

ASSESSING STUDENT'S AND PARENT'S PERCEPTIONS TOWARDS EDUCATION THROUGH DIGITAL LEARNING PLATFORMS

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ABSTRACT

Different groups have different perspectives on how the same learning experience gained via the use of digital means should be understood. We explore the viewpoints of children who are currently enrolled in schools as well as the parents of children who are currently enrolled in schools about various digital learning platforms. The COVID-19 outbreak significantly impacted the global educational sector by forcing the closure of educational institutions. According to statistical evidence, parents in India are equally satisfied with online learning across three categories: those who are happy, those who are not happy, and those who are indifferent. The quantitative and qualitative findings agree. Several factors may have caused these findings. Uncertain. The ease and convenience of online education may impact a learner's satisfaction. Parents are happier with their children's online education results if the method is simple and adaptable for youngsters. The evaluative responses, the majority of parents acknowledged that online education was the only reasonable way for their kids to finish school during the epidemic—a developing country that welcomes technological advancements and instructional strategies as a trailblazer. The Indians were among the first to adopt these trends and practices. This is because India is a leader in these trends and practices. All of these characteristics may impact how parents perceive how simple it is for their children to learn online. In this paper, we study the perception of school students and

their parents regarding digital learning platforms.

Keywords: *Covid-19, Pandemic, Online Learning, Parent's Students' Perception*

INTRODUCTION

In the earlier, the school, the teacher, and the student comprised a triangle around which training and education were organized (Fortiersin2022), however, with the assistance of technology in the education system, new, complicated, and multi-channel alternatives have been adopted. This has been the situation for many centuries at this point. "Distance learning" is another alternative to consider.

Throughout this article, we will use the term "online learning" to refer to learning that takes place without a computer but uses the internet. In addition to fully-fledged formal online courses, this term also encompasses Massively Open Online Courses (MOOCs), as well as the practice of enhancing traditional classroom learning through online content dissemination and interaction, also referred to as flipped classrooms or blended learning. In other words, this term refers to both of these things. We are making considerable progress toward achieving Goal of the Development Goals (UN-SDGs), which is to guarantee that all children have access to education of a high standard. This goal states that we should ensure that all children have access to education. Even if the idea of "excellent education" is abstract and may be construed in a number of different ways, the facilitation of successful teaching and

learning via the use of online mode has become increasingly crucial in the period that followed the COVID-19 epidemic.

The perspectives that students hold on online education are of the utmost significance since negative attitudes toward online education, in general, are one of the primary elements that contribute to a drop in student motivation and perseverance. The previous study has shown a number of important characteristics that, from a learner's point of view, have an impact on the process of online education. These factors include gender, having a computer at home, a sense of belonging to the learning community, support from family members, and the ability to effectively manage one's time. Aspects of the course's content and design, as well as students' general impressions of its quality, are also included in this category.

The Importance of One's Perspective in Relation to Online Learning

As a result of shifts in the ways in which individuals learn, educational institutions will be compelled to provide instruction via digital mediums, including online platforms. The scenario is precisely the same everywhere else in the Indian States. Students can continue to make academic progress despite the COVID-19 pandemic by participating in electronic learning programmes, which include digital and distance learning approaches. These programmes have been proven to be beneficial, and as a result, they are currently seeing widespread implementation. [2] Apparently, this is the case, as stated by the

Centers for Disease Control and Prevention. In February 2020, for example, China launched its version of what is more often referred to as “e-learning,” which stands for electronic learning. This was done to guarantee that the pupils would still be able to receive an education. In April of the year 2020, the Bulgarian Ministry of Education and Science made the decision to formally launch the nation's first e-learning program. In addition to this, the whole educational process in Finland takes place online, and students are strongly encouraged to engage in self-directed study whenever it is convenient to do so.

The utilization of Covid-19 transforms the learning process into one that is carried out at a distance rather than one that is carried out face to face. According to Michotte, if we broaden our perspective of the natural world as a temporal frame, we might potentially modify our behaviors to better suit the environment in which we live. In this scenario, parental comprehension calls for flexibility, which is something that can be seen as a mentality that develops as a result of acquiring specific talents. One of the problems that will be offered to you throughout this process of learning is an inadequate acquaintance with important components of technology. Given the circumstances, it is essential for parents to instruct their children over the internet using a method that is centered on learning. For parents of pupils who have never used technology before, it might be difficult to teach their children appropriate behaviour in instances like these. On the other hand, this

presents no difficulties for parents of students who are accustomed to using technology. The transition to the new curriculum poses difficulties for all teachers, particularly for parents, and overcoming these difficulties will not be an easy task. In the past, even parents who put a high value on material possessions did not have a lot of time to spend mentoring their children. This was because material possessions took up a lot of time. A change in the conditions has taken place as of today. The activities that are a part of online learning require the collaboration of parents, who should also make an effort to create an atmosphere that is as favorable to learning as is humanly feasible. On the other hand, it is important for parents and instructors to collaborate in order to create an atmosphere at the kid's school that is favorable to the activities that the child participates in while they are there. These days, more than at any other point in history, parents devote a large amount of their time and energy to fostering the intellectual and emotional development of their offspring. It is hard to gloss over the role that parents play in the education that is provided through this curriculum. While medical professionals are at the forefront of keeping Covid-19 a secret, parents are at the forefront of preserving their children's theories by ensuring that their progeny do not continue to study at home. This is done by ensuring that their children do not continue to study at home.

