

The Impacts of Children's Remote Learning on Working Parents During the Covid-19 Pandemic in Petaling Jaya, Selangor, Malaysia

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ABSTRACT

The implementation of the Movement Control Order (MCO) took place starting from 18 March 2020. This preventive measure was taken by the Government of Malaysia due to the rapid increase of COVID-19 virus outbreak. This study aims to investigate the impacts of children's remote learning on working parents during the Covid-19 pandemic, mainly in Petaling Jaya. This study employed a mixed-method research design, which combines both quantitative and qualitative approaches to support the research. The questionnaire survey through Google Forms and group interview via the Zoom application were conducted to collect the data. A total of 59 parents from Petaling Jaya participated in the questionnaire survey. In addition, 10 parents were chosen to take part in a focus group interview. The results show remote learning was not the same for everyone. Some students could keep up, but many struggled. Most parents supported their kids' online learning. The findings also indicate that working parents had impacts on their mental and emotional health due to time management, increased responsibilities, external pressure, and financial constraints to accommodate their children for online learning. The practical implications of this study suggest that teachers and school management can play a crucial role in preparing structured online materials that are easier for students to follow at home and enable parents to guide their children effectively.

Keywords: remote learning, COVID-19, working parents, student readiness, challenges, teacher's role

INTRODUCTION

The pandemic of Covid-19 originated from Wuhan, China caused every country to have the most effective and relevant preventive measure to avoid rapid growth of the virus among society. In Malaysia, the government emphasised the Movement Control Order 1.0 (MCO 1.0), followed by the Conditional Movement Control Order (CMCO), Movement Control Order 3.0 (MCO 3.0), Recovery Movement Control Order (RMCO), and lastly National Recovery Plan (NRP). In the phase of MCO or also known as "lockdown", all educational institutions were closed to cut the virus outbreak among teachers and students. Due to this, the Ministry of Education Malaysia implemented Home-Based Teaching and Learning (PdPR) to support the continuity of the education towards students.

The implementation of PdPR as an alternative to the conventional classroom provides impacts on the teachers and students as well as parents. The educational mediums like Telegram and WhatsApp are imposed by the teachers to deliver all the pertinent information regarding ongoing class matters to the students and parents mainly. Besides that, the teachers use Google Meet, Webex, and Zoom to meet the students online. Educational platforms such as Kahoot!, Quizziz, Live Worksheets, Wordwall, and such more are used to enhance the online students' understanding. In addition, the government improved the objective of PdPR by introducing DidikTV KPM. This educational programme was broadcast on several television channels such as NTV7 and Astro Tutor TV.

However, there are several impacts of PdPR implementation especially towards working parents. It has become a tough challenge for parents to monitor and assist their children during online classes while working from home (Bhamani et al., 2020). Parental involvement in online learning is important to smooth the process of PdPR. However, different scenarios to working parents whereby the students must be independent to commit to the time management of PdPR. Even the working parents themselves lack time to manage and monitor the online learning process overall. Besides that, the PdPR environment plays a vital role for the success of PdPR. The parents need to prepare a suitable space at home specifically for PdPR implementation to fix the students commitment towards class session.

Furthermore, the student's knowledge acceptance during online learning needs to be understood by the parents as they are exposed to the lesson through conventional methods. Previously, the students are used to traditional learning whereby they are exposed to face-to-face learning methods. The parents also need to be digital parents as this implementation involves various new enhancements of applications. Financial constraints are also one of the major issues towards the parents in order to accommodate the students' needs in PdPR. The appropriate devices such as laptop or computer and smartphone need to be prepared as well as the cost of internet coverage. The lower income parents are struggling to fulfill these needs as the daily expenditure is still a top priority especially in this pandemic.

The Covid-19 Pandemic emerged from the traditional process of learning to conventional methods of learning. The objective of this research is to elaborate the impacts of children's remote learning on working parents during the Covid-19 Pandemic. This research mainly focuses on the Petaling Jaya area.

Many studies focuses on the impacts of remote learning during Covid-19 Pandemic specifically towards teachers and students. However there are limited studies on the impact of remote learning on parents. As such, this study aims to fill the gap by investigating the impacts of remote learning on parents and how the school management can enhance students' learning.

Research Questions

This study attempts to answer the following research questions:

1. What are the impacts of children's remote learning on their parents' mental and emotional health in terms of time spent and their involvement in supporting their children's online learning process?
2. What is the hardship faced by parents during their children's online lessons during the Covid-19 pandemic?
3. How can school management enhance students' online learning experiences?

LITERATURE REVIEW

About the paper "The Impacts of Children's Remote Learning on Working Parents During the Covid-19 Pandemic in Petaling Jaya", the study has made a determining factor towards the significant impact of remote learning due to the circumstances of the lockdown during the COVID-19 Pandemic. The study implied that due to the pandemic, students and parents are forced to go towards online learning and working from home, and the transition effectively took place when the government announced that the pandemic had taken a deadly turn. The pandemic included a worldwide lockdown, and globally had to turn towards remote learning, which hurt global society. However, based on another research paper, the use of information and communication technology (ICT) among the economic and household segments shows that the highly educated public have many advantages, compared to the poor and the uneducated who have low or no ICT asset ownership at all (Tewathia et al., 2020). Due to the segmentations and status of societies from the various parts demographically, it has been highlighted that this will widen the gap between both high- and low-income socioeconomic status at school (Bordalba and Bochana, 2019).

