Understanding Parents' and Teachers' Opinions on Online Education through Evaluation

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Abstract
Education has been transformed by the advent of online teaching and learning, especially in the aftermath of technology developments and the global pandemic that forced schools to switch to remote learning. It is critical to evaluate the efficacy of online teaching and learning from the perspectives of two extremely important stakeholders: parents and instructors, as the educational landscape continues to change. By having online teaching and learning, teachers and parents have encountered obstacles and adjustments in assuring the children's education. When it comes to their perspectives, parents and teachers seem to have different preferences. Our objective is to identifiy the differences and similarities on parents' and instructors' perspectives on obligations towards online education and learning for their children and students. Parents with children in elementary school and schoolteachers are selected for this study sample. The results indicate that the majority of the perspectives evaluated differ between parents and teachers.
Keywords: Online Learning, Online Teaching, Parents, Responsibility, Teachers

Introduction
The beginning of online teaching and learning (TL) has revolutionized education, especially in the wake of technological advancements and the global pandemic that compelled schools to transition to remote learning. As the landscape of education continues to evolve, it becomes essential to assess the effectiveness of online TL from the perspectives of two crucial stakeholders: parents and teachers. Although parents and teachers both wanted to ensure that online TL was applied well for their children and students, the preference for online TL aspects was the main discussion (İpekoğlu & Ulusoy, 2022; Hodges et al., 2020; Reimers, 2020).

Parents play a pivotal role in their children's education, and their perspectives on online teaching are integral to shaping the overall learning experience. Evaluating parents' views allows educators and policymakers to gauge their level of satisfaction with the online learning environment (Liang et al., 2023; Kaya & Akgül, 2022). It helps identify any barriers that parents

and students might encounter, such as technological limitations or difficulty adapting to the virtual classroom. Furthermore, understanding parents' concerns helps educators tailor their approach, ensuring that communication channels are open and effective between schools and families. By gathering feedback from parents, schools can identify areas for improvement, enhance engagement, and promote a collaborative learning environment for students.

Teachers are at the forefront of the online TL process, and their insights are instrumental in shaping its effectiveness. Evaluation of teachers' perspectives offers valuable insights into the challenges they face while adapting to the digital classroom. It helps identify their training needs, technological requirements, and any pedagogical adjustments necessary for successful online instruction. Understanding the teachers' viewpoint also sheds light on the level of support they receive from the school administration and the overall work-life balance in the virtual environment. Their feedback is essential for continuous improvement in online teaching methods and the implementation of effective professional development programs (Duraku & Hoxha, 2020).

Systematic evaluation of online TL provides several benefits. Initially, it allows educational institutions to make data-driven decisions that can enhance the overall learning experience. Schools can identify successful practices and replicate them across different classes or grade levels. Then, evaluation helps identify areas of improvement, leading to the development of targeted interventions and support systems. This, in turn, enhances student engagement and academic performance. Additionally, evaluation fosters a culture of accountability among all stakeholders, encouraging transparency and open communication between parents, teachers, and administrators. The discrepancies may negatively affect the students if neither group receives enough aid and support from the government or relevant corporate sectors. Studies show that abrupt changes in education have an effect on children's behaviour, communication, emotion, and mental health (Wang et al., 2020; Pirskanen, 2019; Ilik & Er, 2019).

Despite the numerous advantages, evaluating online TL also comes with challenges. One of the primary difficulties is ensuring that the evaluation methods capture the complexity of the virtual classroom adequately. Traditional evaluation tools may not fully account for the nuances of online instruction, necessitating the development of innovative assessment techniques. Furthermore, gathering comprehensive data from parents and teachers can be time-consuming and resource-intensive, requiring careful planning and coordination. Addressing these challenges is crucial to obtaining accurate and meaningful feedback. The preferences of teachers and parents for online TL differ in several murky ways. Teachers may emphasise the finest platforms for delivering curriculum to students, but parents seem more concerned about their kids' mental and physical health when allowing online TL at home (Fauzi and Khusuma, 2020).

