

PARENTS ATTITUDE TOWARDS CHILDRENS' ACCEPTANCE ON LEARNING THROUGH ONLINE SESSIONS DURING PANDEMIC

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Abstract

Because of the pandemic Covid-19, the status of academic calendars was in jeopardy across the globe, leads to shutdowns of educational institutions. In order to maintain the optimum level of literacy, most of the educational institutions planned to carry out online education system. New technology devices, such as smartphone, are significantly influencing the lives of many children and teenagers today. The pandemic of coronavirus disease 2019 (Covid-19) happened at a time when scientific advancement and worldwide digitalization were at an all-time high. Nevertheless, issues like e-readiness, education style, and effectiveness remain unsolved, especially in poor nations like India, where technology constraints like device adequacy and broadband availability are a major roadblock. To maintain young children studying and playing activities in their home, internet learning was heavily recommended as a substitute for traditional face-to-face teaching. The goal of this study was to look at the ideas and attitudes of parents towards the acceptance of young children for online learning during the Covid-19 pandemic lockdowns. Covid-19 has made it obligatory for pupils to sit indoors, and sitting idly indoors can cause mental stress. As a result, online learning may play a significant part in keeping young children interested and stress-free. During this epidemic, online learning is the most effective option. This article focuses on the benefits of mobile device ensured online learning for children during times of crisis, such as job absences or pandemics. As a result, various online learning tools and strategies that help assure learning continuity are emphasized. The advantages and disadvantages of using mobile device for online learning environment are also explored. During lockdown, the perceptions of pupils who learn from home using an online learning system are highlighted. According to the findings, implementing online education in the pandemic days was more challenging for the parents and families. Most of the Indian parents and children were unprepared to accept online learning due to a lack of training and experience. Policymakers and teacher education will benefit from the findings of the paper.

Keywords: Online Education, Online Learning, Children, Attitude, Parents, India, Covid-19

1. Introduction

In past few decades, the adoption and utilization of digital tools by young children to learn through internet medium in the early days has caused fierce debate among researchers, teachers, and policymakers (Aubrey et al., 2008); (Elkind, 1998); (Plowman et al., 2012). (Brady et al., 1984;

Elkind, 2007) argued that “young children should not be exposed to online learning because it does not prepare them socially and emotionally for school (*Edwards et al., 2012; Zalaznick, 2019*) and may harm their health and development”. Most of the nations across the globe encountered a temporary closure of educational institutions to halt the spread of the Covid-19 outbreak. Young children have been proven to benefit from digital learning when it comes to understanding abstract concepts and participating in group work, logic, and problem-solving tasks, according to (*Clements et al., 2003*). (*Arnott et al., 2020*) have recommended, instead of a public outrage, reimagining internet devices as economic, social, and interpersonal assets that present in the modern child's public sphere and may assist to their learning ecologies. (UNESCO) on their report said, 91% of the world's schools and colleges started closing temporarily as a precautionary step to stay away from the deadly virus (Covid-19). Several other nations have adopted regional closures that will affect millions of more pupils.

Although schools and universities remain closed indefinitely, educational institutions and students are experimenting with ways to accomplish their mandated syllabi within the timeframe set by the academic calendar. Such limitations have obviously caused some inconvenience, but they have also sparked real examples of educational reform that incorporates digital inputs. This is a positive aspect on a gloomy cloud, given the sluggish rate of reformation in academic institutions, which tend to utilize centuries lecture-based instructional practices, institutional biases, and outmoded classrooms. COVID-19, on the other hand, has spurred educational institutions all around the world to pursue cutting-edge technologies as soon as possible. Parents may influence the learning of their children by integrating online technology and media settings into the child's natural vicinity from the beginning. The quality and quantity of online learning, activities, and learning opportunities that children get at home are impacted by their parents' perceptions on the role and potential of online learning for young children. Companies are increasingly recognizing the potential of online learning as a cost-effective way to reach a large number of people. It has the ability to provide significant results by reducing costs while simultaneously improving performance.