In another research paper (Jalani, H., Kadir, N. A. A., Nasir, M. F., Raffar, Dr Izzah, Adnan, S. D. M., 2023) written ever since Malaysia implemented the Movement Control Order, movements have been restricted, social activities have been disrupted and abruptly changed (Talha, 2020). The movement did not only make an impact on face-to-face education, but it also indirectly had triggered detrimental implications on all aspects of life, emotionally, physically and communicatively towards every individual that in turn caused deterioration not only within the family but also how the delivery of the syllabus towards their learners.

Furthermore, with the Movement Control Order, learners from the different institutes from all of Malaysia had to make a paradigm shift in utilizing ICT to continue their daily education. Due to the PdPR being planned for face-to-face delivery and interactions, MOE had to quickly make plans or change the course entirely to suit the online learning community, and assessment methods (Hodges et al., 2020). The resources and design were all intentional and built for online interactions that there wasn't time to think nor stop to relax (Hodges et al., 2020). Such actions and shifts are known as 'Home-Based Learning' (Pengajaran dan Pembelajaran di Rumah).

However, with all this delivery and gadgets, the effectiveness of Home-Based Learning as compared to face-to-face classes, the delivery of content and interaction isn't as effective as compared to face-to-face learning. Therefore, the students going through Home-Based Learning find it difficult to keep up with homework and studies due to challenges as the lack of preparation and eye-contact isn't there.

Challenges Faced During Home-Based Learning

Research shows that there are major challenges that affect the physical and mental health wellbeing during online education during the Covid-19 Pandemic (Selvaraj et al., 2021; Renfrew, Bradshaw, Burnett, Byrom, Entwistle, King, Olayiwola, Thomas, 2021; Maqableh & Alia, 2021).

According to the research that was conducted during the Pandemic, students from Preschool and Primary Level find it difficult to learn due to these few circumstances: the issues with technology and internet connectivity, and the lack of support around them. Furthermore, the long hours may cause cognitive and physical strain (Muthuprasad et al., 2021). Towards the educators and teachers, they have to have high proficiency in computers and interliteracy.

Next, there is a need for the teacher to acquire strong communication and presentation skills when using multimedia content. Lastly, students prefer collaborative learning spaces and meaningful activities to keep them engaged. Another study highlighted the efficacy of the Zoom application in providing a satisfying level of conduct in learning when compared to Facebook and YouTube (Saha, Dutta & Sifat, 2021). The study further discussed that most students in India are utilizing mobile phones to participate in distance learning due to low socioeconomic status and this has caused them to face extreme strain due to limited mobile data (Saha et al., 2021). In Malaysia, undergraduates prefer pre-recorded lectures in Google Classroom and YouTube the most because this approach provides ample time for them to listen to the lecture despite having trouble with internet connectivity (Chung, Subramaniam & Dass, 2020).

Disadvantages to Remote Learning

Generally synchronizing meetings such as face-to-face, the percentage is higher (78%) as compared to online (12%) is because for certain circumstances or due to comfort, more focused and, most commonly due to human nature or the physical environment, whereby they'll be able to receive immediate responses rather than waiting for the responds after the online meeting (Meulenbroeks, 2020). Thus, in another article shared that students learn quicker during face-to-face as compared to Online Learning due to interactivity, communication, and approachable teachers.

These are the few disadvantages that people come across due to infrastructure, the location where buildings are located or the telco lines aren't strong due to high tension cables around the area, or the place environment does not provide Data Lines that are strong enough to have smooth Online Learning. In addition, noticed that societies live in the cities or high-end living receives better quality lines as compared to students living in places away from the cities. There is a huge segregation in power and superiority that has hinder the development in students

education and receiving this required equipment to go Online Learning has been very difficult. As long as power and superiority are concerned, there will always be separation amongst the rural, urban and underrated students.

Workload and Distractions

In another research and interviews conducted clarified Online Learning took a toll on educators' time and increased the number of working hours. The preparations and assessment evaluation required sacrifices from educators to ensure that the Online Learning goes smoothly. Furthermore, most of the educators have family members who have been distractions between family commitments and juggling with Online Learning. This affects educators with children at home that thus affects the quality and delivery of Online Learning.

The Role of Parents in Guiding the Students at Home

Parents play an important part in children's daily lives as parents are the first teachers at home to educate their children. A study by Nair et al. (2024) indicates parental involvement had great impact on children's academic performance. Parents are responsible for nurturing, shaping their children's behaviour and personality at home. This is the reason why parents are known as the first teachers to their children before formally entering or enrolling into formal education. In the findings, for children to absorb and learn, parents naturally fulfill the roles as an educator as education and guiding children as this is an effective initiation in shaping children's personalities, particularly in Malaysia. It is known that now the MOE has taken the approach to implement home-based teaching and learning (PdPR). This situation has certainly had a significant impact on the students as they are still adjusting to the use of gadgets and online learning. Parents can be great role models for their children at home, so instead of acting like a crab teaching their children to walk straight, parents need to set a good example to be followed. In reality, it is undeniable that the role of parents in monitoring children's activities and behavior during PdPR sessions should be emphasized. This could help to ensure that students behave politely throughout the PdPR session.

Nevertheless, as with online learning this has caused significant disruption in parents' daily routine. The majority of Malaysian parents feel they have limited time to monitor the progress of their children and to keep up with their attention during the learning sessions (Astro Awani, 2020). Parents feel burdened and exhausted as they are needed to keep up with the households and switch roles between working from home and monitoring their child's progress while going through remote learning.

Technology and Resources

According to Nair et al. (2024), present-day students who belong to Generation Z being tech-savvy and highly proficient technology users. Study by Wirza (2020) states that it is utterly unsurprising that major issues were raised during online learning or remote learning or Home-Based Learning. Educators realized that in order to be able to conduct complicated projects, multi-step skills, they required techniques to segregate the assignments or work in smaller chunks, intermediate deliverables, or simple instructions that are able to assess the students' progress and provide authentic feedback to parents or guardians. Therefore, by synchronizing technologies are required to pass on messages or pass on assignments to students, such as mobile phones, Telegram, Facebook and et cetera, students are able to access and participate in conversations between students and educators (Kearns, 2012).

