to 136 parents of 157 children. The most important ten factors were: Willingness to Online Classes, Weekly Timing, Output as Offline, Equipments, Syllabus Contents, Health Hazard, Parent Involvement, Disturbance in Parents' Job, Class Activities, and Favor of Blended Learning. This data analysis focused on exploring factors that determine parents' satisfaction under the special circumstances (such as during a pandemic, COVID-19). All factors were analyzed by using SPSS software. Varimax rotation statistical technique was employed for the factors loading to clarify the relationship among factors and the extraction method of maximum. The results of the analysis indicated six factors with eigenvalues greater than 0.4. For the reporting, these factors were considered as appropriate which had more than 0.4. value. (See Table 2).

Table 2
Factor loading of ten-facets of Parents' satisfactions under special circumstances

Variables/Facets	Factors
Willingness to Online Classes	.258
Weekly Timing	.352
Output As Offline	.443
Equipments	.487
Syllabus Contents	.567

Health Hazard	.675
Parent Involvement	.568
Disturbance in Parents' Job	.451
Class Activities	.234
Favor of Blended Learning	.245

The factor 1 labeled as 'Output as offline' accounted for 44.3% of the variance (M = 15.6, SD = 3.7) and had a coefficient of variance of 23.7%. The factor 2 as 'Equipments' accounted for 48.7% of the variance (M = 15.6, SD = 3.7) and had a coefficient of variance of 23.7%. The factor 3 as 'Syllabus Contents' accounted for 56.7% of the variance (M = 15.8, SD = 3.9) and had a coefficient of variance of 24.6%. The Factor 4 as 'Health Hazard' accounted for 67.5% of the variance (M = 14.2, SD = 3.8) and had a coefficient of variance of 26.7%. The factor 5 as 'Parent Involvement' accounted for 56.8% of the variance (M = 15.7, SD = 3.9) and had a coefficient of variance of 24.8%. And the factor 6 as 'Disturbance in Parents' job' accounted for 45.1% of the variance (M = 16.8, SD = 3.3) and had a coefficient of variance of 19.6%.

An independent-samples (variables) student t-test was applied to compare parents' satisfaction for online classes in special consequences that have graduation and post-graduation degree (See Table 3). There was no significant difference found in the study between the parents in graduate degree holders (M =139.1, SD =17.2), and post-graduate degree holders (M = 138.4, SD =16.4); t = .172, p > .0.5.

Same as, an independent samples student t-test was applied to compare parents' satisfaction with age factor having 25-35 years age and 35-45 years age. There was no significant difference found between the parents regarding arguments about the online education (See Table 3). The 25-35 years (M =135.2, SD =17.5) and 35-45 years (M =147.4, SD=16.8); t = -.879, p > 0.5.

Table 3
Student T-test analysis of Demographic Variables

	Categories	Variables	N	M	S.D.	S.E.	df	T	Sig.(two tailed)
Valid		Graduate	87	139.1	17.2	1.8			
	Education						135	.172	.000
		Post Graduate	49	138.4	16.4	2.7			
		25-35 years	93	135.2	17.5	1.8			
	Age						135	-.879	.378
		35-45 years	43	147.4	16.8	2.9			

Moreover, to explore the relationship between overall parents' satisfaction with Willingness to Online Classes, Weekly Timing, Output as Offline, Equipments, Syllabus Contents, Health Hazard, Parent Involvement, Disturbance in Parents' Job, Class Activities, and Favor of Blended Learning; a Pearson correlation was applied. The result of the correlation shows that the overall parents' satisfaction is associated with Willingness to Online Classes (r = .552, p < .001); Weekly Timing (r = .423, p < .001); Output as Offline (r = .554, p < .001); Equipments (r = .678, p < .001); Syllabus Contents (r = .567, p < .001); Health Hazard (r = .456, p < .001); Parent Involvement (r = .675, p < .001); Disturbance in Parents' Job (r = .602, p < .001); Class Activities (r = .571, p < .001); and Favor of Blended Learning (r = .542, p < .001). The analysis represented that there is a significant relationship between the overall parents' satisfaction and all ten facets of parents' satisfaction (See Table 4).