Online education and the perspectives of parents

As a result of online education, parents were able to spend more time with their children during the COVID-19 pandemic, ensuring that their children were being monitored and guided in their academic endeavors. Because of this, it is vital for parents to have the power to direct their children in a continual manner, particularly at this time when children are required to study from home as a result of the Covid19 outbreak. When children are at school, the teachers in charge of them provide them with instructions and guidance. Therefore, it is essential for parents to lead and include their children in the activities that take place in the house when they are there. There has been a great amount of study done that recognizes the important role that parental involvement plays in the intellectual development of their children. This body of research can be found here. In addition to instructors and the government, one more group that has to be aware of the need of providing financial aid for children's education is the parents of such youngsters. But parents aren't the only ones who play an important part in this area; teachers and the government are all involved in some way. For the SFH process to be effective, it needs the backing of parents, teachers, and the government (both national and local). All parties involved, such as parents, teachers, and the government, must work together in order for children to achieve their goals through the usage of online education. On the basis of previous research, parents assert that their involvement in the online education of their children is of the utmost significance to the

academic success of their children in their various educational endeavors. After that, they come to the realization that participating in online learning during the Covid-19 outbreak can assist them in getting to know younger people better and bring them closer to them. The practice of playing educational games with one another, particularly with one's own children, has the potential to contribute to the development of a feeling of community. In a similar vein, the research that Erdener and Knoeppel conducted reveals that parents accept the idea that parental involvement is an essential factor that plays a role in determining children's educational achievement, despite the fact that they continue to believe that education is the responsibility of the institution that the child attends.

In order for the children and their parents to properly complete the work that was given to them by the teacher, one of the tasks that were given to them required teamwork between the two groups. Children claim that they have a stronger sense of connection to their parents when the group they belong to has a high sense of cohesion. Children's growth and development may be influenced by maintaining cohesiveness with them; as a consequence, children become better persons, and they are less likely to be impacted by unfavorable situations. Thanks to online education, parents have the ability to gain a deeper understanding of their children's personalities and the perspectives they hold. Parents need to be aware of their child's temperament and character so that they may control their child's behavior and

help guide their child toward good experiences. This is because parents are responsible for steering their children toward positive experiences. Parents are in the best position to instruct their children in moral behavior since they are the ones who spend the most time with their children. Parents are the tiniest possible microcosm of society, and it is their job to pass on their values and beliefs to their offspring in order for society as a whole to grow more moral and ethical.

OBJECTIVE OF STUDY

1. To understand the concept of perception of students and parents related to online learning.
2. To examine the effects of digital learning platforms on children during COVID-19 and the difficulties parents experienced.

LITERATURE REVIEW

Mongkaren, Steve & Pelenkahu, Moldy& Liando, Nihta in 2021, the standard on e-learning will have a sizeable effect on the educational practices that are prevalent in the world. As a direct consequence of this, it will take significant effort on the part of both the instructors and the students to adapt to the new procedure. In light of these transformations, the goal of this study is to analyze the viewpoints of students who are juniors in high school, seniors in high school, and their parents on the subject of online learning. There were a total of 66 participants in this study, including 44 parents, 24 children in junior high school, and 20 individuals enrolled in high school. In order to collect the necessary information,

we utilized not one but two distinct questionnaires. The gathered data were analyzed quantitatively by using percentages as the unit of measurement. According to the findings of an investigation into student data, junior high school pupils participate in online educational pursuits via the use of personal computers and many other electronic devices. Despite this, the majority of students say that attending live classrooms and other more conventional forms of education, such as reading textbooks, is more effective than studying online. (2) Despite the fact that high school students use their computers and other electronic devices for online learning and that they receive full support from their teachers in this endeavor, the more conventional instructional ways continue to be the method of choice for these students. They are of the opinion that more traditional forms of education are more effective than online learning, and (3) parents prefer more conventional forms of education to online learning. As a result, it is advised that teachers employ their ingenuity while instructing pupils online, while it is anticipated that parents will continue to exert control over the online education of their children. It is essential to engage in further research in order to get supplementary information on online education.

Heba, Chaya & Salem, Sultan. In the setting of India, and during the course of the COVID-19 outbreak, the goal of the research (2020) was to examine the viewpoints of parents on online learning. A

contemporaneous mixed method approach was utilized to gather “quantitative and qualitative data from a sample of 122 parents who live in India. The sample was drawn from a population that is representative of Indian parents”. Both quantitative and qualitative information was gathered during the data-gathering process. Based on the results of the literature review, the researcher prepared a questionnaire in order to collect primary data, and they utilized the questionnaire to actually collect the primary data. According to the findings, both the quantitative and the qualitative findings looked to be congruent with one another. In the setting of India, parental acceptance of schooling received an equal amount of support from those who were both satisfied nor dissatisfied, individuals who were neither satisfied nor unhappy and individuals who were neither satisfied nor unhappy. The suggestions that were provided by parents to improve the efficiency of online education were explored in this article. The majority of the parent respondents' ideas for enhancing the standard and experience of online education centered on the significance of increasing the number of live, interactive sessions that take place between instructors and students, as well as the amount of communication that takes place between schools and parents. This was cited as one of the most important ways to improve the quality and experience of online education. “The findings of this study may be put to use by educational officials and other stakeholders in order to enhance the overall quality of the learning

experience provided by online courses within the context of the Indi". Education online, COVID-19, the educational environment of India, and the viewpoints of Indian parents are some of the keywords that might be used here.