In addition, a study by Baber (2020), clearly states that, in order to have satisfactory and successful learning through home-based learning or online learning, technologies that support online learning must be reliable. Clearly understandable that the government must provide the proper technology that supports students' online learning and with a high-speed connection.

Rahayu and Wirza (2020) were among the teachers located in Indonesia who had conducted quantitative research amongst the teachers and significantly found that having proper technology to conduct Online Learning, learning resources became an issue too. In order for Online Learning to take place, resources are required, among the resources are activities, smart classroom spaces, tools that support interactive learning, such as platforms to create games to enable teachers to assess students' learning.

Keengwe and Kidd (2010) provide a brief context on the historical development of Online Learning in the span of 30 years. According to their review, Online Learning began in 2005 when mobile phones were a major tool for remote learning, and this is on-going till date.

Internet Connection

Decades ago, when Malaysia first initiated internet connections were through telephone line, then slowly went to LAN line then shifted to wireless internet connections. With the advancement of our technologies, Malaysia has reached a pinnacle where everything is found at their fingertips, however due to infrastructure, the land mass and separation of societies, there has been a huge separation between the high income and low-income students accessing the internet connection.

The hardest aspects will be the unstable network connection, even at this current situation where institute continues with Online Learning, teachers and lecturers finds it inconvenient as they are not sure whether their students are feasible or the screen is on but the audio and the webcam is switched off thus the impression speaking to a “blank wall”. In addition, the other aspects will also include installation the equipment as certain buildings in certain areas does not support wireless connection hence alternative route has taken place “installation problem, login issue, audio and visual glitches, and many more” (Shahbodin, Faaizah, Maksom, Zulisman, Nuraini, C.K., 2024).

Another states that learning is done synchronously in online classroom which oftentimes makes students feel alienated from both their teacher and their classmates. The writing is quite often quoted by students for during online class, teacher has no control over students interaction in the message box or during online classes, students whom needed that 1 to 1 interaction from their teachers will find it very difficult to get their message across which causes dilemma furthering the online classes, this will also cause discouragement in students educational development.

Technical issues occurrence caused the teachers and instructors to face diverse challenges. There are always issues occurring in students face diverse challenges not only towards internet connection nor technology, there are facing family problems that comes in between Online Learning, weak internet connection, tools to be able to go online are inappropriate or unable to support platforms used by their teacher to conduct online learning. These countless limitations are the main factors that discourage students from going for classes thus rather than continuing students decided to drop out from school and look for other alternatives.

METHODOLOGY

Research Design and Instrument

This study used a mixed-method research design, which combines both quantitative and qualitative approaches to better understand the research. The quantitative involved a questionnaire by Google Forms consisting of close-ended items. Meanwhile the qualitative approach used the interview session with the focus group that was carried out using open ended questions via the Zoom application. This process, known as triangulation, helps to ensure the findings from the questionnaire were supported and explained through the interview session.

Population, Sample, and Sampling Techniques

The participants of this study comprised parents and caregivers who had at least one child that was involved in online learning during the Covid-19 pandemic. A convenient sampling was applied to choose the sample for the quantitative data and purposive sampling was employed to choose the sample for qualitative data. This method is practical and effective to reach the participant through existing social connections, especially useful when the target group is difficult to access (Naderifar, Goli, & Ghaljaie, 2017). A total of 59 parents from Petaling Jaya participated in the questionnaire survey. In addition, 10 parents were chosen to take part in a focus group interview. All participants had direct experience in supporting their children's online learning which enabled them to share meaningful and relevant insights.

Pilot Test, Validity, and Reliability

A pilot study involving 14 parents was carried out to check whether the questionnaire was clear, reliable, and easy to understand. The Cronbach's alpha is used to measure the reliability of the questionnaire and the value was 0.82. The result shows that the questionnaire was suitable for this study since it had good consistency. The result showed that it was suitable for the main data collection and the instrument was reliable. In order to make the questionnaire clear and easier to understand, the adjustment was made based on the pilot feedback. Table 1 shows the reliability statistics of the instrument.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
.828	12

Data Analysis

The quantitative data from the questionnaires were analysed using SPSS version 28. Descriptive statistics were used to summarise parents' experiences and perceptions. The analysis followed the method used by Muthuprasad et al. (2021), as their study had similar objectives and variables. Thematic analysis is using to analysed the qualitative data from the focus group interview. Key themes are identified and the respond are coded based on respondent experiences and their suggestions. Both of qualitative and quantitative analyses are integrated by triangulation method which provide more understanding of the study.

Ethical Issues

Ethical guidelines are followed throughout this study. Before taking part, participants were clearly informed about the purpose and goals of the research. Everyone provided their consent voluntarily, and they were assured that their identities would be kept completely confidential. All information gathered was used only for academic purposes.

RESULTS

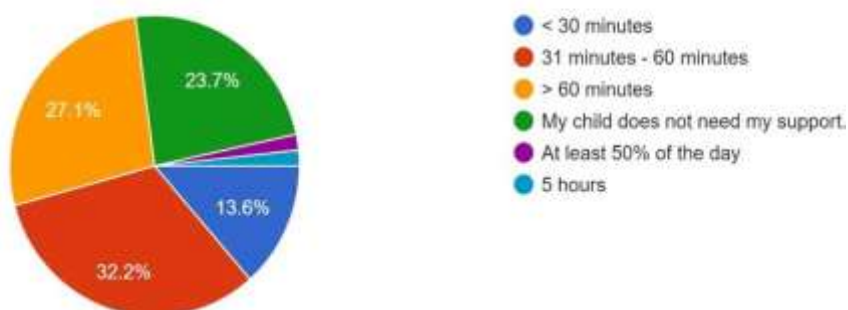
RQ1: What are the impacts of children's remote learning on working parents' mental and emotional health in terms of time spent in supporting their children's online learning process?

