**CHAPTER 1**

**INTRODUCTION**

Beginning with March 11, 2020, following the decision of the Ministry of Education and Research to suspend face-to-face courses, the education system has been reorienting towards new communication and cooperation practices in order to provide ongoing learning and the ongoing operation of organizations. Adults and children alike now have the possibility to find new ways of social connection and new forms to continue their professional, social, cultural, ludic and leisure activities. In this regard, the use of new technologies soared to unimaginable heights several months ago.

Online schooling is the natural answer that the education system relies on to make up for the disappearance of traditional school. And we, the parents, came face to face with a unique situation that requires our creativity, patience and pedagogical talent. The Ministry of Education and Research, through the National Center for Education Policy and Evaluation – the Education Research Unit, has conducted a research addressed to students, teachers, school principals and parents, on the assessment of the remote learning process during the suspension of face-to-face courses, in order to identify the respondents' perceptions and points of view concerning the access, conduct, remote learning, support needs and priority areas of intervention by central and local authorities, and proposals to increase the efficiency of the remote learning process.

According to the Evaluative Research Report “Online School - Elements to Innovate Education” (Botnariuc, et al., 2020), which describes all the contextual elements of the online school in Romania, the following is also mentioned: the education system is only partially prepared, part of the teachers do not currently have sufficient information and skills specific to computer-assisted training, the curriculum allows only to a variable/sequential/revised extent the transposition into remote activities, edtech companies have not been stimulated to build interoperable solutions, tailored to the needs of the education system.

The COVID-19 pandemic has generated a world- wide consciousness that the present way of life style does not work. There are many areas need the revolutionary changes and it has become obvious, one among is educational sector. In India, educational institutions remain closed since the mid of March-2020, because of the fast spread of COVID-19. Emergency lockdown has a preventive measure upended the life of students, parents and teachers Online teaching is always better as students can listen it again and again if they don’t get what is being taught. Teachers recording & assignments are always available for them so they can learn at their own pace. Parents must realise that modernisation is not only sending their wards in a branded schools but providing them knowledge that can be retained for longer period.

**1.2 SIGNIFICANCE OF THE STUDY**

The significance of studying parental attitudes towards online education lies in its profound impact on the educational outcomes and well-being of students, especially in the increasingly digital learning landscape. Understanding parental perspectives can provide valuable insights into the effectiveness of online learning environments, parental involvement in supporting their children's education remotely, and the challenges families face in adapting to virtual schooling. By elucidating the factors influencing parental attitudes, such as technological access, socio-economic status, and cultural beliefs, the study can inform the development of targeted interventions and policies to enhance parental support, engagement, and collaboration with educators, ultimately contributing to the success and equity of online education initiatives.

**1.3 STATEMENT OF THE PROBLEM**

The crisis caused by the SARS - CoV– 2 pandemic in the the spring of 2020 has brought to light the issues that existed in society, which will certainly contribute to a radical change in the education system. The change must include the involvement of parents on a larger scale, but also of community members, as active partners of teachers, in the education of the younger generation. The students themselves should be taught to learn, to be open to learn for themselves, first of all, making the best out of their extended intelligence, which would later become important assets for the progress of society. Specialized studies have underlined the importance of parents’ attitude towards school, towards education in general, and the fact that it has a tremendous influence on the child

**1.4 OBJECTIVES OF THE STUDY**

* To examine parental attitudes towards e-learning during covid 19 pandemic in teaching and learning.
* To determine how online teaching affects social distancing in teaching and learning
* To examine the impact of video conferencing on the physical contact spread of Covid 19 in teaching and learning
* To test the effect of internet usage on community spread of Covid 19 in teaching and learning.

**1.5 SCOPE OF THE STUDY**

The study was confined to only Kannur District. The study can be conducted on any complete state. Thus, the results will be universally valid.

* 1. **METHODOLOGY OF THE STUDY**

The study is designed as an empirical one based on the survey method. Primary data were used for the smooth conduct of the study.

**1.6.1 Research Design**

Analytical research design is used in the study.

**1.6.2 Area of the Study**

The study is conducted among respondents from a study parental attitude of towards online education with reference to Kannur District.

**1.6.3 SAMPLE SIZE**

The sample survey, by taking a sample of 25 respondents from Kannur District.

**1.6.4 SAMPLING TECHNIQUE**

Random sampling

**1.6.5 SOURCE OF DATA**

Main source of data are

* Primary data
* Secondary data
* **Primary data**

The primary data needed for the study were collected from 25 respondents from Kannur district by using questionnaire. For the collection of data convenience sampling technique was used.

* **Secondary data**

The secondary data are those which have already been collected by someone else and which have already been passed through statistical process. Secondary data may be published or unpublished data. Secondary data collection method consist of

* Journals, Internet, Newspaper etc.

**1.6.6 TOOLS FOR DATA ANALYSIS**

Different Statistical tools used for the data analysis are

* **Tabular representation**

It is the statistical tool used to present data in rows and columns.