2. Review of Literature

(*Warner et al., 1998*) proposed the theory of preparation for learning through online. (*Warner et al., 1998*) stated that readiness of online learning can be accompanied with three factors such as: (1) students' preference for a method of delivery over face-to-face classroom instruction; (2) students' confidence in using electronic communication for learning, which includes competence and trust in the use of the Internet and computer-based communication; and (3) tendency to engage in self-directed learning. Several researchers, such as (*McVay, 2000, 2001*), refined the notion by developing a 13-item scale that examined student behaviour and attitude as predictors. The efforts that are required to improve the level of efficacy of learnings through online platforms will be considered as the viewpoints of children and parents. The present study magnifies that students have both good and unfavorable views regarding online learning. A number of studies suggested that effective interactions between the instructor and student over the online session will increase the interest of students to be active in the online classes. Self-directed learning, motivation for

learning (*Deci et al., 1985; Ryan et al., 2000; Fairchild et al., 2005*), learner control; (*Reeves et al., 1993*), computer and internet self-efficacy were some of the factors that researchers identified as influencing readiness for online learning. Online communication self-efficacy, (*Bandura, 1977; McVay, 2000*). The teacher's contacts with students, as per various studies, have a substantial influence on the students' perceptions of learning through online. The ability of class teacher communication to encourage reasoning skills and knowledge acquisition rate of interactive elements in the internet context, the degree of educational focus on learning through interaction, the resourcefulness of online learning, the chances of participating with instructors and classmates in online learning settings, social engagement, academic self-concept, and competencies required are all factors to consider (*Palloff et al., 1999, 2007*).

Furthermore, in the literature several defects associated with learning through online have been examined (*Palloff et al., 2007*). Lack of a sense of community and/or feelings of loneliness (*Petrides, 2002; Woods, 2002*), difficulties in cooperating with co-learners, and technical difficulties Issues connected to instructor (*Muilenburg et al., 2005*), higher student attrition rates (*Piccoli et al., 2001; Song et al., 2004*). (*Frankola, 2001*) argued that students required to develop discipline, ability of writing, self-motivation and commitment to time while learning through online. (*Golladay et al., 2000*) suggested that online learning process tend to have certain limitations and weaknesses.

Online or internet lessons have been compared with traditional classroom training in a series of studies. The sorts of interactions that may take place online as well as in traditional classroom sessions varies greatly, and speaking in one forum vs. another can have a direct influence on the opinions of students and faculty (*Ryan, 2001*). Several studies contrasted the perceptions of students and teacher over online and traditional classroom learning. With mixed results number of studies indicates that more attention is required to provide clear understanding on the impacts of online learning. There was also no discernible difference in academic progress or satisfaction between online and face-to-face sessions (*Hara et al., 1999*). With the extensive literature support the study aims to provide a clear understanding of perceptions of students and their parents towards online learning. Potential issues faced by students over online learning performance also examined in this study. It has been accepted that pandemic like Covid-19, encouraged the practice of online education throughout India for some period of time.

3. Objectives

The stud's objectives may include:

- Examine the steps students took to enroll in an online learning programme during Covid-19's shutdown period.
- Describe the numerous internet tools and platforms that educational institutions used during the pandemic. Covid-19.
- Highlight some of the advantages and disadvantages of online learning via electronic devices (Smartphones), as well as suggestions for development.
- Extract the views of parents, students and educators towards the online learning process.

4. Methods

4.1. Setting of the Study

Since the end of 2019, COVID-19, an acute respiratory disease linked to a novel coronavirus (SARS-CoV-2) infection, has rapidly spread throughout the world from China. In March 2020, it arrived in India and other Asian countries. Post Lockdown in 2020, Indian educational institutes started to implement online sessions to the students in order to maintain the level of literacy.

4.2. Participants of the Study

During the second wave of the COVID-19 epidemic, Indian school-aged children and adolescents (6–18 years) and parents were given a self-report and anonymous questionnaire to complete. In Google Forms, we made the questions. They were discussed in detail electronically (email, whatsapp) together with the study's goals and provided directly to older children (middle and high school) or indirectly to younger children (with the help of instructors).

4.3. Procedure of the Study

With the support of a literature survey and informal discussions with students who are currently enrolled in online programmes, a structured and unstructured exploratory questionnaire was created. The final questionnaire was designed after pre-testing with 12 respondents, whose comments was taken into account.

4.4. Domain of the Study

First and foremost, for the online survey, we identified important informants from several schools. The main informants were sent a WhatsApp message with a link to a Google form. Following their submissions, they used snowball sampling to distribute the questionnaire to additional university students. After circulating the Google forms for ten days, we removed the link. This method yielded responses from 307 pupils from various Tamil Nadu schools.