The quantitative results show that parents devoted substantial time to supporting their children's online learning during the pandemic, as shown in Figure 1. Mainly, 32.2% spent 31–60 minutes per day, while 27.1% spent more than 60 minutes, and this is showing that parental involvement is high. Most of parents are played important role in their children's learning and the data showing that only 23.7% reported that their children did not require support.

Figure 1. Time Spent in Supporting Their Children in Learning During the Pandemic

How much total time per day do you spend supporting your child in their learning during the Covid-19 Pandemic?

59 responses



The qualitative findings support the result and most of parents feeling overwhelmed when balancing their work with their children's studies. As Interviewee A stated,

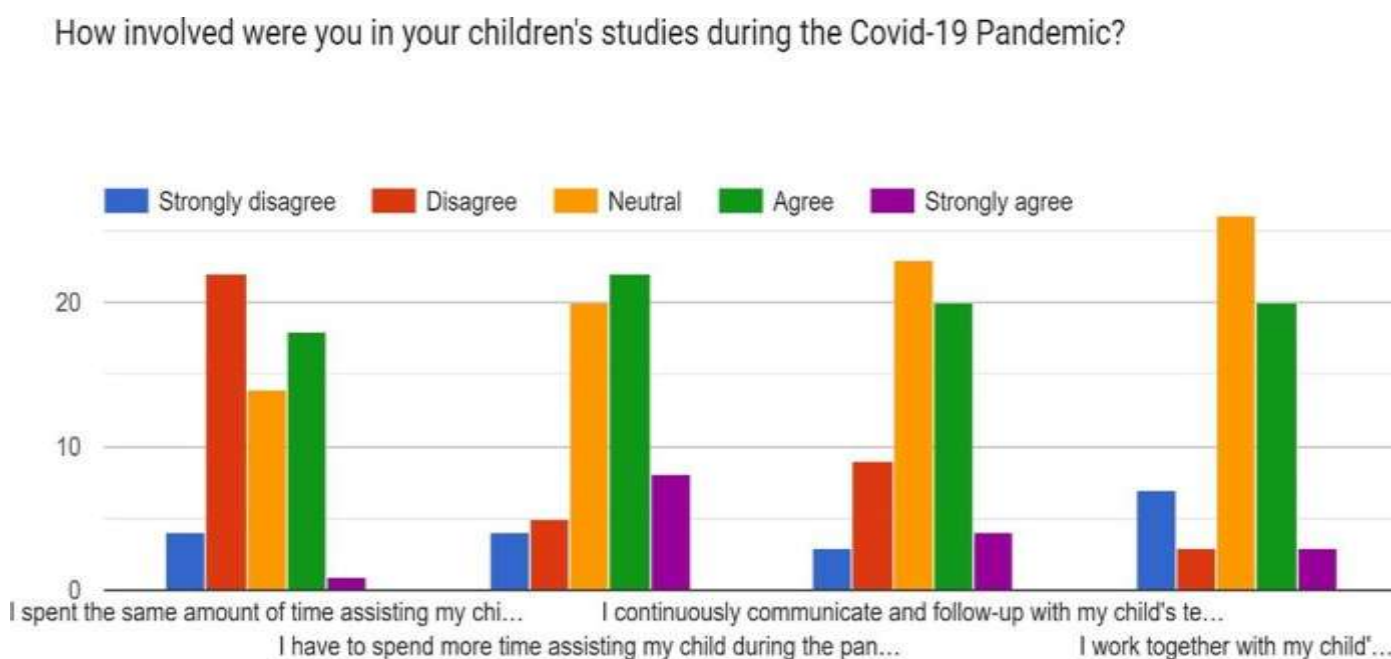
"It was challenging at first... I have to make sure that I do my work, and I also make sure that my child is doing his work." (Interviewee A)

Similarly, Interviewee B shared,

"Sometimes I feel like I am struggling so much. Before the pandemic there's no need for me to worry so much. But after the pandemic, I have to do more than before for the sake of my children."

These experiences help explain why many parents spent extended time supporting their children. The result from both quantitative and qualitative indicates that the involvement of parents, especially in time consuming, are influenced by their stress level and mental well-being. The increase of involvement of parents in both academic and technical challenges will affect the emotional health among parents during the COVID-19 pandemic.

Figure 2. Parents' Involvement in Their Children's Studies During the Pandemic



The survey revealed that most parents became more involved in their children's learning during the pandemic, with 25 respondents spending extra time helping and 22 respondents keeping in touch with teachers. Meanwhile, 21 respondents of parents increase assisting and working together in school work. Many parents described juggling long hours of support for their children alongside their own work responsibilities. As Interviewee B explained,

"I have to allocate time to monitor my child when he's having online lessons. I have to make sure that he's really focusing instead of being on YouTube or Discord."

