

A Thematic Analysis on Challenges and Coping with Online Learning in Parents of Preschool Children

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ABSTRACT

Preschoolers have been enrolled in online classes since the COVID-19 pandemic. The transition from offline to online learning was necessary during a pandemic; this has led to a massive change in teaching and learning. The study aims to investigate the difficulties parents of preschool children face and the coping techniques adopted by these parents to deal with these issues. The data was collected through semi-structured interviews with 11 parents of preschool children. The data collected was subjected to qualitative synthesis in the form of thematic analysis. The results present six main themes: the impact of online learning on children; problems faced by parents of preschool children; the roles of teachers; strategies applied by parents to improve online learning; and environmental factors that impacted learning. Varied opinions regarding online learning by the participants have also been discussed. This study will benefit schools, institutions, and organisations. It may help them realise that working fathers should be granted paternity leave; children of other ages may benefit from the findings; and it may also aid in enhancing the attention span of preschoolers. In addition, the parents' coping skills may benefit as other parents could utilise these tactics to help their children learn more effectively.

Keywords: *Online learning, Pre-school children, Parents, Coping strategies, Challenges*

Pre-schoolers have been enrolled in online classes since the COVID-19 pandemic. The difficulties that parents of pre-school children face were investigated in this study. The coping techniques adopted by the parents to deal with these issues were discovered as a result of this research. This study will also contribute to the development of thematic analysis, which may be used by businesses and schools to give flexible work hours.

Online learning is defined as “the use of the Internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience.” (Anderson & Elloumi.,2008). The use of digital technologies by young children to study online in their early years has generated heated controversy among academics, educators, and legislators in recent decades (e.g. Aubrey and Dahl, 2008, Elkind, 1998, Ministry of Education, 2020b, Plowman et al., 2012). Some scholars (e.g. Brady and

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Hill, 1984, Elkind, 2007, House, 2012) have argued that young children should not be exposed to internet learning since it does not prepare them socially or emotionally for school. (Edwards et al., 2012, Zalaznick, 2019) and will bring some harm to their health and growth. Some scholars (e.g. Clements and Sarama, 2003, Stephen and Plowman, 2002, Yelland, 2006) have found that digital learning can assist young children in comprehending abstract concepts and engaging them in collaborative learning, reasoning, and problem-solving activities. During the COVID-19 pandemic, internet learning was widely encouraged to substitute traditional face-to-face learning in order to keep young children studying and playing at home, according to Dong et al (2020).

During the COVID-19 pandemic's lockdown, 3275 Chinese parents were polled on their thoughts and attitudes about their young children's online learning. In general, parents held negative attitudes toward the ideals and benefits of online learning, preferring traditional learning in early childhood settings. They resisted, if not outright rejected, online learning for three reasons: the inadequacies of online learning, the lack of self-regulation in young children, and their lack of time and professional experience in assisting children's online learning. They are also suffering as a result of the COVID-19 pandemic, making them more resistive to online learning at home. The findings revealed that implementing online schooling during the epidemic was difficult and time-consuming for families. The Chinese parents were unprepared to accept online learning due to a lack of training.

Recently, Arnott and Yelland (2020) advised seeing digital technology as social, cultural, and personal artefacts that exist in today's child's lifeworld and can contribute to their learning ecologies, rather than focusing on a moral panic. As a result, online learning via digital technologies is a part of young children's' multimodal lifeworld, and it should be contextualised and capitalised to assist teachers, parents, and children in developing agentic multimodal practises using digital and online technologies. Chowkase et al (2021) had conducted a concurrent mixed-methods study, to assess the quality of online learning with an emphasis on student motivation in the context of a talent development programme. Data was collected from 221 Indian children in grades 5 to 10 over the course of three academic years while they took 14 online and 10 in-person courses. Online learning was considered as highly supportive of learning motivation by participants. Student motivation did not differ much depending on programme structure, gender, or programme level. Zhao et al (2020) conducted a study in which all school-age children in China were home taught via live/recorded broadcasts, online group discussion, and software-based homework submission owing to the COVID-19 epidemic commencing in the spring semester of 2020. The impacts of and proper preparation for this educational technique were investigated in this study. It was found that to cope with the changes brought on by the COVID-19 pandemic, students should maintain their school routine at home. There is a need for integrated grade-specific techniques. Long periods of screen time and a lack of outside activities can have a negative impact on children's vision, thus adequate eye-protection measures should be applied.

