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Editorial

Perception of Parents about the virtual learning of their children during COVID-19 pandemic

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Abstract

Background: The Covid-19 pandemic has brought a drastic change in the educational system in India. The students are out of classroom setup in the world, which resulting technology has emerged as a successful milestone where teaching is carried out remotely and on digital platforms; teaching and learning process in school setting has undergone changes. This Research studies aimed at the perception of parents about the virtual learning of their children during covid-19 pandemic situation. It reveals that parents required guidelines and training programmed to monitor, counsel their children to get rid of from certain activities. Since the children are the pillars of future India, hence the Government should have a direct interfere with school for designing the online curriculum in a beneficial manner.

Methods: A Mixed Study Design was carried out among the working parents of school going children (N = 87) with a self-administered questionnaire that included demographic details, parent's involvement, issues faced by the parents and ways to promote e-learning. Descriptive statistics was done by using SPSS ver-25.

Results: In this study majority of the study population was female and the mean age of the population was 41-50 years. The majority of the children were attended maximum 4-hour online education with the support of mobile phone. The majority of the parents were reported that their inability to monitor their children academic role during the online services. All most all the school has a separate app to cover the requirements of children's needs in technology, but the quality of the content of the curriculum is questioned. Most of the parents were highlighted that irritation of the eyes, behavioral problems and parents are becoming an expert in providing counseling by adopting the positive reinforcement technique to help the children to get away from the distress, watching unwanted site. Parents were reported that promotion of e-learning should help the weaker students and support them by providing regular feedback.

Conclusion: This study concludes that parents were agreed the online education during this pandemic, but they were a highly preferred traditional school of practice. The content of the school curriculum for online should be upgraded and fulfill the requirements of the children and their parents too. Special training programs should focus for the parents to address the issues like physical health, mental and social health in a systematic manner in order to protect their child's mental health.

Keywords: Virtual Learning, Working Parents, Perception, involvement, issued faced by parents, promote e-learning.

INTRODUCTION

Covid -19 has caused in closure of schools across the world. Globally, over 1.2 billion offspring are out of the school environment. The school education has changed forcefully, with the typical rise of e-learning, whereby education is undertaken remotely and on digital platforms. Many researchers suggest that online learning platform has been revealed to increase retention of information, and take less time, import the changes corona virus have caused might be here to stay. [1] The need for learning has been increased with the rapid growth of modern technology and knowledge, but the

speed and volume of learning are fluctuating. The main challenge that we need to overcome is how to acquire knowledge and skills along with the organization of learning resources to keep up knowledge economy. [2]

As a result, technology integration in education has emerged as a successful milestone of imparting quality teaching and educational content. The e-Learning is not about incorporating if technology in schools so that it can replace teachers with the technological gadgets. In fact, e-learning is the process through which learning process of students can be made easier. Hence, students may be able to learn new things easily because through e-learning, they can get a visualization of most of the things. Moreover, for the betterment of the student's e-learning is now incorporated as an essential part of student learning. The children of parents have faced a lot of obstacles and challenges during the motivation for their children to participate in the one-line education. The majority of the Indian parents have felt that the e-teaching is not as much as better than traditional teaching and the quality of e-teaching is not satisfactory as compared from Government schools to Private Schools, and the impact of e-learning is comparatively less.[3]

Review of Related Literature

Showkat Ahmad Dar *et al.*, (2020) did a study on Impact of Covid 19 on Education in India and they were highlighted that the unexpected eruption of a deadly disease called SARS-CoV-2 shook the entire world. About 32 crore students stopped to move schools and all educational events clogged in India. The epidemic of covid-19 has educated us that change is unavoidable. It has worked as a channel for the educational institutions to breed and decide on for platforms with technologies, which have not been used before. This circumstance challenged the education system across the world and forced educators to shift to an online mode of teaching overnight. Most of the academic institutions that were previous averse to change their traditional academic method had no choice but to shift completely to online education. [4]

