

Covid-19: Online Education and Its Challenges to Parents of Primary School Children in Aluva Taluk

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Abstract: The introduction of online learning has presented a lot of challenges for many children and added an extra layer of stress for parents. Most of them may additionally be undergoing stress related to finance, employment and household work. This study is conducted among the parents of primary school children to understand their challenges in online education and how difficult it is for them to manage their job and household works in the scenario of Covid'19 pandemic. The data has been collected from 200 parents of Aluva Taluk. The study brings out the challenges such as technical issues, stress, time management issues and issues as a result of concern towards their child. The analysis was carried out with the SPSS software utilizing various statistical tools. It is found that the online education is a real challenge for the parents of primary school children.

Key words: COVID-19 Pandemic, Online Education, Parents, Challenges.

Introduction

Online education changes the face of traditional classrooms and education becomes more accessible than before. Students are able to attend the classes from anywhere. This becomes a rich learning experience with much more flexibility. Thus, it becomes a new normal for learners. But not only for students, even for teachers and parents. The support of parents is very important and they have to take a role of a facilitator or a coach. And it's not simple amidst all their work and household related affairs. It is true that online learning presents us all with a wide range of challenges. The whole hearted cooperation of parents is necessary in this regard and the fact is even a technology literate faces difficulty when it comes to matters regarding online education.

Finding the perfect determine training conduct can vary at distinct age groups and mother and father are required to evolve to the converting desires in their growing infant within the way they examine and how they respond to learning. Like teachers and children, parents are also a stakeholder in learning. So, the shift to remote learning has also created an important role as well as challenges for parents. Before the pandemic struck, like teachers and children, parents didn't know much about remote classes. With schools switching to online classes, it fell upon parents to ensure that their children attend these classes. Moreover, with on-line learning presenting students a special approach of transport, it's miles essential that parents work together with their kids to decide the tempo of have a look at that's quality acceptable to their toddler's studying capability.

The involvement of a parent inon-line getting to know system however, differs in step with the grade the kid is analyzing in. At the same time as students from higher grades spend a chief portion in their route time reading online, it's almost the opposite for the lower grades. In truth, children from lower grades depend closely at the support of their parents or guardians for the reason that maximum of the mastering takes region offline. As the child progresses and develops the necessary reading and interpretation talents, extra involved is carried out online. Also, as children grow, their affinity for technical aspects and ability to comprehend facts increases, which makes it lots simpler for them to browse via their course online.

With children learning from home, parents have to take care of not only their child's physical and emotional needs, but also academic needs. For working parents, this means an increased workload and high stress levels. Stress can lead to disagreements, arguments and even violence between parents, all of which can adversely affect children. Parents in these trying times need to make sure that the home environment remains relaxed and happy. Children may not find remote learning helpful if they lack motivation, feel anxious and distracted, and are living in an unhappy home environment. With children engaged in remote learning, parents now have the added responsibility of helping their children study. The current study is carried out to understand the various challenges faced by parents of primary school children in connection with the online education as a consequence of COVID-19 pandemic.

Statement of the Problem

E-Learning or Virtual learning is one of the most sought-after ways by leading institutions across the globe to impart learning, while kids stay indoors- safe and secure. However, this 21st-century concept of studying from home and attending online classes from home is both fascinating and intriguing for parents.

Virtual Classrooms come with some unique logistics and challenges, which requires parents and guardians of young children to lead the path for their children.

Primary level is the fundamental vicinity where a kid can gain know-how and imbibe lifestyles talents from their early stages. As home-educators, mother and father need to offer primary care and steering in the direction of the best conduct and widespread improvement of their children. Parents need to keep their children focused on schoolwork, to manage time properly for kid’s education, household responsibilities and job-related activities and thus its really challenging. In this context, a research study was carried out to analyze the factors associated with parents’ challenges in the online education of children titled “Covid-19: Online Education and Its Challenges to Parents of Primary School Children in Aluva Taluk”.

Significance of the Study

This paper brings out a very prominent issue faced by most of the parents in the era of Covid’19 pandemic where parents are facing different kinds of pressure to support the online education of their children. The findings of this study will be helpful for researchers as there are no much existing literature. Also, this would be an academic source for the scholars, lecturers, students and other academicians in the related studies. It can also help the parents to evaluate and understand their challenges to a certain extent and there by trying some methods of reducing it.