* **Charts**

 Charts are another statistical tool used to present data in graphs and diagrams.

**1.7 LIMITATIONS OF THE STUDY**

* Some respondents have incorrect answers and untrue statements. This means that element of personal prejudice is always expected.
* The time taken for doing this project was not practically sufficient.
* In order to get accurate results the entire population must be studied. But for the study a sample of 50 respondents were selected.

**1.8 CHAPTER SCHEME**

The study has been divided in to 5 chapters

* The first chapter deals with Introduction of the study.
* The second chapter deals with Review of literature
* The third chapter deals with Theoretical frame work of the study.
* The fourth chapter deals with Data analysis and interpretations of the

 study.

* The final chapter furnishes the findings, suggestions and conclusion for

 the study.

**CHAPTER 2**

**REVIEW OF LITERATURE**

(Republika & Saubani, 2020) Nevertheless, many parents feel overwhelmed in accompanying their children to online learning. There are even children who are on strike because their parents treat them harshly. Other parents feel overwhelmed because they do not think that their child's learning requires deep thinking, even though all the teaching is in printed books.

Another problem is parents who neglect themselves not to be involved in their child's education to leave for the teacher or child caregiver to take care of. Besides, some parents do not know anything about school because their school level is low; parents like this always ask teachers or people who understand better about education.

Moreover, the parents who work with school-age children and face the challenge of ensuring that their children are in a safe learning environment while working. A more severe and frightening challenge for low-income families, these families have more problems learning online (Bender & UNICEF, 2020). The big challenge is that the outbreak has seriously limited the before and after-school programs and arrangements to look after their children.

According to Reimers, et al., (2020), parents' role in the family is vital in children’s development and education. It is not only about teaching children to be able to do something or think about something, but also to educate children to become more mature individuals. Other researchers Bender & UNICEF (2020) revealed that parental control for studying, playing, and other activities must be improved because the development of academic or emotional abilities has its characteristic values.

There searcher Ciarrusta & Alejandro (2020) indicated that parents should monitor children’s expertise, knowledge, and skills and accompanying emotional development. It is related to the education provided by teachers and schools so that every step of the child’s growth and monitoring the outcome.

On the other hand, some parents do not think that they must take an active role or do not feel involve and develop personal self-efficacy beliefs that they are less effective in supporting children's learning at home and school. Hence, they need encouragement from teachers and schools (Feuerstein, 2001). Some parents have little influence on children's learning lives at school and teachers and leave them entirely up to school and teachers. Parents argue that schools and teachers provide education. The lack of parental involvement in children's education makes the relationship between children and parents stretched and not involved in children’s spiritual, emotional, and cognitive development. This kind of relationship leaves children unprotected if they have problems (Baker & Manfredi-Petitt, 2004).

Researchers Berthelsen & Walker (2008) found that parents' and teachers ‘involvement and cooperation in children's educational development had higher levelsof pro-social behavior and academic achievement. According to Patrikakou (2015), the school’s role in determining parents' and teachers' involvement in communicating about their children studying at the school makes the relationship between the school, teacher, and parents a constructive correlation in the child's educational journey. Also,Swick (1992) informed that establishing a good relationship between parents, school, and teachers at the beginning of the school year is essential, especially for parents with children entering elementary school.

Contrary to the researchers above, Dhawan (2020) informed that in the COVID-19 pandemic, parents are overwhelmed by their children's tasks so that parents cannot do other activities and neglect household chores. Research from UCLG, Metropolis &UN-Habitat (2020) confirmed that if it found that children are playing games but do not learn to make parents lose patience and often become violent. Loud protests from parents felt the burden of assignments given by teachers online was too much and substantial. Not a few parents think burdened and even get sick and go to the hospital(Horowitz & Igielnik, 2020).

Some parents mention that online learning is unclear, because students cannot be controlled during their learning. On the other sides the teachers depend on parents in student education and learning. Moreover, many parents complain about online learning because of limitations in learning materials and difficulties in using digital technology. However, in this lesson there is a forum that parents, students and teachers can use to discuss student learning (Ciarrusta & Alejandro, 2020). Hence, the teachers expect parents to be their partners in helping their children learn. Partnering includes participating in homework and staying in touch with the school. Nevertheless, the teacher criticized the parents for lacking support, even though they acknowledged that the family was struggling to make ends (KEMENDIKBUD, 2020).

By referring to researchers who agree with the parents' participation and who contradict the parents' involvement, this study concludes that parents must accompany their children in any condition, either parents' and the emotional development, mental, spiritual, cognitive abilities, skills and knowledge development. And the research aims to investigate parents' engagement for children's online learning and to watch the child. This research seeks online education related to teachers and schools in the COVID-19pandemic. Also, to seek the children's online learning solution and involving parents in children’s development during the COVID-19 outbreak (Bender & UNICEF, 2020).