All of these arguments have been made from the viewpoints of academics and educators; however, the opinions of parents, who are one of the most essential stakeholders in early childhood education, are mostly unexplored. Parents influence their children's learning and development by offering digital technology and media environments to young children from the start as a vital aspect of the child's immediate surroundings. The quality and amount of online learning, opportunities, and learning experiences that children receive at home are

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influenced by their parents' thoughts and attitudes regarding the role and possibilities of online learning for young children. (Erdogan et al., 2019). Physical presence of parents during online classes, funding for a smartphone with internet access, and assisting, supporting, and supporting online classes for children without sufficient instructions and guidelines were all big hurdles to overcome. By supporting children with foreign technology, assisting in the new learning environment, and supplying digital tools, the pandemic scenario imposed a strain on caregivers and parents. Furthermore, parents acted as supplementary teachers by clarifying their children's doubts and recharging the internet for home learning. This was the parents' first time, and there was a significant void in the literature on the subject (Braun et al., 2008).

Parents must serve as learning supervisors, tutors, and home-schooling teachers when using distance learning. This backs with prior research that showed parents were actively involved in child education at home during the COVID-19 pandemic. As a result, parents should be equally prepared to educate their children in learning education at home, even if they work for the family. This is because, even without the help of a school or a teacher, significant levels of parental involvement in the learner's home schooling can result in positive achievement results (Hapsari et al., 2020). Meanwhile, because of the hardships caused by the COVID-19 pandemic, their children's inadequate self-regulation, and their lack of time and professional knowledge in supporting online learning, other parents had negative attitudes about the benefits of online learning and preferred traditional learning. (Dong et al., 2020). Balance of responsibility, learner motivation, accessibility, and learning results are all issues that parents face. (Garbe et al., 2020). Malik and Tyagi (2020) conducted a study to explore the difficulties parents encounter when their children learn online. A survey study was done using an online questionnaire that was distributed to over 2000 parents of pre-primary and primary students from ten public schools in the Delhi National Capital Region for the method. More than 75% of the parents polled said they are happy with the online lessons they are attending and think they are effective. For parents, teaching approach is the most significant aspect in boosting the teaching-learning process in virtual mode, according to 41% of parents. Parents believe that providing individualised attention to their children can enhance the system, according to 29% of parents.

According to a study conducted by Joseph et al (2021), internet learning by children is a source of stress for both children and parents. In India, the Covid-19 lockdown caused a lot of anxiety among parents. In comparison to online programmes, 80.4 percent of parents favoured traditional learning methods for their children. More than half of parents (52.2%) said they were partially satisfied with their children's online learning, while 26% said they were dissatisfied. More than half of the parents (61.1%) found online learning to be a significant obstacle and hardship. Parents were concerned that prolonged exposure to screen devices in online learning might have an adverse effect on their children's visual, physical, and psychological health. Hence this study aims to address a research vacuum by examining the obstacles and coping mechanisms faced by parents of preschool children as a result of online learning.

METHODOLOGY

The study used a qualitative approach. The research has a sample size of 11 people. Snowball sampling was used to collect the samples. Any parent with a child who is in pre-school and attending online classes was included in the study. Through personal contacts, snowball method, word of mouth and social media the parents were approached and consent

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was taken. The interview method was used to acquire data. A semi-structured interview guide was constructed for the interview process. The medium of conduction was English or Hindi. Furthermore, the interviews were recorded post-consent. Other observations made during the interview were noted as well. The materials used for the interview were a recorder; to record the interview to transcribe it later, paper and pen to make notes or any observations during the time of the interview. During this time, the parents were asked about the coping skills they utilised to overcome any challenges they may have encountered. The venue of the interview was determined by the participant's comfort. The interview was taken mostly in the homes of the participants or on telephone. The audio was then transcribed, codes were created and prepared for thematic analysis based on Braun and Clarke's model (2006) after the data was collected. The entire procedure was guided by an expert for validation, and the data was reviewed by the participant as well. Personal data was kept confidential, in the demographic details pseudo names were used, personal identifiers were avoided. No access of the data collected was given to a third party and the data collected was only used for academic purpose. Password protection was applied to raw data, audio recordings, transcripts, and folders. The hard copy as well as field notes was kept in a secure cabinet. The data will be kept for five years and then be deleted.