4.5. Data Analysis

Quantitative and qualitative methodologies were used to analyse the data in this study. The quantitative data was initially examined using IBM SPSS 26.0. During the COVID-19 epidemic, data was cleaned, and the few missing values (0.5%) were replaced with the mean to compute the frequency, mean, and SD of parent characteristics and children's online learning activities. A structured and unstructured exploratory questionnaire was designed using the results of a literature review and informal interviews with students already enrolled in online programmes. Following pre-testing with respondents, the final questionnaire was constructed keeping their feedback in mind. Finally, each response was assigned a score from one to five for analysis purposes: “1 indicates significant disagreement; 2 indicates disagreement; 3 indicates neutrality; 4 indicates agreement; and 5 indicates strong agreement. Negatively phrased items were then recoded to make the scales read in the 'positive' direction, with lower scores signifying negative or less positive beliefs. For each scale, the mean scores were calculated, providing a holistic view of the replies from parents and children. In general, the qualitative data collected was simple for creating material on the internet and the dangers of uncontrolled digital use. They were concerned about

how computer use will affect children's social and health development”, (Plowman et al., 2012; Lepinic et al., 2013; Jiang et al., 2016).

Table 1: Analysis of belief and attitudes of children towards online learning

Code	Meaning	Extracted Data
Shortcomings	It relates to the drawbacks and problems associated with online sessions	There is a lack of real learning atmosphere over the online classes
Self-regulation	It relates to the ability of students to manage themselves during the sessions	Children were found to be unaware of self-regulation
Time	It refers to the time taken by children to understand the topics taken on the online sessions	Children needs parental guidance on understanding the topics

4.6. Survey

The research was carried out in the Indian state of Tamil Nadu. The online poll was completed voluntarily by 327 parents with children enrolled in local early childhood education programmes. The bulk of the students were between the ages of 30 and 39, as well as 20 and 29, with a few between the ages of 40 and 49, and a few under the age of 20. They had a wide range of educational backgrounds, including junior secondary school, high school, bachelor degree and postgraduate degrees. Government/public organisations, state-owned enterprise, private enterprise, family-owned business, freelancer, and jobless were among the occupations represented (Figure 1, 2, 3 & 4). It can be shown below in table 2.

Table 2: Background verification of the sample

Item	Criteria	Frequency (307)	N%
Gender	Male	163	53.1
	Female	144	46.9
Age	25 – 35	81	26.4
	36 - 45	126	41.0
	46 and above	100	32.6
Occupation	Government	79	25.7
	Employees	137	44.7
	Private Employees	91	29.6
	Freelancer/Unemployed		

Level of Education	High School or Below	73	23.8
	Undergraduate	154	50.2
	Postgraduate	80	26.0