Due to the unanticipated change in the environment brought on by the novel coronavirus, the use of online education has emerged as a potentially useful answer for the education sector globally. Because of internet education, students can now learn without physically being in a classroom (Akuratiya, Anuradha & Meddage, Nadeeshika) (2020). Prior to COVID-19, students were more likely to prefer the conventional approach of face-to-face learning over online education, despite the fact that online education has grown in popularity with the introduction of the internet and other new technologies. Despite the fact that online learning has grown in popularity, this is still the case. This study set out to assess how students felt about online learning in light of the COVID-19 pandemic. 130 participants in the poll revealed that 54.7% preferred blended learning, which combined traditional and online learning, and that 62.5% had little to no experience with it before the coronavirus epidemic. More people than any other type of electronic device (43.8% of connections) use smartphones to access the internet. Despite the fact that issues with declining engagement between the professor and friends (64.1% of respondents), social isolation (55.5% of respondents), and technological issues (57%) were among the

difficulties connected with online education during the COVID-19, student opinions indicate that online learning is just as effective as traditional classroom instruction, that it is enjoyable, that it allows them to learn at their own pace, and that it provides more personalized instruction. During the COVID-19 survey, students were asked about their attitudes toward online learning. The overall response rate was 79.7%, and 82.9% of students stated that they will include online learning in their course in the near future. In a nutshell, the findings of the most recent survey suggest that the vast majority of students have a favorable attitude about receiving their education via online means.

The research that was carried out by Surani, Dewi, and Hamidah, (2020), which was detailed in the article, was undertaken with the intention of determining the viewpoints of students regarding online learning. This inquiry was conducted with the use of the survey technique, and a total of 150 enthusiastic students from the University were given questionnaires to fill out. Both quantitative data collected through descriptive statistics and qualitative data garnered from open-ended questions were analyzed in order to get insight into the viewpoints of students. This was done in order to receive insight into the perspectives of students. The findings of the survey indicate that eighty percent of students are willing to take part in online learning; sixty-two percent of students feel that online learning is useful, and thirty-two percent of students struggle to understand the material

being taught. In conclusion, the perception that students have of online education is usually favorable, despite the fact that there are a number of obstacles that require further improvement. Therefore, it is recommended that online learning should have a plan, that the strategy should be put into effect, and that the strategy should be assessed in order to minimize problems and improve the achievement of learning goals. The objective of an abstract is to offer readers with a synopsis of the information included in an article that is not only succinct but also comprehensive in nature. A few of the Keywords Include Things like Student Opinion, Online Education, and COVID-19.

Andre Lubis and Zulkarnain Lubis (2020) Schools have been forced to improve in areas other than physical education as a result of the research being done on the COVID-19 epidemic. E-learning was chosen as the component because, when social distance is taken into account, there is no other way to complete the learning process. Parents, who are children's most significant and influential support system, frequently have a negative attitude toward technology for a variety of reasons. One of these reasons is that children tend to copy their parents' attitudes about technology. This study investigates the perspectives that parents have on e-learning, concentrating on the drivers, challenges, and elements that contribute to overall satisfaction. A total of 150 people were polled during the course of this study using a survey that was carried out via the internet, and descriptive statistics

were utilized throughout the research process. According to the findings, participants, overall, indicated a lack of happiness with the method in which E-Learning was carried out for the entirety of the outbreak. This sentiment was consistent across all three phases. Lack of technical knowledge and limited access to information and communications technology (ICT) infrastructure, according to some parents, are obstacles preventing their kids from adopting e-learning (such as the Internet, digital devices, and electricity). The parents were of the opinion that the educational opportunities provided by traditional means, such as classroom instruction, were superior to those presented online.

India is the nation with the second-highest population in the world, per the conclusions of a study done by Felix Bast (2021). As a result of the digital initiatives that the Indian government has been supporting in general and the COVID-19 lockdown in particular, there has been a significant movement toward online learning. To find out how students feel about the switch from conventional classroom learning to online learning, a 150-student total sample size online self-report survey was conducted. The purpose of the poll was to find out how students felt about switching from traditional classroom instruction to online instruction. The study analyses the relationship between eight distinct independent factors and the perspectives that students have on online learning. The gender of the students, the type of settlement they lived in, their socioeconomic background,

their level of religiosity, the primary electronic device they used, their level of technology receptivity, their age, and the educational institution they attended were the variables that were taken into consideration. These different factors gave rise to their very own distinct lines of inquiry and hypotheses. The findings shed light on a number of intriguing features of the viewpoints held by the pupils. Those who resided in urban areas had an outlook on online education that was noticeably more optimistic than that of students who lived in rural areas. The findings are provided after they have been placed in a broader context, alternative reasons for the results have been investigated, obstacles that impede students from being inspired by digital education have been identified, and the findings themselves have been presented.