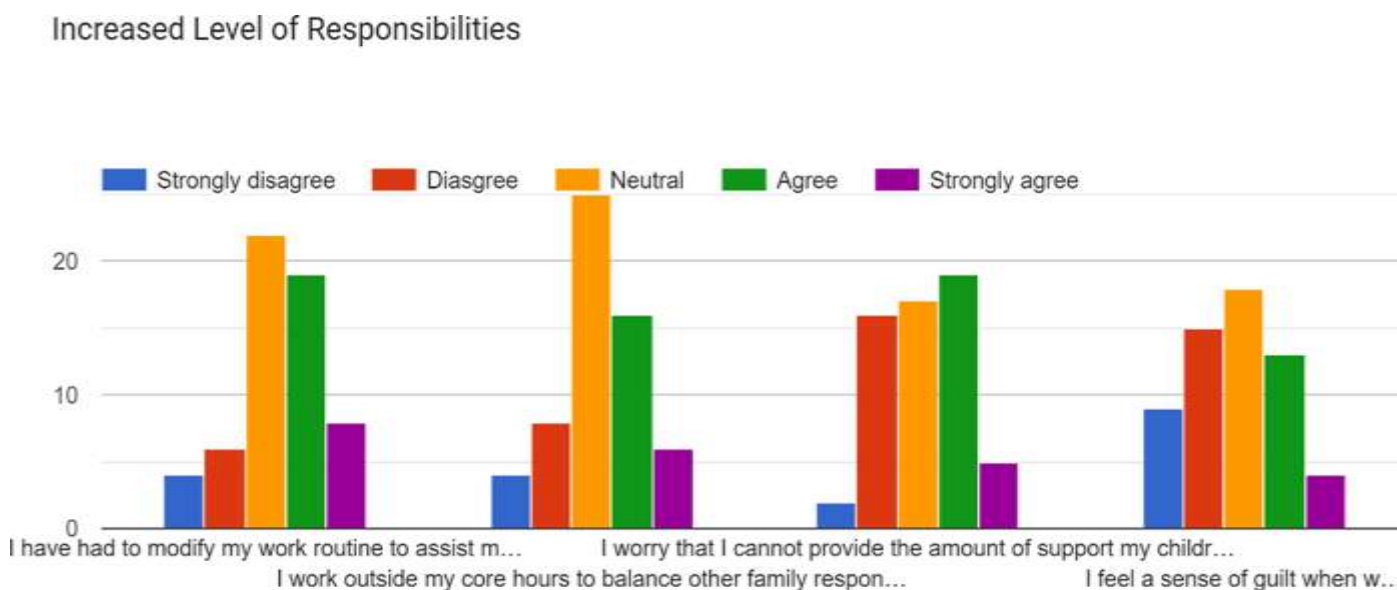
while Interviewee D added,

"I sometimes have to ensure that I can do my own work too because I need to monitor my children. It's quite troublesome sometimes because I have a work meeting to attend and at the same time, I noticed that my children are playing instead of focusing."

The parents that are faced with technical issues and unfamiliar with the academic content have led to stress and frustration. In general, the findings show that parent involvement during pandemic came with emotional and practical support, indicating the need for guidance and support for parents.

RQ2: What is the hardship faced by parents during their children's online lessons during the Covid-19 pandemic?

Figure 3. *Parents' Increased Level of Responsibilities During the Pandemic*



The data show that most of the parents faced a lot of responsibilities during remote learning, where 27% need to modify work routines while 22% worried about providing sufficient support, and 17% feel guilty if they unable to balance their work and caregiving roles. So, this is showing that the parents experienced on time pressure and emotional strain during the pandemic.

Through the triangulation method, these findings are supported by the interview results. Some parents give positive feedback when their children are competent in using technology. For example, Interviewee A stated,

“My children's online learning experiences were fine... maybe because my children are good with technology,” while Interviewee C added,

“The online classes were good. My kids seemed to be looking forward to attending their online lessons.”

However, most parents described significant challenges, especially the need to constantly monitor their children. Interviewee B explained,

“I have to allocate time to monitor my child... to make sure that he's really focusing.”

Financial strain also emerged, as Interviewee G shared,

“I need to spend more money to buy another device.”

Furthermore, lack of peer interaction reduced children's motivation, increasing parental stress, as reported by Interviewee D:

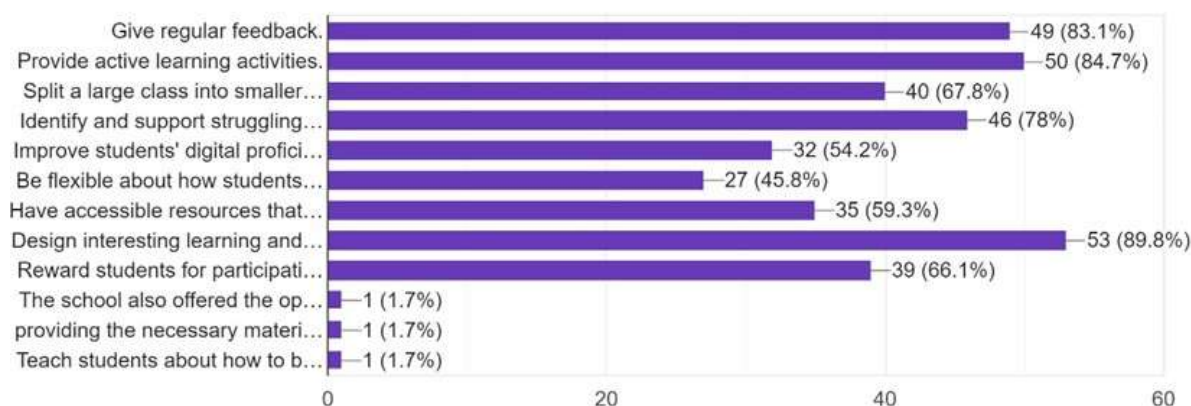
“They seemed demotivated most of the time.”

The triangulation findings are showing that remote learning have increased the parent workload especially demanding on their role played in supporting their children during the pandemic that leads to emotional strain and financial burden.

RQ3: How can school management enhance students' online learning experiences?