Eva Yi Hung Lau *et al.,* conducted a study (2021) on online learning and parent's satisfaction during covid-19. In this study, the researcher explored the effect of child competence in independent learning as imposed class suspension. The information originated from an online survey conducted in Hong Kong in February 2020. The respondents were parents who engaged in online learning during the class suspension. The findings illustrated that equally the length of online learning and the amount of homework were related to the parents' satisfaction, but these relations were qualified by the children's ability. Constructive relations were found only among children who were rated as more competent in engaging in online learning independently. The results recommend that in manipulative online learning, thought of children's capacity to complete such learning self-reliantly will help increase parents' satisfaction. [5]

Sonia Zaccoletti *et al.,* (2020) did a study of Parents' Perceptions of Student Academic Motivation during the COVID-19 Lockdown: A Cross-Country Comparison. The study was aimed to examine the impact of COVID-19-related restrictions on Italian and Portuguese students' academic motivation as well as investigate the possible buffering role of extracurricular activities. Consequently a retrospective pretest and posttest design, (Italy = 173, Portugal = 394) 567 parents have stated on their child's academic inspiration and involvement in extracurricular activities (grades 1 to 9). The researcher was used a multi-group latent change score model to compare motivation scores on pre covid mean; rate of change; individual variation change & dependence of the rate of change on initial motivation. The study was emphasized that there was a decrease in students' motivation both in both countries (Italy and Portugal), although more definite in Italian students. The study outcomes were also quantified that the deterioration in the student's involvement in extracurricular activities were related with changes in academic motivation. Moreover, schoolchildren age was significantly associated with changes in motivation. No significant associations were found for student's gender or in a parent's education. This research study provides an imperative contribution to the study of the student's academic motivation during home detention, school closures, and distance learning as restrictive measures adopted to contain a worldwide health emergency. The research study thus, resists that teachers need to adopt motivation-enhancing practices as a means to prevent the deterioration in academic motivation during exceptional situations [6]

Ifoni Ludji *et al.*, did a study (2021) on parent's perception on the implementation of home learning during covid-19. This study aimed to describe the parent's perception of the benefits and challenges towards home learning during the pandemic and descriptive qualitative study design was taking as a case in two elementary schools in Kupang, East Nusa Tenggara. There were 20 parents from both schools taken purposefully as the sample. 20 (twenty) questions posted on Google Form as the tool. The results showed that the execution of home learning brought two perceptions of the benefits and challenges. The benefits were concerned the possibility of home learning to provide a personalized experience and flexible system of education, to minimize the possibility of the children to get infected by the Covid-19, to the intimate relationship between the kids and parents, to implement as well as increase the parents' digital literacy as well as inspiration in carrying out the learning material. Further perception stated that the execution of home learning also brought certain challenges to those parents such as, demanding more expenses to buy the internet quota, causing the children less motivated and irresistible in learning, hovering the work load of the parents, time inadequacy for working

parents by spending more time to assist the kids during the learning, increasing the tense between the kids and parents during the learning [7]

Andre Hasudungan Lubis *et al*., (2020) were done a study of Parents Perceptions on e-learning during covid-19 pandemic in Indonesia. The researcher aimed at study the parent's perception of e-learning through driver; satisfaction; & barrier factor. Totally 257 participants were asked about this issue by using a web-based survey and the descriptive data are used for the analysis of the study. Outcomes specified that participants were overall dissatisfied with the execution of e-learning during the pandemic. Parents demanded that the poor of ICT infrastructure (e.g. the digital devices, Internet, electricity) and lack of technology skills become the barriers for their children to use e-learning. Parents also considered that traditional learning is desirable to online learning [8]

Rationale for the Study

The Digital divides between parents who can manage and who cannot be manage their child's online education. Many low-income parents of an underprivileged household share only one smart phone and they need the phone to make calls or take instruction from their immediate officials at the same time that they need for their children lecture is at. Many Indian families in the urban areas are living in a nuclear family setup and almost all women in the family are engaged in employment, in such situation the working parents may not available in the home and do supervise the child's online classes to ensure that they are paying attention to their teacher or not. Once they were coming back to home, they have to occupy with household chores and may not be able to spare enough time to monitor their children throughout the day. The yet another challenge faced by the parents in the family is the younger children need more mentoring and supervision and attention as compared to their old or grown up children, which parents finds difficult to dedicate a few hours daily for the educational growth of their kids. They are in need to cope up with changing times, which is setting up realistic expectations and maintaining a balance between work and the academic needs of the child. [9]

