An Exploratory Study on Parents' Perception of Online Learning for Preschoolers

By

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A thesis submitted to Brac Institute of Educational Development in partial fulfillment of
the requirements for the degree of
Master of Science in Early Childhood Development

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Brac University
December 2021

Declaration

It is hereby declared that

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2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

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Ethics Statement

Title of Thesis Topic: Master of Science in Early Childhood Development

Student name: Zarrin Tasnim

1. Source of population

Parents of 3 to 5 years old children attending online classes provided by English medium schools in Dhaka.

2. Does the study involve (yes, or no)

    a) Physical risk to the subjects- no
    b) Social risk- no
    c) Psychological risk to subjects- no
    d) discomfort to subjects- no
    e) Invasion of privacy- no

3. Will subjects be clearly informed about (yes or no)

    a) Nature and purpose of the study- yes
    b) Procedures to be followed- yes
    c) Physical risk- yes
    d) Sensitive questions- yes
    e) Benefits to be derived- yes
    f) Right to refuse to participate or to withdraw from the study- yes
    g) Confidential handling of data- yes
    h) Compensation and/or treatment where there are risks or privacy is involved- yes

4. Will Signed verbal consent for be required (yes or no)

    a) from study participants- no
    b) from parents or guardian- n/a
    c) Will precautions be taken to protect anonymity of subjects? - yes

5. Check documents being submitted herewith to Committee:

    a) Proposal- yes
    b) Consent Form- yes
    c) Questionnaire or interview schedule- yes

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Abstract

During the COVID-19 pandemic online learning has been one of the key methods of education for children as they have spent most of their time at home. This study explored the perception of parents on online learning for the preschoolers where 203 parents from English medium schools in Dhaka city of Bangladesh participated in an online survey. The data collected was analyzed in SPSS (version 20) and descriptive statistics was used to describe the findings. For parents, online learning is a means of keeping their children active during the pandemic but it is not an effective tool for education. Parents did not believe online learning was beneficial to their children. They also seemed to be concerned about the harmful effects of increased screen time on children.

Keywords: online learning; perception; parents; preschoolers; COVID-19;

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List of Acronyms

ECD	Early Childhood Development
PPE	Pre-primary Education
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organization

Chapter I

Introduction & Background

Introduction

Coronavirus (COVID-19) is a communicable disease with mild to moderate respiratory illness for most patients, yet, makes the older population and people with underlying diseases seriously ill. It is caused by the SARS-CoV-2 virus (WHO, 2020). The COVID-19 situation was announced a global pandemic by the World Health Organization (WHO) on 11th March, 2020. Since then, governments around the world have implemented drastic measures to slow down the spread of the highly mutating virus by imposing lockdowns, social distancing, closing down factories, and educational institutions. The pandemic caused the largest disruption in the education sector (Engzell, 2021). According to UNESCO & Global Education Coalition (2021), school closures in different countries affected more than 1.5 billion learners worldwide.

Millions of children are being deprived from acquiring the foundational skills of life as immediate and direct effects of this dire situation (Alban et al., 2020). It has been found that 40 million young children worldwide have missed a year of pre-school (UNICEF, 2021). At these times the curricula for developing personal attitudes, positive relationships and school connectedness cannot be maintained, as a result young children's social and emotional learnings are being hampered (Dove et al., 2020). Besides that, being confined in homes can produce toxic stress which may cause loss in brain development and may impair cognitive skills, mental and physical development for young children in the future (Araújo et al., 2020).

It is assumed that in the long-term children with learning loss may have reduced lifetime income. According to the World bank, students are at risk of losing between 0.3 and 0.9 years of schooling which may lead to a global loss of US$ 10 trillion (Azevedo et al., 2020). To mitigate the learning loss many governments have resorted to distance learning modalities such as online classes through internet, television and radio (Alban et al., 2020). However, use of digital technologies by young children has been a highly debated topic among the scholars, educators and policymakers for a long time (Suggate & Reese, 2012). While some scholars claim that online learning maybe harmful for the growth and development of young children and may not be enough to make them ready for school socially and emotionally, others believe that digital learning may help children comprehend abstract ideas and engross them in learning, reasoning and problem-solving activities (Dong et al., 2020).

Apart from the views of the educators or scholars, it is necessary to include parents' perception regarding the online learning system. It is especially important during school closures when teachers are away and young children are not able to follow the learning instructions or operate the technology on their own (Zaccoletti et al., 2020). Moreover, parents play vital roles in supporting children to learn through online education. For example, in research from Hasler-Walters (2012), it was found that parents can act as organizers (planning and accumulating resources), instructors (helping in constructing knowledge), motivators (provide encouragement and reinforcement) and manager (using resources to reach individual learning goals) for students in online elementary and middle schools. Additionally, in recent research on parental engagement in online learning, it was found that 81.7% of parents were engaged in supervising study time for their children, 80.4% accompanied children in their learning and 69% parents engaged in recognizing children's learning difficulties (Novianti & Garzia, 2020).

During the COVID-19 pandemic children have spent most of their time at home and it has been the responsibility of parents to look after their children's education (Morelli et al., 2020). Therefore, it is obligatory to understand the way parents are perceiving the new learning modalities, the extent to which they think distance learning influences children's learning and the challenges they are facing.

Statement of the Problem

Bangladesh has taken alternative measures to continue education for the children and mitigate the adverse effects of Covid-19 in education. The government introduced distance learning via Sangsad TV for the children of primary grade and above (BRAC, 2020). Non-government organizations (NGOs) have implemented various distance learning methods for the young children like 'learning at home packages' by UNICEF, 'Pashe Achhi' (using telecommunication) by BRAC IED (UNICEF, 2020; BRAC, 2020). Online classes for children in preschools and higher grades were initiated by the private educational institutions such as English medium schools in urban areas of the country (BRAC, 2020). Majority of the English Medium Schools are using apps such as Zoom and Google meet to provide interactive online classes. Teachers are using interactive videos and activities for the preschoolers. Schools like Mastermind English Medium School are using two shifts to conduct the classes one in the morning and one in the evening so that working parents can guide their children during classes (Mastermind School, 2020). Activities such as storytelling, arts etc. are being included in these classes for instance, in International School Dhaka (ISD) children were seen to draw at home during online class and show their work on the camera to the teacher (International School Dhaka, 2021).

Among the 38.6 million students in the country, 3.6 million are at pre-primary level (BRAC, 2020). Pre-Primary Education (PPE) has proved to be one of the most successful strategies to prevent the dropout rate for children all over the world. It helps young children to be ready for formal education and is found to have a positive impact on further learning during primary and subsequent grades (Haque et al., 2013). School closures due to Covid-19 pandemic aggravate the risk of children being deprived of both learning and future earnings. To maintain progress on the Sustainable Developmental Goals, decrease inequalities and support economic growth, PPE education systems need to be strengthened now more than ever. Therefore, in the current situation Early Childhood Education (ECE) must be prioritized (Moruga et al., 2020).

Pre-primary education requires the play-based approach with engaging activities so that children can develop in social, language, cognitive and physical domains (Stevens-Smith & Stegelin, 2015). Therefore, when children are away from their teachers, parents or adults should be there to look after the learning process and support children. Although many studies are being done, there is still a lot of unknown about the successful ways to encourage and make learning engagement with young children and their caregivers sustainable (Nugroho et al., 2020). Thus, a study exploring parents' perception on online distance learning for preschoolers, for instance the way it is helping their children learn and the challenges which parents are being faced with will be helpful in providing evidence for further research and policy recommendation. Among the different distance modalities being implemented in the country this study will focus on the online learning method provided by the private English Medium schools in Dhaka city.

Purpose of the study

The purpose of this study is to explore parents' perception of online classes for preschoolers' learning. This study aims to know parents' understanding regarding online classes and their belief towards how online classes are supporting preschoolers' learning during the pandemic. It will also be used to identify the challenges of online classes as children and parents are navigating their way through this relatively new learning system. Understanding parents' perception will help school teachers and authorities promote online learning more effectively among the young learners.

Significance of the study

Pre-primary education lays the foundation of education in one's life. The government of Bangladesh has recognized pre-primary education as an effective strategy to reduce the high dropout and repetition rates in the country (Yasmin & Rumi, 2020). Additionally, it has been mentioned in target 4.2 of the Sustainable Developmental Goals (SDGs) that- "All boys and girls have access to quality early childhood development, care and pre-primary education so that they are ready for primary education", which clearly shows the importance and need of quality pre-primary education for children. Online learning is one of the ways to tackle the adverse effects of Covid-19 on pre-primary education that has been impacted in the country. Moreover, with the invention of smartphones and digital tablets young children can now get access to digital technology devices anytime and anywhere (Mridha, 2019). In Bangladesh, many parents are seen to take help of smartphones to make their children eat and eventually, children become acquainted with these devices (Khondkar, 2021). Children as young as 2 years old are able to navigate their way to apps such as YouTube on their smartphones or tablets. This means digital platforms are already familiar to some children and parents. However, availability of online learning systems does not

necessarily indicate that it is being accessed or used by the people in an effective manner. Besides, using an online learning system means there should be access to electricity, internet and suitable devices and particularly for the young learners, parents must have adequate knowledge about the technology, and medium of language of the platform to support learning (Nugroho et al., 2020).

The role of parents is of particular importance to the preschoolers especially in the case of online learning; therefore, it is necessary to include guidance for the parents so that they can support the young minds (Nugroho et al., 2020). The proposed study will provide parents' perception regarding the way online classes are supporting their young children's learning and the challenges they are facing will surely benefit program interventions by enlightening the education providers about online learning issues. This will in turn help the education providers to take initiatives to make the online learning process easier and more beneficial for the children.