Figure 4. How Can School Management Enhance Students' Online Learning Experiences

What are some ways the school management can enhance online learning for students? Tick all that apply.
59 responses



The findings show that students prefer online learning that is engaging and supported by teachers. Most students felt that interesting activities (89.8%), active participation in lessons (84.7%), and regular feedback from teachers (83.1%) are very important. Many also thought that helping struggling students (78%) and having smaller online class sizes (67.8%) would improve their learning. Over half of the students highlighted the need for easy-to-access learning materials (59.3%) and stronger digital skills (54.2%). In general, the results show that better online learning is when the lessons are interactive, teachers are supportive, and good digital resources.

The interview responses matched the survey results. Interviewee A said,

“I think the teachers should design more fun and engaging lessons. This is to ensure that students won't feel bored,”

said the importance of making the lessons interesting. Interviewee D and E make a point of the need for regular feedback:

“The school should provide regular feedback to parents we will then be aware of the necessary stuff. Like if our children didn't complete homework or tasks.”

Interviewee E also recommended recording lessons so students can review them anytime, G emphasized the importance of early technology training, and F suggested the need of understanding and empathy towards students:

“The school should not be too hard on the students. Just like the teachers, it's their first time having online lessons too. Be considerate, especially towards the weaker students.”

From both the surveys and interview, it was clear that better online learning comes from an engaging class, regular feedback and strong teacher support. The respondents highlighted that interactive activities, help for struggling students, and accessible resources are important to gain a positive learning experience.

DISCUSSION

In this section, I try to bring together what the reviewed journal articles and the reference thesis showed about emergency remote learning during COVID-19. When looking at everything, it's pretty clear that learning from home wasn't just a simple switch from classroom to online lessons. It affected parents, students, and even issues like access to devices and internet.

So, the experience really depended on what was happening at home: family routines, parents' work schedules, and how much technology they had. Across the studies and the thesis, one thing kept coming up: parents were really stressed. Many of them were suddenly expected to help teach their kids even though they weren't prepared for that kind of responsibility. When the lockdown dragged on, this felt even heavier. A lot of parents said they felt frustrated and didn't really know whether they were doing things correctly. This lines up with other research showing that parents experienced more stress and pressure during home-based learning (Calear et al., 2022; Groff et al., 2024; Ye et al., 2023).

As for the students' learning, the results weren't the same for everyone. Some students could keep up, but many struggled. For example, the studies pointed out that many students had low engagement, teachers used different and sometimes inconsistent methods, and learning gaps grew wide especially for younger children, low-income families, and students with special needs. This supports earlier research saying that emergency remote learning is very different from proper online learning, which normally has more planning and support (Richardson et al., 2023). Work–Family Conflict Theory helps explain why parents were feeling so stressed out.

Many of them were working from home while also doing housework and supervising their kids' schoolwork. Having to handle everything at the same time made things overwhelming, and it obviously reduced how much help they could offer their children. Other studies also mentioned that this overlap of roles added to parents' stress levels (Forman et al., 2024). Another major problem was the Digital Divide. Not every family had enough gadgets, reliable internet, or the digital know-how to keep up with online learning.

The thesis highlighted these issues, and the articles reviewed showed the same pattern. Because of that, students who didn't have good digital access ended up facing more interruptions and struggled more with their learning. It makes it clear that remote learning didn't close the gap, it widened the inequalities that were already there. Bronfenbrenner's Ecological Systems Theory also makes sense here. Since schools were physically out of the picture for a while, the home environment became the main learning space. This meant that things like a parent's mood, how much time they had, their confidence level with technology, and the overall stability at home played a big role in whether learning went smoothly or not.

Overall, these findings match what earlier research has pointed out—that long stretches of remote learning caused various negative effects for both students and parents (Calear et al., 2022; Richardson et al., 2023; Ye et al., 2023). The thesis adds important details from the Malaysian context, which helps show the specific challenges faced by local parents during PdPR. But not everything was negative. Some students adapted well if they had supportive homes, strong self-discipline, and good access to technology. The thesis also noted that parents who felt more confident with technology had fewer difficulties. This shows the outcomes depended more on home conditions than the online lessons themselves.

The studies and the thesis together give a more complete understanding of emergency remote learning. They show that parents and home environments play a central role. And they also remind us of that emergency remote learning was just a temporary response to a crisis, not something sustainable for the long term.

Implications

This study shows how children's remote learning affected working parents in Petaling Jaya during the pandemic. One of the main details is that parents were suddenly expected to take on larger roles in their children's learning. They had to keep track of lessons, help with schoolwork, and learn how to use new online platforms, even though many of them weren't familiar with these tools.

Because of this, the findings suggest that schools and teachers should prepare clearer and more structured online materials that are easier for students (and parents) to follow at home. More interactive activities and simpler apps can help students stay focused, which in turn can ease some of the stress that parents feel at home. When lessons are explained clearly, parents don't have to spend much time trying to figure out what the teacher is saying. The study also highlights the need for teachers to have stronger digital skills. Since online learning is becoming more common in Malaysia, it is important for teachers to feel confident using the technology, especially when unexpected disruptions occur.

Using both quantitative and qualitative methods also made the study stronger. The numbers showed the overall patterns, while the parents' personal feedback helped explain what they were experiencing. The numbers helped show the general trends, while parents' personal comments gave a clearer picture of what they were feeling and struggling with.

LIMITATION

There are a few limitations that should be considered when looking at the study's findings. First, a lot of the studies and the thesis only collected data at one point, usually during or right after the lockdowns. This helps us see how people were feeling then, but it doesn't tell us much about the longer-term impact.