METHODOLOGY

The current study employs “a concurrent mixed method design to collect quantitative and qualitative data from a sample of one hundred fifty parents who live in the context of India and who participated in online learning during the COVID-19 pandemic”. The participants come from a sample population that resides in India.

Based on the results of the literature review, the researcher developed a questionnaire with the intention of using it to collect primary data, and then the researcher actually did use the questionnaire to collect primary data. The concurrent design is the strategy that is advised to be used in situations in which a researcher has “to

validate one form of data with another form or modify data in order for it to be compared. Quantitative and qualitative data were collected from the same” population by means of a questionnaire that consisted of both structured (closed-ended) and unstructured (open-ended) questions. This was done in order to compare and contrast the two different kinds of information. “While the structured questions allow the researcher to easily assemble and summarize data on required and actual characteristics of the participants and their views of online learning during the COVID-19 pandemic, the unstructured questions allow the participants to enter extensive comments about their overall views of online learning and their suggestions to schools to change in order to enhance both their own experiences as parents and their children’s experiences in school. While the researcher is able to easily assemble and summarise data on the required and actual characteristics of the participants and their views of online learning during COVID-19. The” researcher will be able to utilize the information obtained from the structured questions to simply compile and summarize data on the essential and desirable qualities of The researcher is able to compare the findings of the quantitative data with those of the qualitative data by making use “of a concurrent mixed method design. This allows the researcher to achieve a more comprehensive accurate and truthful understanding of the perspectives that the parents hold regarding online learning”.

DATA ANALYSIS AND RESULTS

Quantitative analysis

Utilizing SurveyMonkey allowed for efficient data analysis to be carried out. The data collection for the study was finished by all 150 participants in just three days, commencing on June 13 and concluding on June 16. The study was carried out between the years 2019 and 2021. The percentage of successful completion was 100%. In the quantitative section, the data are depicted graphically using “descriptive statistics, namely frequency, and percentage distributions. These statistics are used in the quantitative section”. By employing descriptive statistics, the researcher may, in point of fact, collect a wide range of information and precisely evaluate the factors related to a certain event. This is made possible via the utilization of descriptive statistics. The first thing that was done was an analysis of the data that dealt with the demographic characteristics of the parents (“gender, age, education level, family size, and working status). For instance, it was discovered that the majority of the parents who answered to the questionnaire were female”. While just 38 dads accounted for 31.15% of the whole response rate, 84 mothers accounted for 68.85% of the overall response rate. When it came to age, the range of ages that the parents fell into was generally spread among five groups. For example, parents who fell into the first two groups had the smallest percentage of participants (7.38%), while the third category, which focused on parents between the ages of 35 and 44, had the biggest percentage of participants (63.93%)

and was the largest category overall. In addition, findings that were normally distributed showed that 53 parents, which is equal to the number of “parents who hold a master's degree; however, only 13” parents, which is only 10.66% of all parents, hold a doctoral degree. This indicates that 43.4% of all parents have at least a bachelor's degree. The data, which were distributed regularly, “showed that the largest sample size of 62 participants (50.82%) had two children when it comes to the question of how many children a family has. In conclusion, the data on working status indicated that the majority of the participants are employed, particularly 89 out of the total, which constitutes 72.95% of the population”.

The research was conducted in India in the midst of the COVID-19 outbreak to measure the level of contentment felt by parents in regard to e-learning. The scale used was a five-point Likert scale. The results, which are evenly distributed, reveal that 42 parents (34.43%) were satisfied with online learning, 41 parents (33.61%) were neither content nor unhappy, and 39 parents (31.97%) were dissatisfied with online learning (Fig. 1).

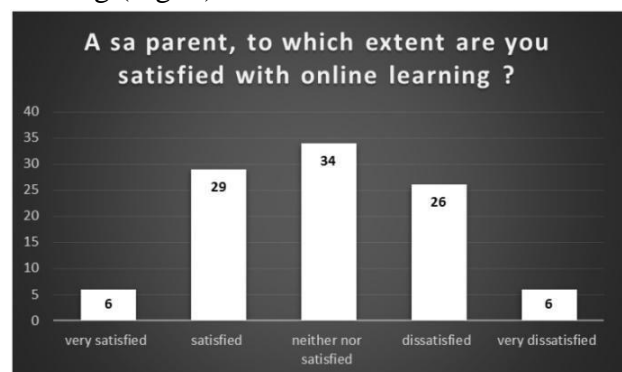


Fig-1: The Happiness of Parents

Enrolling Their Children in Online

Courses During the COVID-19 Epidemic

The second component of the survey was made up of four Likert-scale questions, and its purpose was to determine how parents in India felt about their children taking part in online education while the COVID-19 outbreak is still going on. The research found that among parents, 34.43 percent agreed with the assertion that they had positive opinions towards online learning, whereas 29.51 percent of parents disagreed with the statement. These findings are consistent with the replies provided by the parents on how well they were able to handle the education that their children got in the comfort of their own homes. For instance, 38.52 percent of parents agreed with the statement that they are able to successfully supervise the education of their children at home, whereas 29.51 percent of parents did not agree with this statement. The goal of the last two questions in this section was to ascertain whether or not the “educational and technological backgrounds of the parents were enough to support their children’s usage of the internet for educational reasons. Both questions elicited responses that were consistent with one another: the majority of the parents strongly agreed that they have adequate educational and technological backgrounds to support the online learning of their children, the largest number of parents agreed with this statement, and a smaller number of parents neither agreed nor disagreed with the statement”.