Table 4
Correlation of Overall Satisfaction with Ten Facets of Parents Satisfaction

	Variables/Facets	M	SD	r	Sig.(two tailed)
Valid					
	Willingness to Online Classes	14.2	3.5	.552[**]	.000
	Weekly Timing	14.6	3.6	.423[**]	.000
	Output As Offline	15.6	3.7	.554[**]	.000
	Equipments	15.6	3.7	.678[**]	.000
	Syllabus Contents	15.8	3.9	.567[**]	.000

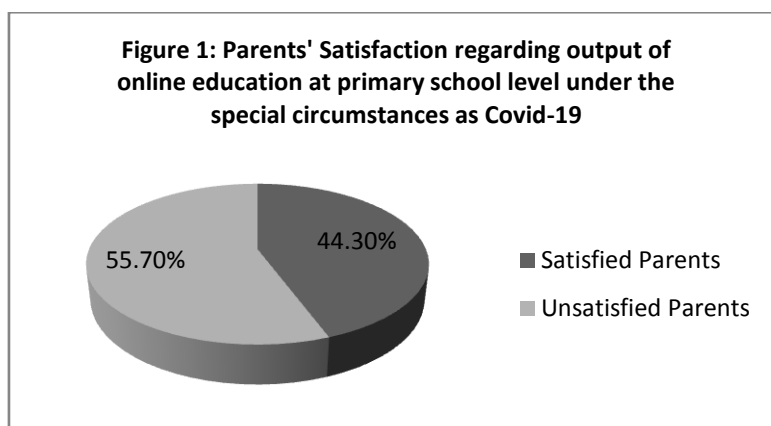|				
Health Hazard	14.2	3.8	.456**	.000
Parent Involvement	15.7	3.9	.675**	.000
Disturbance in Parents' Job	16.8	3.3	.602**	.000
Class Activities	19.6	3.6	.571**	.000
Favor of Blended Learning	11.3	3.2	.542**	.000

**Indicates significance
*N: 136

Although the data posited few evidences of the difference in scores but not positing significant difference and hence the null hypothesis is rejected and it can be concluded that there is no difference between more qualified parents and less qualified parents; low aged parents and high aged parents in regard to parents' satisfaction. Moreover, there is a significant relationship has found statistically between overall parents' satisfaction with Willingness to Online Classes, Weekly Timing, Output as Offline, Equipments, Syllabus Contents, Health Hazard, Parent Involvement, Disturbance in Parents' Job, Class Activities, and Favor of Blended Learning under a special circumstance just like a pandemic, COVID-19.

V. DISCUSSION

The major objective of the study was to explore the factors that predict parents' satisfaction regarding online education at the primary school level during pandemic, Covid-19. The factors that emerged most crucial for parents' satisfaction under the special circumstance as Covid-19 are: - output as offline, equipments, syllabus contents, health hazard, parents' involvement, disturbance in parents' job. The past and current researches have posited a statistically significant correlation of parents' involvement with the overall parents' satisfaction. Discussion is based on the structure of the questionnaire which can be interpreted as follows:

V.I. Question 1. Are online classes giving equal output as offline classes?

At the primary school level the positive facets of online education recognized by the survey which includes: flexibility, access to the instructor, better performance, collaborative learning opportunities and positive learning experience. But negative facets were also found which includes limitations on interactivity, technical problem, lack of administration and technical support by the online platform such as Zoom, Google Hangout etc. About 55.7% Delhi based parents commented in the comment box that online learning is definitely assisting the educational pattern but it is not able to compensate with offline classes (See figure 1). For instance, the 2020 Global Education Monitoring Report analyzed that endeavors to maintain learning continuity during the covid-19, the response of the education system was with distance learning solutions. But they offered less or more imperfect substitutes for classroom instruction. Furthermore, report stated that not all teachers and students are able to access for adequate internet connection, equipments, skill and working conditions to take advantage of available platforms especially in India (UNESCO Report, 2020).
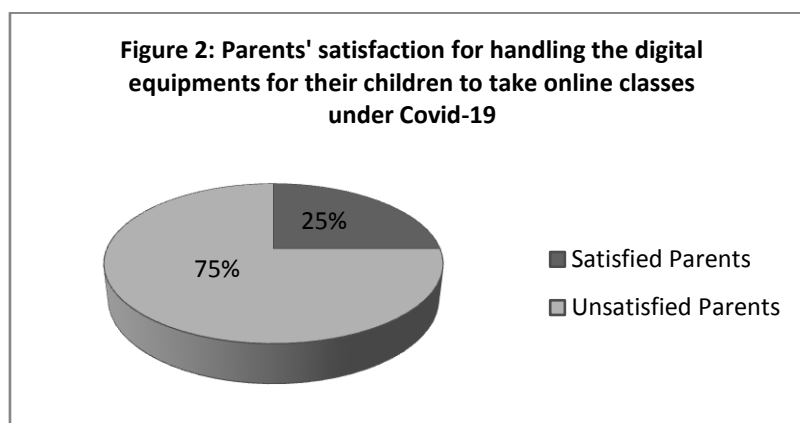