Though the teaching and learning process becomes an enjoyable activity for parents, but at the same time it also raises their blood pressure every day because of families are struggling every day with growing demand for personal space and individual gadgets and parents' involvement must be much more than the students' participation. The parents are needed to emphasize skills in logical thinking, critical analysis and problem-solving assignments that require in helping their child's assignment. Their major task is to direct and self-motivate their ward to follow the guided instruction given by the teacher.[10]

Many working parents feel that face to face relationships are difficult to foster in the digital world e-learning methods of education which are critically needed in the teaching-learning activities. This e-learning mode of education delivers only academic content. The physical, social and emotional needs of the children/learner go undetected when there is no physical and visual contact between the teacher and the student. (11) Children's use of the Internet has some positive effects such as access to information, communication, and support for education and individual development. Additionally, it is asserted that children's Internet use also has some negative effects such as exposure to violence and pornography. [12]

Yan *et al* (2002) Parent participation is connected to children's total learning. The greater parent participation in children's learning positively affects the school performance, including higher academic achievement [13]

Significance of the study

Parents are stepping in as facilitators and learning coaches for their child's growth. It is an unambiguous added accountability for parents, especially for women, considering their personal work, work from home, household chores, as e-learning classrooms are not as simple as plug-and-play.

It may not be possible that every working parent can dedicate a few hours daily when the other parent is busy to ensure that they can forfeit concentration to the kid's requirements while doing the google task and pupil work segment. This has meaningfully increased the risk of facing stress and harmful emotions in parents with a possibly flowing effect on children's security.

The true presence of any one parent as the fundamental support in the current pandemic situation which remains a shadow problem that require greater continued engagement. Parents supporting to their child's e-learning in the COVID-19 is acknowledged as a necessity, but the questions remain open on how profound the effects will be on account of the differences in their resources (time, knowledge, capacity and skill and providing devices and data). The child with different learning abilities is a great challenge for the parents and hence it's required their involvement to manage the diversity of learners' children who want to learn at their own pace.

Though the e-learning is far more affordable as compared to regular school and comfortable with the home environment, it has certain challenges such as; the quality of e-teaching is not satisfactory because it is well known fact that students have a dominant learning style. It activated the child to sit in front of a device and understand the lesion, may not be suited to all learning styles. The deactivated children tend to lose focus for a longer period during virtual lectures. Fatigue and boredom occur easily as there is a lack of face to face interaction which makes the mother to pinch the children to attend.

Suddenly jumping into online education can be intimidating and confusing for first time online students and any break in the data connectivity can cause a lack of continuity in the learning for the child, which can be harmful, and parents does not aware of how to solve such issues. This abrupt transition to online hardly compensates for the absence of classroom experiences, lack of social interaction, health hazards of staring at a screen continuously for long periods. Nuclear families have failed to control and monitor whether their children have taken part in the online class or visits the phonograph sites. Balancing the household responsibilities, daily routine activities, workplace and keeping their children focused on their curriculum work and teaching is an excessive task for the working parent. Pressures on teachers have failed to build a rapport with the children. Working stress, less or no computer knowledge, unable to practice time management and lack of self-motivation towards the growth of their children in online education, peeping children, scolding with abusive words makes the parents in the struggle with adaptability which results anxiety, depression, conflict with children, developed the negative thoughts towards the learning.

This study can be useful to develop Health education information to the Parents and children who are in the stress.

Primary Objective
To asses parents understanding and Perception about the virtual learning of their children during COVID-19 pandemic

Secondary Objectives
1. To explore the parents' involvement of their child's e-learning.
2. To assess the parents' perception of e-learning implemented by schools.
3. To study the issues faced by the parents' due to e-learning of their children.
4. To find out the ways to promote e-learning

Methods and Discussion
Study Place: The Tamil Nadu Dr. MGR Medical University
Study Population: Parents of all students from classes 1st to 12th standard
Ethical Committee Clearance: An Institutional Ethical Committee clearance was obtained on 05.10.2021, after that the researcher interviewed the eligible parents who are working in The Tamil Nadu Dr. MGR Medical University after obtained informed consent.