The goal of the third and last portion of the

questionnaire was to explore the numerous opportunities that are made available to parents through online education. According to the findings, the vast “majority of respondents agreed that participating in online learning gave them the opportunity to develop a positive relationship with their children (37.70%), gave them a deeper insight into their children’s weaknesses and strengths (44.26%), and gave them the opportunity to address their children educational needs (45.08%). Nevertheless, fewer parents believed that it gave them with a deeper insight to determine their children’s most appropriate area for the future (29%), which may imply that online learning, is not as valuable to parents as it may be to their children”.

The researcher wanted to find out “how supportive the school was during the COVID-19 outbreak, thus the fourth component of the questionnaire that was prepared by the researcher was intended to do just that. According to Figure 9, the vast majority of participants concurred with the statements that the administration kept them informed and engaged with regular newsletters about the school performance in online learning; the IT department was supportive regarding technical issues; and teachers were cooperative and offered guidance when needed (59.02%; 41.80%; 55.74%). On the other side, 0% of participants, 1.64% of participants, and 0% of participants strongly disagreed with these claims”.

The sixth component consisted of the

collection of data about the viewpoints that the educators held with regard to the use of online education. The majority of "parents agreed that their children's teachers had positive attitudes toward online learning (58.20%), did their best in online learning (51.64%), were flexible and cooperative (69, 56.56%), gave their children personalised, valid, and constructive feedback (37.70%), used positive reinforcement and virtual rewards to motivate their children (35.25%), and finally used many instructional techniques with concrete examples, according to the study's findings

The sixth part of this lesson consisted of collecting data in order to analyze the viewpoints of the parents on the web material that was shown to them. According to the data, the biggest proportion of participants felt that the online content was given in an understandable manner (56.56%), as well as that it was well prepared (56.56%). In addition, 40.16 percent of participants said "it was dependable and adequate to fulfill their children's educational requirements. In addition, 49.18 percent of those who took the survey said that the online classroom was easy to navigate and gave clear objectives and ambitions. A lesser proportion of respondents stated that they were neither in agreement nor disagreement with the statement (17.21 %, 14.75 %, 27.05%, and 24.59%, respectively)".

The last two parts of the survey were created with the intention of eliciting comments from parents on their thoughts on

the health and safety of their children in relation to online education. According to the data, 58.20% of respondents thought that it is safe for their children to participate in online learning, while around 11% of respondents did not agree with this sentiment. In addition, 57.38 percent of respondents claimed that they conducted frequent checks of "the information and the material that was being shared between their children and the friends of their children, whereas 13.93 percent of respondents disagreed with this assertion. In addition, the responses varied from a strong agreement (45.90%) to an agreement (31.15%) regarding the concern of the parents that their children would be subjected to an extended amount of screen time while participating in online learning. This was reflected in the fact that the range of responses was from strong agreement to agreement". Concerning the safety of the children who participate in online education, the participants' opinions ranged from those who agreed with the statement to those who neither agreed nor disagreed with the statement. In point of fact, 35.25 percent of respondents agreed with the statement that the curriculums of "the online classes included stories and activities that assisted their children in practicing mindfulness and self-reflection in order to maintain their well-being during the COVID-19 pandemic. On the other hand, 33.61 percent of respondents neither agreed nor disagreed with the statement. In addition, 51.64 percent of respondents and 46.72 percent of respondents agreed that teachers' teaching

and learning approaches were filled with care, concern, and compassion and that their children had the opportunity to socialize and to support their peers in online learning”. The percentage of respondents who agreed with these statements increased slightly from the previous question. This is in contrast to the responses of 31.15 percent and 26.2 percent of respondents, respectively, which were unsure how they felt about these assertions and gave neutral responses.

When the respondents' comments were requested regarding the nature of their encounters overall, the organised questions of the questionnaire came to an end. According to the results, online education met the expectations of 50.82 percent of participants, exceeded those of 11.84% of parents, and fell short of those of 37.7 percent of participants. (Fig. 2)”



Fig-2: Parents’ Overall Experience in Online Learning Students' Perceptions

Table 1: Students' Perceptions of the Online Learning Units

	Require Mean	SD	Elec tive Mean	SD	p
Satisfaction	4.25	1.42	5.67	1.14	.000***
Learning about the required subjects through the use of	4.68	1.53	5.67	1.14	.020*
It was a lot of fun to use the online	2.59	1.42	4.06	1.80	.002
In the future, it would be beneficial for this class to implement a comparable online	3.41	1.40	4.78	1.70	.003**
The time and effort required to complete the online classes was reasonable given the reward they offered	2.18	1.27	3.06	1.51	.031*
The questions in the online lessons weren't particularly difficult	5.12	1.04	4.78	1.66	.369
Combined	3.70		4.67		

This item is based on a seven-point scale: 7 indicates that you are extremely satisfied, 6 indicates that you are moderately satisfied, 5 indicates that you are slightly satisfied, 4 indicates that you don't know or have no opinion, 3 indicates that you are slightly

dissatisfied, 2 indicates that you are moderately satisfied, and 1 indicates that you are extremely dissatisfied.