Figure 1: Parents' Satisfaction regarding output of online education at primary school level under the special circumstances as Covid-19

Source: Figure constructed by Authors

V.II. Question 2. Do you have all equipments for children's to take online classes?

In the Covid-19 the infection rate was increased worldwide and education was affected by the school closure due to the pandemic. With the sudden change schools adopted the online platforms to continue the education of the children. This study shows that students' parents were not prepare to adopt this system so they were too annoyed due to lack of all equipments for taking online classes. Since lockdown was applied with a

sudden attack. In a huge number they had lack of extra Smartphone, laptop, printers, audio-devices and technical accessories. However, Ofcom report 2014 shows that Smartphones are now the most popular device for going online (Ofcom, 2014). So the satisfaction level was too lower because children were not able to operate the digital devices without helping their parents. According to our study about 25 % parents had all equipments and rest of the parents purchased all digital devices after lifting the lockdown (See figure 2).

Figure 2: Parents' satisfaction for handling the digital equipments for their children to take online classes under Covid-19

Source: Figure constructed by Authors

V.III. Question 3. Is your ward able to understand the Syllabus contents through online classes?
Syllabus contents are the major part of the curriculum but the structure of schooling and learning, including teaching and assessment methodologies was the first to be affected by the schools closures. Only private schools could adopt online teaching method. The pandemic has transformed the century-old model of teaching which was based upon chalk-talk teaching. It adopts the technology driven methods video-conferencing, power point presentation, and YouTube channel for educational contents to complete the syllabus. Our study shows that student/kids enjoyed a lot by this kind of learning but they could not understand the all contents which were taught by the teachers in online classes because it was new for them. 57 % parents addressed the problem with their children to understand the online classes' contents due to poor network connectivity, audio and video problems. Not only did, Delhi based parents acknowledged that children were promoted in next class without conducting the exams on the basis of internal assignments and past school activities (Iftikhar, 2020).

### V.IV. Question 4. Is your ward facing any health problem due to online classes?
Special circumstances of Covid-19 has made so crucial the health risk due to online education by which Delhi based children started to engage in online classes and their parents psychologically started to monitor and observe them. Some studies identified correlations between screen-time and sleeping difficulties (Wood, Rea, Plitnick, & Figueiro, 2013). Some studies shows correlations between technology use and physical, social and psychological development or academic attainment will be of interest to school as they can engage the children in innovative activities (Marsh, 2010). However, various case studies have shown that parents and caretaker would welcome support and guidance on the kinds of activities and resources that might be supportive to their children and how to minimize risks (Burnett, 2016). About this factor every study tells a different story. But in India, especially in Delhi, our study found that the daily routine of the peoples has been affected by the online classes, the playing time has gone to be zero because home time and school time were intermingled. Children were getting up too late and they were provoked to watch online film and cartoons. Learning environment has also affected by the online learning. Studies shows that behavioral changes has been found in the children due to mental stress such as refusals, opposition, excessive arguments, defiance, or withdrawal. It is not unusual for some kids to fall further behind, during this condition parents are compelled to provide extra support to their children since schools were not taking responsibility of such behavioral changes. Some parents are concerned about that looking at the screen for long periods of time can be harmful. Some parents were concerned that if online classes raise the specter of screen addiction (Pednekar, 2020). Therefore parents were not found as satisfied with online education due to health risks to their children. According to the study survey 70-80% parents were involved in their children's online education during covid-19 and rest of the parents were involved after some times when they learn how to cop up the online settings via different apps and online security.