The evaluation of parents' and teachers' perspectives on online teaching and learning is of paramount importance in shaping the future of education. By understanding the viewpoints of these key stakeholders, schools can optimize their approach, creating an inclusive and effective online learning environment. The benefits of evaluation extend beyond improving academic outcomes; it also promotes better communication, fosters collaboration, and ensures that the needs of all parties involved are met. Embracing evaluation as an ongoing

process empowers educational institutions to evolve continually and adapt to the changing landscape of education in the digital age. The disparities in preferences between these two groups, which have the largest impact on the students, are one potential explanation for this issue. This study aims to fill up the knowledge gaps about parents' and teachers' perspectives on online TL for their children and students. Text (12pt Font, Font Style: Callibri)

Literature Review

The abrupt shift of TL from the classroom to the home has compelled educational institutions (especially teachers or educators) to prepare in a very short time in assessing effective steps to address students' needs, preparation and approach on different levels, and also reassurance to students and parents (Daša & Erik, 2021). Teachers must create straightforward strategies, orientations to courses, and clear assessments (Chowkase et al., 2022; Daniel, 2020). Reimers and Schleicher's (2020), study on the viewpoint of teachers outlines the difficulties faced by various educational systems that use online learning as a substitute modality. To successfully participate in online TL, Tzifopoulos (2020), stressed the need for teachers and students to have at least a basic understanding of computer programmes and related web applications. The difficulty teachers encounter when performing online teaching and learning activities is access to information technology, according to (Fauzi and Khusuma, 2020).

As a result, the transition from school to home is important in children's life and has an impact on how they behave and deal with their socio-emotions. According to Pirskanen's (2019), research, children's emotional skills—which are reported by these children to be both good and negative in their emotions and behaviour—are dependent on their socioemotional status. Parents and family members also have an impact on children's emotional abilities during the shift. Parents' perspectives revealed that their kids experience stress, fear, and worry in addition to having altered sleep patterns. As the people who are closest to their children, Wang et al (2020), argue that parents should be aware of the drawbacks of home confinement and assist in finding strategies to cope with children's physical and mental changes. The findings demonstrate that family ties can be reinforced when children's psychological needs are satisfied, and their expectations are met by effective parenting techniques. Of course, there are variations between parents and instructors using online TL. Parents are more worried about their capacity to give their children a good education than teachers are about how online instruction is delivered to the pupils.

Therefore, parent's perspective is very important to make online TL a successful process (Heba et al., 2020). A number of research on how parents cope with educating their children in this unprecedented situation has been done. A study in the Czech Republic revealed that families tend to cope well with the current educational situation and view the overall schoolwork transferred to homes as useful (Brom et al., 2020). Some strategies used by parents at home to support TL are maintaining a strict schedule and engaging in different creative activities (Bulkani et al., 2022; Bhamani et al., 2020). Students' self-learning is also important to motivate the students to study longer periods (Tran et al., 2020). Some parents do face difficulties especially issues regarding lack of time, issues with technologies, and inadequate teaching skills and content knowledge in providing effective home schooling (Jæger and Blaabæk, 2020). Another important factor is the parents' level of education where the parents cannot help their children if the homework is not in their field of expertise (Zamira and Linda,

2020). To achieve better quality on online TL, parents recommend having better interaction between teachers and parents like clarification of homework and how assessment will be done. Bhamani et al (2020), suggested centralized data dashboards and educational technology may be used to keep the students, parents and schools updated.

Obviously, the differences between teachers and parents on online TL are comparable. Teachers are more concerned about the delivery method of online teaching to the students, while parents are concerned about their ability to provide adequate learning to their children. The goal of this study is to delve more into and define this issue.

