

An overview of working mothers with children with online schooling during the COVID-19 pandemic in Riau Province

Una visión general de las madres trabajadoras con hijos con educación en línea durante la pandemia de la COVID-19 en la Provincia de Riau

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SUMMARY

Objective: COVID-19 means Crown in Latin, COVID-19 is a type of virus that first spread in the city of Wuhan, China, and has spread throughout the world. This virus has an impact on all sectors namely the Economy, Health, and Education. This study aimed to determine the effect of school from home on working mothers during COVID-19 pandemic in Riau Province, Indonesia.

Methods: This study used a cross-sectional design involving 132 working mothers who had schoolchildren in Pekanbaru City, Riau Province, Indonesia. The sampling technique uses purposive sampling with inclusion criteria for working mothers with schoolchildren who are willing to be respondents. The measuring instrument used to determine the

psychosocial impact uses Self Reporting Questionnaire 29 (SRQ 29). Data were analyzed using univariate descriptive tests.

Results: The results showed that more than half of them, namely 87 (65.9%) working mothers experienced Post Traumatic Stress Disorder.

Conclusion: There is a needs to implement policies and curriculum changes in schools, for example, don't give too many assignments, shorten study time, and need communication between school authorities and parents of students.

Keywords: Online learning, school from home, learning at home, learning at home, working mother.

RESUMEN

Objetivo: COVID-19 significa Corona en latín, COVID-19 es un tipo de virus que se propagó primero en la ciudad de Wuhan, China y se ha extendido por todo el mundo. Este virus tiene un impacto en todos los sectores, a saber, la economía, la salud y la

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educación. Este estudio tuvo como objetivo determinar el efecto de la escuela desde el hogar sobre las madres trabajadoras durante la pandemia de COVID-19 en la Provincia de Riau, Indonesia.

Métodos: *Se utilizó un diseño transversal que involucró a 132 madres trabajadoras que tenían hijos en edad escolar en la ciudad de Pekanbaru, provincia de Riau, Indonesia. La técnica de muestreo utilizó un muestreo intencional con criterios de inclusión para madres trabajadoras con hijos escolares que estén dispuestos a ser encuestados. El instrumento de medida utilizado para determinar el impacto psicosocial fue el Self Reporting Questionnaire 29 (SRQ 29). Los datos se analizaron mediante pruebas descriptivas univariadas.*

Resultados: *Los resultados mostraron que más de la mitad de los respondedores, es decir, 87 (65,9 %) madres trabajadoras experimentaron trastorno de estrés postraumático.*

Conclusión: *Debe haber una política y cambios en el plan de estudios de las escuelas, por ejemplo, no dar demasiadas tareas, acortar el tiempo de estudio y necesidad de comunicación entre las autoridades escolares y los padres de los estudiantes.*

Palabra clave: *Aprendizaje en línea, escuela desde el hogar, aprendizaje en el hogar, aprendizaje en el hogar, madre trabajadora.*

INTRODUCTION

One of the measures taken to combat the COVID-19 pandemic and apply internationally was the closure of schools (1). The peak of school closures began in early April 2020. At that time, around 1,6 billion students, or 90 % of the total students in 194 countries felt the impact of the spread of this virus (2).

School closures are based on evidence and assumptions that reduced social contact can disrupt the transmission of COVID-19. In Indonesia, the implementation of education policies during the emergency period of the spread of COVID-19 is learning from home through online/distance learning (4). Indonesia closed all schools starting in early March 2020 resulting in around 60 million students learning at home (5). Schools are required to facilitate learning from home using government or private digital platforms that provide free content and online learning opportunities across the region.

School closures have presented major

experiences and challenges for children and parents and initiated the transition to online learning or learning from home. This condition brings adverse changes to children and students in elementary schools, high schools, to colleges (6). Several studies have found the experiences and challenges of parents with children attending school from home. A study in Italy revealed that during school closures, the lessons that the child follows are poorly organized and the child's routine becomes unstable, the child is unable to concentrate for more than 20 minutes, the child needs a break every 10 minutes, the quality of learning is low, the child's anxiety increases, and the child becomes aggressive (7). Research revealed that almost 60 % of parents of primary school children and almost half of the parents of secondary school children report that it is enough or very difficult to support children's learning at home. The average time children spend looking at screens (watching television or playing video games) increased from more than 2 hours per day in the months before the pandemic to almost 6 hours per day during the initial phase of the pandemic (7). In total, media screen time increased by more than 3 hours per day during the pandemic.