On the other hand, some parents do not think that they must take an active role or do not feel involve and develop personal self-efficacy beliefs that they are less effective in supporting children's learning at home and school. Hence, they need encouragement from teachers and schools (Feuerstein, 2001). Some parents have little influence on children's learning lives at school and teachers and leave them entirely up to school and teachers. Parents argue that schools and teachers provide education. The lack of parental involvement in children's education makes the relationship between children and parents stretched and not involved in children’s spiritual, emotional, and cognitive development. This kind of relationship leaves children unprotected if they have problems (Baker & Manfredi-Petitt, 2004).

**CHAPTER 3**

**THEORETICAL FRAME WORK**

**THEORETICAL FRAME WORK**

The COVID-19 pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools, institutions and other learning spaces have impacted more than 94% of the world’s student population. This has brought far-reaching changes in all aspects of our lives. Social distancing and restrictive movement policies have significantly disturbed traditional educational practices. Reopening of schools after relaxation of restriction is another challenge with many new standard operating procedures put in place.

Within a short span of the COVID-19 pandemic, many researchers have shared their works on teaching and learning in different ways. Several schools, colleges and universities have discontinued face-to-face teachings. There is a fear of losing 2020 academic year or even more in the coming future. The need of the hour is to innovate and implement alternative educational system and assessment strategies. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning. This article aims to provide a comprehensive report on the impact of the COVID-19 pandemic on online teaching and learning of various papers and indicate the way forward.

The global outbreak of the COVID-19 pandemic has spread worldwide, affecting almost all countries and territories. The outbreak was first identified in December 2019 in Wuhan, China. The countries around the world cautioned the public to take responsive care. The public care strategies have included handwashing, wearing face masks, physical distancing, and avoiding mass gathering and assemblies. Lockdown and staying home strategies have been put in place as the needed action to flatten the curve and control the transmission of the disease.

Bhutan first declared closing of schools and institutions and reduction of business hours during the second week of March 2020 . The complete nationwide lockdown was implemented from 1 August 2020 (Palden, 2020). In between, movements were allowed, offices began functioning, schools and college reopened for selected levels and continued with online class for others. More than 170,000 children in Bhutan from classes PP–XII are, today, affected by the school closure. The impact is far reaching and has affected learning during this academic year or even more in the coming days. Several schools, colleges and universities have discontinued face-to-face teaching. There is a pressing need to innovate and implement alternative educational and assessment strategies. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning.

Research highlights certain dearth such as the weakness of online teaching infrastructure, the limited exposure of teachers to online teaching, the information gap, non-conducive environment for learning at home, equity and academic excellence in terms of higher education. This article evaluates the impact of the COVID-19 pandemic on teaching and learning process across the world. The challenges and opportunities of online and continuing education during the COVID-19 pandemic is summarized and way forward suggested.

**Pedagogy for Continuing Education Through Online**

Lockdown and social distancing measures due to the COVID-19 pandemic have led to closures of schools, training institutes and higher education facilities in most countries. There is a paradigm shift in the way educators deliver quality education—through various online platforms. The online learning, distance and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and the learners. Transitioning from traditional face-to-face learning to online learning can be an entirely different experience for the learners and the educators, which they must adapt to with little or no other alternatives available. The education system and the educators have adopted “Education in Emergency” through various online platforms and are compelled to adopt a system that they are not prepared for.

E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools . While adapting to the new changes, staff and student readiness needs to be gauged and supported accordingly. The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with a growth mindset quickly adapt to a new learning environment. There is no one-size-fits-all pedagogy for online learning. There are a variety of subjects with varying needs. Different subjects and age groups require different approaches to online learning. Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement.

As schools have been closed to cope with the global pandemic, students, parents and educators around the globe have felt the unexpected ripple effect of the COVID-19 pandemic. While governments, frontline workers and health officials are doing their best slowing down the outbreak, education systems are trying to continue imparting quality education for all during these difficult times. Many students at home/living space have undergone psychological and emotional distress and have been unable to engage productively. The best practices for online homeschooling are yet to be explored .

The use of suitable and relevant pedagogy for online education may depend on the expertise and exposure to information and communications technology (ICT) for both educators and the learners. Some of the online platforms used so far include unified communication and collaboration platforms such as Microsoft Teams, Google Classroom, Canvas and Blackboard, which allow the teachers to create educational courses, training and skill development programmes . They include options of workplace chat, video meeting and file storage that keep classes organized and easy to work. They usually support the sharing of a variety of content like Word, PDF, Excel file, audio, videos and many more. These also allow the tracking of student learning and assessment by using quizzes and the rubric-based assessment of submitted assignments.

The flipped classroom is a simple strategy for providing learning resources such as articles, pre-recorded videos and YouTube links before the class. The online classroom time is then used to deepen understanding through discussion with faculty and peers. This is a very effective way of encouraging skills such as problem-solving, critical thinking and self-directed learning. The virtual classroom platforms like videoconferencing (Google Hangouts Meet, Zoom, Slack, Cisco, WebEx) and customizable cloud-based learning management platforms such as Elias, Moodle, BigBlueButton and Skype are increasingly being used.