RESULTS & DISCUSSION

The study aims to investigate the different challenges parents of preschool children face in the context of the child's online learning. To develop a better understanding of the various strategies parents use to cope with the challenges of online learning. And to explore the different strategies that could be used to make online learning for preschool children more effective. Interviews were audiotaped, transcribed, and assessed for broad themes using thematic analysis. The interviews were from 25 minutes to 60 minutes. This technique involved reading and rereading the transcriptions. There are various approaches to conducting thematic analysis, but in the research six steps that were used are familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up. This process was originally developed for psychology research by Braun & Clarke in 2006.

The results present six main themes: the impact of online learning on children; problems faced by parents of preschool children; the roles of teachers; strategies applied by parents to improve online learning; and environmental factors that impact learning. Varied opinions regarding online learning by the participants have also been discussed.

Table 1: Themes

Global themes	Sub-themes	Themes
Impact on online learning	Difficulties in writing	Needing help of teachers
		Facing problems with handwriting
		Videos were long parents had to learn from the videos
		Writing practice was decreased
	Problems with concentration and attention	Less hours in school than in online learning
		Children concentrated because of the fear of school

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Global themes	Sub-themes	Themes
		Getting bored easily
		Losing focus while studying
		Children were less prioritised in online learning
	Understanding towards concepts	Difficulties understanding the idea of school
		Difficulties in understanding languages.
		Didn't have knowledge about books
	Late developmental skills	Not finishing food
		Not independently doing tasks, required help of parents
		Couldn't communicate , share or look at peers and learn
	Social skills among children and peer interaction	Communication could have improved.
		More adjustment at school than at home
		Difficulties in teaching social skills without peers.
		Children didn't have anyone to socialise with
		Unable to understand body gestures.
	learning according to the mood	Children studied when their mood was good.
		Children are stubborn and get irritated
		No schedule could be followed
	Effects on personality or behaviors	Difficulties in opening up with other children.
		Children became shy after online classes
		Difficulties in adjustment with other children
		Effect on self confidence
Parental Challenges	Balancing household chores and work	Switching roles difficult for the parents.
		Difficulty in managing time.
		Manageable if there are family members to support

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Global themes	Sub-themes	Themes
	Difficulty teaching the child	Difficulties in managing pace.
		Children found difficulties in understanding things from mothers
		It was visible when children didn't understand.
	Difficulties in making the child study	Children threw tantrums
		Children were not ready to sit and were stubborn
		The environment wasn't the same.
Role of teachers	Children responsive towards teachers	Paid attention to what teachers said
		Teachers create teaching atmosphere
		Children pay attention when names are called in classes
		Teachers gave direction in classes
	Support of teachers	Feedback given by the teachers to the parents
		Teachers handling the mood of the child
		Teachers discussing with parents.
		Teachers gave suggestions to parents to improve learning
	Difficulty for teachers	Difficulty managing many children together
		Difficulty tracking teaching and students
		Maintaining discipline in class
	Learning Enhancement strategies	Child needed to be accompanied and assisted
During studies and playtime both time the parent had to be present		
Revisions were required for efficient teaching		
It was required because they can't take in a lot of information		
Strategies for learning to reinforce		Providing visual cues to the children through videos
		Giving breaks in between sessions.

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Global themes	Sub-themes	Themes
	learning	Bribing the child with gifts.
		Teaching through play activities
		Talking to the child politely
		Practically showing to the child
	Additional courses helped in learning	Monetary courses
		Extra classes for children like yoga, art, music and craft
	Suggestions which could have improved online learning	Live sessions should have been kept.
		Teacher - Child ratio should be balanced
		Class should be interactive
		In initial years also teach in native language
		Teachers to be more inclusive towards all the students and encourage them to participate
	Putting no pressure on the child	Not putting the child under stress
		Not forcing anything on the child
	Parent's understanding towards the feelings of the child	Asking the child about his/her feelings regularly
		Observing the gestures of the child
	Activities included in the routine	Certain parents followed a schedule like in school
		Homework or playtime was flexible
		Classes were taken seriously
		Certain schools took the initiative of designing activity schedule beforehand
Factors influencing learning	Managing technology or gadgets and certain drawbacks to it	Sometimes difficulty in operating devices by parents and teachers.
		Technical difficulties due to wifi or weather
		Children pick up technology faster