Inclusion criteria
1. Parents of all students from classes 1st to 12th standard
2. Parents' in all categories.

Study Period: February 2021 to May 2021 (4 months Duration)
Sample size: All parents who was eligible and willing to participate was enrolled into the study.
Study Design: The researcher had adopted Mixed Study Design.
Data Collection Procedure: The Researcher had adopted a Total Sampling Method for his study, because the target group is small and well-defined characteristic. The initial tool developed was finalized after conduct a pilot study and no changes were taken in the questionnaire. The collected data were entered into Microsoft-excel and analyzed by using SPSS Software.

Analysis

Table No: 1
Socio-Demographic Details of the Working Parents

Variables	Frequency	Percentage
Age Distribution (Years)		
30 – 35	05	05.7
36 – 40	19	21.8
41 – 45	27	31.0

46 – 50	30	34.5
51 – 55	05	05.7
56 – 60	01	01.1
Gender		
Male	23	26.4
Female	64	73.6
Educational Qualification		
Primary	00	00.0
Secondary	06	06.9
Higher Secondary	00	00.0
Degree	74	85.1
Any Other	7	08.0
Illiterate	00	00.0
Designation		
Sergeant	01	1.1
Assistant	29	33.3
Assistant Section Officer	24	27.6
Section Officer	02	2.3
Lab Technician	07	8.0
Nurses	01	1.1
Personal Assistant	07	8.0
Office Assistant	03	3.4
Social Welfare Officer	02	2.3
Record Clerk	03	3.4
Computer Operator	04	4.6
Programmer	02	2.3
Junior Engineer	01	1.1
Biochemists'	01	1.1
Gender of School Children		
Male	50	57.5
Female	37	42.5
Educational Status of present school going children.		
Primary	16	18.3
Elementary	22	25.2
Secondary	17	19.5
Higher Secondary	32	36.7

The mean age of the study population was lying between 41–50 years and the vast majority of the working parents (73.6%) were female. The highest qualifications (85.1%) amongst them were Graduate. The majority (60.9%) of the working parents was occupied as Assistant and Assistant Section Officer Post. Half (56%) of the working parents' children were studying secondary and higher secondary level of schooling.

Table No.2
Number of living rooms available in the Respondents' Residence

Number of Living Rooms	No. of Respondents	Percentage
One room	29	33.3
Two rooms	47	54.0
Three rooms	11	12.7
Total	**87**	**100.0**

The above table represents that one third (33.3%) of the working parents were managed with a single living bed room which covers their child's education online requirements too.

Table No.3
Internet connection in the home before COVID Pandemic

Internet Facilities	No. of Respondents	Percentage
Yes	16	18.4
No	71	81.6

Total	**87**	**100.0**

The above table elucidates that a vast majority (81.6 %) of the working parents did not have an internet facility before the Covid -19 pandemic and very limited packages were recharged in their mobile for emergency use of their children. But after covid-19 it was reversing down that the parents were forced to buy new android mobile phone with unlimited internet package for their children educational virtual learning purpose.

TableNo.4
Parent's involvement in e- learning (through physical)

Parents Physical Involvement in Children Education	Frequencies				
	Always f (%)	**Often** f (%)	**Sometimes** f (%)	**Rarely** f (%)	**Never** f (%)
Parents check the requirements of the child's virtual class before the session	19 (21.8%)	23 (26.4%)	32 (36.8%)	06 (06.9%)	07 (08.0%)
Parents ensure the designated place for child's study for the virtual class	32 (36.8%)	18 (20.7%)	29 (33.3%)	02 (02.3%)	06 (06.9%)
Parents themselves familiarize the virtual learning platform	17 (19.5%)	06 (06.9%)	23 (26.4%)	10 (11.5%)	31 (35.6%)
Parents Monitor their children internet use	27 (31.0%)	13 (14.9%)	39 (44.8%)	06 (06.9%)	02 (02.3%)
Parents Monitor their children performance	23 (26.4%)	21 (24.1%)	35 (40.2%)	06 (06.9%)	02 (02.3%)
Parents involvement in helping their children to complete their home work	19 (21.8%)	17 (19.5%)	35 (40.2%)	06 (06.9%)	10 (11.5%)