**Challenges in Teaching and Learning**

With the availability of a sea of platforms and online educational tools, the users—both educators and learners—face frequent hiccups while using it or referring to these tools. Some of the challenges identified and highlighted by many researchers are summarized as follows:

Broadly identified challenges with e-learning are accessibility, affordability, flexibility, learning pedagogy, life-long learning and educational policy. Many countries have substantial issues with a reliable Internet connection and access to digital devices. While, in many developing countries, the economically backward children are unable to afford online learning devices, the online education poses a risk of exposure to increased screen time for the learner. Therefore, it has become essential for students to engage in offline activities and self-exploratory learning. Lack of parental guidance, especially for young learners, is another challenge, as both parents are working. There are practical issues around physical workspaces conducive to different ways of learning.

The innately motivated learners are relatively unaffected in their learning as they need minimum supervision and guidance, while the vulnerable group consisting of students who are weak in learning face difficulties. Some academically competent learners from economically disadvantaged background are unable to access and afford online learning.

The level of academic performance of the students is likely to drop for the classes held for both year-end examination and internal examination due to reduced contact hour for learners and lack of consultation with teachers when facing difficulties in learning/understanding.

Student assessments are carried out online, with a lot of trial and error, uncertainty and confusion among the teachers, students and parents. The approach adopted to conduct online examination varies as per the convenience and expertise among the educators and the compatibility of the learners. Appropriate measures to check plagiarism is yet to be put in place in many schools and institutions mainly due to the large number of student population. The lockdown of schools and colleges has not only affected internal assessments and examinations for the main public qualifications like General Certificate of Secondary Educations (GCSE), but A levels have also been cancelled for the entire cohort in the UK. Depending on the duration of the lockdown, postponement or cancellation of the entire examination assessment might be a grim possibility (United Nations, 2020). Various state-level board exams, recruitment exams, university-level exams and entrance exams have been postponed across India due to the COVID-19 outbreak and national lockdown. Various entrance examinations (such as BITSAT 2020, NATA 2020, CLAT 2020, MAT 2020, ATMA 2020) have also been postponed/rescheduled. The education system in schools, colleges and universities across the country has been severely impacted due to the ongoing situation.

It is also possible that some students’ careers might benefit from the interruptions. For example, in Norway, it has been decided that all 10th grade students will be awarded a high-school degree. A study carried out in France shows that the 1968 abandoning of the normal examination procedures in France, following the student riots, led to positive long-term labour market consequences for the affected cohort.

School time also raises social skills and awareness besides being fun for the children. There are economic, social and psychological repercussions on the life of students while they are away from the normal schedule of schools. Many of these students have now taken online classes, spending additional time on virtual platforms, which have left children vulnerable to online exploitation. Increased and unstructured time spent on online learning has exposed children to potentially harmful and violent content as well as greater risk of cyberbullying. School closures and strict containment measures mean more families have been relying on technology and digital solutions to keep children engaged in learning, entertained and connected to the outside world, but not all children have the necessary knowledge, skills and resources to keep themselves safe online.

In the case of online learning in Bhutan, majority of the learners are from rural villages where parents are mostly illiterate farmers. Students are engaged in assisting parents in farm activities such as agriculture, tending to cattle and household chores. Some students even requested to postpone exam time towards the afternoon since they had to work on the fields during morning hours.

Some students expressed that they had to attend to their ailing parents/grandparents/family members and take them to hospitals. By evening, when they are back home, it becomes difficult for them to keep abreast with the lessons. Parents whose children are in lower grades feel that it would be better to let the children repeat the next academic year. Majority of students do not have access to smartphones or TV at home in addition to poor Internet connectivity. There is no or less income for huge population due to closure of business and offices. The data package (costs) is comparatively high against average income earned, and continuous access to Internet is a costly business for the farming community. Online face-to-face classes (video) is encouraged by most; however, some students (economically disadvantaged) have expressed that the face-to-face online class consumes more data packages. The teachers are in dilemma as to whom to listen to and which tools to adopt. Some think pre-recorded videos could help; however, this would restrict interactions. It is difficult to design a proper system to fit the learning needs and convenience of all students.

**Opportunities for Teaching and Learning**

Although there have been overwhelming challenges for educators, schools, institutes and the government regarding online education from a different angle, there are several opportunities created by the COVID-19 pandemic for the unprepared and the distant plans of implementing e- learning system.It has forged a strong connection between teachers and parents than ever before. The homeschooling requires parents to support the students’ learning academically and economically. Children with disabilities need additional and special support during this ongoing emergency.

The use of online platforms such as Google Classroom, Zoom, virtual learning environment and social media and various group forums like Telegram, Messenger, WhatsApp and WeChat are explored and tried for teaching and learning for the first time ever to continue education. This can be explored further even after face-to-face teaching resumes, and these platforms can provide additional resources and coaching to the learners.

