



From classrooms to screens: Parental perspectives on online learning during COVID-19 in Amritsar, Punjab

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Abstract

COVID-19 opened a can of worms. From health sector to education sector, bitter realities came in front of us. It taught us that there are lot many things to be done and lot many lessons to be learnt. Education sector took a 360 degree change and switched to online mode altogether. Usage of technology intensively in the education process was easy for some but unusual for several others. Parents put relentless efforts in terms of making arrangements for additional and updated digital devices, dealing with internet connectivity issues along with balancing their daily work, though, their efforts generally remained unnoticed. Against this background, the present paper looks behind in the time of COVID-19 to know the perspectives of the parents about the online classes, their issues and problems which further reflects upon the level of preparedness in the times coming ahead. Infection rate kept on increasing in one place or the other; therefore, it is important to learn from the mistakes of the past and makes the stakeholders resilient for any such uncertainty waiting in the future. The study is based on primary data collected from 160 parents whose children opted for the online classes during the second wave of COVID-19 in India. Findings showed that most of the parents admitted that online classes made them more stressed in comparison to offline classes along with putting a financial burden on them in terms of buying new phone or subscribing to additional internet packages. Parents also observed that children became lethargic and careless in their studies. The study summarises with relevant suggestions.

Keywords: Online classes, parents, students, COVID-19

Introduction

The economic and social disruptions due to COVID-19 are devastating and its severe repercussions are being felt across the world. As a precautionary measure, in an effort to restrain its impact, several countries stopped economic activities which included closure of schools and higher educational institutes. One hundred and sixty-six countries closed schools and universities which affected more than one billion children worldwide (United Nations, 2020) ^[54]. "Around 214 million children globally or one in seven have missed more than three-quarters of their in-person learning" (COVID-19 and children, n.d.) ^[13]. The suddenness of the closure and unpreparedness on the part of the learners and educators left them paralysed and helpless. Several were left stranded in the mid of their courses without any certainty of the situation getting normal in future leading to chaos.

In such a situation, digital tools became the saviours for the stakeholders, as they not only provided a learning platform but also gave the stakeholders a chance to interact with each other. Majority of the learning institutions around the world switched to the online mode to provide education to the learners (Baber, 2021) ^[6]. Teachers breaking the geographical barriers made the classes available to the students with just a click. The students too responded with equal enthusiasm in bridging the gap created. Though, the e-learning was present in the system already, it evolved in a big way during this period of crisis (Bawa, 2020) ^[7]. Several colleges and universities were successfully providing various courses in digital mode, but, the pandemic underscored its relevance and gave it the required thrust. Moving to e-learning was difficult for all the stakeholders (Ebner *et al.*, 2020) ^[20], though, everyone did their best to make himself / herself comfortable as much as possible. This new shift towards e-learning attempted to make up for the loss of face-to-face learning (Elzainy *et al.*, 2020) ^[22]. Online education became popular not only in case of higher education, but also penetrated the school education system all over. Around forty-two percent of the countries used digital instructions for pre-primary education and seventy-four percent countries chose it for primary education while seventy-seven percent for upper secondary education (COVID-19 and School Closures: Are Children Able to Continue Learning - UNICEF DATA, n.d.) ^[14]. Though the global digital inequality cannot be ruled out, but it has become evident that every country tried its best to make for smooth educational deliverance during the time of pandemic. Some chose television and radio broadcasting whereas, others set up specialised online education platforms for this purpose.

Literature Review

1. Role of Parents in the Life of Children

Home is the place where a right kind of environment helps in the growth of the children. At the home, parents being the sub unit of the family play a pro-active role in the life of the children. 'Parental involvement is the participation of parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children's lives' (Deka, 2016) ^[16]. Parents are the one around which the life of all the children revolves. From providing them basic amenities to making them a worthy human being, parents are shaping every aspect of the life of the children. There found to be strong linkages between parenting and the traits of the children (Maccoby, 2000) ^[42]. They nurture them with the

best of the ways they can. Whatever is taught to them by parents leaves a lasting impression on the innocent minds of the children. Precisely, parents are the first teacher in the life of the children who introduce the whole world to them. Parents bring discipline in the life of children along with providing resources and supporting those (El Nokali *et al.*, 2010) ^[21].

With the aim of a holistic development of the child, parents take education as the most important contributor in this regard. Involvement of the parents plays a significant role in the educational achievement of the child (Lara & Saracosti, 2019) ^[39]. Contribution of the parents in the education of the students starts from the home with a good environment, sharing their knowledge and providing support for school (Đurišić & Bunijevac, 2017) ^[19]. Parents are solely responsible for the educational needs and development of the children till they become able to take care of themselves (Ceka & Murati, 2016) ^[11].