The result in the above-mentioned table explicates the parent's physical involvement in children's education. A vast majority (85%) of the working parents were always, often and sometimes checks their child's requirements before the virtual class started. It was an incredible among the working parents that high majorities of (90.8%) were ensured their children were gets designated place for the virtual class. Most of the (47.1%) working parents did not familiarize themselves about the virtual learning platform which had shown that they were not interested and also comment that regular school teaching was helping the children to acquire knowledge. Even with their tough working schedule, a high majority (90.7%) of the working parents were always, often and sometimes monitored their children's internet usage which had shown their responsibility in bringing up them in a positive manner. A high majority of (90.7%) school going children, parents were competent to monitor their child's performance of what they were learning through online mode. More than two third (71%) of the child's parents were spending their precious time by allocating themselves in serving their children to complete their homework on time.

Table No.5
Parent's involvement in e- learning (through observation)

Parents Perception on Educational Growth of Children through Virtual Mode	Frequencies				
	Strongly Disagree f (%)	**Disagree** f (%)	**Undecided** f (%)	**Agree** f (%)	**Strongly Agree** f (%)
Parents concur on to build a rapport with child's teacher for the growth and development for them during the offline Virtual	04 (04.6%)	10 (11.5%)	20 (23.0%)	35 (40.2%)	18 (20.7%)

courses.					
e-learning has proved a boom while allowing students to interact with the teacher as they feel like a school environment	12 (13.8%)	35 (40.2%)	15 (17.2%)	22 (25.3%)	03 (03.4%)
Teacher's appropriate, helpful feedback will enhance the children educational growth.	06 (06.9%)	14 (16.1%)	12 (13.8%)	50 (57.5%)	05 (05.7%)
An online curricular program developed by school is visually pleasing.	09 (10.3%)	26 (29.9%)	19 (21.8%)	29 (33.3%)	04 (04.6%)
Parents opinion about the Educational content of the online curriculum programs developed by school is of high quality.	12 (13.8%)	38 (43.7%)	25 (28.7%)	10 (11.5%)	02 (02.3%)

The results in the above-mentioned table explicate the parent's perception of educational growth of children through virtual mode. More than one third (35%) of them were agreed that building a rapport with child's teacher was important for their children education, growth and development during the offline virtual courses; whereas the same one third (35%) of the parents were disagreeing that the e-learning had not been proved a boom while in allowed the students to interact with the teacher as they felt like a school atmosphere. It was noted that half (55%) of the parent's perception of the educational growth of their children were agreed that an appropriate helpful feedback given by teachers would enhance their children educational growth. Only one third (33%) of them were responded positively that the online curricular program developed by the school was visually pleasing and understood by their children, but at the same time half (50%) of the parents did not agree that the educational content designed by the school for online curriculum were not the high quality.

Table No.6
Supervise the children attended the online classes by the family members

Supervise the child attended the online classes	No. of Respondents	Percentage
Wife	12	13.8
Husband	9	10.3
Grand Parents	21	24.1
Elder siblings	09	10.3
Self (no one supervise)	36	41.4
Total	**87**	**100.0**

The above table illustrates that most of the (41.4%) working parents have said that no one was supervising their children in the absence of them during the virtual classes (online classes), it was a self-supervised by their children. Less than (24%) of the parents' have said that their grandparents were supervised them during the online classes.

Table No.7
Parents' opinion on execute the virtual learning platform by school during covid-19 pandemic

Questions	Frequencies	Percentage
Types of School		
Public	07	08.0
Private	80	92.0
School have a separate app to connect the online programme		
Yes	65	74.7
No	22	25.2
School regularly conducted the online classes		
Yes	83	95.4
No	04	04.6
Duration of the children engaged in the online class.		