Teachers are obliged to develop creative initiatives that assist to overcome the limitations of virtual teaching. Teachers are actively collaborating with one another at a local level to improve online teaching methods. There are incomparable opportunities for cooperation, creative solutions and willingness to learn from others and try new tools as educators, parents and students share similar experiences. Many educational organizations are offering their tools and solutions for free to help and support teaching and learning in a more interactive and engaging environment. Online learning has provided the opportunity to teach and learn in innovative ways unlike the teaching and learning experiences in the normal classroom setting.

**CHAPTER 4**

**DATA ANALYSIS AND INTERPRETATION**

**TABLE NO 4.1**

**DO YOU NOTICE STUDENTS MISUSE THIS OPPORTUNITY**

|  |  |  |
| --- | --- | --- |
| **PARTICULARS** | **NO OF RESPONDENTS** | **PERCENTAGE** |
| Yes | 8 | 32 |
| No  | 7 | 28 |
| Not sure | 10 | 40 |
| **TOTAL** | **25** | **100** |

 **Source: Primary Data**

**CHART NO 4.1**

**DO YOU NOTICE STUDENTS MISUSE THIS OPPORTUNITY**

**INTERPRETATION**

Table no.4.1 shows that 40% of the respondents not sure that students misuse online education opportunity. 32% of the respondents opined that student misuse it and 28% of the respondents not agreed with it.

**TABLE NO 4.2**

**ONLINE EDUCATION IS BENEFICIAL FOR CHILD**

|  |  |  |
| --- | --- | --- |
| **PARTICULARS** | **NO OF RESPONDENTS** | **PERCENTAGE** |
| Yes  | 11 | 44 |
| No  | 6 | 24 |
| Not sure  | 8 | 32 |
| **TOTAL** | **25** | **100** |

 **Source: Primary Data**

**CHART NO 4.2**

**ONLINE EDUCATION IS BENEFICIAL FOR CHILD**

**INTERPRETATION**

Table no4.2 shows that 44% of the respondents agreed that online education is beneficial for their child. 32% of the respondents not sure about it while 24% of the respondent opined that online education is not at all beneficial for their child.

**TABLE NO 4.3**

**CHILD SUFFERED FROM NETWORK ISSUE**

|  |  |  |
| --- | --- | --- |
| **PARTICULARS** | **NO OF RESPONDENTS** | **PERCENTAGE** |
| Always  | 4 | 16 |
| Sometimes  | 3 | 12 |
| Rarely  | 8 | 32 |
| Never | 10 | 40 |
| **TOTAL** | **25** | **100** |

 **Source: Primary Data**

**CHART NO 4.3**

**CHILD SUFFERED FROM NETWORK ISSUE**

**INTERPRETATION**

This table no.4.3 shows that 40% of the respondents said that they child never suffered from network issues. 32% of the respondents rarely suffered issue from network. 16% of the respondent opined that their child suffered from network issue. 12% of the respondents said that their child sometimes suffered.

**TABLE NO 4.4**

**EXAM CONDUCTING THROUGH ONLINE IS USE FULL FOR CHILD**

|  |  |  |
| --- | --- | --- |
| **Particulars** | **No of respondents** | **percentage** |
| Very useful  | 8 | 32 |
| Somewhat useful  | 10 | 40 |
| Use full  | 6 | 24 |
| Not useful | 1 | 4 |
| **Total** | **25** | **100** |

 **Source: Primary Data**

**CHART NO 4.4**

**EXAM CONDUCTING THROUGH ONLINE IS USE FULL FOR CHILD**

**INTERPRETATION**

The table no.4.4 shows that 40% of the respondents opined that somewhat exam conducting through online is useful for child. 32% of the respondents said that it is very useful, 245 said it is useful and 4% of the respondents said that exam conducting through online is not at useful.

**TABLE NO.4.5**

**CHILD ATTEND THE ONLINE CLASS PROPERLY**

|  |  |  |
| --- | --- | --- |
| **PARTICULARS** | **NO OF RESPONDENTS** | **PERCENTAGE** |
| Always  | 10 | 40 |
| Sometimes  | 5 | 20 |
| Rarely  | 8 | 32 |
| Never | 2 | 8 |
| **TOTAL`** | **25** | **100** |

 **Source: Primary Data**

**CHART NO.4.5**

**CHILD ATTEND THE ONLINE CLASS PROPERLY**

**INTERPRETATION**

The table no.4.5 shows that 40% of the respondents opined that their child always attend the online class properly. 32% of the respondents said that their child rarity attend online class while 20% of the respondents said that their child sometimes attend online class properly and 8% of the respondents said that their child never attend online classes properly.