Second, because many of the studies relied on online surveys or interviews, families with weak internet or low digital literacy might not have been included as a result, some of the most vulnerable families who probably struggled the most may not be represented. Some of the qualitative studies also involved small sample sizes, which makes it difficult to generalise the findings to all families.

Third, the results are derived by the specific places and cultures involved like Malaysia. They're mostly useful for countries that have similar school systems and access to technology. In places where education works differently or where digital tools aren't as available, the findings might not fit as well.

Fourth, because the study is based on self-reported answers, its accuracy really depends on how comfortable or truthful participants were when responding. Some people may have picked answers that sounded more acceptable than what they genuinely felt, and that can affect how reliable the results are.

Lastly, the pandemic created an unusual and stressful situation for everyone. All the uncertainty, lockdowns, and constant health worries naturally affected how parents and students felt, no matter what kind of online learning they were using. Because of that, the findings mostly show what learning looked like during a crisis, not what online learning would normally be like in a regular, everyday setting.

FUTURE RESEARCH

Based on the reviewed studies and the reference thesis, several areas for future research can be identified. Most existing studies focused on short-term impacts during the pandemic period, therefore future research could adopt longitudinal approaches to examine whether the psychological stress, learning challenges, and parental burden experienced during COVID-19 persist in the long term. This would provide a clearer understanding of the lasting effects of prolonged home-based learning on both parents and children.

In addition, future studies may consider using mixed methods designs to strengthen the findings. While quantitative studies allow for broader generalisation, qualitative approaches, such as interviews with parents and caregivers, could provide deeper insights into their lived experiences. With the two approaches, we will be able to generate the outcomes of remote learning but also the underlying reasons behind these outcomes.

Future research could also focus on different family contexts, including households with limited digital access, several school-going children, or children with special educational needs. Although some studies already addressed these groups, further exploration would help clarify how varying home environments influenced learning effectiveness during the pandemic. This is particularly relevant in the Malaysian context, where socio-economic and digital disparities remain evident.

Another area for future research involves examining the role of institutional and workplace support. Further studies could investigate how flexible work arrangements, school–parent communication, and access to digital resources may reduce parental stress and improve learning experiences. Such research would provide practical insights for both policymakers and organisations in preparing for future educational disruptions.

Future research directions could further advance knowledge on children's remote learning and working parents. Based on the studies, we should have focused on stress, learning difficulties, and parental burden due to the post-

pandemic transitions, which caused a shift in parental roles. For school teachers, school leaders and policymakers, we can clarify the expectations, communication, and leadership influence for the student experiences in remote and blended environments. The research should also assess evidence-based approaches, such as parents' groups, teachers' training for remote learning, and school readiness plans to prepare them.

We need to enable more long-lasting online learning solutions, especially where access and support gaps persist. Lastly, to enable more long-lasting digital learning issues, where access and support inequalities continue, we must focus on designing to help, integrating comparative and equity-focused designs to help detect variations by socioeconomic status, job conditions, and educational setting. We need to support more inclusive and sustainable digital learning solutions, especially where access and support gaps persist.

CONCLUSION

This paper examined the impact of children's remote learning on 59 working parents during the COVID-19 pandemic in Petaling Jaya. Through a mixed-methods approach combining questionnaire surveys and focus group interviews with 10 parents, the research examined how emergency Home-Based Teaching and Learning (PdPR) affected working parents across five main sections, such as mental and emotional health, time management, parental involvement, increased responsibilities, and resource requirements.

There was a large-scale impact on working parents during the pandemic, and it was supported by the quantitative and qualitative data. According to quantitative data, 32.2% of parents supported their kids' online learning for 31–60 minutes a day, and 27.1% spent more than 60 minutes, indicating a significant time commitment. The results reveal 22% of parents were worried about their kids' support, and 27% of parents changed their work timing. These figures were generated as qualitative interview data, which provided in-depth real-life experiences of parents who struggled to balance work and children's studies. Parents are feeling pressure, stressed, and emotionally tired as they concurrently manage work-from-home and oversee their children's online lessons.

This study indicates that remote learning hugely affected parents' mental well-being, including increased stress and guilt. It was time-consuming for parent involvement to support children's learning, often at a personal cost. PdPR increased parental responsibilities, especially among parents with no technology knowledge and inflexible working schedules.

In Petaling Jaya, all the families' economic status, access to technology, and workplace flexibility are the main issues. Parents with stable internet connections, enough devices, and supportive bosses were better able to cope, while those facing financial difficulties or difficulties with job demands struggled. It shows that digital learning is important during the pandemic.

This research provided a remote learning review that provided in Malaysian context and centered on working parents' experiences. The implications are: schools need more engaging lessons, teachers should keep communication updated with parents, and institutions should invest in digital lessons or programs. We can use the SWOT analysis to improve as discussed. For future emergencies, PdPR has been implemented. Finally, we need to strengthen home and school partnerships and hopefully support working parents through sufficient resources and flexible regulations. It will ensure that in future remote learning doesn't burden families or affect children's learning journey.