Continuously an hour	02	02.3
2 hours	11	12.6
3 hours	20	23.0
4 hours	41	47.1
Full Day	13	15.0
Not at all	00	00.0
Teacher able to cover all the chapters		
Yes	37	42.5
No	50	57.4
Methods used by school monitors the children performance.		
Regular Google home work	28	32.1
Leisure time activities	03	03.4
Conduct the period assessment	17	19.5
Submit online assignment	17	19.5
Conduct online exhibition	04	04.5
All the above	18	20.6
None of the above	00	000
Children talented to follow the Teachers instruction		
Always	28	32.1
Often	39	44.8
Sometimes	15	17.2
Rarely	04	04.6
Never	01	01.1
Children smart to get clarification of their doubt during e-learning		
Always	11	12.6
Often	27	31.0
Sometimes	31	35.6
Rarely	10	11.4
Never	08	09.2
Teachers used blackboard or any materials during online classes.		
Always	27	31.0
Often	31	35.6
Sometimes	17	19.5
Rarely	08	9.2
Never	04	4.6

The above table expounds that absolute majority (92%) of the working parents' children were studying in private school; around one fourth of (25 %) the school did not have apps to meet the child's educational requirement during the covid-19 pandemic. Less than half (47%) of the children were engaged on-line classes for more than 4 hours with 10-minute break for each 45 minutes class in a day. A sizeable number of (15%) were engaged full day on-line learning classes which easily affect their physical health. Half (57%) of the parents were saying that the teachers did not cover all the subjects during the virtual classes. One third (32%) of the parents were stated that the school were adopted Google homework as a method to monitor the child's performance. Less than one fourth (20.6%) were saying that the school had adopted all the above said methods to monitor the child's performance. The vast majority of (77%) of the working parents' children were able to follow the teacher's instruction always and often. The majority of (67%) the parents were highlighted that the subject teachers were used blackboard / any kind of educational materials during the online classes for the better understanding of their kids. A considerable proportion of (19.5%) the parents were saying sometimes, the teachers used blackboard / any kind of educational materials during the online classes for the better understanding of their kids.

Table.8
Difficulties Faced by Parents Due to Online classes during Covid-19

Questions	Frequencies	Percentage
Obstacles faced by the Parents during the online classes		
Exacerbate / Bad situation	12	13.6
Technical Issues	41	47.0
Computer Literacy	04	4.5

Time Management	25	28.7
Self-Motivation	05	5.7
Health Issues faced by the school children		
Sleep - Disturbances	20	22.9
Eating Disorders	10	11.4
Behavioral Problems	22	25.2
Irritation of eyes	28	32.1
Hearing Problems	07	08.0
Parents thoughts in handle the distress situation among their children		
Physical activities	35	40.2
Peeping the child	05	05.7
Using harsh words	03	03.4
Positive reinforcement	24	27.5
Plan a work schedule	04	04.5
Being a facilitator	03	03.4
Help to complete daily home work	13	14.9
Difficulties in balancing the office work, household responsibilities, and teaching to their children		
Always	35	40.2
Often	15	17.2
Sometimes	28	32.2
Rarely	05	05.7
Never	04	04.6
Parents immediate reactions towards their children misses the online education		
Scolding	20	22.9
Scolding and beating	09	10.3
Severe physical punishment	02	2.3
Counseling	45	51.7
Others	11	12.6
Steps taken by parents to improve their children studies		
Allow for group study	09	10.2
Arrange tuition	23	26.4
Extra care will be provided	47	54.0
Leave the children as they like	08	9.2
Parents behavior towards their children visited unwanted site		
Advice	49	56.3
Lock the site	20	23.0
Scolding and beating	13	14.9
Scolding and also lock the site	2	2.3
Strict Monitor	2	2.3
No way (leave them)	1	1.1