On a scale of one to seven, the remaining items are rated, with seven denoting strong agreement, six denoting moderate agreement, five denoting slight agreement, four denoting ignorance or lack of opinion, three denoting slight disagreement, two denoting moderate disagreement, and one denoting strong disagreement..

(rc) Denotes a query that uses the reverse code. In the survey, these questions were posed in a “negative” fashion; however, in this table, they are presented in the other direction, which is a positive direction, in order to make it easier to compare responses across questions.

* $p < .05$; ** $p < .01$; *** $p < .001$

Respondents were required to separately score the two online parts of the survey that they had already finished for the first metric, which measured overall satisfaction. The combined satisfaction ratings for both components are listed in the first item of Table 2 since further statistical analysis did not find any differences between the units on this measure that were statistically significant. This is because there were no significant differences between the units on this measure. This was done to make things understandable and clear. As was evident, respondents who took the elective course expressed much better levels of overall satisfaction than those who took the obligatory course (5.67 stars). Table 2 demonstrates that students in the elective

course gave the online learning units much higher ratings for being "an effective way to learn" and "fun," as well as significantly greater levels of support for using the online units in this course again in the future. These findings demonstrate that students of today are increasingly embracing online education. Both of these findings are reflected in the fact that the students gave the online learning modules a substantially better overall rating. Some survey questions were purposefully worded negatively in order to reduce the degree of response bias. For example, the fifth item in Table 2 of the survey claimed that “Completing the online units took more time and effort than it was worth,” while the sixth item stated that “Questions presented in the online units were too difficult.” Both of these statements can be found in the survey. In order to facilitate reporting and analysis as well as easy comparison with the other responses, these items were recorded in the other way and shown in Table 2 with a positive orientation. Therefore, it can be concluded from the provided averages for the fifth item that, on average, participants enrolled in both courses concurred that the online experience "took more time and effort than it was worth." The fact that both of these averages fall below the four-point line on a scale of one to seven supports this claim. On the other hand, students who were compelled to take the course demonstrated a much higher degree of agreement with the statement that was provided earlier than those who were enrolled in the elective course..

Qualitative Analysis

The participant's responses to the last three open-ended questions were examined using content analysis, a qualitative descriptive method. In order to improve the experiences of both parents and kids who engage in online learning, as well as their attitudes on online learning generally during the COVID-19 epidemic in the context of India, the parents were asked what adjustments the school should make. Consider using this tactic in your research endeavors if you are interested in applying a degree of interpretation that is generally regarded as being fairly low. Content analysis is a method of evaluating written material that involves employing a methodical coding and classification process to identify trends and patterns of words used, their frequency, and their interactions with one another. This method of evaluation is known as a content analysis strategy. When conducting a study, a researcher has the ability to do a qualitative analysis of the data in addition to performing a quantitative analysis of the data when they employ content analysis. The facts viewpoint, which holds that data are reasonably accurate and true indices of reality, is the basic theoretical underpinning for this method. This perspective considers data as being relatively accurate and genuine indices of reality. The steps in the data analysis process, according to Elo and Kyngas, are as follows: organising the data (forming categories and subcategories under higher level headings), reporting the data (reporting the emergent results/final output),

and preparing the data (immersing oneself in the data and generating a sense of it). The term "theme," which is regarded as the final result of data analysis, refers to the integration of seemingly unconnected data pieces into a coherent whole, which is what defines the results. This is because themes convey meanings within the data set and capture something relevant about the data in connection to the research question. As a result, this is the reason why themes are important.

Question 1: What should the school do, in your opinion, in order to better assist you as a parent in your use of the internet for educational purposes, given that you used it during the COVID-19 outbreak?

In the appendix's Table 1, which contains an example of the parent's responses, you may find further information. Following that, the researcher classified these responses using the primary coding categories.

There were found to be six different categories for problem number 1. In order to improve their children's experiences during the COVID-19 pandemic, parents must participate in school-based support groups, according to an analysis of these groups. In order to engage parents, help parents, and guide parents through the process of online learning, parents have urged that schools should be more professional and supportive by providing a greater number of webinars or live sessions. This recommendation was made in response to comments made by parents. Parents who hold down jobs have reiterated time and again that they want more assistance in order to be able to

successfully juggle the demands of online education with the obligations of their work. In addition, the comments provided by the parents indicated that “regular interaction between the school and the parents” was one of the categories that was awarded the code with the highest frequency. In point of fact, fifty percent of the people who took part in the study asked for more open and honest communication on the learning goals, the curriculum, and the methods in which parents may help their children while they are at home. Similar to how the code for teacher-parent communication exhibits patterns, which suggests that parents frequently ask teachers for “Feedback on their children's learning.” “Sessions between the teachers and the parents where they can brief the parents about what is expected of them in e-learning,” and “A weekly short webinar about 30 minutes to explain to parents the focus of the subject units of the week,” among other things. In addition, one of the most common requirements that were imposed by the parents was to take into account the significance of the subject matter covered in the class as well as an evaluation of the student's overall performance. Examples of responses that were given frequently by the parents include “To reduce the amount of work and assignments, taking into consideration working parents and their backgrounds”; “Reconsidering the whole curriculum”; “System should meet current scenario and not load the children with unnecessary information and subjects”; and “Providing clarity of assessment.” In

addition, as a result of the shift in responsibility for instruction that was brought about by online learning, relatively few parents petitioned for a reevaluation of the school's tuition rates. This was the case despite the fact that online learning brought about the shift. On the other hand, only a very tiny number of responses suggested a desire on the part of parents to reconsider the decision to resume traditional classroom instruction and end support for online education.