Scope of the Study

The scope of the study is confined to Aluva Taluk of Ernakulam District in Kerala.

Objectives of the Study

- To understand and analyze the challenges of parents in primary school online education during Covid’19 in Aluva Taluk.

Research Methodology

This research work is descriptive and analytical in nature. The data collection was from primary and secondary sources. A structured questionnaire was issued to 200 respondents which was selected through snowball sampling method. The secondary data from various articles, journals, websites etc. were also used. The analysis was held using SPSS tools such as Frequency, Descriptive Statistics, Independent Sample t test, Paired t test, One way ANOVA and Multiple Regression etc.

Findings and Discussion

The response collected from the questionnaire consists of demographic profile, introductory information regarding respondents and the specific issues related to the study. It can be summarized as follows:

Table 1: Frequency Table on Demographic Variables

Variables	Category	Frequency	Percentage
Age	25-35	90	45
	36-45	99	49.5
	Above 45	11	5.5
Gender	Male	29	14.5
	Female	171	85.5
Educational Qualification	Schooling	4	2
	Graduation	44	22
	Post-Graduation	152	76
Occupation	Agriculture	13	6.5
	Business	2	1
	Salaried	185	92.5
Employment status during Covid’19	Working with option of work from home	143	71.5
	Working without option of work from home	36	18
	Not working	21	1.5
Monthly household income	Below 25000	28	14
	25000-50000	99	49.5
	Above 50000	73	36.5
Place of Residence	Rural	102	51
	Urban	98	49

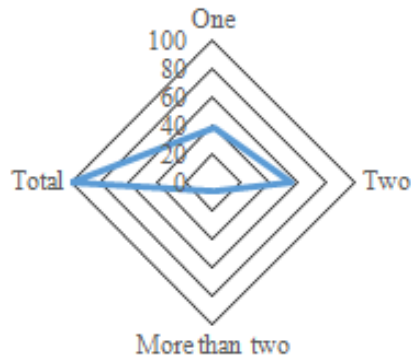


Figure 1: Number of Primary School Children Attending Online Classes.

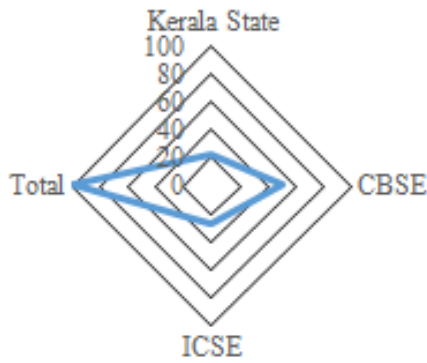


Figure 2: Syllabus of the Child/Children.

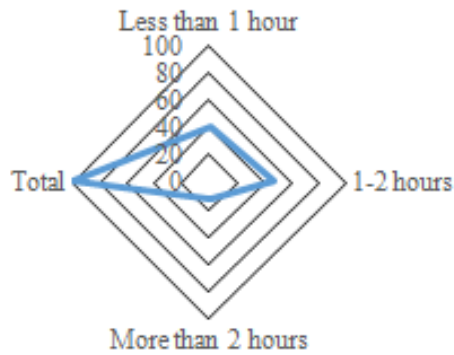


Figure 3: Time Spent by Parent to Teach Children Prior to COVID-19 Era.

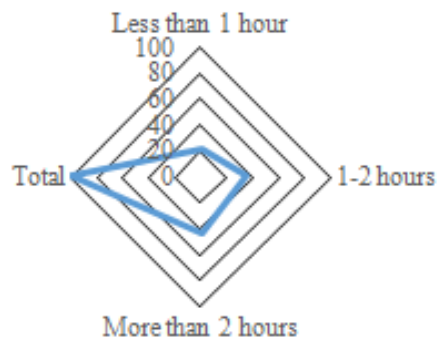


Figure 4: Time Spent by Parent to Teach Children during COVID-19 Period.

The above figures show that:

- 55% of the respondents have two children attending online primary education at their home, 39% have only child and 6% of them have more than two children attending online education.
- 50.5% of the respondents have their children learning the CBSE syllabus, 28% ICSE syllabus and 21.5% the Kerala State syllabus.
- 46.5% of the respondents agreed that they spent 1-2 hours along with their child for teaching them when the classes were held offline, 40% of them spent less than one hour and 13.5% of them spent more than 2 hours.
- But when the online classes started, majority parent respondents (44%) spend more than two hours with them, 34.5% of them spend 1-2 hours and only 21% spend less than one hour to assist them in teaching and related activities.