Although many studies have been done on online learning for primary, secondary and university students of the country, only a few have been done on online learning for preschoolers of age 3 to 5. It is essential to gain insight on the online education of preschoolers as education received during the early years is very crucial for the cognitive, social and emotional development of children (UNICEF, 2021). It is important to monitor how children and parents are using online learning and the effects it has on their learning and developmental outcomes, as there is not much known about the impact of distance-learning support for pre-primary education (UNESCO, 2020). Therefore, this study is of great significance as this will provide evidence on the way online pre-primary education is being useful to children through parents' perspective. The findings from the study can be used in further research, program design and for advocacy and policy making.

Research Topic & Research Questions

Research Topic

An exploratory study on parents' perception of online learning for preschoolers.

Research Questions

Based on the purpose of the study and literature available on the current scenario of the situation, a few research questions have been made. These questions will help to fulfill the purpose of the study.

1. What is the perception of parents on online learning?

2. What are the online learning practices among the preschoolers during COVID-19?

3. What challenges do children and parents face during online classes?

Some Definitions

To understand the literature some definitions related to my proposed study such as distance learning, online learning and perception has been described here.

Distance learning has been defined as the learning that takes place through print-based materials, one-way massive broadcasting or web-based exchange to communicate when the teacher and learner are separated by space or time, or both (UNESCO, 2020). Online learning has been defined as one form of distance learning where instructional environments are supported by the internet (Bakia et al., 2012). Online learning includes use of electronic media or devices such as laptop or computer, and smartphone supported with internet access (Abed, 2019).

Given (2008) defines perception as a mode of apprehending reality and experience through the senses, thus enabling discernment of figure, form, language, behavior, and action. Here in this study, parents' perception means the way parents have apprehended the reality and experience of online classes and the way their experiences have influenced their opinions or behavior.

Chapter II

Literature Review

Systemic literature has been reviewed to understand the use of online learning for preschoolers and the involvement of parents in the learning process during this pandemic for both around the globe and in the country. Firstly, the global scenario for online learning has been focused followed by the perception of parents about online learning. Secondly, the current situation in Bangladesh has been highlighted trailed by the challenges faced by the students in the country and perception of parents regarding online learning.

Global Scenario of Online Distance Learning

The early years are critical for the development of children, yet during the Covid-19 crisis only 60% of the countries worldwide introduced distance learning for pre-primary education (PPE) (Nugroho et al., 2020)**.** Due to the different barriers to accessing online learning platforms, only 12% of the pre-primary students are potentially reached through online learning (Nugroho et al., 2020). According to a joint UNESCO-UNICEF-World Bank survey which was reported by Nugroho et al., 2020, it was found that around one third of the ministries of education of the 142 countries who participated, reported that they have implemented national online platforms which are essentially learning management systems like Google Classroom and Moodle or interactive video-conferencing tools like Zoom or WebEx that facilitate the delivery of virtual/live online classes. It has been also noted that families with higher incomes have a higher probability of receiving online support from the education providers. Majority of the Ministries of Education (MOE) of these 142 countries which participated in the same survey reported that pre-primary teachers were less likely to receive training on

remote learning, instead, materials were developed for families and educators to access when needed to support young children's learning (Nugroho et al., 2020). That means most education ministries' online platforms served as a repository of resources accessible to caregivers or parents. The content in these repositories had videos and printable activities for children. However, many countries found a different approach like incorporating structure, scaffolding and opportunities for reflection and feedback to be more useful. They used structured platforms with clear schedules where the content was explicitly mentioned with learning goals of the activities. Moreover, the adult caregivers were invited to provide feedback. For example, in El Salvador parents were provided with guides where the expected learning outcomes and indicators were included to help them understand if the learning outcomes have been met (Nugroho et al., 2020). Many countries also included ways to encourage physical activity and socio-emotional development through physical education sessions and activities that encourage children to explore their emotions respectively. For instance, in the Bahamas, videos on physical-education guided children through a series of movement to promote physical activity. In spite of these efforts, only less than 50% of the countries who participated in the survey said that they could cover all subjects and developmental domains through their online learning systems (Nugroho et al., 2020).

In a Chinese study about parents' beliefs and attitudes, it was found that parents generally had negative beliefs about the values and benefits of online learning mainly due to children's lack of self-regulation and parents' lack of time and specialized knowledge to support children's online learning (Dong et al., 2020). However, in research from Daniela et al. (2021), it was concluded that parents especially mothers tried to support their children during online learning and children needed the support to mainly use the digital technology which implied parents without any knowledge of

technology may not be able to help children in this kind of scenario. Besides, research from Stites et al. (2021), it was found that parent directed literacy and mathematics activities were included in the online learning method for preschoolers. Although parents understood the work given to children, they found it difficult to balance work and supervise their children's learning and thus, wanted activities that were less time consuming (Stites et al., 2021). In another survey in the USA where parents of children in K-12 had participated, it was found that parents provided extra support or resources to their children if they were attending online classes either exclusively or in combination of physical classes as they were less likely to be pleased with their children's education (Horowitz & Igielnik, 2020). Moreover, it was seen that parents of lower income families were more likely to be worried about their children falling behind in education during the pandemic as they could not afford to provide the extra resources that upper income families could (Horowitz & Igielnik, 2020).

Another recent research revealed that parents of elementary school students in Gunungsitoli City felt an increased economical, psychological and social burden due to distance learning methods (Lase et al., 2021). The study further revealed that lack of time and inability of parents to become teachers for children were the top two reasons for the lack of parental involvement and support in children's learning process at home; and when parents were involved, they were mostly found to provide internet packages, aid children in mastering the lesson and assist them in completing the tasks or tests assigned by the teacher. Many children in the city could not get involved in online learning due logistical issues such as poor internet connection, lack of technological support and devices and those who could receive online learning were reported to have a reduction in learning motivation and cognitive skills assumed to be due to lack of interactions with friends and teachers (Lase et al., 2021).

Nevertheless, a study conducted on Indian parents' perception of online classes for young children reported that parents had positive thoughts about online learning (Khan, 2021). According to the parents in the said study, conducting classes online was the right choice during the pandemic; they believed online education had been helpful for children (Khan, 2021). A small proportion of parents also reported that when children got opportunities to interact with their peers and teachers through online learning, it did have a positive influence on them during this time of isolation due to the COVID-19 situation (Stites et al., 2021)

Bangladeshi Scenario of Online Distance Learning

All the educational institutions in Bangladesh were shut down when the government declared a countrywide general holiday on 26th March 2020. The educational institutions including schools, colleges, and universities remained closed for more than a year. In these times, the system of online education has been extensively introduced in the country for the first time (Khan, Rahman & Islam, 2021). Online classes were mainly provided by the private universities and private Bangla medium, English version and English medium schools of the country while the government schools utilized the broadcasted lessons through the TV channel (BRAC, 2020). Although several measures have been taken to reach students through various modalities to support their learning even during the pandemic, many children are not participating in distance learning. Only 44.1% of children studying in primary and secondary level were attending online classes, while the majority 55.9% of them did not attend (BRAC, 2020). In the rural areas only 39.8% of the students can participate in online learning (BRAC, 2020). The most common reason for not attending distance learning was limitation of arrangements (TV, Internet, Electricity, Dish), followed by not being well informed about it, unwillingness to participate in education and engagement in family works (BRAC,

2020). A telephone-based survey in rural Bangladesh found that children, especially girls, spent less time on studies and more time on household chores during the school closure (Makino et al., 2021).

On the other hand, those who were participating in online classes were also facing difficulties in doing so. For instance, a study among university students in the country revealed that improper technological infrastructure, limitation to devices or internet accessibility and financial difficulties disrupted the online learning experiences (Shahriar et al.,2021). A parent of a second grader also shared that maintaining online schooling was a financial burden for her as she had to install the router and has to pay for the internet on a monthly basis (Alamgir, 2020). However, parents from an English medium school located in Dhaka, where 98% of its nursery and grade 1 students were participating in online classes, reported that children were enjoying the online classes as the classes were interactive and teachers were doing a commendable job. Parents seemed to be happy that their children's education did not come to a halt (Hirji, 2020). On the contrary, in a survey conducted in Dhaka and Chittagong among students aged 4 to 12, revealed that all the participants preferred face to face teaching-learning methods and the top 3 reasons of not preferring online schooling were that they missed their peers, got disconnected from classes abruptly due to internet instability and greater academic load. In the same study some parents expressed they did not mind children losing a year of schooling while others said online education is acceptable as the future is uncertain (Khan, 2020).

Chapter III

Methodology

This chapter illustrates the methodology that has been followed for the study.

Research Participants

Parents having 3–5-year-old children who attended online classes provided by the English medium schools of Dhaka city.

Research Site

The study was performed in the capital city of Bangladesh, Dhaka.

Research Approach

The study approach was quantitative, where a cross-sectional survey was conducted. Cross sectional studies are done to explore the present scenario at one given point of time and are useful for giving an on-going scenario regarding the behaviors, attitudes and beliefs in a given population (Gay et al., 2012). As the proposed study aimed to know parents' view on online classes for children's learning during the pandemic the cross-sectional survey had been chosen as the appropriate method.

Sampling Procedure

Both convenience and purposive sampling methods were used keeping the pandemic situation in consideration. The selection criteria included parents whose children received online learning from English medium schools, parents who lived in the same household as the child, had access to internet and e-mail. Parents were approached through school authorities of English medium schools and from an English medium parents' forum on the social media platform, Facebook. Data was collection for a

duration of two weeks and a total of 203 parents completed the survey within that time frame.

Data Collection Methods

The tool for this study was developed by consulting existing tool available for assessing parents' perception of their children's online learning and was customized and contextualized according to Bangladeshi context. The survey questionnaire was divided into two parts: demographic details of the participants and questions regarding the use and perception of parents about online learning.