Methodology
Participants in this study include primary school teachers and parents with children in primary school. Participants were informed of the study's purpose, that their participation was entirely voluntary, and that they might withdraw at any time. The online survey was performed in March 2021, with participants chosen at random. A total of 65 questionnaires were obtained, and after incomplete questionnaires were eliminated, only 60 questionnaires were valid.

The questionnaire was designed using the researchers' knowledge and a review of the literature (Borup, 2016; Aliyyah et al., 2020). The first section concentrated on the demographic characteristics of respondents, including gender, age, community, and role. The Respondents were asked closed-ended questions in the second section (5-Likert scales: Strongly agree to strongly disagree). The data was analysed descriptively, and the findings were presented in tables and figures. There are eight items for factors on the perspective of parents and teachers in online TL as shown in Table 1. Cronbach's alpha for the Perspective was 0.893.

Table 1
Factors on the perspective of online TL to students or children

Perspectives of online TL to student/children during pandemic Covid-19.		Factors
P1	Student/children have no problems during online learning.	Facing no problems.
P2	Student/children do experience stress during online learning process.	Stress.
P3	Teachers have more time to prepare teaching materials before online learning.	Teachers have time to prepare.
P4	Teachers have more time to review all the learning materials after class.	Teachers have time to review.
P5	The online learning process give similar learning satisfaction than the classroom learning to student/children.	Satisfaction.
P6	Online learning should be implemented in the next session.	Implement in future.
P7	Communication between teacher and student/children is easier through online learning.	Communication.
P8	Student/children prefer online learning over classroom learning.	Preference.

Results and Discussions

The findings of teachers' and parents' perspectives are presented in this section. Questionnaires were completed by 60 respondents and contained a majority of female (66%), compared to male (34%) respondents. There is an equal number of parents and teachers who responded to the questionnaire. The respondents' characteristics: gender, age, community, and roles are shown in Table 2.

Table 2
Respondents' demographic for N=60

Characteristic		
Gender	*Male*	34 %
	Female	66 %
Age	*18-30*	4 %
	31-40	56 %
	41-50	32 %
	51-60	8 %
Community	*Large city*	4 %
	Urban	50 %
	Sub-urban	34 %
	Rural	12 %
Roles	*Teacher*	50 %
	Parent	50 %

Based on the findings in Table 3, item P1 (Students/children have no problems during online learning) shows that 56% of parents disagreed (highest percentage) with the statement and 24% have neutral views. 68% of teachers also disagreed (highest percentage) with the statement. Item P2 (Students/children experience stress during online learning process) shows that 52% of parents agreed (highest percentage) with the statement and 24% disagreed. There were 68% of teachers agreed (highest percentage) and 16% strongly agreed with the statement. Item P3 (Teachers have more time to prepare teaching materials before online learning) shows that 44% of parents agreed (highest percentage) while 56% of teachers disagreed (highest percentage) on the statement. Item P4 (Teachers have more time to review all the learning materials after class) shows that 40% of parents had neutral view (highest percentage) with the statement even though 32% disagreed. A total of 60% of teachers agreed with the statement.

Item P5 (The online learning process gives similar learning satisfaction than the classroom learning to students/children) shows that 52% of parents disagreed with the statement (highest percentage) and 60% of teachers also disagreed with the statement. Item P6 (Online learning should be implemented in the next session) shows that 48% of parents disagreed and 12% strongly disagreed with the statement.

Also 76% of teachers disagreed (highest percentage) with the statement even though 4% of them strongly agreed. Item P7 (Communication between teacher and student/children is easier through online learning) shows that 76% of parents disagreed (highest percentage) with the statement and 84% of teachers also disagreed with the statement. Item P8 (Students/children prefer online learning over classroom learning) shows that 56% of parents

disagreed (highest percentage) with the statement while 60% of teachers also disagreed (highest percentage) with the statement.

This study makes the comparison clearer by using graphical comparison by putting together factors that give different perspectives (Figure 1) and factors that give similar perspective (Figure 2) among parents and teachers.