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APPENDICES

Figure A. The Cumulative Covid-19 Cases, Active Covid-19 Cases and Daily Covid-19 Cases in Malaysia (Department of Statistics Malaysia 2020)

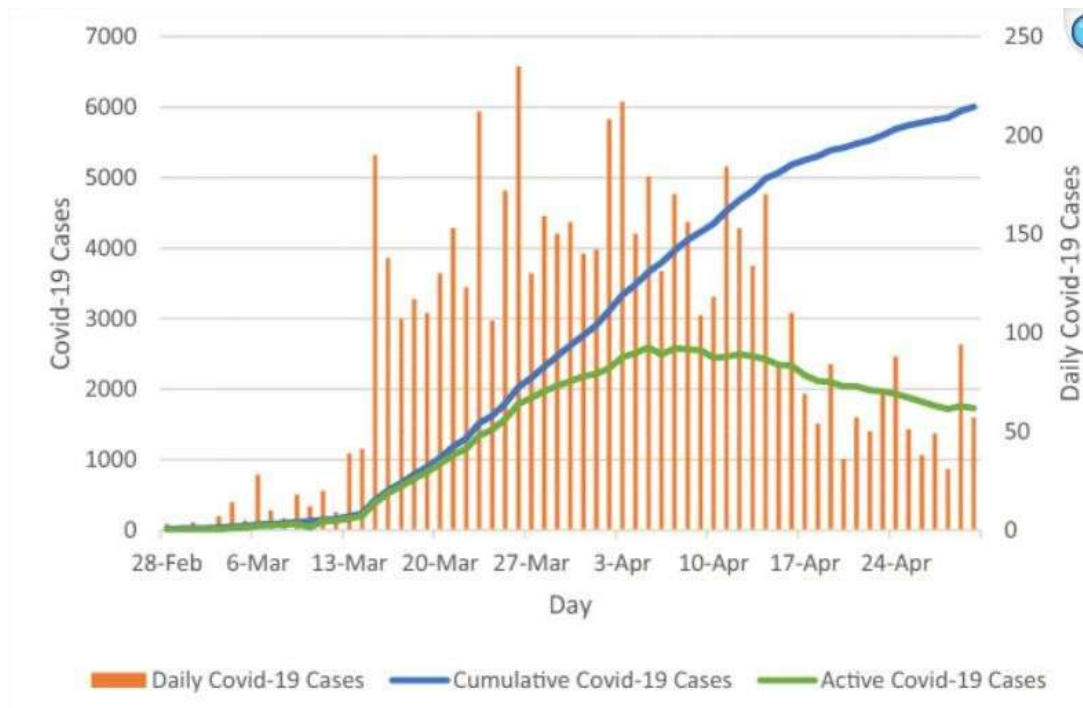


Figure B. Average Poverty Line Income (PLI) by State

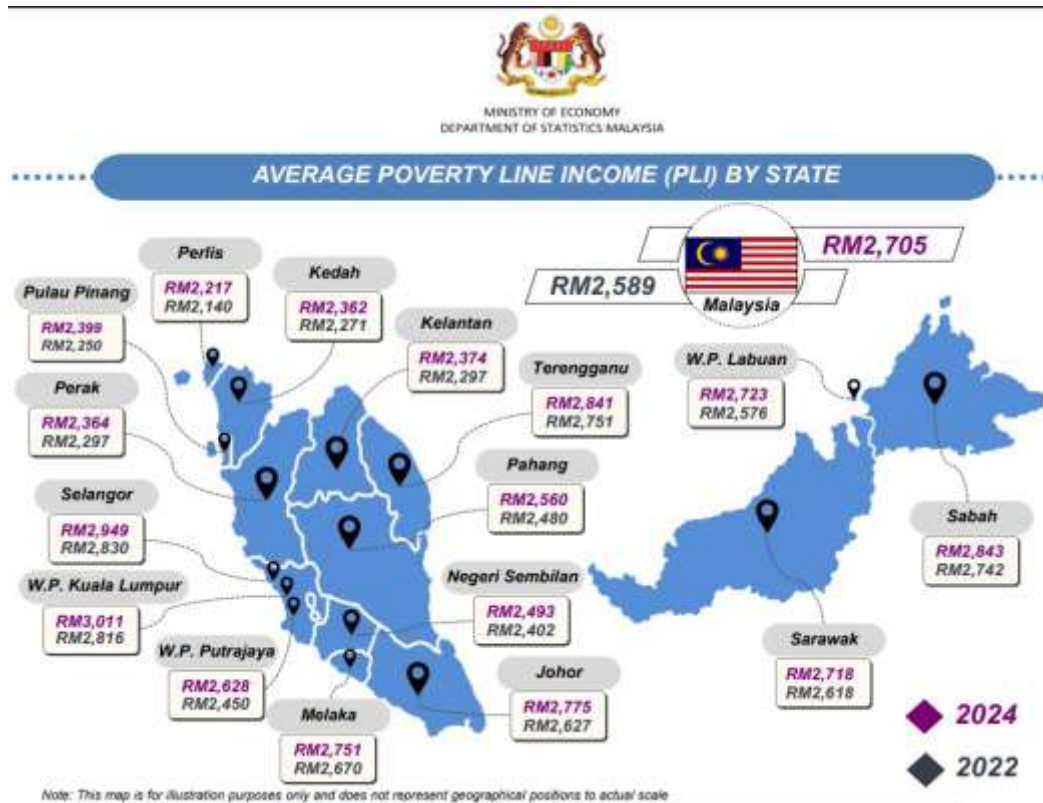


Figure C. SWOT Analysis

Swot Analysis

STRENGTHS

- Access from anywhere that has internet connection.
- Independent, flexible, self-directed learning.
- Ability to work and attend school at the same time.
- Help students secure a 4 year graduation goal while using loan and scholarship funds efficiently.
- More likely to enroll in more hours than F2F..

OPPORTUNITIES

- Most students today take at least one online course.
- Easy access to enrollment throughout the year.
- New technologies allow for greater choice in subject matter.
- Gamification and VR provide new and exciting ways of learning.



WEAKNESSES

- Inability to function in isolation, lack of discipline & management skills.
- Poor IT skills.
- Cost of computers and other materials.
- Limited access to the professor and other students.

THREATS

- Some online courses may lack the right accreditation & appear less credible.
- Parents may be unwilling to pay for online courses when faced with expensive private university tuition.