The survey was conducted through digital platforms considering the pandemic situation of the country. Participants were provided with internet links/URL of the Google form through the digital platforms such as Google classrooms and facebook groups with the help of school authorities where applicable. Written instructions were posted along with the internet link/URL to clarify the study objectives, concept of the questions, consent statement and make participants familiarize with the procedure. Participants were also ensured that their identity would be kept confidential along with their responses. Participants filled up the questionnaire on their own time and submitted it online before a set deadline.

Data Analysis

The data was managed and analyzed in 3 steps which have been shown below:

Step 1: Data filtering (e.g. missing value, wrong input, data error) → Step 2: Coding in SPSS → Step 3: Output and Interpretations
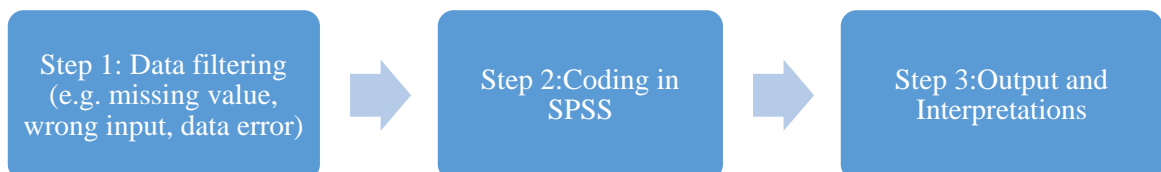
After the data was collected through google forms, it automatically got saved in the 'Cloud' database (Google drive). Data was imported to Microsoft excel and checked for any missing values or data error. From a total of 203 responses 198 responses were taken for analysis and imported to SPSS (Version 20) where coding was done first. Then descriptive statistics was used to organize and analyze the data. Chi-square test was done to identify relationships between categorical variables. Frequency distribution tables along with graphs and pie charts have been used to represent data in an understandable and logical way.

Validity & Reliability

After the questionnaire was adapted and translated, it was sent to the respected experts of BRAC Institute of Educational Development (BIED) to be checked for language and content. The tool was first piloted with 7 parents of preschoolers who were attending English medium schools in Dhaka. It was done for the purpose of testing its content and language. After the reviewing and piloting, the questionnaire was finalized into Google form for data collection.

Ethical Issues

Informed consent was taken from both school authority and the participants. The participants were enlightened about the context, purpose, objectives of the study and the inclusion criteria of the parents and why they were approached. Participation was solely voluntarily. They were informed that the data will be used for study purposes only. They were also assured that their personal details and responses would be kept confidential. Any information about the research was not withheld knowingly. All types of communication in the research study were done with transparency. The data has been presented free of any bias or prejudices.

Limitations of the Study

There are few limitations in this study. The study was conducted through online platforms where parents filled out the Google Forms. Hence, parents' familiarity of using online platforms and to fill out survey questionnaire in Google Forms might have an effect on the data obtained. Moreover, only parents who used digital communication platforms or social media were able to participate and opinions of parents who did not use the digital media would remain unknown to the researcher. Due to time constraint and the vaccination period in schools overlapping with the data collection duration few schools refused to be a part of the survey. Thus, many parents could not be reached and the sample size was smaller than that expected.

Chapter IV

Results & Discussion

This chapter illustrates the results obtained from the study and discusses the findings. The results were obtained after analyzing the data received from the online survey.

Results

The first section presents the results, which are as follows.

Socio-Demographic Characteristics of the Parents

Table 4.1 shows the socio-demographic characteristics of the parents who participated in the survey. The total numbers of participants in the survey were 203. Majority (76.3percent) of the participants were female and only 23.7 percent of them were male. Most of the respondents (64.1percent) fell under the age group 30-39-years-old. Among the participants, 55.1 percent had a postgraduate degree, 28.8 percent held an Honors/ Bachelor's degree while a small proportion, 7.6 percent and 2.5 percent, had completed the H.S.C and S.S.C respectively.

Participants were asked to indicate there workplace as well and as can be seen from Table 1, that most of them (44.9 percent) were housewives, 28.3 percent worked in private enterprises, 14.1 percent owned personal businesses and only a few worked in the government (6.1 percent) and public organizations (4.0 percent). Majority of the parents (51 percent) had two children, and 38 percent of them had one child only. A very small number of parents (N=2) had 4 children.

Table 1 Socio-demographic characteristics of the parents

	Characteristics /Variables	(%) (N= 198)
Gender	Male	23.7 (47)
	Female	76.3 (151)
	20-29	12.1 (24)
	30-39	64.1 (127)
Age Group	40-49	21.7 (43)
	50+	1.5 (3)
	<20	.5 (1)
	S.S.C	2.5 (5)
	H.S.C	7.6 (15)
	Honors/ Bachelor's degree	28.8 (57)
Education	Postgraduate degree	55.1 (109)
	Ph.D.	1.5 (3)
	Others*	4.5 (9)
	Government	6.1 (12)
	Public Organizations	4.0 (8)
	Private enterprise	28.3 (56)
Workplace	Personal owned business	14.1 (28)
	Freelancer	2.0 (4)
	Housewife	44.9 (89)
	Unemployed	.5 (1)
	One child	38.9 (77)
	Two children	51.0 (101)
No. of Children	Three Children	9.1 (18)
	Four Children	1.0 (2)
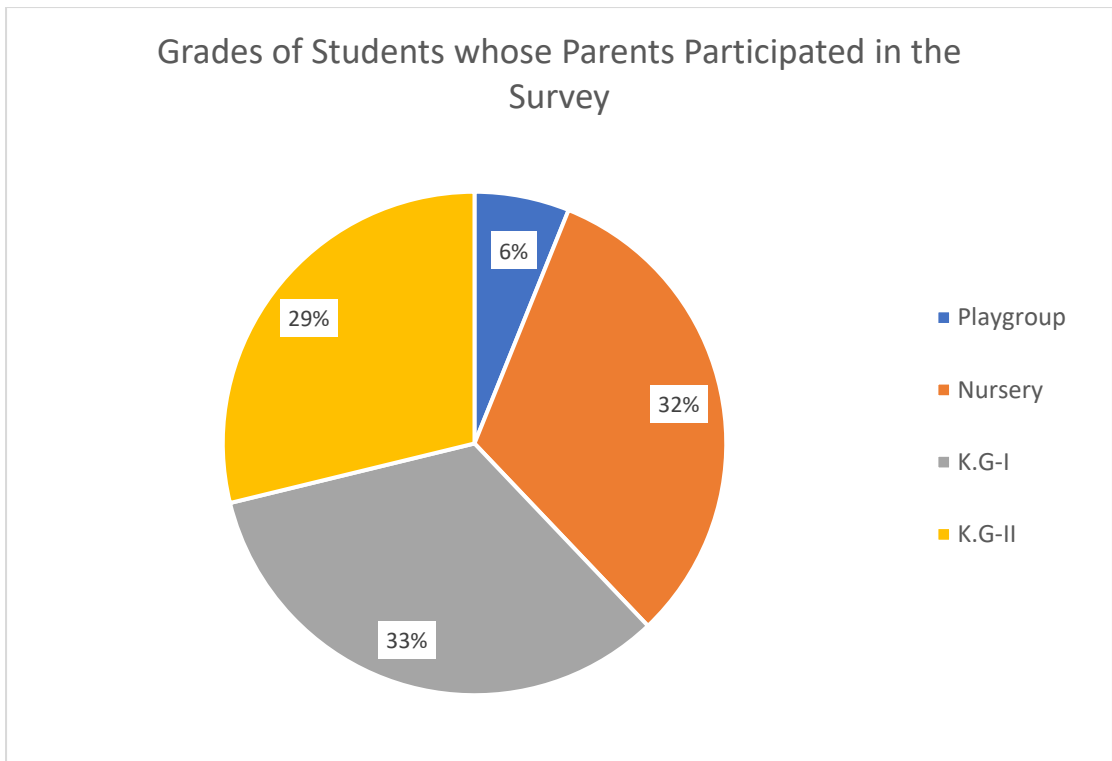
Figure 1 Pre-primary grades of children reported by parents

The pie chart above shows the percentage of pre-preprimary grades in which the children were enrolled. Majority of the parents said their children studied in grades K.G- I (33 percent) and nursery (32 percent) whereas very few said their children studied in playgroup (6 percent).

Children's Involvement and Practices with Online Learning

In the first part of the survey, parents were asked to fill in information regarding the use, frequency, time spent and engagement of their children in online learning. The data collected from the questions has been useful to identify any relationship between the involvement and practices of young children with online learning and their respective grades or age groups.

Table 2 Time spent on each online learning session by different pre-primary grades

Responses	Playgroup % (N=12)	Nursery % (N=63)	K.G-I % (N= 66)	K.G-II % (N=57)
0-15 mins	0.0 (0)	1.6 (1)	0.0 (0)	0.0 (0)
15- 20mins	0.0 (0)	1.6 (1)	1.5 (1)	0.0 (0)
20-30 mins	33.3 (4)	3.2 (2)	1.5 (1)	3.5 (2)
30-40 mins	33.3 (4)	22.2 (14)	56.1 (37)	66.7 (38)
More than 40 mins	33.3 (4)	71.4 (45)	40.9 (27)	29.8 (17)

Parents were asked to indicate the time children spent on each online learning session. It has been found that majority (71.4 percent) of children studying in nursery spent more than 40 minutes while more than half of the students of (56.1 percent) K.G- I and (66.7 percent) K.G- II spent 30 to 40 minutes in each session. As can be seen from the findings in Table 2, there is a relationship between the children's grade and duration of online sessions, X^2 (N = 198) = 53.9, df=12, $p < 0.05$, which indicates that children in lower grades (Nursery) attended more in online learning sessions than the children of higher grades (K.G- I and II).