Table 3
Comparison of perspective of parents and teachers towards online TL

| Item | Factors | View | Percentage (%) of perspective of parents and teachers | | | | |
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
P1	Facing problems	Parent	0	16	24	56	4
		Teacher	0	12	4	68	16
P2	Stress	Parent	4	52	20	24	0
		Teacher	16	68	8	8	0
P3	Teachers have time	Parent	0	44	32	24	0
		Teacher	4	36	4	56	0
P4	Teachers give review	Parent	0	28	40	32	0
		Teacher	4	60	4	32	0
P5	Satisfaction	Parent	4	8	16	52	20
		Teacher	4	0	4	60	32
P6	Implement in future	Parent	0	20	20	48	12
		Teacher	4	8	8	76	4
P7	Communication	Parent	0	4	12	76	8
		Teacher	4	0	4	84	8
P8	Preference	Parent	0	16	12	56	16
		Teacher	0	24	4	60	12
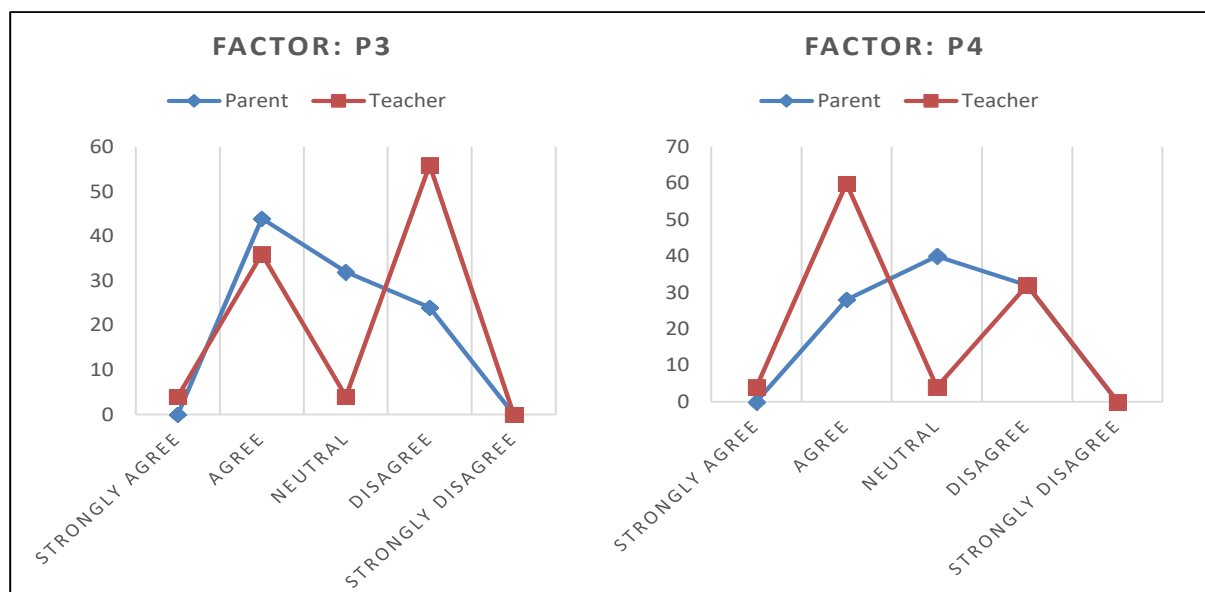
Figure 1. Differences of perspectives among parents and teachers on factor P3 and P4