Reliability Statistics

Table 2

Categorical Variables	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Technical issues	0.851	0.852
Stress	0.887	0.889
Time Management Issues	0.852	0.862
Issues concerned with child	0.872	0.872

Each categorical variable was devised a seven-question questionnaire to measure the challenges faced by parents of primary school children in connection with online education. Each question was a five-point Likert from Strongly Disagree to Strongly Agree. In order to understand the internal consistency, a Reliability Analysis was carried and the above Table shows the results. Cronbach's alpha in all cases is above 0.8 and it indicates a greater level of internal consistency for the scale with this specific sample.

Table 3: Descriptive Statistics on Technical Issues related to Online Education

Statements	N	Minimum	Maximum	Mean	Std. Deviation
Device getting hang/shut down	200	1	5	3.49	1.152
Difficulty to arrange device	200	1	5	3.23	1.175
Lack of knowledge of parental control tools	200	1	5	2.95	1.144
Internet accessibility	200	1	5	2.92	1.231
Network issues in uploading assignments	200	1	5	2.92	1.182
Not able to find out proper online learning material	200	1	5	2.31	1.269
Lack of knowledge of latest technology	200	1	5	2.16	1.112

Table 4: Descriptive Statistics on Stress of Parents due to Online Education

Statements	N	Minimum	Maximum	Mean	Std. Deviation
Deep concern and about the mental development and physical activities	200	1	5	4.27	0.862
Exposed to unsolicited content	200	1	5	4.03	0.977
Child's academic performance would be lower	200	1	5	3.99	0.916
Miss targets due to the online classes that increased pressure	200	1	5	3.89	1.109
Experience role conflict	200	1	5	3.53	1.074
Privacy is negotiated	200	1	5	3.28	1.17
Financial burden	200	1	5	3.25	1.256

Table 5: Descriptive Statistics on Time Management Issues in Connection with Online Education

Statements	N	Minimum	Maximum	Mean	Std. Deviation
No time to care family members	200	1	5	4.33	0.682
Family schedule got affected	200	2	5	4.27	0.715
No time for relaxation	200	1	5	4.23	0.655
No time to support child	200	1	5	4.22	0.894
Difficulty in managing kids	200	1	5	3.91	1.03
No time to do household work	200	1	5	3.84	1.103
Reduced sleeping time	200	1	5	3.74	1.262

Table 6: Descriptive Statistics on Issues Concerned with Child

Statements	N	Minimum	Maximum	Mean	Std. Deviation
Issues in character formation of child	200	2	5	4.21	0.774
An easy-going attitude has been formed with child	200	2	5	4.2	0.908
The daily routine of the child is hampered	200	2	5	4.05	1.069
Misuse of electronic devices has increased	200	1	5	3.91	1.028
Increased complaints on teaching	200	1	5	3.89	1.085
Frequent health issues	200	2	5	3.77	0.976
Child has become more anxious	200	1	5	3.55	1.106

As the mean value of descriptive statistics indicates, there are some issues which are most common among the respondents. Out of the technical issues, the major problem faced by them is the complaints of the device. The devices may get shut down or hang which in turn affected their child to attend the classes or submit assignments or attempt the tests. Most of the parents are stressed due to various reasons in connection with the online education of their children and they are much anxious about the mental and physical development of their child. Balancing the work, household activities and teaching their children make the parents face huge issues of time management. Most of the respondents are females and they lack time to care their family members as they could do before. Also, they lack time for self-care and relaxation. Majority of the parents agree that online education brought an easy-going attitude in their child and the children are not serious in studies. More than that it creates a concern that proper character formation of the child is under risk.

Testing of Hypothesis

Hypothesis 1: Difference between Gender of the respondent parents and Stress in connection with online education.