Table 3 Frequency of using zoom as learning method, by pre-primary grades

Responses	Playgroup %(N=12)	Nursery %(N=63)	K.G.-I %(N=66)	K.G.-II %(N=57)
Never	8.3 (1)	4.8(3)	9.1(6)	1.8(1)
1-2 times per week	0.0(0)	3.2(2)	4.5(3)	1.8(1)
3-5 times per week	33.3(4)	34.9(22)	31.8(21)	26.3(15)
Once per day	50(6)	47.6(30)	18.2(12)	36.8(21)
Multiple times per day	8.3(1)	9.5(6)	36.4(24)	33.3(19)

Parents reported the frequency of times their children learned using methods like Pre-recorded lessons, WhatsApp, Zoom, etc. Table 3 shows the frequency of usage for Zoom as the learning method. As shown by the percentage of responses in Table 4.2.2, students of playgroup (50 percent) and nursery (47.6 percent) were more likely to use zoom once per day for online learning purposes than children of K.G-I (18.2 percent) and K.G- II (36.8 percent), X^2 (N= 198) =26.4, df= 12, $p < 0.05$. Considering once per day/ multiple per day responses, lower grades (Play group and nursery) students participated at least once per day whereas higher grades of students (KG I and KG II) attended multiple times per day.

On the other hand, variations in weekly participation in online classes can also be seen as, percentages of student of all the grades who participated lessons 3-5 times per week which is higher than those who participated 1-2 times per week.

Table 4 Frequency of using Pre-recorded lessons as learning method by children's age group

Responses	3-4 years %(N=16)	4-5 years %(N=94)	5-6years %(N=19)	6+ %(N=69)
Never	43.8(7)	62.8(59)	57.9(11)	69.6(48)
1-2 times per week	31.2(5)	8.5(8)	21.1(4)	5.8(4)
3-5 times per week	18.8(3)	11.7(11)	10.5(2)	8.7(6)
Once per day	6.2(1)	14.9(14)	0.0(0)	7.2(5)
Multiple times per day	0.0(0)	2.1(2)	10.5(2)	8.7(6)

Table 4 shows the frequency of pre-recorded lessons being used as a learning method by different age groups. Majority never used pre-recorded lessons as a learning method, X^2=23.1, df=12, p<0.05, this indicates children's preference of real time participation in online classes through Zoom.

Table 5 Percentage of parents accompanying their children during online class by pre-primary grades

Response	Playgroup %(N=12)	Nursery %(N=63)	K.G-I %(N=66)	K.G-II %(N=57)
Not at all	0.0(0)	1.6(1)	0.0(0)	3.5(2)
Occasionally	8.3(1)	1.6(1)	13.6(9)	17.5(10)
Sometimes	16.7(2)	7.9(5)	10.6(7)	19.3(11)
Often	16.7(2)	12.7(8)	24.2(16)	21.1(12)
Always	58.3(7)	76.2(48)	51.5(34)	38.6(22)

Participants were asked how often they accompanied their child during online learning sessions. As shown in the Table 5, more than half of the children from playgroup (58.3 percent), nursery (76.2 percent) and K.G- I (51.5 percent) were always accompanied by a parent. Children in lower grades like playgroup and nursery were more likely to be accompanied by parents than children in higher grade, K.G- II (38.6 percent), X^2= 24.5, df=12, $p<0.05$, which means the result is statistically significant.

Perception of Parents Regarding Online Classes

Parents were asked questions regarding the role of online learning in education, the value of online learning for young children and the role of online learning in family education. They answered the questions in a 5-point Likert Scale. All the questions helped to understand their perception regarding online classes for their young children.

Role and Value of Online Learning in Supporting Young Children's Education

Table 6 Parents' responses to the statement 'Online learning is more efficient' by parents' education

Response	S.S.C %(N=5)	H.S.C %(N=15)	Honors/ Bachelor's degree %(N=57)	Postgraduate Degree %(N=109)	Ph.D. %(N=3)	Others* %(N=9)
Strongly disagree	80.0(4)	6.7(1)	10.5(6)	11.9(13)	0.0(0)	0.0 (0)
Disagree	20.0(1)	20.0(3)	35.1(20)	27.5(30)	33.3(1)	66.7(6)
Neither disagree nor agree	0.0(0)	46.7(7)	17.5(10)	28.4(31)	66.7(2)	0.0(0)
Agree	0.0(0)	20.0(3)	29.8(17)	26.6(29)	0.0(0)	22.2(2)
Strongly agree	0.0(0)	6.7(1)	7.0(4)	5.5(6)	0.0(0)	11.1(1)

*FCMA /MBBS/ Chartered Accountant

Parents were asked to indicate their opinion on the efficiency of online learning. Table 6 shows that, 80 percent of the parents who had secondary level of education strongly disagreed with the statement- 'Online learning is more efficient', while parents with higher education qualifications were more likely to be neutral to the statement, X^2= 39.9, df= 20, $p<0.05$.

Table 7 Parents' responses to the statement 'Online learning can benefit children's language development' by parents' education

Response	S.S.C %(N=5)	H.S.C %(N=15)	Honors/ Bachelor's degree %(N=57)	Postgraduate Degree %(N=109)	Ph.D. %(N=3)	Others* %(N=9)
Strongly disagree	60.0 (3)	26.7(4)	8.8(5)	9.2(10)	0.0(0)	11.1(1)
Disagree	0.0(0)	6.7(1)	33.3(19)	32.1(35)	66.7(2)	77.8(7)
Neither disagree nor agree	20.0 (1)	33.3(5)	17.5(10)	29.4(32)	0.0(0)	11.1(1)
Agree	0.0(0)	33.3(5)	35.1(20)	28.49(31)	33.3(1)	0.0(0)
Strongly agree	20.0(1)	0.0(0)	5.3(3)	0.9(1)	0.0(0)	0.0(0)

*FCMA /MBBS/ Chartered Accountant

Parents with higher educational qualification were more likely to disagree with the statement that online learning can benefit children's language development. As illustrated in Table 7, there is a relationship between parents' response and their educational qualification 42.3 percent parents with postgraduate degree did not believe online learning was beneficial for children's language development, $X^2 = 44.3$, df $= 20$, $p<0.05$, making the test significant.

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Table 8 Parents' responses to the statement 'Online learning can benefit children's thinking' by parents' education

Response	S.S.C %(N=5)	H.S.C %(N=15)	Honors/ Bachelor's degree %(N=57)	Postgraduate Degree %(N=109)	Ph.D. %(N=3)	Others* %(N=9)
Strongly disagree	60.0(3)	33.3(5)	14.0(8)	9.2(10)	0.0(0)	11.1(1)
Disagree	0.0(0)	20.0(3)	22.8(13)	38.5(42)	66.7(2)	77.8(7)
Neither disagree nor agree	20.0(0)	20.0(3)	28.1(16)	23.9(26)	0.0(0)	0.0(0)
Agree	0.0(0)	26.7(4)	31.6(18)	25.7(28)	33.3(1)	11.1(1)
Strongly agree	20.0(0)	0.0(0)	3.5(2)	2.8(3)	0.0(0)	0.0(0)

*FCMA /MBBS/ Chartered Accountant

By the responses demonstrated in Table 8, its evident that more than half of the parents with higher educational qualification believed that online learning cannot benefit children's thinking, X^2=37.4 (N=198), df=20, $p<0.05$, shows the test is significant.

Table 9 Parents' responses to the statement 'Online learning lets child/children have things to do at home during the pandemic' by parents' education

Response	S.S.C %(N=5)	H.S.C %(N=15)	Honors/ Bachelor's degree %(N=57)	Postgraduate Degree %(N=109)	Ph.D. %(N=3)	Others* %(N=9)
Strongly disagree	40.0(2)	20.0(3)	3.5(2)	1.8(2)	0.0(0)	0.0(0)
Disagree	40.0(2)	13.3(2)	7.0(4)	6.4(7)	33.3(1)	0.0(0)
Neither disagree nor agree	0.0(0)	20.0(3)	10.5(6)	11.0(12)	0.0(0)	0.0(0)
Agree	20.0(1)	20.0(3)	61.4(35)	59.6(65)	33.3(1)	100(9)
Strongly agree	0.0(0)	26.7(4)	17.5(10)	21.1(23)	33.3(1)	0.0(0)

*FCMA /MBBS/ Chartered Accountant

All (100 percent) parents having educational qualification like FCMA /MBBS/ Chartered Accountant, agreed that online learning lets child/children have things to do at home during the pandemic. From table 9, it can be seen that parents with higher educational qualification were more likely to agree that online learning kept children engaged at home during the pandemic than parents with (20 percent) secondary level and (20 percent) higher secondary level education, X^2 (N=198) = 49.5, df= 20, $p<0.05$, which makes the test significant.

Negative Effects of Online Learning

Parents were also asked to share their opinion about the harmful effects of online learning. Questions included statements like – online learning is harmful to children's eye vision and online learning is harmful to children's health, such as reducing activity and parents responded by indicating whether they agreed or disagreed with the statements on a 5-point Likert scale.

Table 10 Parents' responses to the statement 'Online learning is harmful to children's health, such as reducing activity' by parents' gender

Responses	Male %(N=47)	Female %(N=151)
Strongly disagree	4.3(2)	9.3(14)
Disagree	19.1(9)	4.0(6)
Neither disagree nor agree	2.1(1)	14.6(22)
Agree	38.3(18)	35.8(54)
Strongly Agree	36.2(17)	36.4(55)

Majority of the parents from both genders either agreed or strongly agreed that online learning is harmful to children's health. However, from the table 10, it can be seen fathers were more likely to disagree with the statement than mothers, X^2= 16.8, df= 4, $p<0.05$.