Parents and teachers share different perspectives regarding items P3 and P4. The parents agree that Teachers have more time to prepare teaching materials before online learning, however, most of the teachers disagree. According to Bansak and Starr (2021), their study also supports the notion that parents need to allocate time for their children's online classes at home to mitigate the decline in learning. Parents may perceive that dedicating more time to their children's education can foster discipline in their learning habits at home (Putri et al., 2020). Additionally, both parties acknowledge that parents do have the capacity to assist their children with their homework. Bhamani et al. (2020) further supports this view, suggesting that parents should swiftly adapt to the changing learning environment during a pandemic and take the time to support their children. Similarly, parents and teachers share a similar view regarding the focused assignments provided by teachers to students. Daniel (2020) recommends implementing asynchronous learning in schools during crises to facilitate effective learning. Although both parties agree that teachers should provide feedback on assignments during online TL, challenges arise concerning the authenticity of the assignments and the time required for providing feedback (Pokhrel & Chhetri, 2021). These challenges warrant further discussion and consideration. In addition, parents and teachers are aligned in their perspectives on spending more time on children's learning, the importance of parental involvement in online education, and the necessity of focused assignments. However, challenges related to assignment authenticity and feedback consumption require careful examination and resolution. The perspectives of parents and teachers have similarites on the remaining items. Teachers are perceived as more reliable in preparing students with teaching-related activities, particularly in the context of online TL (Johnson et al., 2022). On the other hand, parents express their willingness to share the educational responsibility, but they encounter challenges in structuring and explaining lessons to their children (Novianti & Garzia, 2020). Consequently, while parents believe they can manage online learning at home, many teachers express doubts due to parents' lack of professional knowledge in TL.
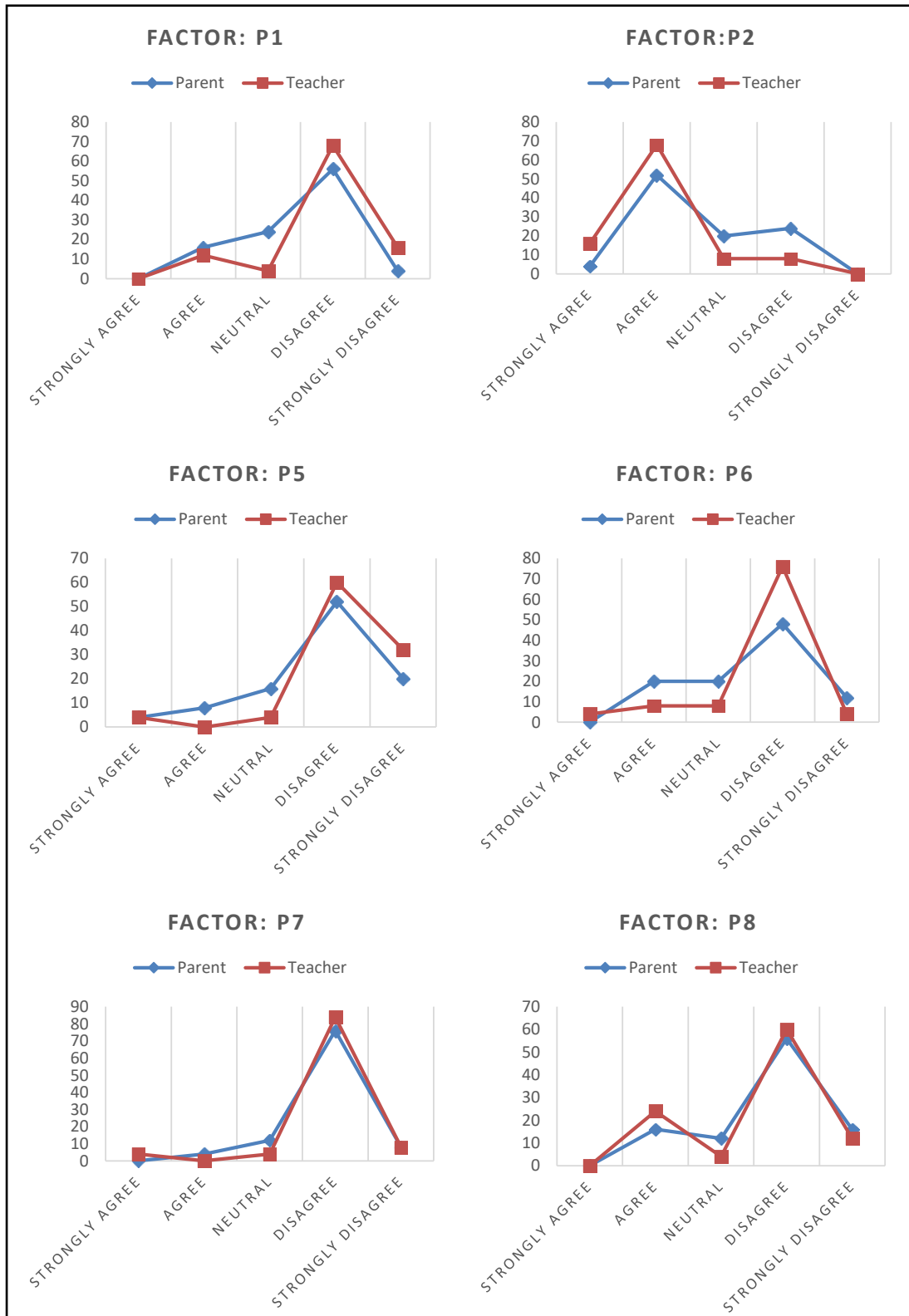
Figure 2. Similarities of perspectives among parents and teachers on factor P1, P2, P5, P6, P7 and P8