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Global themes	Sub-themes	Themes	
		Excessive mobile usage leading to a dependency on phones	
		Apps are beneficial	
	Medium of conduction in online learning	For certain parents, videos were sent on WhatsApp	
		Zoom , Webex , google meet were used	
		Assignments were uploaded on google classroom	
	Observing and learning	Limitation to learning from other children or environment	
		Learning and observation only through digital media	
		Children picked up habits only through family members	
	Support of friends and family	Involvement of the other parent is also important	
		Friends help in suggesting methods for effective learning	
		Active participation of the family members were required	
	Differential Opinions	Disadvantages of online learning for children	Unnecessary for pre school children
			Parents active participation required more than children
Burdening for the parents			
Bridge programmes should be provided for pre school children			
online learning beneficial for children		Teachers give individual attention to child	
		Parents aware of things in school	
Advantages of learning through school only		Teacher student relationship hampered	
		More efforts given by teachers in school	
		In school child shares experience of school with mothers	

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Global themes	Sub-themes	Themes
		Exposure to children

The global themes that emerged are further discussed. The verbatims supporting the themes that emerged from the study are discussed further

The participant's views on the impact of online learning on children were discussed. It was seen that children face problems in handwriting due to online learning. During that procedure, children were also not able to concentrate on work or pay attention while studying. Since education was through virtual mode, it also impacted the child's understanding of the concepts. Certain social skills were also developed late, which primarily should have been developed by that time. Online education has also impacted social skills and peer interaction among children. The children were also not motivated enough hence they used to study according to their mood. Many changes in the behavior and personality of children were also observed by the parents during the period of online classes. *“Earlier ayush used to go to a convent school so his handwriting was proper. But as soon as in KGI online classes began since then he started facing problems with handwriting. Looking here and there and not able to concentrate much. And his handwriting is very slow and online classes the teachers are really fast in teaching, so he is not able to complete his handwriting this fast. So he faces a lot of problems in handwriting” (P 1)*

Students are accustomed to being in school to interact socially and physically meet with their friends. Although the interactive online sessions enable students to meet virtually with their teachers and friends, a respondent who teaches first graders stated that the interaction is awkward. Not all students responded the same as they normally do in face to-face interaction. Some respondents reported it took more teachers' effort than the normal face-to-face class to build students' understanding. The significant increase in children's screen time also becomes a concern. Participation in synchronous online interactive learning where the class virtually meet and access to asynchronous learning materials posted in the learning platforms used by the schools are at least two of the main reasons for the increase of screen time. (Ratna et al., 2020)

Six sub-themes emerged from the study. The parents faced difficulties in balancing household chores and work during the process. There were certain times the parents found difficulty teaching the child. Due to online learning, there were difficulties faced by the parents in making the child study. The parents of preschool children also faced difficulty managing space for themselves during the pandemic. Managing technology or gadgets also had certain drawbacks, which were discussed by the participants. A child used to learn according to his/her mood, which made online learning difficult for parents.

“There was a lot of this, it was very difficult. Sometime I used to sit, sometime his father used to sit, then I used to cook food. And if he was done with his breakfast and all then he used to sit, like this we used to adjust. If we wouldn't sit during online classes he wouldn't pay attention.” (P 1)

The researchers found that there were problems as follows: First, the difficulty or recession of parents when accompanying their children to study. Second, it tends to be difficult to condition learning time at home, distance learning or online in a new system. Third, the

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content of the material taught online may not necessarily be understood by all students, because the content of the material is delivered or packaged in the form of digital books, powerpoints, and in the form of learning videos, allowing the material to be more easily understood, but students are not comprehensive. (Akhmad et al., 2021)

Teachers played a massive role in the process of online learning. There were four sub-themes that were found. Children were found to be more responsive toward teachers than towards their parents; they listened more to the teachers. Few parents mentioned that the teachers were supportive. However, the others felt that the parents had to do the job single-handedly. There were certain strategies suggested by the teachers which were found to be effective by the parents. During the switch from offline to online, the teachers also faced difficulties in incorporating the new style of learning.