The above table illustrates that a considerable proposition of (13.6%) of the working parents was facing obstacles on the exacerbate situation during the online classes due to various factors prevailed in the living environment. Most of the (47%) parents were facing technical issues during the online classes which they did not know about how to solve the issues. Less than one third (32%) of the working parents' children were suffer with irritation of eyes as a serious health issue, whereas one fourth (25%) of the school children were noticed that chances in their behavior due to increases usage of mobile and addicted in playing games other than the class hours. Most of the (40%) working parents were motivated their children into various physical activities while their children were in distress; whereas one fourth (27%) of the parents were handling their children through introduced positive reinforcement techniques to handle the distress. Half of the (57.4%) working parents have found difficulty in balancing the work, household responsibilities and along with the teaching of their children. One third, (33.2%) of the working parent's immediate reaction was scolding and beating towards their children missed out the online education. But it was amazing amongst them that half (51.7%) of the working parents were provide counseling to their children of those who missed out the online education. Half (54%) of the parents were providing extra care if their child's academic performance was poor. Although one fourth (26.4%) of them were arranged tuition for their children to improve their academic performance. Half (56.3%) of the working parents were provided advice to their children not to see the unwanted site. Whereas less than one fourth (23%) of the parents were immediately lock the site in order to prevent them not to visit the unwanted site for ever rather than nurture them to understand the causative factors of doing such activities.

Table No.9
Parental thoughts on ways to promote of e-learning

Parental feelings on ways to promote of e-learning in schools	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Build a personal connection with students	21(24.13)	12(13.79)	06(6.89)	44(50.57)	04(4.59)
Motivate the students	23(26.43)	07(8.04)	03(3.44)	36 (41.37)	18 (20.68)
Help students to maintain focus	21(24.13)	06(6.8)	08(9.17)	38(43.67)	14(16.09)
Create a sense of community feelings	22(25.28)	07(8.04)	16(18.39)	31(35.63)	11(12.64)
Make a meaning discussion	23(26.43)	07(8.04)	05(5.74)	39(44.82)	13(14.94)
Increase student's engagement	23(26.43)	07(8.04)	03(3.44)	38(43.67)	16(18.39)
Identify and support struggling students	23(26.43)	08(9.17)	02(2.29)	39(44.82)	15(17.24)
Provide regular feed back	22 (25.28)	04(4.59)	04(4.59)	48(55.17)	09(10.34)

The above table explained the parental thoughts in promoting of virtual learning in schools. It was noted that half of the (55%) working parents were agreed, strongly agreed to build a personal connection with students. But at the same time, more than one third (37.8%) of the working parents were disagree and strongly disagreeing the statement of building a personal connection with students in order to promote e-learning. One third (34%) of them were not agreed the statement of motivating the students. Half of the parents (59.6%) perceptions were agreed that schools should provide special focus and attention to each individual's especially for weaker students. Most of the parent's perceptions were that the school must create a sense of community feelings among the students to participate in the online education. Half of the parents (59.7%) were agreed and said that school would create a pave to have a meaning discussion among the students during the online. The majority of the parent's (61.9%) were agreed that school environment could increase the student's engagement with their subject teachers during the online classes for their betterment of their educational standard. The majority (62 %) of the parents would comment that the school must identify the week student's in all subjects and extended their support during the online classes could be beneficial for the weaker students to cope up with their studies. The majority (65.4%) of the parents were expressing their thoughts that the individual subject teachers and schools must give a regular feedback about their child's performance during the online classes and this would be helpful for the parents to nurture their children accordingly.

DISCUSSION

- The mean age of the study population lay between 41-50 years.
- Majority of the working parents were female.
- Half of the working parents' children were studying secondary and higher secondary level of schooling.
- One third of the parents were managed with a single living bed room which covers their child's education online requirements too.
- A vast majority of the working parents did not have an internet facility before the covid-19 pandemic
- Most of the working parents did not familiarize themselves about the virtual learning platform, commented that regular school teaching was helping the children to acquire knowledge.
- Out of their tight scheduled, a high majority of them were always, often and sometimes monitored their children internet usage.
- More than two third of the children's parents were spending their precious time by assigning themselves in helping their children to complete their homework on time.
- The results signified that more than on third of them were agreed that building a rapport with school teacher during the offline virtual courses for their growth and development.