Given that you were forced to utilize the internet due of the COVID-19 outbreak, what suggestions do you have for the school regarding the ways in which it could better support your child's usage of the internet for academic purposes?

The researcher looked for patterns in the answers that parents provided to question number 2 in order to determine the kinds of modifications that schools ought to make in order to improve the experience that students have when participating in online learning while the COVID-19 epidemic was ongoing in the setting of India. Nearly all of the parents mentioned the frequent and daily interactive live sessions that take place between the teachers and the students through the use of Google Meet, Zoom meetings, and Microsoft Teams videos in order “to engage the children and maintain their interest,” according to the analysis that was done on the parent responses. The study that was conducted on the parents' responses provided the data for this information. An even more distinct pattern for the code that considers the students' health emerges in

line with the prior statement. These patterns suggest that it should be required for online learning to “focus more on specialists' subjects and add mandatory subjects to help them mentally to cope with the lockdown, like meditation and mindfulness,” in order to “ensure that students feel supported in online environments.” Additionally, it should be required that “focusing more on specialists' subjects and adding mandatory subjects to help them mentally to cope with the lockdown” should be required in order to “ensure that students feel supported in online environments.” In addition, another community code that was issued by the responses of the parents was to rethink the difficult class content and design as well as the assessment procedure. For instance, in order for a school to improve the amount of success its students have with online education, parents have suggested that the school “Reduce the number of assignments,” “Provide better-prepared courses,” and “Understand the difference between online education and classroom teaching and adjust appropriately.” The majority of respondents voiced a desire for “more individualized assignments depending on different levels of skills/abilities.” This was in addition to “Ensuring that students aren't falling behind by delivering better information and clarity of assessment.” In addition, it seems that a common theme that runs across the responses from the parents is the need of promoting student engagement in problem-based learning and collaborative projects, as well as thinking about methods to enhance the present reward structure. Some parents,

for instance, have suggested that “It would be helpful to involve the kid in group projects to sustain their interest,” and that “More virtual prizes and encouragement” are highly advised to inspire pupils who are participating in online learning. Other parents have suggested that “It would be helpful to involve the kid in solo projects to sustain their interest.” In conclusion, a large number of parents have admitted that the support of instructors is highly recommended in order to encourage kids to participate in online learning. This recommendation was made in light of the fact that online learning has become increasingly popular in recent years. In point of fact, some of the replies that parents have provided in connection to this code are as follows: “Instructors need to be more present and helpful” and “More interaction between teachers and students throughout the courses to raise their attention and focus.” However, only a tiny percentage of parents have asked for a reassessment of the amount of time that may be spent studying online. The excessive amount of time spent in front of devices by their children gives many parents cause for concern.

Could you kindly provide your opinion on the topic of online education in the context of India, which is now experiencing an outbreak of the COVID-19 virus? Could you please give some examples?

The researcher has included an example of the responses that were provided by the parents in the table below. These responses have been categorised by the researcher based on the key coding categories.

When it came to the third question, the replies of the parents were separated into three distinct categories: those who had negative experiences, those who had positive experiences, and those who were apathetic toward the topic or chose not to answer the issue. The proportion of parents who reported having bad experiences came awfully close to equaling the number of those who reported having favorable ones. In point of fact, close to a third of the participants were in agreement that they had a positive experience with online learning in spite of the COVID-19 epidemic that was going place in the context of India at the time. Despite the fact that India was in the midst of a viral outbreak, this was the situation there. They reported that they participated in “an outstanding experience,” that “The school handled it in a very professional way from the beginning,” that it was “Serious, adequate, ambitious, yet acceptable as an emergency trial,” and that “It was effectively organised and everything was made available.” In addition to that, they remarked that it was “an incredible adventure.” On the other hand, an additional one-third of all participants had a negative experience during which they claimed that online learning in the context of India was “Inconsistent from one school to another” and “Immature, unhealthy for the child, lonely, passive, not sustainable, and, very disappointing.” These views, along with their proportion, were consistent with the results of the quantitative analysis, which showed that the percentage of satisfied participants was lower than the percentage

of satisfied participants who had a positive experience. This was shown to be the case because the analysis showed that the percentage of satisfied participants who had a positive experience. This was proved by the fact that the percentage of satisfied parents of children who got their education in a traditional setting (35%) was virtually comparable to the percentage of satisfied parents of children who obtained their education online (35%).