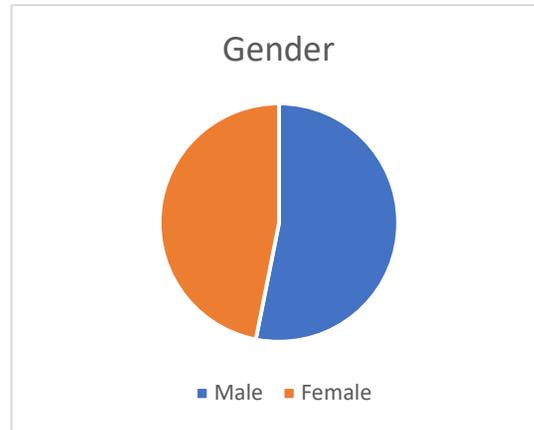


Figure 1: Gender variance of the sample

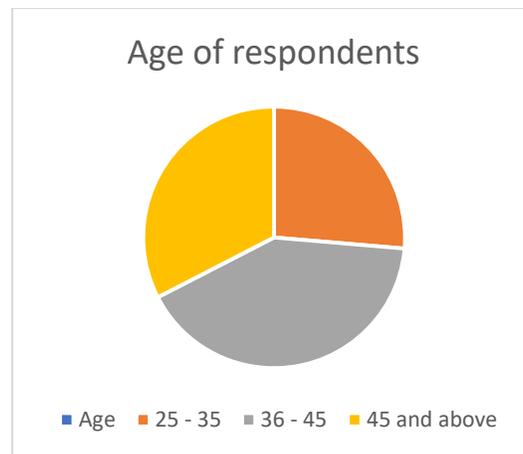


Figure 2: Age of respondents

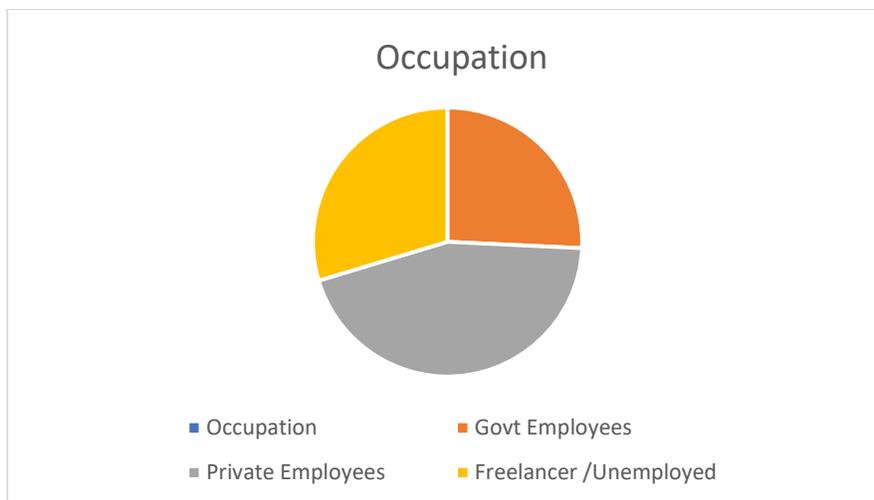


Figure 3: Occupation Background of the respondents

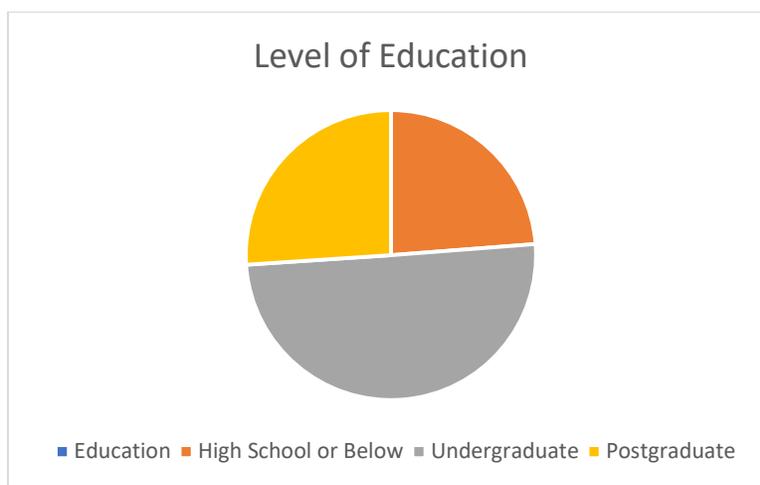


Figure 4: Educational Background of the respondents

4.7. Questionnaire

There are three sections to the questionnaire, each comprising 41 closed and two open-ended questions. The final questions and rating scales give an overview of parental attitudes and perceptions of online learning. On the other hand, open questions allow parents and children to express their personal feelings, experiences, and knowledge regarding online classes.

To detect, analyse, and summarise patterns created from the data, thematic analysis (Braun *et al.*, 2008) was used. In six steps, “the qualitative data analysis followed their step-by-step guide. (1) Getting to know the data; (2) creating basic codes, such as opposing online learning; (3) looking for themes; (4) refining and reviewing themes; (5) defining and labelling themes; and (6) writing qualitative results. Parents' opinions, for example, were originally categorised into two broad categories: those who embrace online learning and those who oppose it”. The original categories were then restructured and categorised into themes centred on the advantages and disadvantages

of online learning. The following three themes emerged from all of the causes identified: limitations of online learning, young children's insufficient self-regulation, and parental lack of time and professional competence.

5. Findings of the Study

The impact of the Covid-19 epidemic on the learning process of school children in online. Through the passage of pandemic issue, the majority of the parents (91.6 percent) stated that their children had effective influence on online learning process, with more parents (82.4 percent) spends lower than half an hour all the time. Certain parents said their children learnt online once (42.3%) or more than one time (16.7%) every day, whilst others said their children learned online once, twice, or thrice for a week (Figure 5 and Figure 6). In addition, one-third of the youngsters spent fewer than 15 minutes per day online, while certain children merely spends between 15 to 30 minutes. The vast majority of parents took advantage of free or low-cost internet learning options. And, as indicated in Table 3, the learning over online for children were primarily handled by the pre-school instructor or other teachers. On the other hand, some children found to learn through mobile applications, e-learning websites and some other means.

Table 3: Frequency and time of online learning sessions of young children

Online learning of children	Group	Outcome (%)
<i>Online learning frequency</i>	Never	9.4
	Weekly once	8.5
	Weekly two or three times	23.1
	One time per day	42.3
	More than one time per day	16.7
<i>Time to spend on online sessions</i>	Around 15 min	34.6
	From 15 to 30 min	27.9
	From 30 to 45 min	24.2
	Above 45 min	13.3

<i>Sources</i>	Teaching faculty of Kindergarten	62.7
	Other faculties	17.6
	Mobile apps for online learning	12.4
	Websites of online learning	7.3