H0: There is no significant difference between Gender and Stress

Table 7: Group Statistics

Gender of respondent		N	Mean	Std. Deviation	Std. Error Mean
Stress	Male	29	3.4384	.62027	.11518
	Female	171	3.8053	.83741	.06404

Table 8: Independent Samples Test

		Stress		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	4.619		
	Sig.	.033		
t-test for Equality of Means	t	-2.255	-2.784	
	df	198	47.242	
	Sig. (2-tailed)	.025	.008	
	Mean Difference	-.36692	-.36692	
	Std. Error Difference	.16272	.13179	
	95% Confidence Interval of the Difference	Lower	-.68781	-.63201
		Upper	-.04604	-.10184

As 0.033 is lower than sig. value 0.05, it can be concluded that equal variances not assumed and hence is likely enough to reject the null hypothesis. So, there is a significant difference between the Stress experienced by Male and Female. The mean difference between the two is 0.367. The Table of Group Statistics clearly

shows that Mean value is higher for Female with a value of 3.8053. Thus, it can be concluded that Females are more stressed when compared to Males in connection with the experience of child's online education.

Hypothesis 2: Difference between Place of Residence and Technical Issues faced by the respondents.
H0: There is no significant difference between Place of Residence and Technical Issues faced.

Table 9: Group Statistics

	Place of Residence	N	Mean	Std. Deviation	Std. Error Mean
Technical Issues	Rural	102	2.8025	.74354	.07362
	Urban	98	2.9038	.96646	.09763

Table 10: Independent Samples Test

		Technical Issues		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	12.726		
	Sig.	.000		
t-test for Equality of Means	t	-.832	-.828	
	df	198	182.127	
	Sig. (2-tailed)	.406	.409	
	Mean Difference	-.10127	-.10127	
	Std. Error Difference	.12165	.12228	
	95% Confidence Interval of the Difference	Lower	-.34116	-.34253
		Upper	.13862	.13999

The table indicates that the sig. value is significant with a value of 0.000 and thus the equal variances are not assumed. Thus, it is inferred that there is a significant difference between the Place of Residence and Technical Issues with a mean difference of 0.101. As the descriptive statistics indicate, the major technical issue is complaints with the system getting hang or shut down. The Table of Group Statistics reveals that this complaint is higher in Urban areas with Mean 2.9038. Thus, it can also be inferred that internet connectivity is not a major issue based on the Place of Residence, but the complaints regarding device.

Hypothesis 3: Difference between Time spent for teaching before and after introduction of online classes.

H0: There is no significant difference between the time spent by parent to teach their children before introduction of online classes and after introduction of online classes.

Table 11: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Time did you spent prior to online class	1.74	200	.683	.048
	Time spent after beginning of online class	2.23	200	.779	.055

Table 12: Paired Samples Test

		Pair 1		
		Time spent prior to online class- Time spent after beginning online classes		
Paired Differences	Mean	-.490		
	Std. Deviation	.839		
	Std. Error Mean	.059		
	95% Confidence Interval of the Difference	Lower	-.607	
		Upper	-.373	
T		-8.262		
Df		199		
Sig. (2-tailed)		.000		

There is a significant difference between the time spent by the respondent to teach their children while attending offline classes and time spent by them to teach them after the introduction of online classes. This is

very clear from the $p=0.000$. On an average the mean difference is 8.262. When Paired Sample Statistics is analyzed, it is known that the time spent by parent respondents after the introduction of online classes is more (Mean = 2.23).

Hypothesis 4: Impact of Household Income and Technical Issues

H0: There is no significant impact of Household Income on Technical Issues faced by the respondent in providing online education to their children.

Table 13: ANOVA

Technical Issue					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.739	2	.870	1.180	.310
Within Groups	145.215	197	.737		
Total	146.954	199			

Here, the null hypothesis has to be accepted because the p-value of the independent variable, household income, is insignificant ($p > 0.05$), it is likely that the household income doesn't have an impact or effect on the technical issues faced by the parent respondents.

Hypothesis 5: Relationship of Number of primary school children and Syllabus on Stress experienced by the respondents.

H0: There is no significant relationship between Number of primary school children and Syllabus on Stress.