Table 11 Parents' responses to the statement 'Online learning is harmful to children's eye vision' by parents' education

Response	S.S.C %(N=5)	H.S.C %(N=15)	Honors/ Bachelor's degree %(N=57)	Postgraduate Degree %(N=109)	Ph.D. %(N=3)	Others* %(N=9)
Strongly disagree	60(3)	13.3(2)	5.3(3)	6.4(7)	33.3(1)	0.0(0)
Disagree	0.0(0)	0.0(0)	5.3(3)	3.7(4)	0.0(0)	11.1(1)
Neither disagree nor agree	0.0(0)	13.3(2)	3.5(2)	5.5(6)	33.3(1)	11.1(1)
Agree	0.0(0)	33.3(5)	38.6(22)	37.6(41)	0.0(0)	55.6(5)
Strongly agree	40.0(2)	40.0(6)	47.4(27)	46.8(51)	33.3(1)	22.2(2)

*FCMA /MBBS/ Chartered Accountant

As shown in Table 11, parents with (60 percent) S.S.C as the highest level of education strongly disagreed with the statement- 'Online learning is harmful to children's eye vision', while majority of the parents with higher educational qualifications such as (47.4 percent) Honors/ Bachelor's degree and (46.8 percent) postgraduate degrees strongly agreed that online learning is harmful to children's eye vision, X^2(N=198) = 35.1, df=20, $p<0.05$, making the test significant.

Challenges of Online Learning According to Parents

Parents were given a few statements mentioning the challenges faced during online classes and were asked to indicate their opinion on the 5-point Likert Scale. These statements were given to address the last research question which was about identifying the challenges young children faced during online learning.

Table 12 Parents' responses to the statement 'My child/ children cannot operate the device on their own' by parents' age group

Response	<20 %(N=1)	20-29 %(N=24)	30-39 %(N=127)	40-49 %(N=43)	50+ %(N=1)
Strongly disagree	0.0(0)	8.3(2)	9.4(12)	11.6(5)	0.0(0)
Disagree	0.0(0)	37.5(9)	37.8(48)	37.2(16)	0.0(0)
Neither disagree nor agree	0.0(0)	16.7(4)	7.9(10)	4.7(2)	100(1)
Agree	100.0 (1)	20.8(5)	37.0(47)	30.2(13)	0.0(0)
Strongly agree	0.0(0)	16.7(4)	7.9(10)	16.3(7)	0.0(0)

Looking at the table 12, it can be said that most of the parents above the age of 20 and below the age 50 thought their children could operate the device on their own, while none of the parents below 20 years or above 50 years thought the same, X^2= 38.1, df= 16, $p<0.05$.

Table 13 Parents response to 'Classes get disrupted / cancelled due to internet issues'
by their education

Response	S.S.C %(N=5)	H.S.C %(N=15)	Honors/ Bachelor's degree %(N=57)	Postgraduate Degree %(N=109)	Ph.D. %(N=3)	Others* %(N=9)
Strongly disagree	0.0(0)	0.0(0)	10.0(6)	11.0(12)	0.0(0)	11.1(1)
Disagree	0.0(0)	6.7(1)	12.3(7)	15.6(17)	33.3(1)	0.0(0)
Neither disagree nor agree	0.0(0)	6.7(1)	22.8(13)	19.3(21)	33.3(1)	11.1(1)
Agree	20.0(1)	46.7(7)	38.6(22)	43.1(47)	33.3(1)	66.7(6)
Strongly agree	80.0(4)	40.0(6)	15.8(6)	11.0(12)	0.0(0)	11.1(1)

*FCMA /MBBS/ Chartered Accountant

It has also been found that (Table 13), majority of the parents with different levels of educational qualifications agreed that online classes got disrupted / cancelled due to internet issues, X^2= 32.0, df= 20, $p<0.05$, the test is significant.

4.5 Online Learning after the Pandemic

Table 14 Parents response to 'My child will continue online learning after the pandemic'

Response	Percentage (N=198)
Strongly disagree	29.8 (59)
Disagree	30.3 (60)
Neither disagree nor agree	17.2 (34)
Agree	16.2 (32)
Strongly agree	6.6 (13)

Majority (60.1 percent) of the parents do not wish to continue online learning after the pandemic is over, whereas 22.8 percent agreed to continue online learning and 17.2 percent did not have any opinion regarding it.
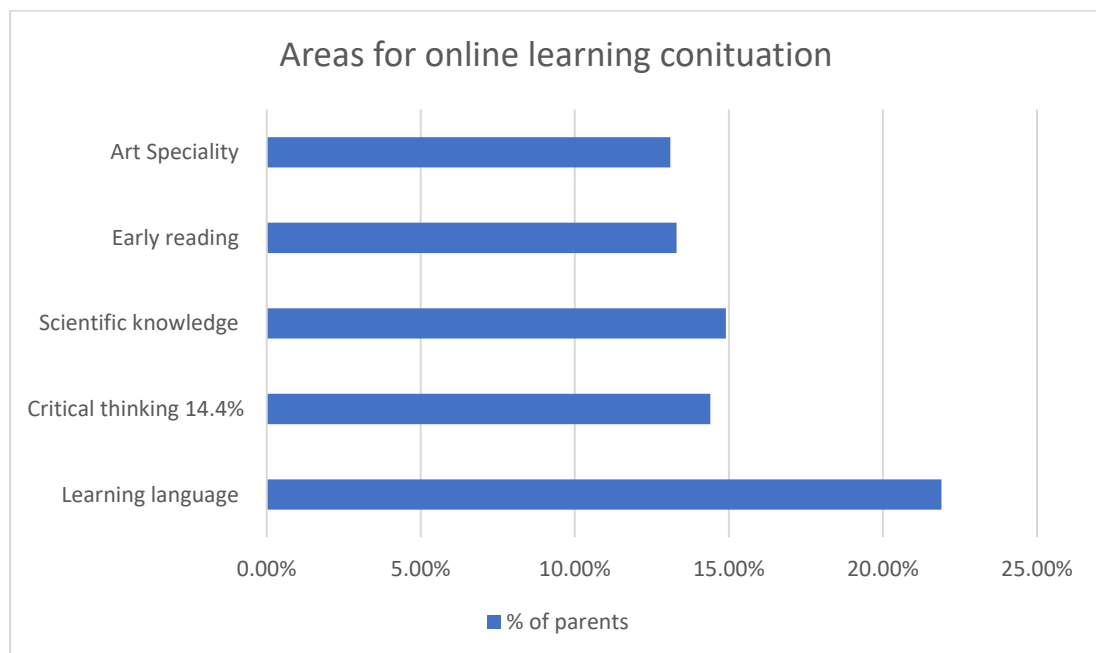

Figure 2: Areas for online learning continuation

Parents were then asked about the areas they wanted their children to continue online learning after the pandemic resides. The most preferred areas for online learning continuation were learning languages, scientific knowledge and critical thinking.

Discussion

The study findings revealed that young children enrolled in English medium schools in Dhaka have been attending online classes from their home and spent more than 30 minutes in each learning sessions. The online classes were mainly provided by school teachers and parents accompanied their children during these sessions. It was found that more than half of the younger children of playgroup, nursery and K.G- I were always accompanied by a parent which is consistent with research from Bubb and Jones (2020) and Siahaan et al. (2021) that reported parental participation in children's education augmented through-out the lockdown period and 96 percent of parents were prepared to accompany their children during online learning. As parents accompanied their children and helped them in online learning, they could provide important insights of online leaning for preschoolers which have been discussed in this section. It is important to note that there was a relationship between parents' response and their educational qualification.

Parents believed online learning is not effective

In this study it was found that majority of the parents believed online learning is not effective. According to them online learning is not beneficial for children's language, thinking or social skills. This may be due to the fact that online learning is not able to provide suitable learning environments for young children as they need hands-on learning approaches and increased interactions than older students to be able to focus and acquire knowledge (Kim, 2020). Similar findings were reported in a study where parents expressed that distance learning was not useful for preschoolers; it was suggested that young children are unable to hold their concentration or focus on class (Stites et al., 2021). In the same study parents said the teaching methods or teachers were not responsible for this, in fact it was the young age of the children which made

them reluctant to do school work and lose interest easily (Stites et al., 2021). Young children generally have a lack of self-regulation. Students in early grades have underdeveloped metacognitive skills due to which they get distracted easily and cannot focus on online learning in the absence of teacher's supervision (Yan et al., 2021). The Chinese study by Dong et al. 2020, is also parallel with my study findings. In this study, it was reported that parents had negative beliefs regarding online learning and did not believe it was effective for preschoolers. Moreover, parents said that online learning could not engage young children due to the lack of interaction between students and teachers as well as between peers (Dong et al., 2020). One of the interesting findings was found in another study where it was reported that parents thought their children's cognitive abilities decreased due to online learning (Lase et al., 2021).

However, many parents also reported online learning to be efficient. This might be because parents felt more involved with their child's education and connected with the teachers. A study conducted by Bubb and Jones (2020), found that online learning made parents very much involved in children's learning, pay attention to teacher's feedback and interact with teachers when they needed extra support. Moreover, some teachers also felt that the workload was less during lockdown and they could focus on their students much more (Bubb & Jones, 2020). Parents may also find online learning efficient than other forms of distance learning as it saves time. Parents might have to visit schools to collect learning materials if they were not received online. The differences in opinion can be because the online learning experiences may vary with the support children are provided with (Kim, 2020). The role of teacher is highly important as they may increase children engagement in online learning by helping them develop technological skills by providing guided instructions (Kim, 2020). In addition, parents may have perceived that online learning was a suitable option to carry on with

education during the pandemic and felt it has encouraged learning in students during school closures (Khan, 2021).