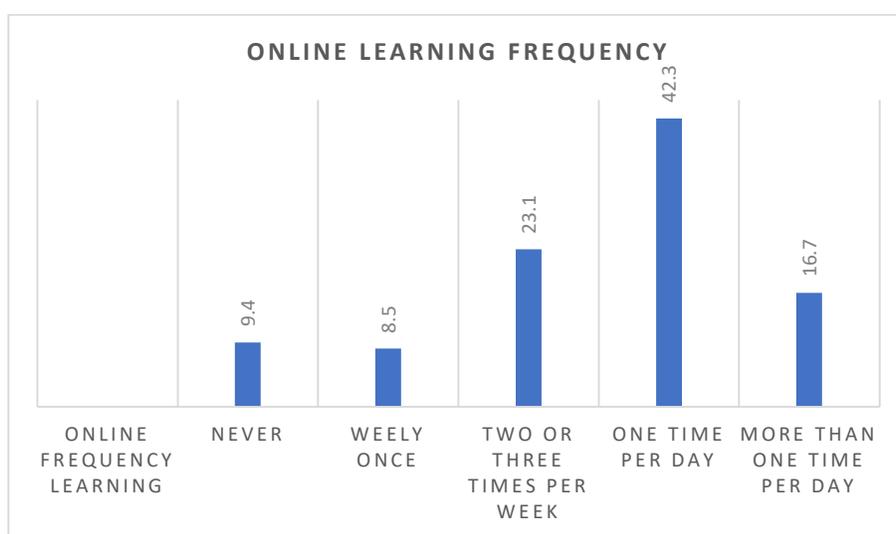


Figure 5: Frequency of Online Learning

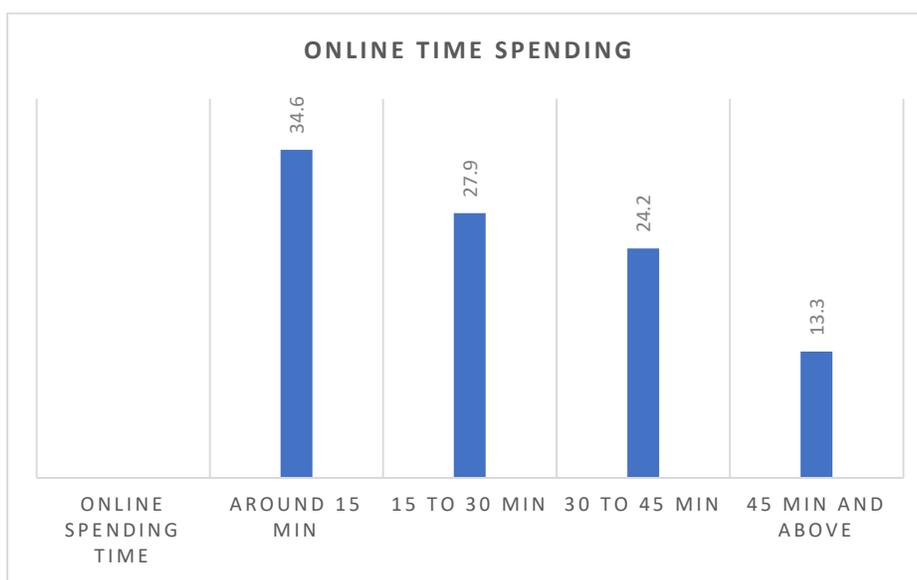


Figure 6: Online Spending of time

The following Table 4 summarizes the findings from the COVID-19 analysis of learning activities of children in online. To begin with, most children studied the recorded classes online once or more than once per day, whereas others viewed one, two, or three times a week, and just a tiny percentage don't ever so. Literacy, brain exercises, science, and arts were among the topics covered by the learning of children in online. In the open question, a few parents mentioned that their children were acquiring physical activity and language through the internet. Secondly, numerous little children attended the live online session on a daily or multiple daily basis, while others only did so one, two, or three times once a week, as well as a tiny proportion never engaged. Thirdly, several children utilized mobile apps numerous times for a day, whereas other children used it one, two, or three times for a week, and so many did not do them at all.