- The results also indicated that one third of the parents indicated that online education was not boomed as they felt as like a school environment.
- It was noted that half of the parent's perception was agreed that feedback given by the teachers during the online education would enhance their children educational growth.
- The results highlighted that half of the parents did not agree that the educational content designed specially for the online curriculum by the school were not the highly excellent.
- The results signified that most of the working parents have said that no one was supervised their children in the absence of them during the online education.
- The absolute majority of the working parents' children were studying in private schools, but around one fourth of the school did not have apps meet the child's educational requirement during the covid-19 pandemic.
- Less than half of the school children were engaged virtual classes for more than 4 hours in a day. But half of the parents were highlighted that the teachers did not cover all the subjects during the virtual classes.
- It has been cleared, that less than one fourth of the schools had adopted the following methods (Regular Google homework, Leisure time activities, Conduct the period assessment, submit an online assignment and conduct online exhibition) to monitor the student's performance and based on that the progress report of the children were prepared.
- The majority of the parents have said that the subject's teachers were using the black board / any kind of educational materials during the online classes for the better understanding of their children.
- The results represent that a considerable proposition of the working parents was facing obstacles on exacerbate the situation during the online classes due to various factors prevailed in the home environment. The results also support that most of the parents were facing technical issues and they needed technical person supports.
- Less than one third of the parent's children were suffering with irritation of the eyes as a health issue, one fourth of them were noticed that considerable changes in their behavior.
- The results emphasized that most of the parent's were motivated their children into various physical activities and introduced the positive reinforcement technique to reduce their stress.
- Half of the working parents were truly found difficulty in balancing the work, household chores, and also taking care of their children educational activities.
- The results illuminated that one third of the working parent's were scolding and beating towards their children missed out the online education, but at the same time half of them were provide counseling to make them to understand the importance of the education and half of the parent's were providing an extra care to meet out their children academic activities, remaining of them were arranged tuition for them.
- It has been revealed that half of the working parents were agreed, to building a personal connection with students, but more than one third of the working parents were disagreeing the statement of building a personal connection with students in order to promote e-learning. One third of them were not agreed the statement of motivating the students. Half of the parent's perceptions were agreed that schools should provide special focus and attention to each individual's especially for weaker students. Most of the parent's perceptions were that the school must create a sense of community feelings among the students to participate in the online education. Half of the parents were agreed and said that school would create a pave to have a meaning discussion among the students during the online. The majority of the parents were agreed that school environment could increase the student's engagement with their subject teachers during the online classes for their betterment of their educational standard. The majority of the parents would comment that the school must identify the week student's in all subjects and extended their support during the online classes could be beneficial for the weaker students to cope up with their studies. The majority of the parents were expressing their thoughts that the individual subject teachers and schools must give a regular feedback about their child's performance during the online classes and this would be helpful for the parents to nurture their children accordingly.

Hence, the overall findings of the data analysis exposed the parents' perception on online learning system was time-being, effective learning system during the crisis caused by COVID-19. However, it has also been revealed that parents were expected a regular school for the better monitor of their child's educational performance because the online learning tools may not be available to every learner everywhere.

CONCLUSION

Covid -19 has made online classes unavoidable and the online learning is a distance learning system which requiring no physical presence of the learner in the traditional classroom. It is clear that this pandemic has completely wrecked the system of education. Instead of concentrating on aids like exhibition, critical thinking, sports and other extracurricular activities the school system provides only delivering information through online at distance mode. Hence, the information technology has played a pivotal role for effective delivery of the content at distant locations. The present study was conducted to highlight the parent's perception on their children's education through online mode during Covid-19 pandemic. The parents were expressing their inability to monitor their child's educational performance. All most all the children were exposed physical and behavioral health issues which will be an additional burden for the

working parent. Apart from this, school children have a chance to get an exposure of the visiting unwanted site and addicted in various games (online). Therefore, the parents were additionally played a role of counselor to counsel them to understand the consequences of watching the unwanted site. The school conducted an online program for 4 hours on every day with their own designed protocol, which makes the children to get weaker in the education. In order to create a resilient education system in the state that will ensure the production of skills for employability and the competitiveness of young innocent minds, vital multi-prolonged strategies are urgently needed. A well standardized syllabus plan for school children should be developed and implemented to continue the syllabus content during this pandemic situation. The State Government should ensure the children's future health emergencies can be monitored during the digital learning process. Since the parents faced a lot of problems are in need to get sensitization on children's mental health. This type of targeted approach should be used to create a supportive space for research among educational issues especially for school children.

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