Table 14

Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.524 ^a	.274	.267	.70090

a. Predictors: (Constant), Syllabus of the child, Number of online home-schooled primary school children

Table 15

ANOVA						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.546	2	18.273	37.196	.000 ^b
	Residual	96.780	197	.491		
	Total	133.326	199			

a. Dependent Variable: Stress
b. Predictors: (Constant), Syllabus of the child, Number of online home-schooled primary school children

Table 16

Coefficients						
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.449	.197		12.422	.000
	Number of online home-schooled primary school children	.722	.086	.516	8.426	.000
	Syllabus of the child	.047	.071	.041	.662	.509

a. Dependent Variable: Stress

The table of Model Summary provide the degree of correlation and variance. The R value is 0.524 which indicates a correlation and R square shows that 27.4% of total variation only is made by the two independent variables on Stress. The next table is ANOVA table which shows how well the regression equation fits the data. The table says that the regression model predicts the dependent variable (stress) significantly well. Here $p = 0.000$ which indicates that the regression model statistically significantly predicts the outcome variable. Table of Coefficients brings out a detailed data on the regression model. Among the two variables, Number of online homeschooled primary school children has a significant relationship with Stress with $p = 0.000$ and Syllabus of the child is insignificant.

Hypothesis 6: Impact of Number of Children attending Online Education on Issues of Parents concerned with Child

H0: There is no significant impact of Number of Children attending Online Education on Issues of Parents concerned with Child

Table 17: ANOVA

Issues concerned with child					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	44.748	2	22.374	65.365	.000
Within Groups	67.433	197	.342		
Total	112.181	199			

Table 18: Multiple Comparisons

Dependent Variable: Issues concerned with child LSD						
(I) Number of online home-schooled primary school children	(J) Number of online home-schooled primary school children	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
One	Two	-.97539*	.08660	.000	-1.1462	-.8046
	More than two	-.91392*	.18142	.000	-1.2717	-.5561
Two	One	.97539*	.08660	.000	.8046	1.1462
	More than two	.06147	.17787	.730	-.2893	.4122
More than two	One	.91392*	.18142	.000	.5561	1.2717
	Two	-.06147	.17787	.730	-.4122	.2893

*. The mean difference is significant at the 0.05 level.

There is a statistically significant difference in Issues of parents concerned with child based on Number of primary school children attending online classes with a p value 0.000. An LSD post-hoc test revealed significant pair wise difference between One child and Two Children with a mean difference of 0.975($p < 0.05$) and between One Child and More than Two children with an average difference of 0.0913($p < 0.05$).

Hypothesis 7: Difference between Stress and Issues of Parent Concerned with the Child

H0: There is no significant difference between Stress and Issues of Parent Concerned with the Child

Table 19: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Stress	3.7521	200	.81852	.05788
	Issues concerned with child	3.9393	200	.75082	.05309

Table 20: Paired Samples Test

		Pair 1		
		Stress – Issues concerned with child		
Paired Differences	Mean	-.18714		
	Std. Deviation	.45771		
	Std. Error Mean	.03236		
	95% Confidence Interval of the Difference	Lower	-.25096	
		Upper	-.12332	
T		-5.782		
Df		199		
Sig. (2-tailed)		.000		

With a p-value 0.000 it is evident that there is a significant difference between Stress and Issues of Parents Concerned with the Child. Paired sample statistics show a higher mean value for issues concerned with the child. That means, among the variables Stress and Issues concerned with child, the respondents have the Issues concerned with their child as a higher element or a major challenge.

Hypothesis 8: Impact of Age and Employment Status of the respondent on Time Management Issues
H0: Age and Employment Status of the respondent has no significant impact on Time Management

Issues

Table 21: Tests of Between-Subjects Effects

Dependent Variable: Time Management Issues					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	21.811 ^a	7	3.116	8.579	.000
Intercept	667.274	1	667.274	1837.320	.000
Age	2.446	2	1.223	3.368	.037
Employmentstatusduring Covid19period	11.443	2	5.722	15.755	.000
Age * Employmentstatusduring Covid19period	.160	3	.053	.147	.931
Error	69.730	192	.363		
Total	3418.490	200			
Corrected Total	91.541	199			

a. R Squared = .238 (Adjusted R Squared = .210)

Table 22: Multiple Comparisons

Dependent Variable: Time Management Issues LSD						
(I) Your age	(J) Your age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
25-35	36-45	-.3016*	.08777	.001	-.4747	-.1285
	Above 45	.1313	.19249	.496	-.2483	.5110
36-45	25-35	.3016*	.08777	.001	.1285	.4747
	Above 45	.4329*	.19153	.025	.0551	.8107
Above 45	25-35	-.1313	.19249	.496	-.5110	.2483
	36-45	-.4329*	.19153	.025	-.8107	-.0551

Based on observed means.
The error term is Mean Square(Error) = .363.
*. The mean difference is significant at the .05 level.