Table 4: Interactivity and learning over online sessions

Process of Learning	Never	Weekly once	Weekly 2 to 3 times	Daily once	More than one time per day
Through recorded session	14.6	17.6	13.4	21.5	12.8
Through live session	13.0	18.1	17.8	11.4	17.6
By learning websites	11.6	10.9	16.8	12.7	13.9
By mobile application	27.2	18.5	14.2	14.3	13.8
Presence of Parents	07.8	12.1	11.4	16.0	19.3
Child's interaction with teacher	15.6	14.1	12.6	14.1	8.6
Parents interaction with teacher	17.5	8.7	13.8	10.0	14

5.1. Attitudes, belief of Parents towards online learning of Children

5.1.1. Lack of real learning atmosphere in online sessions

According to the quantitative statistics, parents have a lower opinion of the usefulness of learning through online. Perceptions of parents was the first subscale which is being examined the merits and demerits of online learning classes versus regular classes. This scale has a mean of 2.54 and a 0.61 standard deviation. Only a small minority of respondents said online learning had better

learning material (16.7%), better learning results (10.4%), and is more efficient (12.3%) than conventional learning. On half of the parents did not agree or disagree with the statements about the benefits and drawbacks of online learning, showing that they had a neutral opinion about its worth. Only 1.7 percent of those who commented were parents, demonstrating that online education may be utilized to assist children's learning in the event of a pandemic.

“When children learn online, they do not feel as though they are in class. Adults must sit by their sides at all times, urging them to [concentrate] due to their lack of identity. Because they have no peers and no learning environment, children are constantly keen to play and are unable to concentrate on their studies”

5.1.2. Online learning becomes harmful for young children

According to the quantitative research, parents were less enthusiastic about the benefits on learning through online. The mean of subscale two was 2.50, with a median standard deviation of 0.60. A modest proportion of parents thought that online learning may help their children's language development (20.4%), literacy (23.8%), social skills (23.2%), independent abilities (16.5%), arts (20.4%), and physical health (19.8%). (8.9 percent). In general, more parents believe that online learning can help their children learn more about science (35.8 percent).

The function of online learning in helping children's development in language, literacy, independence, social skills, science knowledge, and the arts was viewed as neutral by around half of the participants. "During the particular [pandemic] scenario, children may study online," several parents said, according to the qualitative investigation. Others, on the other hand, said that "although children may learn using online ways, the learning quality is poor" and that "the learning effect of online learning is ineffective." Many parents took further to remark that because their young children lacked identity of self-control and had a limited attention span, they couldn't study on the internet. "Children are too young, and their minds can't concentrate," they said, "online learning efficiency is low, and children's self-regulation is weak," and "their initiative is low, despite acquiring the same information as in school." Parents have also indicated strong resistance to online education, expressing concern over negative consequences for childhood development as a rationale. As seen by the following remarks from their responses to the two open questions, the parents believed that online education was much more detrimental than useful to small children. The questions can be quoted below

“Prolonged internet addiction has taken away children's capacity to think creatively, reduced physical fitness, and caused visual fatigue”.

“Younger children are expected to be busy and lively, but they are increasingly required to keep studying in a calm and inactive way in online. Due to a shortage of interactions with friends and teachers, their temperament has indeed been strained”.

The greatest source of worry is the influence on young children's vision. Many parents were concerned about their children's social growth and physical health, particularly their eyesight. Whenever it comes to embracing online learning for their children, parents had a problem, according to one parent: "children can acquire some knowledge through online ways, but they will develop an interest in viewing cellphones and television, which is hazardous for their eyes". Many

parents blamed online learning for their children's troubles and challenges, as evidenced in the statements below, without citing any positives.

“The most serious flaw with [online learning] is that it is hazardous to one's eyes. Young children are incapable of learning online and do not pay attention. Their eyes will suffer if they are exposed to bright light for an extended period of time.”

5.1.3. Parents must devote time and have professional skills in order to participate in online learning

The quantitative findings from sub - scale three measured the ideas and attitudes of parents towards the impact of online education of their children found to have a mean of 3.12 and a standard deviation of 0.56. Estimated half of the respondent concluded that online learning managed to keep their children from doing nothing at home during the Covid-19 outbreak (60.10%), enhanced parent–child connections (46.7%), influenced educational thoughts (46.3%), and had shown them that children can take part in a range of events (43.8 %). Overall, parents thought online learning had a positive impact on education of their children. The qualitative data, on the other hand, revealed that some parents considered their children's online learning to be inconvenient, demanding, and time-consuming. “[Online learning] wastes too much adult working time, adds strain to parents, and has a substantial impact on parents' job,” said 1.5 percent of parents. This is due to children's lack of self-control, and children's online learning necessitates parents leaving their jobs to follow them at home, which takes time and effort, according to the parents.

“When parents have two children, they can only be concerned about the elder child's [online learning], but not the younger. It's tough to decide whether to accompany children to school [at home] or to work for a living. Parents may only focus on their children's [online learning] when they are in school. According to one of the parents, parents have recently returned to work and are unable to supervise their kindergarten children's online learning”.