**TABLE NO.4.6**

**TEACHER TAKE ADVANTAGES OF ONLINE EDUCATION**

|  |  |  |
| --- | --- | --- |
| **PARTICULARS** | **NO OF RESPONDENTS** | **PERCENTAGES** |
| Yes  | 9 | 36 |
| No  | 8 | 32 |
| Not sure  | 8 | 32 |
| **TOTAL** | **25** | **100** |

 **Source: Primary Data**

**CHART NO.4.6**

**TEACHER TAKE ADVANTAGES OF ONLINE EDUCATION**

**INTERPRETATION**

The table no.4.6 shows that 36% of respondents opined that teachers take advantages of online education. 32% each not sure and they disagreed that teachers take advantages of online education. Another 32% of the respondents disagreed that teachers take advantage of online education.

**TABLE NO.4.7**

**COMMUNICATION IS SMOOTH BETWEEN STUDENTS AND TEACHERS**

|  |  |  |
| --- | --- | --- |
| **PARTICULARS** | **NO OF RESPONDENTS** | **PERCENTAGES** |
| Yes  | 5 | 20 |
| No  | 5 | 20 |
| Not sure  | 15 | 60 |
| **TOTAL** | **25** | **100** |

**Source: Primary Data**

**CHAT NO.4.7**

**COMMUNICATION IS SMOOTH BETWEEN STUDENTS AND TEACHERS**

**INTERPRETATION**

The table no.4.7 shows that 60% of the respondents opined that they are not sure that the communication is smooth between students and teachers. 20% agreed that the communication is smooth between students and teachers and another 20% disagreed with it.

**TABLE NO.4.8**

**CHILD WILL MAKE ADEQUATE ACADEMIC YEAR**

|  |  |  |
| --- | --- | --- |
| **PARTICULARS** | **NO OF RESPONDENTS** | **PERCENTAGES** |
| Yes | 20 | 80 |
| No | 5 | 20 |
| Not sure  | 0 | 0 |
| **TOTAL** | **25** | **100** |

**Source: Primary Data**

**CHART NO.4.8**

**CHILD WILL MAKE ADEQUATE ACADEMIC YEAR**

**INTERPRETATION**

The table no.4.8 shows that 80% of respondents opined that their child will make adequate academic year while 20% of the respondents denied it.

**TABLE NO.4.9**

**ONLINE EDUCATION IS BUDGET FRIENDLY**

|  |  |  |
| --- | --- | --- |
| **PARTICULARS** | **NO OF RESPONDENTS** | **PERCENTAGES** |
| Yes | 11 | 44 |
| No | 5 | 20 |
| Not sure  | 9 | 36 |
| **TOTAL** | **25** | **100** |

**Source: Primary Data**

**CHART NO.4.9**

**ONLINE EDUCATION IS BUDGET FRIENDLY**

**INTERPRETATION**

The table no.4.9 shows that 44% opined that online education is budget friendly and 36% of the respondents are not sure about it. 20% of the respondents said that online education is not friendly.

**TABLE NO.4.10**

**HOW MUCH WORRIED ARE YOU ABOUT YOUR CHILDREN SOCIAL-EMOTIONAL HEALTH**

|  |  |  |
| --- | --- | --- |
| **PARTICULARS** | **NO OF RESPONDENTS** | **PERCENTAGES** |
| High  | 10 | 40 |
| Moderate  | 10 | 40 |
| Low  | 2 | 8 |
| None  | 3 | 12 |
| **TOTAL** | **25** | **100** |

**Source: Primary Data**

**CHART NO.4.10**

**HOW MUCH WORRIED ARE YOU ABOUT YOUR CHILDREN SOCIAL-EMOTIONAL HEALTH**

**INTERPRETATION**

The table no.4.10 shows that 40% of the respondents highly worried about their children social-emotional health. Another 40% of the respondents have moderate worry and 12% of the respondents have no worry and 8% of the respondents have low worry about their children social-emotional health.

**TABLE NO.4.11**

**WHAT MEDIUM DO YOU PREFER THE SCHOOL TO COMMUNICATE WITH YOU**

|  |  |  |
| --- | --- | --- |
| **PARTICULARS** | **NO OF RESPONDENTS** | **PERCENTAGES** |
| Direct  | 15 | 60 |
| Digital  | 10 | 40 |
| **TOTAL** | **25** | **100** |

**Source: Primary Data**

**CHART NO.4.11**

**WHAT MEDIUM DO YOU PREFER THE SCHOOL TO COMMUNICATE WITH YOU**

**INTERPRETATION**

Table no 4.11 shows that 60% of the respondents prefer direct communication. 40% of the respondents prefer digital communication.

**TABLE NO.4.12**

**RATE STUDENTS PERFORMANCE OF ONLINE EDUCATION**

|  |  |  |
| --- | --- | --- |
| **PARTICULARS** | **NO OF RESPONDENTS** | **PERCENTAGES** |
| Excellent  | 10 | 40 |
| Good  | 8 | 32 |
| Average  | 5 | 20 |
| Poor  | 2 | 16 |
| **TOTAL** | **25** | **100** |

**Source: Primary Data**

**CHART NO.4.12**

**RATE STUDENTS PERFORMANCE OF ONLINE EDUCATION**

**INTERPRETATION**

This table no.4.12 shows that 40% rate excellent for the students performance of online education while 32% rate good for it. 20% of the respondents rate average and 16% rate poor.