Online learning can be harmful for children's health and vision

Parents, especially mothers assumed online learning could be harmful for children by reducing children's activity. As children are learning to use technological devices, they may start using it for other purposes like watching videos or playing games. Gjelaj et al. (2020) found similar findings that showed parents were worried about the harmful effects of technology as they indicated that children were spending extended periods of time in front of the screen. More than half of the parents in the same study reported that their children seemed to be less engaged in physical play and spent a reduced amount of time outside in open environments. Furthermore, they feared that children might develop illnesses or sleeping disorders due to using technology excessively (Gjelaj et al., 2020). Other studies also suggest that technology in early years can cause behavioral changes and may also hamper children's social skills as they have reduced interactions with people (Halupa, 2016)

In my study, parents indicated that online learning can also be harmful for children's vision. This might be due to the increased screen time of children as it was found that majority of students in the early grades attended classes of duration 30 to 40 minutes multiple times per week. In China, several studies found parents to be worried about their children's vision as online classes became prevalent during lockdown and an increasing number of children were becoming shortsighted (Dong et al., 2020; Zhao et al., 2020). Additionally, research from Gupta (2021), revealed that 92.8% of school children aged 5 to 18 years, who participated in the survey reported to have experienced at least one of the asthenopic /dry eye symptoms (AS/DS). Another study found that

students who attended online classes had the highest score for digital eye strain (DES) and it was proportional to the time spent in front of the screen (Ganne et al., 2021). Doing online classes have greatly increased the time children has been spending on devices which in turn can have negative effect on their physical development and eyesight. It can be said that findings of my study are coherent with previous studies regarding the harmful effects of online learning.

Challenges of online learning

Results also showed that parents reported that classes got disrupted due to poor internet connection. This is in consistent with other researches, where it was seen that many students faced internet lagging and other technical problems connecting to online classes in Guangdong province of China (Yan et al., 2021). Slow speed of internet and technological support were found to be two of the most common obstacles in achieving online education in Bangladesh (Yan et al., 2021; Ramij & Sultana, 2020). Research from Abuhammad (2020), also indicated parents were unsatisfied with internet connection and speed as many school going students got disconnected multiple times during classes or exams and could not complete their assignments.

About half of the parents said their children could use the devices by themselves. This finding can seem reasonable as recently children have begun using devices such as smartphones or tablets from a very young age. One study showed that children start engaging with smartphones before the age of 5 while another study found 35 percent of children between the of 3 and 5 owned devices such as tablets and smartphones and they used it to browse on YouTube, internet browsers, streaming platforms (Horowitz & Igielnik, 2020; Radesky et al., 2020).

Nevertheless, many parents stated that young children were not able to operate the devices on their own. This may be due to certain technicalities like using various learning platforms, login issues, incorrect password/user ID, internet connectivity etc. Research from Kim (2020) suggests that technological abilities of students like using computers and accessing online sites can be a limitation of online learning especially for young children who are not well acquainted with the online learning devices such as computers or do not have access to the internet. Children may face difficulty in performing online learning activities like responding on a chat window by typing or sending files/pictures of work done to the teacher online (Kim, 2020). Besides, in many studies, necessity of adult supervision or parent involvement in use of technology in young children's learning was also considered a challenge to online learning (Kim 2020; Daniela et al., 2020). In Jordan, parents of school age children said that they could not support their children's learning on the internet due to having lower educational qualifications and they could not support their children in using the required technology for learning (Abuhammad, 2020).

Online learning continuation

In this study, majority of the parents disagreed to continue online education once the pandemic is over. This finding is consistent with existing research by Lase et al, (2021) which also reported that parents expected not to continue online education even for the rest of the school year of 2020 or 2021 and wanted children attend school physically. Parents not wanting to continue online learning is most likely related to their beliefs that online learning is less effective, needs supervision from parents and there is less scope of physical activity and social interaction, all of which have been discussed above. In one study, parents also stated that online education does not cater to children's

needs as children may not get the opportunity to ask questions or clarify their confusion with the teacher like they did in physical classes (Abuhammad, 2020).

Many parents also indicated that they would like to continue online for specific areas, most common ones being learning languages, scientific knowledge and critical thinking. Parents perhaps believe using digital technology may improve their language skills as most applications and learning platforms are in English while very few are in Bengali which is the mother tongue of the country. Similar findings regarding learning a foreign language were reported in a study by Gjelaj et al. (2021) which showed that digital technology could make lessons enjoyable and attractive to young children resulting in enhanced language development (Girmen & Kaya, 2018). Another reason for continuing online education can due to factors such as increased communication between parents and teachers, which helped teaching and learning to be more personalized that would not have been possible in classrooms (Bubb & Jones, 2020). Research says some teachers were found to arrange more creative activities and tasks, use new teaching methods to involve students in learning which resulted in more creative learning and student independence (Bubb & Jones, 2020).

Conclusion

There are very few studies done on online learning in Bangladesh, especially for preschoolers. It is imperative to understand how the new method of online learning is helping the young learners of the nation. As parents have been spending most of their time with the children along with serving the role teachers in their children's lives during the lockdown and pandemic, their views are beneficial in gaining valuable information about online learning and its effects. This study provides an insight on

online education for preschoolers in English medium schools which will help school authorities to identify the gaps and take necessary actions to mitigate those.

In my study, it has been revealed that online classes have been useful in keeping children active at home during the pandemic, however parents did not believe online learning was effective for children's education. Moreover, parents were found to be concerned of the harmful influences that online learning and excess screen time can have on the young children. They assumed online education could have negative effect on children's vision and physical health.

Besides that, disruption and cancellations of online classes due to internet connection was one of the major challenges that parents and children had to face during this time. Once the pandemic resides, parents wanted to their children to do physical classes at school. Nevertheless, there are some parents who want to continue online education alongside traditional method for some specific subjects like language.

Overall, it can be said that parents do not have objections to continue online learning during emergency situations, if steps are taken to minimize technological challenges. Intervention strategies including guidance, structural support for parents, teachers and better technological support are essential for the future.

Recommendations

The findings from my study have shed light on the perception of parents on online learning and the challenges they faced during its implementation during the COVID-19 crisis. The following recommendations are being suggested on the basis of these results.

- Rapid assessments like this can be done to know more about online learning in a short period of time which will be useful during emergency situations in the future as well.

- In depth studies on a larger scale can be done in the Bengali medium and government schools to know the real scenario of online learning in the country during COVID-19.

- After the covid-19 pandemic resides, online learning can be used as a supplement to traditional learning. Additional subjects like i-learning, foreign languages along with subjects where a child may need extra support online learning can be valuable.

- Teachers should be provided with opportunities to acquire effective online teaching skills for young children. Interactive sessions including other developmentally appropriate activities that promote critical thinking and social skills need to be incorporated in the online teaching methods.

- Policy reforms to include digital technology in education system is crucial as online learning or virtual learning have future implications.

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Appendix A.

Questionnaire for Parents

Informed Consent

I am participating in this survey voluntarily. The study and its purpose have been explained to me. I have given my informed consent without any kind of force or coercion. I can withdraw myself from this survey at any time without any consequences. I am informed that the data collected will be recorded.

1. Background Information

1.1 Your gender:　　□　Male □ Female

1.2 Please indicate which age category you fit into with a tick in the appropriate box

　□ Under 20　　　□ 20-29　　　　□　30-39　　　□ 40-49　　□ 50+

1.3 Please identify the highest qualifications you currently hold by ticking the box.

□ S.S.C　　　□ H.S.C　□ Honours/ Bachelor degree　　□ Postgraduate degree

1.4 Please identify your workplace with a tick in the appropriate box.

□ Government　　　□ Public organizations　　　□ State-owned enterprise

□ Private enterprise　□ Personal owned business　□ Freelancer　□Unemployed

1.5 Your child's gender:　　□　　Male □ Female

1.6 How many children do you have?

□ One child　□ Two children　　□ Three children　　□ Four children

1.7 What is the age range of your child?

□ 2-3years　　□ 3-4 years　　□ 4-5 years

1.8 Which class is your child currently enrolled?

□ Playgroup　□ Nursery　□ K.G-I　□　K.G-II

2. Current use of online learning

2.1 During the pandemic period, how often does your child attend online learning?

□ Never □ Once per week □ 2-3 times per week□ Once per day □ Multiple times per day

2.2 How much time does your child spend each online learning session?

□0-15 minutes□15-20 minutes　　　□20-30 minutes　　　□30-40 minutes

□More than 40 minutes

2.3 What subjects does your child learn online in the pandemic? (Multiple choices)

□English language/Story telling □Numbers □Science knowledge □Literacy

□Arts □Other (Please specify) _____

2.4 The monthly fees of your child online learning is about:

□2000-5000 BDT □5000-8000 BDT □8000-11000 BDT
□11000-14000BDT □14000-17000 BDT □Others_____ (please specify)

2.5 Who delivers online learning to your child?

□School teachers □Other staff from school □Online apps

□Online web □Early education experts □Other_____ (please specify)

2.6 How often does your child/children learn online using the following methods? (Please tick)

	Never	1-2 times per week	3-5 times per week	Once per day	Multiple times per day
Watch pre-recorded lessons					
Watch live classes					
Use Zoom to learn online					
Use WhatsApp to learn online					
Use the educational app to learn online					