Since there was no relationship among the children and parent attitudes on online education, their place of learning was significantly linked towards the value of online learning ($F(6, 3284) = 2.62, p = 0.01$) and the role of online education in family ($F(6, 3284) = 2.20, p = 0.04$). Overall, parents who own their own businesses or work as freelancers had more favourable attitudes toward online learning, which might be due to the fact that they had more freedom to follow their children's online learning than those who worked for government agencies or corporations. In overall, 8.5% of parents said they would not encourage online schooling for children under the age of eight, and they wanted to wipe out the online learning practices after the pandemic. For instance, a parent remarked, “as the kindergarten reopens, I disapprove of online education”, whereas another marked, “Hope to start kindergarten soon to adopt conventional education.” Some of these parents questioned the 'suitability' of online learning, saying things like, “children are too young with limited self-regulation, and online learning is not acceptable,” and “online learning is not suitable for young children.”

6. Discussion

According to the present study, a large number of children had free as well as low-cost education through online learning programmes, which would be the first to explore Indian parents' values and beliefs regarding online learning during the pandemic. On either side, their parents had contrasting views on this programme of study. This section will address these discoveries, as well as their implications for future study and practical developments.

6.1. The negative attitudes of Indian Parents on online learning

In order to start, the families throughout this poll stated that in early education contexts, internet learning is less effective than traditional learning. They claimed that lower educational outcomes might emerge as online schooling lacking a teaching conditions and social ties to engage children. These often negative opinions towards e-learning could be connected to the two main factors. First is that Covid-19's lockdown had resulted in a substantial shift in education to online. Like a consequence, conventional parenting notions of children and aspirations for early education approaches, which include playing and outdoor sports, have been called into doubt (*Stephen et al., 2018*). "Challenges persist in our knowledge of childhoods in the twenty-first century and in incorporating new technology into children's learning cultures," (*Arnott et al., 2020, p.126*). "In the digital era, the prevalent views and public talk regarding childhoods are either passive/at-risk or empowered", said (*Dong, 2018; Mertala, 2019b*). Because of these divergent viewpoints, certain parents and teachers believe that child's use of digitalization is inappropriate, posing a conundrum and ambiguity for those wanting to integrate digitization into learning of children (*Dong et al., 2020; Erdogan et al., 2019*).

Secondly, majority of Indian parents were concerned about visual impairments caused by learning through online sessions, according to the findings. In India, the frequency of myopia appears to have risen dramatically in recent years, with an increasing number of young children being diagnosed with the condition (*Ku et al., 2019*). The public's enlarged screen time has been blamed for this problem (*Guarino, 2018*). The Ministry of Education and seven other national organizations collaborated to create an "Implementation Plan for Preventing and Controlling Myopia in Children and Adolescents" to minimize children's technology usage by restricting screen time. As a consequence, the concern indicated by Parents in this poll is understandable, and development teams of digitalized teaching approaches should take this into consideration.

Finally, the study found that Indian parents were concerned about their child's sedentary lifestyle and also the digital and online learning-induced addiction to devices such as television and smartphones. Given that all young children were confined at home with instructors and classmates during the COVID-19 outbreak, this worry is quite reasonable and understandable. The finding backs with earlier studies suggesting that parents and teachers are aware of the detrimental effects of screen time on young children's improving health. Edwards et al (2012). In this study, Indian parents reported utilizing a variety of tactics to limit their children's use of digital devices, as well as making many efforts to encourage offline activities for their children while restricting their

children's usage of digital devices at home. Some Indian parents have even stated that after the pandemic is ended, they will restrict their children's access to internet schooling.

Each of these findings revealed that Indian parents were sceptical of digital and online learning. Despite the fact that this survey was carried inside a different environment (India) even at a varying times (during COVID-19), the research results of Indian parents' deleterious attitudes and beliefs towards learning through online are constant with certain foreign research done in European nations (Livingstone et al., 2015) and Australia (Australian Government, 2019), that also discovered that parents have been relevant to online consequences and spending lots of time internet. As per a recent countrywide research of 327 parents of children aged 2–17, their children spend quite so much time online, surfing social networks, and viewing Television programs. Indian parents, on the other hand, were much more anxious about their children's eye vision deterioration induced by monitoring displays because their children were younger in this research.

6.2. Why did Indian parents hold such a bad opinion of their children learning through online?

To begin, this study discovered that Indian parents were more likely to dismiss the process of learning in online as their children lacked or had poor ability to control themselves. The research backs with the theory that self-control is essential for children to be engaged in online learning, (Vlachopoulos et al., 2017). Moreover, Indian parents placed a strong priority on the relationship between self-regulation and Confucianism, which teaches children to be self-restraint and self-regulate in order to respect societal laws and standards. This goes beyond the idea of self-regulation, which is defined as "self-generated thoughts, attitudes, and actions aimed toward achieving goals" (Zimmerman, 2002, p. 65). This data, on the other hand, suggests that Indian parents may expect their children to acquire and demonstrate self-control and self-regulation from an early age (Luo et al., 2013).