V.V. Question 5. Is your (Parents') involvement is mandatory during the online classes?

Parental involvement in the education of the children always starts from home with the parents providing healthy and safe environment, appropriate learning experiences, support and a positive attitude towards their school. Several studies show that an increased academic achievement with children as a student that have involved parents (Durisic & Bunijevac, 2017). The ultimate objective of the parental involvement is to expand the social and cognitive capacities of the children/pupils (Driessen, Smit & Sleegers, 2005). However, the parental involvement in primary education is much greater than that in secondary or higher education. Although children were more or less addicted to screens ever before the Covid-19 pandemic started. About eight to nine hours daily children have been using the screen. Our study shows that when it comes to online lessons many schools are not getting the approach to adopt screens. They are providing their students a blended approach by including various activities in their lesson plans. At primary school level children are asked to do painting or crafts. Some school conduct singing and yoga sessions; ask children to experiment in the kitchen, or make a salad at home. But parents had to involve in all the activities which have done by the children from online setup to kitchen or paintings. They did not miss the activity even a single day. Children remained under the supervision of the parents in all the online sessions and kitchen and gardening activities also. One reason was that the children were using the online platform first time and they were not aware the complexities of the online devices and setups.

V.VI. Question 6. Are you facing disturbance in your (parents') job due to your child's online education during this time?

During the pandemic all offices either were shut down or opened on alternate days. Mostly parents had to work from home. They also remained too disturbed while increasing cases of covid-19 in Delhi. They were not able to fully support their children due to their office work and their children education. They were living in an off routine. Mostly children were at home without having their new books. It was difficult to form a routine in such a situation. Parents were forcedly involved in their children's time table. Children's study time and parental office work time was same. Therefore, parents were in a critical situation where their jobs or office work has been disturbed and affected by the online education. Our study reveals that disturbance in the parents' job has been on the target due to online education of their children.

Source: Diagram made by Authors
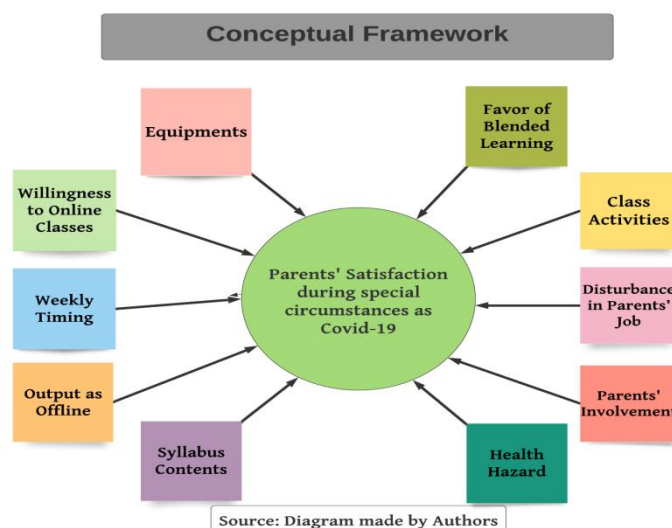
VI. CONCLUSION

The findings of the study have discovered strong correlation between overall parents' satisfaction and its influencing factors. Findings are showing a highly significant correlation of all the factors of parents' satisfaction survey such as willingness to online classes, weekly timing, outputs as offline classes, equipments, syllabus contents, health hazard, parents' involvement, disturbance in parents' job, class activities, and favor of blended learning under a special circumstance just like a pandemic, COVID-19. Study reveals that at the demographic level parental concern for their children remains same whether they are highly educated or not and whether they are highly aged or not. There are a few limitations of the study that the collection of the sample for this study was limited to Delhi's parents whose children are studying in Delhi based private schools. Hence, generalization of the findings is limited to a similar context and comparable population of group. Despite these limitations, the study provided the base for the conclusion to be established and it can be concluded that outputs as offline classes, matter of equipments, syllabus contents, health risks/hazard, parents' involvement in their

children study and disturbance in parents' job predict overall parents' satisfaction which is underlies in negative sense. Therefore, the findings of the current study might be helpful to the society and primary online educational management especially in private schools during special circumstances.

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