2.7 How often does your child interact with the teachers/presenters during online learning?

□Not at all □Occasionally □Sometimes □Often □Always

2.8 Do you interact with the teacher/presenter while your child learns online?

□Not at all □Occasionally □Sometimes □Often □Always

2.9 Do you accompany your child when they were learning online?

□Not at all □Occasionally □Sometimes □Often □Always

3. Perception of Online Learning

3.1 The role of online learning in education

Below you will find a series of statements relating to your opinions. Please indicate on the five-point scale whether you agree or disagree with the statement by ticking the box.	Strongly disagree	Disagree	Neither disagrees nor agree	Agree	Strongly agree
1.Online learning is more efficient					
2.The content of online learning is better than traditional education					
3.Online learning has a lower cost					
4.The teaching effect of online learning is better than traditional education					
5.Children are more interested in online learning than in traditional education					
6. Online learning is not appropriate for young children in preschool (playgroup/nursery)					
7.Online learning is greatly affected by the network environment and its effect is limited					
8. Online learning lacks learning atmosphere					
9.The selection of online learning content is time-consuming and/or inefficient					

3.2 The value of online learning for young children

Below you will find a series of statements relating to your opinions. Please indicate on the five-point scale whether you agree or disagree with the statement by ticking the box.	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1.Online learning can benefit children's language development					
2. Online learning can benefit children's early literacy					

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	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
3. Online learning helps children know more Science Knowledge					
4. Online learning can benefit children's thinking					
5.Online learning can benefit children's social skills					
6.Online learning can benefit children's independence					
7.Online learning is harmful to children's eye vision					
8.Online learning can benefit children's artistic expression					
9.Online learning is harmful to children's health, such as reducing activity					
10.Online learning supports children's artistic understanding					

3.3 The role of online learning for family education

Below you will find a series of statements relating to your opinions. Please indicate on the five-point scale whether you agree or disagree with the statement by ticking the box.	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1.Online learning lets child have things to do at home during the pandemic					
2.Online learning teaches me how to educate my child/children					
3.Online learning has inspired my educational ideas					
4.Online learning is good for the parent-child relationship					
5.Online learning allows me to know other educational activities					
6.Children's online learning causes stress					

7.Children's online learning costs parents' time					
8.Children's online learning costs parents' money					

3.4 Challenges faced during online learning

Below you will find a series of statements relating to your opinions. Please indicate on the five-point scale whether you agree or disagree with the statement by ticking the box.	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
1. My child cannot operate the device on their own					
2. My child cannot attend classes due to lack of technological help					
3. Classes get disrupted / cancelled due to internet issues					
4. My child cannot attend online classes due to bad internet connection					
5. My child cannot ask questions in online classes					
6. My home environment is not suitable for online classes					
7. My child finds it difficult to concentrate in online classes					

4. Online Learning after the Pandemic

4.1 What are your expectations of your child/ren's online learning after COVID-19?

Below you will find a series of statements relating to your opinions. Please indicate on the five-point scale whether you agree or disagree with the statement by ticking the box.	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
My child/children will continue online learning after COVID-19					
After the pandemic, I'm willing to pay for my child/children's online learning.					

4.2 What areas would you allow your child/ren to continue to learn online after the pandemic? (Multiple choices)

□English language   □Thinking training/Critical thinking □Scientific knowledge

□Early reading   □Art Specialty   □Others_____ (please specify)

Thank you for participating in this research. Your time is valuable, and appreciated.

Appendix B.

Translated Tool

সম্মতি পত্র

এই গবেষণার উদ্দেশ্য ও বিষয়বস্তু আমাকে ব্যাখ্যা করা হয়েছে এবং আমি কোনোরকম চাপ বা বলপ্রয়োগ ছাড়া জেনেবুঝে সব তথ্য দিতে রাজী হয়েছি। আমি স্বেচ্ছায় এই গবেষণায় অংশগ্রহণ করেছি এবং নিজের ইচ্ছানুসারে এই গবেষণার কাজ থেকে নিজেকে প্রত্যাহার করতে পারি কোনরূপ কারন দর্শানো এবং প্রতিদান ছাড়া। আমি অবহিত আছি যে আমার দেয়া তথ্যাদি যথাযথ ভাবে সংরক্ষণ করা হবে।

ভূমিকা

জরিপে অংশ নেওয়ার জন্য সময় দেওয়ার জন্য আপনাকে ধন্যবাদ। সমস্ত প্রতিক্রিয়া শুধুমাত্র গবেষণার উদ্দেশ্যে ব্যবহার করা হবে।

১। গবেষণার পটভূমি সংক্রান্ত তথ্য

১.১ আপনার লিঙ্গ:

- পুরুষ

- মহিলা

১.২ অনুগ্রহ করে উপযুক্ত বক্সে টিক দিয়ে আপনি কোন বয়সের শ্রেণীতে অন্তর্ভুক্ত তা নির্দেশ করুন

- ২০ এর নিচে

- ২০-২৯

- ৩০-৩৯

- ৪০-৪৯

- ৫০+

১.৩ আপনার সর্বোচ্চ শিক্ষাগত যোগ্যতা চিহ্নিত করুন।

- S.S.C

- H.S.C

- অনার্স/ ব্যাচেলর ডিগ্রি

- স্নাতকোত্তর ডিগ্রি

১.৪ আপনি কোন ধরণের প্রতিষ্ঠানে কর্মরত আছেন

- সরকারী

- আধা সরকারী/ স্বায়ত্তশাসিত প্রতিষ্ঠান

- বেসরকারি প্রতিষ্ঠান

- ব্যক্তিগত মালিকানাধীন ব্যবসা

- ফ্রিল্যান্সার

- বেকার

১.৫ আপনার কতজন সন্তান আছে?

- এক সন্তান

- দুই সন্তান

- তিন সন্তান

- চার সন্তান

১.৬ আপনার সন্তান/শিশুদের বয়স কত? (একের অধিক উত্তরদানের ব্যাবস্থা থাকতে হবে)

- ২-৩ বছর

- ৩-৪ বছর

- ৪-৫- বছর

- অন্যান্য ....

১.৭ আপনি যে সন্তানের জন্য এই জরিপটি পূরণ করছেন সে সন্তানটি কি ছেলে শিশু/মেয়ে শিশু (যদি একের অধিক শিশু হয় তাহলে প্রত্যেকের জন্য দয়া করে আলাদা জরিপ ফর্ম পূরণ করুন)

- ছেলে

- মেয়ে

১.৮ আপনার সন্তান /শিশুরা বর্তমানে কোন শ্রেণীতে ভর্তি? (একের অধিক শিশু হলে একের অধিক উত্তর হবে। সেক্ষেত্রে উপরের নির্দেশনা প্রযোজ্য)

- প্লেগ্রুপ

- নার্সারি

- কেজি-১

- কেজি -২

- অন্যান্য......

২. অনলাইন শিক্ষার বর্তমান ব্যবহার

২.১ মহামারী চলাকালীন সময়ে, আপনার সন্তান দৈনিক/সপ্তাহে কতবার অনলাইন শিক্ষায় অংশগ্রহণ করেছিল?

- কখনোই না (যদি কখনই না করে তাহলে পরের প্রশ্নগুলোর উত্তর প্রদানে বিরত থাকুন)

- প্রতি সপ্তাহে একবার

- সপ্তাহে ২-৩ বার

- দিনে একবার

- দিনে একাধিক বার

২.২ আপনার সন্তান প্রতিটি অনলাইন শিক্ষণ সেশনে কতটা সময় ব্যয় করেছে?

- ০-১৫ মিনিট

- ১৫-২০ মিনিট

- ২০-৩০ মিনিট

- ৩০-৪০ মিনিট

২.৩ আপনার সন্তান মহামারীতে অনলাইনে কোন বিষয় শিখেছে? (একাধিক পছন্দ)

- ইংরেজি ভাষা/গল্প বলা

- সংখ্যা

- বিজ্ঞান জ্ঞান

- সাক্ষরতা

- আর্টস

- অন্যান্য (অনুগ্রহ করে নির্দিষ্ট করুন) _____

২.৪ আপনার সন্তানের অনলাইন শিক্ষার মাসিক ফি কত:

- ২০০০-৫০০০ টাকা

- ৫০০০-৮০০০ টাকা

- ৮০০০-১১০০০ টাকা

- ১১০০০-১৪০০০ টাকা

- ১৪০০০-১৭০০০ টাকা

- অন্যান্য _____ (দয়া করে উল্লেখ করুন)

২.৫ কার মাধ্যমে আপনার সন্তান অনলাইনে শিক্ষাগ্রহণ করেছে?

- স্কুল শিক্ষক

- স্কুলের অন্যান্য কর্মী

- অনলাইন অ্যাপস

- অনলাইন ওয়েব

- প্রাথমিক শিক্ষা বিশেষজ্ঞ

- অন্যান্য _____ (অনুগ্রহ করে উল্লেখ করুন)

২.৬ নিম্নলিখিত কোন পদ্ধতিগুলি কতবার ব্যবহার করে আপনার সন্তান অনলাইনে শিখেছে? (অনুগ্রহ করে টিক দিন)

	কখনো না	প্রতি সপ্তাহে ১-২ বার	সপ্তাহে ৩-৫ বার	দিনে একবার	দিনে একাধিক বার
প্রাক রেকর্ড করা পাঠ					
টিভি/মোবাইল/ কম্পিউটার এ লাইভ ক্লাস					
জুম ব্যবহার করে					
হোয়াটসঅ্যাপ ব্যবহার করে					
শিক্ষামূলক অন্যান্য অ্যাপ ব্যবহার করে					

২.৭ অনলাইন শিক্ষা চলাকালীন সময়ে আপনার সন্তান শিক্ষকদের সাথে কতবার যোগাযোগ করে /করেছিল?

- কখনো না
- মাঝে মধ্যে
- মাঝে মাঝে
- প্রায়ই
- সবসময়

২.৮ আপনার সন্তানের অনলাইন শিক্ষা চলাকালীন সময়ে আপনি কি শিক্ষকদের সাথে কথা বলেন/ যোগাযোগ করেন?