Secondly, the study discovered that the Indian parents were more likely to dismiss online education since their children were indifferent, inattentive, and distracted when doing so. This research implies that young Indian children are not own induced learners who should be "metacognitively, motivationally, and behaviorally engaged participants in their learning" (Zimmerman, 1990). The study's conclusion, however, contradicts previous findings indicating Indian children were intrigued and delighted about digital programmes (Sharkins et al., 2016) and that young children were extremely engaged in media and technology, (Jiang et al., 2015). This disparity might be due to the quality gap between digital and online learning, as one parent stated that, "the content of online learning is not particularly appealing to youngsters." As a result, it is favourable for the Indian parents and children to resist and reject it's possible that Indian children and parents are resisting and even rejecting internet learning because of its poor quality and dull material. It's possible that the digital and online learning medium aren't the root of the problem. As a result, (Vlachopoulos et al., 2017) hypothesized that the structure of online education influenced learners' views of online learning.

Third, many parents, particularly those with several children, who rejects learning in online basis as they found lack of time to encourage their children's learning process though online at home,

according to this study. This research is in line with that of *(Li et al., 2020)*, who discovered that “Indian parents of only children had greater opportunities and educational resources than non-only child parents”. *(Smith et al., 2016)* discovered that “online learning needed a large time investment from parents. Despite being surprised by the time necessary to support their child's online learning, the American parents in their survey still wanted to be involved in their children's online learning”. Moreover, the Indian parents in this study were unaware of the relevance of their participation and were unwilling to support their children's online learning. Finally, the parents in this study were unfavourable towards online learning since the Covid-19 lockout had caused them to suffer from the problems and unanticipated demand that online learning had imposed. They were unable to educate young children since their traditional job was not that of a child's teacher, and they lacked the necessary training. Teachers frequently accused Indian parents and grandparents of pampering their children by providing them too much screen time *(Tobin et al., 2009)*. As a result, they were hesitant to educate their children at home, believing that "their children pay more attention to their teachers and enjoy a better learning environment at school." As a result, they were ecstatic to return to preschool with their children.

7. Implication, Limitation and Conclusion of the study

In recent days learning through digital and online mode is becoming more popular as a result of its advantages, including such additional agility, better accessibility, and cheaper prices *(Khurana, 2016; Chen, 2010)*. However, during the Covid-19 epidemic, our study discovered that implementing online learning was complicated and difficult for Indian families. In early childhood educational situations, Indian parents had negative perceptions and opinions on the ideals and benefits of online education and preferred traditional schooling. Since they were not schooled or equipped to adopt active education, this is the case. As a result of the Covid-19 outbreak, they've become increasingly sceptical about home-based online learning. These Indian parents were seems to be more cared on the drawbacks of education through online mode, their children's lack of becoming out of control, and inability of maintaining timings and common professional abilities to help their children study online.

Probably, there are certain limitations for this study. To begin, quantitative approach in a larger number may provide ideal and distinct evidence on the problem of interest. The study also lacks the tendency of obtaining widespread knowledge of specific challenges and events. To have a clear understanding about the actual viewpoints, concerns and challenges, interview method was carried out in this study. Following the previous studies, the above open courseware used only identity results, which could have been slanted in a pleasant manner. More study utilizing a combination of approaches (i.e., teacher, student, and parent) is needed to cross-check the results. Nonetheless, this study is the first to look at Indian parents' perceptions and belief and views towards digitization of learning during this pandemic. The countrywide lockdown has hampered many children's academic attendance at educational facilities, enabling online education a growing alternative for keeping studying and playing at home. Regardless of the fact that throughout the pandemic, online learning was aggressively marketed in India as a way to substitute traditional schooling, the findings of this study reveal that Indian parents were not ready or equipped to use it. Which implies

all academic institutions need to do more to educate Indian people for online learning and to consider the ages and learning preferences of children.

The original study findings have implications for governments and instructors around the globe that promote online learning as a common option for families as well as children. During such pandemic situations such as Covid-19, to facilitate the parents and their children instead of adding to existing burdens, acceptance and promotion of online education in replacement of traditional learning method should be reviewed and managed accurately. While promoting an online class for young children, organizers need recognize the complexities of families (for example, several children studying online and parents working full-time at home), as well as provide flexibility and convenience to parents. Furthermore, to make it easier for parents to utilize the programme, the online learning provider could accelerate the development of online programmes (e.g., rapid login).

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