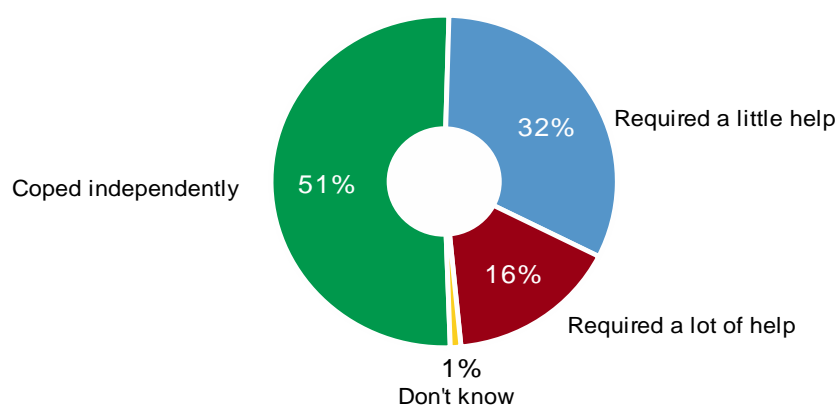


Parents' opinions about remote education of their children

Due to the coronavirus epidemic, remote education was introduced in Poland last spring. One-fifth of Poles (20%) have school-age children who studied remotely in the period preceding winter holidays. Almost all of them studied in public schools (95%), and only a few in independent schools (5%). The vast majority of children learning remotely had lessons mainly in the form of video meetings with teachers (82%), while less often lessons consisted of materials for self-completion (15%). According to the parents, half of students coped independently during remote education (51%), almost one-third needed a little help (32%), and 16% needed a lot of support.

Did your child need help during remote learning?

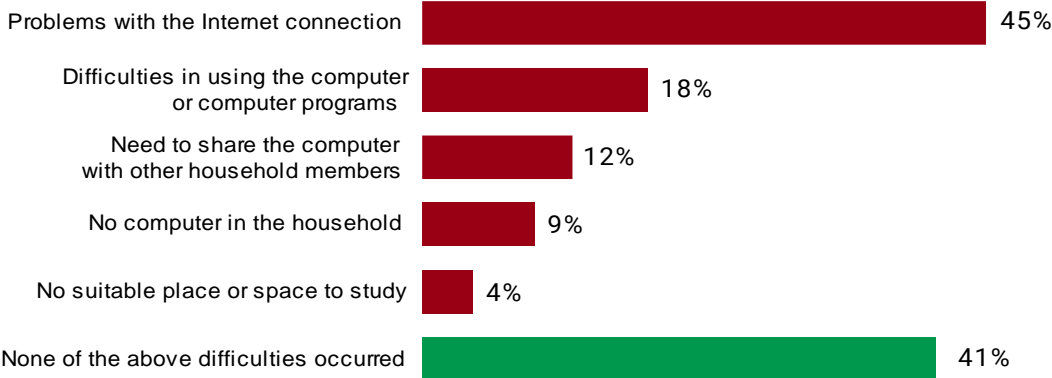
Children at school age, N=313



The difficulty related to remote education most often indicated by parents is Internet connection (45%). In this context, far fewer people mentioned difficulties in using a computer or computer programs (18%), the need to share a computer with other household members (12%), or lack of a computer in the household (9%). Few complained about the lack of a suitable place or space to study (4%).

Did your child / children have any of the following difficulties during remote education? Please indicate any difficulties encountered.

Responses of parents of children at school age, N = 226



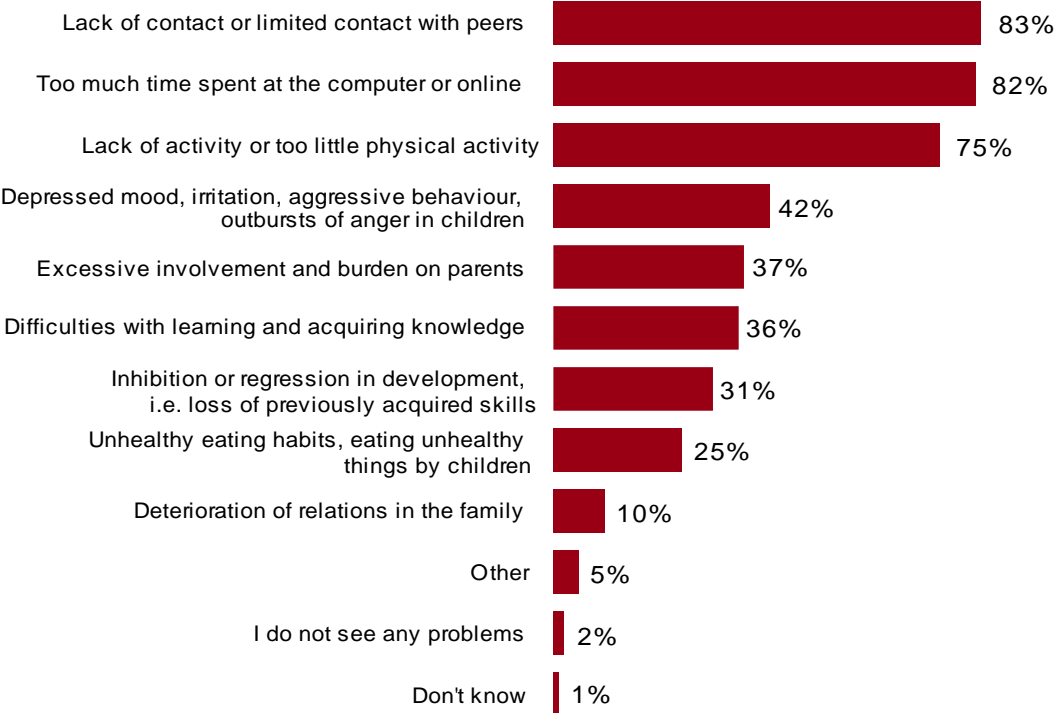
The vast majority of parents (89%) believe that the quality of distance learning is inferior to classroom work, in which more than half (62%) believe that it is definitely worse, and only a few believe that it is comparable (4%) or better (5%). However, in the perception of parents, last autumn schools handled it better than in spring (53%). About a quarter of respondents (27%) believe that in autumn and spring terms the schools coped comparably, and relatively few think that they did worse in autumn (8%).

Parents of children learning remotely see many negative consequences of this type of teaching. Most often, they mention in this context the lack of contact or limited contact with peers (83%) and too much time spent at the computer or online (82%), as well as limited physical activity (75%). More than two-fifths of parents (42%) perceive their children to feel worse due to not attending school: depressed, irritated, angry, aggressive. More than one-third (36%) observe difficulties with learning and acquiring knowledge, and nearly one-third see development inhibition or regression, i.e. loss of previously acquired skills (31%). According to one-fourth, remote education contributes to unhealthy eating habits (25%). A significant proportion of parents believe that online learning and not attending school lead

to excessive parental involvement and burden (37%), and one in ten speaks of deteriorating family relationships (10%) in this context. Very few parents do not notice any negative consequences of remote learning (2%).

Based on your own experience, do you see any problems resulting from distance learning and not attending school? Please indicate any difficulties encountered.

Responses of parents of children at school age, N = 226



More information about this topic can be found in CBOS report in Polish: “Remote Education – Experiences and Evaluation”, February 2021. Fieldwork for national samples: January 2021, N=1150. The random sample is representative for adult population of Poland.