**TABLE NO.4.13**

**DEVELOPMENT IN EDUCATION THROUGH ONLINE EDUCATION**

|  |  |  |
| --- | --- | --- |
| **PARTICULARS** | **NO OF RESPONDENTS** | **PERCENTAGES** |
| Yes | 5 | 20 |
| No  | 2 | 8 |
| Not sure | 18 | 72 |
| **TOTAL** | **25** | **100** |

**Source: Primary Data**

**CHART NO.4.13**

**DEVELOPMENT IN EDUCATION THROUGH ONLINE EDUCATION**

**INTERPRETATION**

The table no 4.13 shows that 72% of the respondent opined that they are not sure that online education develops their child’s education. 20% of the respondents agreed that online education developed their child’s education and 8% of the respondents disagreed with it.

**TABLE NO.4.14**

**IMPROVES STUDENTS LEARNING INITIATIVES**

|  |  |  |
| --- | --- | --- |
| **PARTICULAR** | **NO OF RESPONDENTS** | **PERCENTAGES** |
| Yes | 25 | 100 |
| No  | 0 | 0 |
| Not sure | 0 | 0 |
| **TOTAL** | **25** | **100** |

**Source: Primary Data**

**CHART NO.4.14**

**IMPROVES STUDENTS LEARNING INITIATIVES**

**INTERPRETATION**

The table no.4.14 shows that the entire respondents opined that online education improves students learning initiatives.

**TABLE NO.4.15**

**DOES IT BRING ANY CHANGES TO PHYSICAL AND MENTAL HEALTH OF CHILDREN**

|  |  |  |
| --- | --- | --- |
| **PARTICULARS** | **NO OF RESPONDENTS** | **PERCENTAGES** |
| Yes | 8 | 32 |
| No  | 5 | 20 |
| Not sure | 12 | 48 |
| **TOTAL** | **25** | **100** |

**Source: Primary Data**

**CHART NO.4.15**

**DOES IT BRING ANY CHANGES TO PHYSICAL AND MENTAL HEALTH OF CHILDREN**

**INTERPRETATION**

The table no.4.15 shows that 48% of the respondents not sure that online education bring changes to their child’s physical and mental health. 32% of the respondents agreed that online education bring changes to physical nad mental health of their children. 20% of the respondents disagreed with it.

**TABLE NO.4.16**

**DO YOU THINK YOUR CHILD IS MORE ADAPTIVE WITH ONLINE EDUCATION**

|  |  |  |
| --- | --- | --- |
| **PARTICULARS** | **NO OF RESPONDENTS** | **PERCENTAGES** |
| Yes | 15 | 60 |
| No  | 8 | 32 |
| Not sure | 2 | 8 |
| **Total** | **25** | **100** |

**Source: Primary Data**

**CHART NO.4.16**

**DO YOU THINK YOUR CHILD IS MORE ADAPTIVE WITH ONLINE EDUCATION**

**INTERPRETATION**

The table no. 4.16 shows that 60% of the respondents think that their child is more adaptive with online education. 32% of the respondents disagreed and 8% of the respondents not sure that their child is more adaptive with online education.

**TABLE NO.4.17**

**DOES IT BRING CHANGES IN THE DISCIPLINE OF YOUR CHILD**

|  |  |  |
| --- | --- | --- |
| **PARTICULARS** | **NO OF RESPONDENTS** | **PERCENTAGES** |
| Yes | 20 | 80 |
| No  | 3 | 12 |
| Not sure | 2 | 8 |
| **TOTAL** | **25** | **100** |

**Source: Primary Data**

**CHART NO.4.17**

**DOES IT BRING CHANGES IN THE DISCIPLINE OF YOUR CHILD**

**INTERPRETATION**

The table no.4.17 shows that 50% of the respondents opined that online education brings changes in the discipline of their child. 12% disagreed and 8% of the respondents not sure about it.

**TABLE NO.4.18**

**RATE YOUR CHILD DISCIPLINE IN ONLINE EDUCATION**

|  |  |  |
| --- | --- | --- |
| **PARTICULARS** | **NO OF RESPONDENTS** | **PERCENTAGES** |
| Excellent  | 14 | 56 |
| Good  | 8 | 32 |
| Average  | 2 | 8 |
| Poor  | 1 | 4 |
| **TOTAL** | **25** | **100** |

**Source: Primary Data**

**CHART NO.4.18**

**RATE YOUR CHILD DISCIPLINE IN ONLINE EDUCATION**

**INTERPRETATION**

The table no.4.18 shows that 56% of the respondents rate excellent for their child discipline in online education. 32% rate good for it. 8% rate average and 4% rate poor for their child discipline in online education.