Table 23: Multiple Comparisons

Dependent Variable: Time Management Issues LSD						
(I) Employment status during Covid'19 period	(J) Employment status during Covid'19 period	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Working with option of work from home	Working without option of work from home	.1810	.11237	.109	-.0406	.4027
	Not working	.9679*	.14083	.000	.6901	1.2457
Working without option of work from home	Working with option of work from home	-.1810	.11237	.109	-.4027	.0406
	Not working	.7868*	.16548	.000	.4605	1.1132
Not working	Working with option of work from home	-.9679*	.14083	.000	-1.2457	-.6901
	Working without option of work from home	-.7868*	.16548	.000	-1.1132	-.4605

Based on observed means.
The error term is Mean Square(Error) = .363.
*. The mean difference is significant at the .05 level.

It is found that a statistically significant impact is there for Age and Employment Status on Time Management Issues with a p-value 0.000. An LSD post-hoc test revealed significant pair wise difference between age group of 25-35 and 36-45 with mean difference 0.301(p=0.001), 36-45 and Above 45 having mean difference 0.432(p= 0.025).Also, there is a significant impact of Working with option of work from home and

Not working with a mean difference of 0.967($p < 0.05$) and between Working without option of work from home and Not working with an average difference of 0.786($p < 0.05$).

Hypothesis 9: Relationship between Employment status, Number of children attending online Education and Syllabus on Time Management Issues

H0: There is no significant relationship between Employment Status, Number of children attending online education and Syllabus on Time Management Issues

Table 24: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.625 ^a	.390	.381	.53357

a. Predictors: (Constant), Syllabus of the child, Number of children attending online education, Employment status during Covid'19 period

Table 25: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	35.740	3	11.913	41.846	.000 ^b
	Residual	55.800	196	.285		
	Total	91.541	199			

a. Dependent Variable: Time Management Issues
b. Predictors: (Constant), Syllabus of the child, Number of children attending online education, Employment status during Covid'19 period

Table 26: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.192	.203		15.698	.000
	Employment status during Covid'19 period	-.257	.060	-.254	-4.261	.000
	Number of children attending online education	.489	.066	.422	7.399	.000
	Syllabus of the child	.207	.057	.214	3.626	.000

a. Dependent Variable: Time Management Issues

The Model Summary provide the degree of correlation and variance. The R value is 0.625 which indicates there is correlation and R square shows that 39% of total variation only is made by the two independent variables on Time Management Issues. The next table is ANOVA table which shows to what level the regression equation fits the data. The regression model predicts the dependent variable (Time Management Issues) significantly well. The sig. value $p = 0.000$ which indicates that the regression model statistically significantly predicts the outcome variable. Table of Coefficients brings out a detailed data on the regression analysis. All the three variables Employment Status, Number of children attending online education and Syllabus of the child has significant relationship on Time Management Issues.

Conclusions

Since the COVID -19 pandemic has disrupted the ordinary lifestyle of human beings across the globe, the digital world has come to the rescue. Amongst many educational organizations, schools and colleges have additionally shifted their base to digital structures to behavior instructions on-line. Consequently, catering to the needs of all levels of schooling from elementary one to university stage, on-line education has emerged as an alternative to normal face to face classes. The role of parents in assisting the children in online education has thus gained importance and this would be the highest for children of KG and Primary level. And one other important fact is it is really challenging for the parents. This study focused on 200 parent respondents of Aluva Taluk to understand their challenges as a consequence of the introduction of online classes. The study covered the issues in connection with technical difficulties, stress, time management issues and issues of parents concerned with their child. The results clearly show that parents are facing challenges in these areas especially their stress has hiked, they face issues to manage time properly and also their concern towards their child has deepened as a consequence of introduction of online classes. Based on the nature and relationship of the variables, different statistical tests were applied to know the major challenges faced by parents in educating their children online. There are no previous similar studies carried out. To an extent this study could be generalized

because the findings reached are representative enough in the concerned locality and the validity and reliability also follows. Parents of primary school children are the most affected parent group as they have to encounter the problem of role conflict often.

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