This concern is highlighted by a study conducted in China by Dong et al. (2020), which revealed that Chinese parents admitted to facing difficulties and problems with online learning, mainly because they lacked training in this domain and faced challenges in providing suitable online

learning devices. Furthermore, students require motivation to engage effectively in online learning, as they struggle with limited interaction and mismatches in learning styles. However, parents also encounter difficulties in motivating their children to focus on online learning, especially when they have to cope with the demands of multiple children at home (Garbe et al., 2020). Furthermore, while teachers are considered more reliable in preparing students for online TL activities, parents face challenges in assuming teaching responsibilities. The lack of professional knowledge and resources can pose obstacles to parents' ability to support online learning effectively. Moreover, students require motivation to excel in the virtual classroom, while parents may find it challenging to provide the necessary support amidst the complexities of managing multiple children's educational needs at home.

Conclusion
The objective of the study is to gain insight into how these two groups evaluate online TL to achieve optimal outcomes for students and their children. By understanding the preferences of teachers and parents regarding online TL factors, the study aims to identify the most preferred elements that can be used to design appropriate support systems to address challenges faced by both parties. Additionally, the study seeks to contribute to the existing body of literature on factors related to online TL, particularly in the context of pandemic situations. By mapping the views and preferences of teachers and parents, it acknowledges the importance of considering both stakeholders' opinions to enhance online TL effectively. This is essential because teachers and parents have unique perspectives, and their insights can offer a comprehensive understanding of the strengths and weaknesses of online TL. By prioritizing the well-being and academic success of learners, the study underscores the importance of creating a supportive and conducive online learning environment.

Furthermore, the study acknowledges that teachers and parents may have different or similar preferences regarding online TL factors. Recognizing these potential variations in perspectives is crucial, as it allows for targeted interventions and support tailored to the specific needs of teachers and parents. The reference to designing suitable support to help overcome challenges faced by teachers and parents indicates the practical implications of the study's findings. By identifying the most preferred factors, educational institutions and policymakers can implement measures that better cater to the needs of educators and families engaged in online TL. Overall, the study outlines the purpose, objectives, and significance of the study on evaluating online TL factors from the perspectives of teachers and parents. By aiming to achieve excellent outcomes for students and children, while also acknowledging the differences and similarities in preferences, the study seeks to make a meaningful contribution to enhancing online TL and supporting both teachers and parents during pandemic situations.

Acknowledgements

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