“Even now if ma’am is teaching him then he properly concentrates on it, at home if mummy is saying something he will not pay attention. He listens from here (pointing towards ears) and removes from there. It’s like that.” (P 1)

The sudden shift from face-to-face to long-distance online learning forced teachers to use the technology. Not only the facilities and infrastructure that schools had to ensure teachers had available in order to run home learning, but also their technical skills. Many had to acquire the required technology in a short time to respond to the need for online home learning. (Ratna et al., 2020)

There were various strategies applied by the parents to improve online learning for children. Mainly there were seven sub-themes within this. During the time of studies, the child needed to be accompanied and assisted by the parent. There were certain strategies which helped in reinforcing learning like providing with visual cues. Additional courses like summer classes or workshops helped in learning of the children. Parents had also provided with suggestions like smaller batches in online so that children could pay attention, which could have improved online learning. For children certain activities were included in a routine majorly to make them feel like they are in school, putting no pressure on children even if they were not able to complete few tasks, and parents understanding the feelings of the children if they’ve been facing any difficulties.

“So he used to sit in class it didn’t require me to do anything. Sometimes when he used to face problem so I used to give him breaks. Because we understand they are kids for how long will they sit. 2 minutes break we can give them”

There were certain environmental factors which also impacted learning. There were seven sub themes which were included in it. During the initial phases it was difficult for parents or children in managing technology or gadgets which also had certain drawbacks to it, the teachers also faced problems in it. The medium of conduction used to be different apps whose interface was sometimes difficult or easy for the children to use in online learning. The entire process of adjustment to change i.e. from offline to online was difficult for both parents and children. Children were at home during covid so they used to observe and learn majorly from their parents and picked up certain traits of their personality. Since there were a number of children in class teachers could not give equal attention to all the children. The support of family members and friends made online learning easier for parents.

“Sometimes it used to happen that it wouldn’t start early because there were problems with the weather.” (P 4)

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The limited network quota, in distance learning activities carried out online, the main requirement that must be prepared is internet access, so it is hoped that with sufficient internet access students can participate in online learning to the fullest (Akhmad et al., 2021) Many opinions regarding online learning were discussed by the parents. There were three sub-themes among it. The parents had discussed about the disadvantages of online learning for children, for certain parents online learning was beneficial for children, these were certain opinions regarding that children could only benefit through offline school.

“Yes I feel this way because in online children cant talk much. But on Saturdays there are classes for interaction. But only on Saturday but with him the children weren’t able to interact, with ayush, this is also too much. If the child would have gone to school, if he is with everyone he will interact. He’ll share tiffin with them, play with them. So in class there wasn’t much of interaction.”(P 1)

In the open comments, participants (parents) indicated that online classes effectively used their time and network so that classes were not suspended during the COVID-19 pandemic. In terms of deficiency, parents mentioned the following six main issues: (1) disappointment regarding timely interaction in online courses; (2) worry about students not understanding the course; (3) the increased burden of annoying adult responsibilities; (4) concern regarding children's eyesight; (5) concern that teachers’ explanations were not detailed enough; and (6) concern about the decline of students' interest and attention toward online courses. (Shu et al., 2021)

To have a better understanding of the research, many online models could be used. Garrison, Anderson, and Archer (2000) established a theoretical model that considers the development of an effective online educational community as comprising three key components: cognitive presence, social presence, and teaching presence. Cognitive presence is the key element in critical thinking, a necessary element for higher levels of thinking and learning. Linking, a necessary element for higher levels of thinking and learning. Social presence, a second core element of the model, is the ability of the students to project their personal characteristics into the community. The importance of this element is to support cognitive presence through indirect facilitation of critical thinking carried on by the community of learners. Teaching presence is comprised of two functions: the design of the educational experience and facilitation of the learning activities. This element reflects the creation, integration, and facilitation of both cognitive and social presence (Anderson., 2004). The children were unable to interact with other children of their age group while learning online. Apart from that, children were far too young to participate in critical thinking. Many teachers were supportive of the entire learning process, however engaging students aged 3-6 years presented numerous challenges. Parents had a significant role in aiding learning by teaching basic concepts and engaging children in activities. Children with more responsive teachers have improved outcomes across social, behavioral, and cognitive domains (Hamre et al., 2014). However in online classes teachers were not able to interact or give individual attention to children because of limited time period.