Table-2: Coding categories and sample responses to open-ended question# 3

Coding Categories	Sample of parents’ responses
Negative experience	It differs from school to school, which makes it challenging to make comparisons between them. An experience unlike any other. Immature It will be detrimental to the baby's health in the long run. Apathetic and cut off from others, we are sending up prayers in the hopes that our children will be able to return to their happy, regularly planned educational experiences in September!!! This cannot be sustained over the course of a lengthy period of time. It is already a disaster, and it is continuing to become worse. It was an incredibly distressing ordeal to go through. In terms of making progress, there is still a substantial amount of

	territory that has to be covered.
Positive experience	<p>Considering how little time there had to prepare it, it went rather well!</p> <p>Unfortunately, there was a lot of pressure on the parents, especially the ones who worked outside the home or had more than one child to care for since online learning was beneficial for the children so that they would not miss their school year. It was the most effective course of action.</p> <p>In light of the fact that the pandemic was an unexpected development, the strategy was, in general, very effective. Since the very beginning, the school dealt with it professionally; as a result, I had a wonderful and positive experience.</p> <p>India is, in my opinion, head and shoulders above the other nations where our family and friends live; I had a wonderful time there.</p> <p>A trial that is adequate, ambitious, and yet suitable given the circumstances. It was an extremely critical situation.</p> <p>Although helpful in an emergency, it places significant</p>

	<p>additional weight on the shoulders of the parents.</p> <p>It was handled quite skillfully. It didn't matter if it was the applications, the connection, or the resources; everything was made available.</p>
Neutral experience	<p>N/A</p> <p>It was okay</p>

DISCUSSION

The elimination of the idea of the impossible from the teaching and learning process has made acquiring an education much simpler and within the reach of many individuals due to the rise of online education. In point of fact, online education possesses the quality of making education available in any situation, particularly in times of crisis, as was demonstrated during the COVID-19 pandemic in the year 2020. This is a feature that online education possesses. This study aimed to examine the perspectives on online education held by 150 parents residing in the Indian context during the COVID-19 outbreak. Random selection was used to choose the responders. In the current survey inquiry, a methodology called “mixed methods” was utilised to collect both quantitative and qualitative data in a contemporaneous design. This was done using a mixed design. This was done to verify and confirm the results that had been gained from the study. The findings were

incredibly intriguing, and they showed that the responses and opinions of the parents were similar in some ways, but different in other ways as well.

For instance, working parents have expressed a greater degree of contentment with regard to their participation in online education as compared to non-working parents. This may be related to the fact that stay-at-home parents are more acclimated to dealing with online schooling owing to the nature of their professions, as shown by the research. This is in contrast to families in which both parents have jobs. In other words, they were better able to examine and evaluate the content, the attitudes of the teachers, the assessment procedure, the homework, the feedback from the teachers, the conversations between the teachers and students, the tutorials, as well as the physical and emotional states of their children. In addition, they were better able to monitor and assess the emotional and physical states of their own children. As a consequence of this, the reason for their unfavorable comments was that they were unable to have a more thorough and all-encompassing comprehension of the entire process of online learning. In addition, respondents who were female reported higher levels of satisfaction with their experiences with online education than respondents who were male. These findings were in accordance with the expectations that the researcher had going into the investigation, and it is possible that more research may be undertaken to investigate the reasons that contributed to these findings.

In addition, it is possible to extrapolate from the consistent quantitative and qualitative data that parents' general happiness with online learning in the context of India is evenly divided between those who are satisfied with it, those who are not satisfied with it, and those who are neither happy nor dissatisfied with it. This is the case because the quantitative and qualitative data are consistent. There are a number of different things that may have led to these results. It's hard to say for sure. For instance, a learner's degree of enjoyment with the experience might be affected by the simplicity and convenience of the online education that they are receiving. To put it another way, parents are more likely to be satisfied with the outcomes of their children's involvement in online education if the process appears to be uncomplicated and flexible for the children. Therefore, the majority of parents agreed in their qualitative responses that online learning was the only convenient solution for their children to continue their studies during the pandemic, which is perceived as a developing country that embraces technological trends and teaching practices as a pioneer. This is because of the fact that India is a country that was one of the first to embrace these trends and practices. This is due to India's status as a country that is considered to be on the cutting edge of these trends and practices. In spite of this, their perspectives on how easy the procedure was to complete were rather divergent. The degree of straightforwardness is dependent on a myriad of different aspects and considerations. This included the

parents' educational and technological backgrounds, which are necessary in order to cope with online learning, the parents' support from the school and the teachers, as well as the parent's views of the content quality, weight, clearness, and effectiveness, along with the parents' worries of the length of time spent in online learning, and finally, the student's physical and emotional health. All of these factors were taken into consideration. Lastly, the student's physical and emotional health was taken into consideration. All of these are facets that may have an effect on how parents view how easy it is for their children to study online, and that perception may be influenced by a variety of factors.

CONCLUSION

The COVID-19 outbreak has brought about considerable changes to the education system in India, beginning with the physical conversion of classrooms to courses that are based on online learning platforms. These changes were brought about as a direct result of the epidemic. E-learning, also known as online learning is a solution that may be utilized for academic pursuits in addition to promoting public health and safety. E-learning is also commonly referred to as online learning. It is essential for both the students and the instructors to engage in additional educational pursuits outside of the classroom. In point of fact, situations like these give rise to a new discussion in the field of education in India, which focuses on the difficulties or problems that are widespread in populations that are considered to be disadvantaged. In addition,

parents typically assume the role of educators, despite the fact that their efforts frequently fail to enable them to cope with duties that are above their skills. This is because parents tend to view their children as their first priority. According to the findings of this survey, parents are not yet ready to deal with the rapid changes that are occurring in the educational system. It may be challenging for parents to follow their children to the many educational institutions that they attend, which is one of the primary reasons why.

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