The evidence indicates mental problems in parents with school children at home. The study was conducted in Mexico, the results revealed that experiencing confinement and prolonged school closures during the COVID-19 pandemic occurred in depressed parents associated with psychosocial dysfunction of the child and changes in school routines (8). In the UK, parents with school age children at home experience an increased prevalence of psychological distress especially before and during the second wave of COVID-19 (9). In China, the results of a study revealed parental mental health disorders during school closures are depression (18.7 %), anxiety (22.4 %), and stress (12.1 %) (10). Supported by data in America, the source of stress derived from distance learning/online/school from home, found in 70 % of parents who have school children, causes significant stress (11).

School closures reduce the spread of COVID-19. However, the burden on mothers to take care of children increases more than the burden on fathers. Before the pandemic, mothers' duties were largely limited to scheduling and

coordinating after-school programs. However, the pandemic changed mothers into active coordinators of public middle and high school classes, private online tutoring, and de facto school teachers at home (12). It was shown that COVID-19 pandemic, most of the additional workload fell on women, especially working women with children aged 0-5 years said that they found it more difficult to balance work and family. Most mothers reported doing much more parenting tasks than their partners during lockdown (13). Thus, the purpose of this study was to assess the demographic diversity of mothers with school children and analyze the effect of School From Home on working mothers in Riau Province during COVID-19 pandemic.

METHODS

This study is a cross-sectional study. Google forms were specifically created for this study. Questionnaire filling was carried out in August-September 2020. The sampling technique chosen was Purposive sampling with inclusion criteria for working mothers who had schoolchildren (children aged 5-12 years) and were willing to be respondents to the study. This research is a descriptive study with a cross-sectional approach where several variables are taken at the same time.

The variable psychosocial condition of mothers working with children from home is the Self Reporting Questionnaire which amounts to 29 (SRQ 29) in Indonesian. Mom was asked to rate each question on a five-point Likert scale (1 for strongly disagreeing, 5 for strongly agreeing). Questionnaires were sent to as many people as possible; questionnaire links were sent via email, WhatsApp, and other social media. Once the link is clicked, the participants are automatically redirected to information about the research and approval to participate in the research. After agreeing to fill out the questionnaire, a series of socio-demographic questions emerged, which included education level, occupation, education, and ethnicity, followed by other questions to assess the psychological condition of the mother using the Self-Reporting Questionnaire (SRQ-29) developed by World Health Organization (WHO) as an instrument to screen for mental disorders,

including depression, anxiety-related disorders, and somatoform disorders. This research has passed the research ethics test at the Faculty of Medicine, Riau University with No.B/117/UN 19.5.1.1.8/UEPKK/2020.

RESULTS

This research was conducted on 132 working mothers in Pekanbaru City. The median age of mothers was 38.16 (SD 5,858) and ranged from 13-53 years. The average number of children that mothers have is 2.48 (elementary school is 2.48) and ranges from 0-5 children. The average home distance from mother to school is 7.76 (elementary 8,658) and ranges from 0-50. The average number of working hours of mothers is 7.42 (elementary 1 713) and ranges from 2-16

Table 1. Sociodemographic characteristics of participants

Respondent Characteristics	N	%
<i>Education Level</i>		
College	112	84.8
Senior high school	15	11.4
Junior high school	3	2.3
Elementary school	2	1.5
<i>Work</i>		
Private employees	18	40.2
Civil servant	41	23.5
Teacher	16	21.2
Lecturer	6	0.8
Health Workers	42	12.1
Bank employees	1	0.5
Student	1	0.8
Honorary Employees	2	1.5
Housewife	2	1.5
Self-employed	1	0.8
Laborer	2	1.5
<i>Ethnic Group</i>		
Malay	53	40.2
Minangkabau	31	23.5
Javanese	28	21.2
Bugis	1	0.8
Batak	16	12.1
Timorese	2	1.5
Nias	1	0.8
TOTAL	132	100