**TABLE NO .4.19**

**RATE YOUR CHILD DISCIPLINE IN OFFLINE EDUCATION**

|  |  |  |
| --- | --- | --- |
| **PARTICULARS** | **NO OF RESPONDENTS** | **PERCENTAGES** |
| Excellent  | 16 | 64 |
| Good  | 6 | 24 |
| Average  | 2 | 8 |
| Poor  | 1 | 4 |
| **TOTAL** | **25** | **100** |

**Source: Primary Data**

**CHART NO .4.19**

**RATE YOUR CHILD DISCIPLINE IN OFFLINE EDUCATION**

**INTERPRETATION**

The table no 4.19 shows that 64% of the respondents rate excellent for their child’s discipline in offline education. 24% of the respondents rate good for it. 8% of the respondents rate average and 4% rate poor for their child’s discipline in offline education.

**CHAPTER 5**

**FINDINGS, SUGGESTION AND CONCLUSION**

**5.1 FINDINGS**

* 40% of the respondents not sure that students misuse online education opportunity.
* 44% of the respondents agreed that online education is beneficial for their child.
* 40% of the respondents said that they child never suffered from network issues.
* 40% of the respondents opined that somewhat exam conducting through online is useful for child.
* 40% of the respondents opined that their child always attend the online class properly.
* 36% of respondents opined that teachers take advantages of online education.
* 60% of the respondents opined that they are not sure that the communication is smooth between students and teachers.
* 80% of respondents opined that their child will make adequate academic year
* 44% opined that online education is budget friendly
* 40% of the respondents highly worried about their children social-emotional health.
* 60% of the respondents prefer direct communication.
* 40% rate excellent for the students performance of online education
* 72% of the respondent opined that they are not sure that online education develops their child’s education.
* The entire respondents opined that online education improves students learning initiatives.
* 48% of the respondents not sure that online education bring changes to their child’s physical and mental health.
* 60% of the respondents think that their child is more adaptive with online education.
* 50% of the respondents opined that online education brings changes in the discipline of their child.
* 56% of the respondents rate excellent for their child discipline in online education.
* 64% of the respondents rate excellent for their child’s discipline in offline education.

**5.2 SUGGESTIONS**

Online teaching is beneficial to the students only when the limitations and challenges of online teaching such as lack of feedback and lack of technology to conduct online teaching is reduced. These limitations can be overcome by upgrading elearning system, by providing more training facilities to teachers on using ICT in teaching learning environment and educating the students to use e- resources and by creating e-classrooms.

Educational institutions with, the help of government or themselves should try to foster online education by technological innovations and improve accessibility so that each and every child can get the benefit of it and should take feedback of Parents regularly.

Government must ensure sufficient data network package (i.e., internet data) with high-speed internet access to conduct online sessions. Techniques like smart classrooms, use laptop or personal computer for classroom studies etc. Introduce new styles and approaches for effectiveness of e-learning on academics.

**5.3 CONCLUSION**

Clearly, Covid–19 Pandemic has been a genuine test educational institute around the globe regarding their degree of technological adaptability, availability and flexibility in reacting to comparative worldwide crises. Because of this emergency, nations have applied various techniques and standards for managing changes in the learning system. Inside a couple of months, National education system went to arrangements like online and offline strategies and techniques. Alongside these changes, adjustments have been essential for instructional techniques, technological status to actualize online learning and offering help and inspiration to every concerning gathering. This study is taken to understand the parental attitude towards about online teaching during pandemic. It is clearly evident that majority of the parents are satisfy by this method of teaching and their perception is positive about online teaching. However they strongly opined that these teachers are more comfortable and trained for classroom teaching and no or less trained using online mode.

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**QUESTIONNAIRE**

1. Do you notice students misuse this opportunity?

Yes

No

Not sure

1. Do you think this is beneficial for your child?

Yes

No

Not sure

1. Do your child suffered from network issue?

Always

Sometimes

Rarely

Never

1. Exam conducting through online is use full for child?

Very useful

Somewhat useful

Use full

Not useful

1. Does the child attend the online class properly?

Always

Sometimes

Rarely

Never

1. Do teacher take advantages of online education?

Yes

No

Not sure

1. Do you feel communication is smooth between studens and teachers?

Yes

No

Not sure

1. Are you sure your child will make adequate academic year?

Yes

No

Not sure

1. Do online education is budget friendly?

Yes

No

Not sure

1. How much worried are you about your children social-emotional health?

High

Moderate

Low

None

1. What medium do you prefer the school to communicate with you?

Direct

Digital

1. Rate your students performance of online education?

Excellent

Good

Average

Poor

1. Do you think there is development in education through online education?

Yes

No

Not sure

1. Does it improve students learning initiatives?

Yes

No

Not sure

1. Does it bring any changes to physical and mental health of children?

Yes

No

Not sure

1. Do you think your child is more adaptive with online education?

Yes

No

Not sure

1. Doe it bring changes in the discipline of your child?

Yes

No

Not sure

1. Rate your child discipline in online education?

Excellent

Good

Average

Poor

1. Rate your child discipline in offline education

Excellent

Good

Average

Poor