- কখনো না
- মাঝেমধ্যে
- মাঝে মাঝে
- প্রায়ই
- সবসময়

২.৯ আপনি কি আপনার সন্তানের সাথে অনলাইনে শেখার সময় কাছে থাকেন?

- কখনো না
- মাঝে মধ্যে
- মাঝে মাঝে
- প্রায়ই
- সবসময়

৩. অনলাইন শিক্ষা সম্পর্কিত ধারণা

৩.১ শিক্ষা কার্যক্রমে অনলাইন শিক্ষার ভূমিকা

নীচে আপনি আপনার মতামত সম্পর্কিত ধারাবাহিক বিবৃতি পাবেন। বাক্সে টিক দিয়ে আপনি এই বিবৃতিগুলির সাথে একমত বা অসম্মত কিনা তা - নির্দেশ করুন।	দৃঢ়ভাবে অসম্মত	অসম্মত	না দ্বিমত না একমত	একমত	দৃঢ়ভাবে একমত
১। অনলাইন শিক্ষা অনেক কার্যকর					
২। অনলাইন শিক্ষা কার্যক্রমে ব্যাবহার করা বিষয়বস্তু গতানুগতিক শিক্ষার চেয়ে ভালো					
৩। অনলাইন শিখনে তুলনামুলক খরচ কম					
৪। অনলাইন শিক্ষায় শিশুদের উপর শিক্ষাদানের প্রভাব গতানুগতিক শিক্ষাদান পদ্ধতির চেয়ে ভালো					
৫। প্রচলিত শিক্ষার চেয়ে শিশুরা অনলাইনে শেখার প্রতি বেশি আগ্রহী					
৬। প্রিস্কুলে (প্লেগ্রুপ/নার্সারি) ছোট শিশুদের জন্য অনলাইন শিক্ষা উপযুক্ত নয়					
৭। অনলাইন শিক্ষা ইন্টারনেট নেটওয়ার্ক এর গতির উপর অনেকাংশেই নির্ভরশীল এবং শিশুদের উপর এই শিক্ষার প্রভাব সীমিত					
৮। অনলাইন শিক্ষায় প্রকৃত শিক্ষার পরিবেশ অনুপস্থিত					
৯। অনলাইন শিক্ষার বিষয়বস্তু নির্বাচন অনেক ক্ষেত্রেই সময়সাপেক্ষ এবং/অথবা অকার্যকর					

৩.২ শিশুদের জন্য অনলাইন শিক্ষার গুরুত্ব

নীচে আপনি আপনার মতামত সম্পর্কিত ধারাবাহিক বিবৃতি পাবেন। বাক্সে টিক দিয়ে আপনি এই বিবৃতিগুলির সাথে একমত বা অসম্মত কিনা তা নির্দেশ করুন।	দৃঢ়ভাবে অসম্মত	অসম্মত	না দ্বিমত না একমত	একমত	দৃঢ়ভাবে একমত
১। অনলাইনের মাধ্যমে শিক্ষা শিশুদের ভাষাগত উন্নয়নে সহায়তা করে					
২। অনলাইনের মাধ্যমে শিক্ষা শিশুদের প্রারম্ভিক সাক্ষরতা অর্জনে সহায়তাকরে					
৩। অনলাইনের মাধ্যমে শিক্ষা শিশুদের বিজ্ঞান সংশ্লিষ্ট নানাবিধ জ্ঞান জানতে সাহায্য করে					
৪। অনলাইনের মাধ্যমে শিক্ষা শিশুদের চিন্তণ/ মনন বিকাশে সহায়তা করে					
৫। অনলাইনের মাধ্যমে শিক্ষা শিশুদের সামাজিক দক্ষতা উন্নয়নে ভুমিকা রাখে					
৬। অনলাইনের মাধ্যমে শিক্ষা শিশুদের স্বকীয়তা অর্জনে সাহায্য করে					
৭। অনলাইনের মাধ্যমে শিক্ষা শিশুদের চোখের দৃষ্টিশক্তিরজন্য ক্ষতিকর					
৮। অনলাইনের মাধ্যমে শিক্ষা শিশুদের শৈল্পিক সত্ত্বা বিকাশলাভ করতে সাহায্য করে					
৯। অনলাইনের মাধ্যমে শিক্ষা শিশুদের শারীরিক ক্রিয়াকলাপ হ্রাস করে তাই এটি স্বাস্থ্যের জন্য ক্ষতিকর,					
১০। অনলাইনের মাধ্যমে শিক্ষা শিশুদের শৈল্পিক/ শিল্প সম্পর্কিত বিভিন্ন বিষয় বুঝতে সাহায্যকরে					

৩.৩ পারিবারিক শিক্ষার জন্য অনলাইন এর মাধ্যমে শিক্ষার ভূমিকা

নীচে আপনি আপনার মতামত সম্পর্কিত ধারাবাহিক বিবৃতি পাবেন। বাক্সে টিক দিয়ে আপনি এই বিবৃতিগুলির সাথে একমত বা অসম্মত কিনা তা করুন।	দৃঢ়ভাবে অসম্মত	অসম্মত	না দ্বিমত না একমত	একমত	দৃঢ়ভাবে একমত
১। অনলাইনের মাধ্যমে শিক্ষা শিশু/শিশুদের মহামারী চলাকালীন সময় বাড়িতে থেকে কাজ করতে দেয়					
২। অনলাইনের মাধ্যমে শিক্ষা আমার সন্তান/সন্তানদের কিভাবে শিক্ষাদান করতে হয় তা আমাকে শেখায়					
৩। অনলাইনের মাধ্যমে শিক্ষা আমার শিক্ষা সংক্রান্ত ধারণাগুলিকে আরও সমৃদ্ধ করেছে					
৪। পিতামাতা-সন্তানের পারস্পরিক সম্পর্কের জন্য অনলাইনের মাধ্যমে শিক্ষা ভাল					
৫। অনলাইনের মাধ্যমে শিক্ষা আমাকে অন্যান্য শিক্ষা কার্যক্রম সম্পর্কে জানতে সহায়তা করে					
৬। অনলাইনের মাধ্যমে শিক্ষা ছেলেমেয়েদের পড়াশোনায় মানসিক চাপ সৃষ্টি করে					
৭। শিশুদের অনলাইনের মাধ্যমে শিক্ষার জন্য পিতামাতার সময় ব্যয় হয়					
৮। শিশুদের অনলাইনের মাধ্যমে শিক্ষার জন্য পিতামাতার অর্থ ব্যয় হয়					

৩.৪ অনলাইনে শিখনের সময় যেসব চ্যালেঞ্জের সম্মুখীন হতে হয়েছে/ হয়

নীচে আপনি আপনার মতামত সম্পর্কিত ধারাবাহিক বিবৃতি পাবেন। বাক্সে টিক দিয়ে আপনি এই বিবৃতি গুলির সাথে একমত বা অসম্মত কিনা তা নির্দেশ করুন।	দৃঢ়ভাবে অসম্মত	অসম্মত	না দ্বিমত না একমত	একমত	দৃঢ়ভাবে একমত
১। আমার সন্তান নিজে থেকে ডিভাইসটি পরিচালনা করতে পারে না					
২। প্রযুক্তিগত সাহায্যের অভাবে আমার সন্তান ক্লাস করতে পারে না					
৩। ইন্টারনেট সমস্যার কারণে ক্লাস ব্যাহত / বাতিল হয়ে যায়					
৪। আমার সন্তান খারাপ ইন্টারনেট সংযোগের কারণে অনলাইন ক্লাসে করতে পারে না					
৫। আমার সন্তান অনলাইন ক্লাসে প্রশ্ন করতে পারে না					
৬। আমার বাড়ির পরিবেশ অনলাইন ক্লাসের জন্য উপযুক্ত নয়					
৭। আমার সন্তানের জন্য অনলাইন ক্লাসে মনোনিবেশ করা কঠিন মনে হয়					

৪। মহামারীর পর অনলাইন শিক্ষা

৪.১ কোভিড -১৯ এর পর আপনার সন্তান এর অনলাইন শিক্ষার ব্যাপারে আপনার প্রত্যাশা কি?

নীচে আপনি আপনার মতামত সম্পর্কিত ধারাবাহিক বিবৃতি পাবেন। বাক্সে টিক দিয়ে আপনি এই বিবৃতিগুলির সাথে একমত বা অসম্মত কিনা তানির্দেশ করুন।	দৃঢ়ভাবে অসম্মত	অসম্মত	না দ্বিমত না একমত	একমত	দৃঢ়ভাবে একমত
আমার সন্তান/শিশুরা কোভিড -১৯ এর পরে অনলাইনে পড়াশোনা চালিয়ে যাবে					
মহামারীর পর, আমি আমার সন্তান/শিশুদের অনলাইন শিক্ষার জন্য অর্থ দিতে রাজি আছি।					

৪.২ মহামারী শেষ হবার পর আপনার সন্তান/সন্তানদের অনলাইনে শেখার কোন কোন ক্ষেত্রগুলি চালিয়ে যাবার ব্যাপারে আপনি অনুমতি দেবেন? (একাধিক পছন্দ)

- ইংরেজি ভাষা
- চিন্তা প্রশিক্ষণ/সমালোচনামূলক চিন্তা
- বৈজ্ঞানিক জ্ঞান
- প্রারম্ভিক পড়া
- শিল্প বিশেষত্ব
- অন্যান্য _____ (অনুগ্রহ করে উল্লেখ করুন)
- এর কোন কিছুই অন লাইনে চালিয়ে যাবার ব্যাপারে আগ্রহী নই

এই গবেষণায় অংশগ্রহণ করার জন্য আপনাকে ধন্যবাদ।