Table 2. Descriptive statistics of socio-demographic criteria

Variable	Working Mothers n=132
Age	
Mean ± SD	38.16 ± 5.858
Range	13-53
Number of Children	
Mean ± SD	2.48 ± 2.48
Range	0-5
Home Distance	
Mean ± SD	7.76 ± 8.658
Range	0-50
Number of Hours Worked	
Mean ± SD	7.42 ± 1.713
Range	2-16

Table 3. Psychosocial Mothers Working With Children Attending School From Home

Mother Psychosocial Condition	Frequency	Percentage
Normal	27	20.5
Post-Traumatic Stress Disorder	87	65.9
Anxiety and Depression	18	13.6
TOTAL	132	100.0

hours).

DISCUSSION

The transition of learning towards online learning during the COVID-19 pandemic is the biggest challenge for working mothers and varies by education level, occupation, age, number of children, distance from home to work, and number of hours worked.

Almost all of the mothers in this study had higher education. It was shown that parents with a higher level of education are at risk of depression, anxiety, sleep disorders, post-traumatic stress

disorder, and obsessive-compulsive disorder during the COVID-19 pandemic. This is because highly educated parents may have more conducive jobs than less educated parents, so they don't have much time to teach their children their school online at home (14). In Italy, parents with low levels of education were the disadvantaged group during school closures during the COVID-19 pandemic (15). Some parents complain that they do not understand the learning material very well, making it difficult to teach their children at home. So that parents with low education are dissatisfied with the existence of this online learning system (2).

It was found that the dominant jobs were public servants and health workers. Both of these jobs require quite a lot of time in Indonesia to work. So parents do not have enough time to accompany children to school from home. Thus, working mothers have to sacrifice their jobs to accompany their children to school at home during the COVID-19 pandemic (16). Another study revealed that parents who do not have a job, parents who are looking for work, or parents who work from home, unable to adapt to new circumstances easily are more likely to want children to return to the classroom (15). So that it can be concluded that whether it works or does not work has different influence.

In addition, age of working mothers who participated in this study was 38.16 years with the youngest age being at 23 years old and the oldest age is at 53 years old. When viewed from the age group, the age of 38 years is still categorized as a productive group. Younger and older ages are at risk of depression, anxiety, sleep disorders, post-traumatic stress disorder, and obsessive-compulsive disorder during the COVID-19 pandemic (17).

When we explored the effect of School From Home on Working Mothers, it was found that more than half of working mothers (65.9%) experienced Post Traumatic Stress Disorder (PTSD), being the higher PTSD score in women (18). Another study revealed that the overall prevalence of generalized anxiety disorder (GAD) in the general population was 71% with the highest level of anxiety in women (51.7%) (19). Indeed, as 65.9% of mothers working with online school children in Riau Province experienced Post Traumatic

Stress Disorder (PTSD). This PTSD incident is in accordance with the research that reveals that during the COVID-19 pandemic, women do tend to experience PTSD (20). Post Traumatic Stress Disorder based has the characteristics of being easily tired, not concentrating, and even they think about ending their life. The cause of PTSD was the unpreparedness of mothers in working to face online schooling at home.

As many as 13.6 % of working mothers experience anxiety and depression. This is in accordance with other studies that show that working mothers do experienced stress during the COVID-19 pandemic (21). The cause of stress from parents is a change in parenting structure due to the lockdown, including the daily life of children who change from those who usually study at school, while during the pandemic children aged 2-14 years (22,23).

CONCLUSION

Communication between parents and teachers needs to be improved, it takes a lot of rest time and holidays are properly used to relax and be with family.

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Authors' contributions

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Conflict interest

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Ethical approval

This research has passed the research ethics test at the Faculty of Medicine, Riau University with No.B/117/UN 19.5.1.1.8/UEPKK/2020.

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