According to a study, from the beginning of the epidemic of new borns and young children, linguistic, nonverbal, and overall cognitive scores have all decreased dramatically. Furthermore, it was discovered that children born before the pandemic and followed through the early stages of the pandemic do not show a reduction in skills or performance, but that young infants born after the pandemic began show significantly lower performance than infants born before January 2019. Robust and compelling evidence highlights the

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importance of early childhood (prenatal through 8 years) and adolescence (from the onset of puberty through the early 20s) as periods of rapid neurobiological expansion and brain development, as well as cognitive and social growth (National Academies of Sciences, Engineering, and Medicine, 2019a, 2019b). As such, these likely are particularly sensitive and susceptible periods of development when considering the impact of COVID-19. In particular, young children (from birth to 4 years) may be especially vulnerable to developmental shocks and insults resulting from the pandemic because of a confluence of risk factors. These factors include delayed healthcare visits (e.g., vaccinations, health screenings), interruptions in schedules for screenings and interventions for developmental delays (e.g., speech), economic-related hardships (e.g., food insecurity, residential crowding, and displacement), and lost access to child care and early education programs (Yoshikawa et al., 2020). It was discovered that there was a developmental delay in learning abilities such as sharing, communicating with others, observing or competing with other children, and learning skills in this study. The children were also unable to comprehend key concepts, such as the concept of 'school' or 'subjects' taught in school. Because the children were confined to their houses, they had difficulty interacting with others. It also began to have an effect on their personality as they attempted to reserve themselves and preferred to remain alone.

Reflections of the researcher

Until now, very few research studies have been undertaken, particularly in the Indian context. A few study publications discussed the obstacles that parents encounter, but none of them discussed coping mechanisms that parents may apply. In addition, the COVID-19 epidemic ushered in a global trend toward online learning. As a result, a number of talent development programmes have recently gone online, requiring educators to hold them to the same high standards as in-person programmes. Parents will have a better understanding of the various components of online learning as well as the coping tactics adopted by other parents, which they may apply themselves.

The short and long-term effects of the COVID-19 pandemic on prenatal and infant health and neurodevelopment in the absence of direct infection are unknown, despite much speculation. This gap makes it impossible to produce evidence-based care guidelines for expecting mothers and individuals, build effective techniques for sensitive newborn follow-up care, or provide educated guidance for school and daycare reopenings and in-person vs. online learning. Parents affect their children's learning and development by offering digital technology and media environments to young children from the start as a vital aspect of the child's immediate surroundings. As a result, it's critical that parents are able to devote time to their children throughout this age. The quality and amount of online learning, opportunities, and learning experiences that children receive at home are influenced by their parents' thoughts and attitudes regarding the role and possibilities of online learning for young children.

Implications of the study

The COVID-19 outbreak completely altered our life in numerous ways. Furthermore, strategies of social segregation and lockdown have severely disrupted traditional educational procedures. As a result, there was a pressing need to revolutionise and implement alternative education for children, such as online or remote learning. Remote learning allows parents to spend more time with their children and better understand their learning skills; it may also be appropriate for non-working parents.

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This study will benefit schools, institutes, organisations, and businesses. It may help them realise that working fathers should be granted paternity leave so that they can dedicate more time to their children during their developmental years. They might also allow working parents, flexible hours so that they can spend more time with their children while still working. Children of other ages may benefit from the findings of the study conducted on pre-schoolers. By employing effective tactics, this study may also aid in enhancing the attention span of pre-schoolers. In addition, the parents' coping skills may benefit as other parents could utilise these tactics to help their children learn more effectively.

CONCLUSION

The COVID-19 epidemic has radically altered how learning and teaching are carried out across the globe of education, notably in India. The issue is that most educational institutions in India do not offer distance learning. Transitioning to online home learning is considerably more difficult in pre-schools since young pupils require more aid in their learning. This condition causes conflict between school and home. The difficulties that parents confront, as well as their coping techniques, are examined in this study. It was discovered that parents, particularly during COVID, play a significant role in their children's growth. It was difficult for them in many ways, such as managing their own space, scheduling conflicts with work, and so on.

Many solutions were also presented by parents to enhance children's online learning. Making letters out of sand, for example, or making alphabets out of wheat dough, sticking chart paper to the walls to simulate a school atmosphere, providing visual cues when instructing the children. Different perspectives on online learning for pre-school children were discussed. The sample size ($n = 11$) is limited which only represents a few parents. The participants in this study were all females. In the future, a larger sample size could be employed to better evaluate the influence of online learning on children among both parents (genders), and so on. Using pre and post experiments, this research might also be utilised to build an intervention strategy to promote online learning among children.

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Conflict of Interest

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