2. Parents in E-Learning during Pandemic

In the times of pandemic, when the whole world modified in one way or the other, parents also witnessed a drastic change in their life. It was well anticipated that current situation of uncertainty will restructure the way our lives used to run (de Amorim & de Andrade Guerra, 2020) ^[15] and the parents brave this change with a big heart. While the students and teachers were trying to come to terms with this new normal, there, another stakeholder of this education system i.e. parents were also struggling to adapt themselves. They were the basic support system in the learn-from-home scenario and making the resources available for their children even in this critical time. From arranging devices for the online classes to subscribing to the additional internet packages, parents handled everything. At a time, when everyone was made to sit at home in the lockdown, it can become very difficult to comprehend the juggler's role, which parents had to perform while not only fulfilling their family responsibilities but also taking care of the educational needs of the children. Parents struggled while making children attending online classes (Lau *et al.*, 2021) ^[40]. Parents acquired new roles of e-teachers during the home learning scenario (*Impact of Online Education on Families*, n.d.) ^[32]. Around two-third of the parents found giving more help to the children in their study in comparison to what school was providing to them (Horowitz & Igielnik, 2020) ^[30]. Big families added more to this and led to more involvement in the various household chores. The situation became more challenging for the working parents as the work-from-home made the things more complex as completing school work along with giving instructions to the children occupied the parents (Brom *et al.*, 2020) ^[9] which got mingled with their work- routine. Parents played the role of a teacher along with handling their work schedules and families (Smith *et al.*, 2016) ^[52]. Making the children comfortable with this new normal, helping them in their home-works, sorting their queries and along with looking after home and their professional work compounded the difficulties. As online teaching-learning smoothed out, the expectations of the teachers from their students increased all the more. Various kinds of tasks and activities given by the teacher made the parents stressful in terms of arranging required resources at the times of lock down (Jan, 2020) ^[34]. Closing down of the tuition classes has also put an additional burden on the parents. Earlier they were able to transfer the responsibilities to the tuition teachers to look after the educational needs of their wards. Making to perform the twin roles of workers at their professional establishments and donning the hat of a teacher for their children simultaneously have made the things very arduous. Attending online classes was not enough, the biggest task was submitting the assignments and projects on time by the students which was another headache for the parents.

Another area of concern was that the less educated and non- tech savvy parents stood more helpless in this tough time. In such particular cases, the parents let their children to handle their stuff at their own. As reported by (Iivari *et al.*, 2020) ^[31] that the variation in the attitude of the parents regarding involvement with the child in his studies was due to difference in their competence, literacy levels and technical knowledge etc. Parents consider less time, required knowledge as the obstacles in teaching their wards (Dong *et al.*, 2020) ^[18]. Such children suffered the most on getting no or less support from the family and added more problem for them.

Adding to this was the pessimistic environment and uncertainty being faced. Several parents lost their jobs and witnessed a severe financial crisis making it difficult to meet two ends. Being confined to their homes without any social interaction also made them psychologically and emotionally vulnerable too. In such scenario, less focus on children especially towards fulfilling their educational needs was expected. In the times of pandemic, online learning seems to be the only future of the education deliverance, in spite of the fact that it has created problems for underprivileged class (Orlov *et al.*, 2021) ^[46]. For the developing countries, this practice of providing education online specifically during pandemic has resulted in inequalities (Oyedotun, 2020) ^[47]. Several students were left out of the home-learning scenario due to limited resources. This was even witnessed in the developed countries also. In USA, one-third of the students did not participate in online learning ("Closing Schools for COVID-19 Does Lifelong Harm and Widens Inequality," n.d.). Children from affluent families spent thirty percent more time in online learning because of access to more resources in comparison to underprivileged ones (Andrew *et al.*, 2020) ^[3]. This upset the parents all the more when they found themselves helpless in providing adequate resources for the education of their children.

Malik & Tyagi (2020) ^[43] observed that parents feel online classes lack physical interaction with the teachers and peers which is essential for imparting education and they wanted to limit the screen time of their children. Imran Khan (2021) ^[33] too witnessed that parents prefer physical classrooms for teaching practical subjects. Though certain studies countered the majority view like Bubb & Jones (2020) ^[10] observed that due to learn-from-home, parents' involvement with the education of their children increased giving them a chance to be more pro-active during this time. Kucirkova *et al.* (2020) ^[38] reiterated that during the lockdown, parents and students both developed reading habits of various kinds. However, majority of the studies highlighted hardships faced by the parents during the times of pandemic.

India against all odds started online classes from March- April 2020^[45]. Learning institutes in the country switched to online mode of education with lots of apprehensions due to unpreparedness on the part of the stakeholders (Mishra *et al.*, 2020) ^[45]. An increase in the usage of digital platform like Zoom, Webex, Google teams and Whats app was witnessed (Khanna & Kareem, 2021) ^[36]. Though it was observed that during the months of January-February 2021^[28] when the caseload dropped,

educational institutions were opened partially but with the expectations of the second wave the educators and learners again moved to e-learning mode. There are apprehensions that the resurgence and subduedness of infection time to time in different waves will keep challenging the people and therefore it is being increasingly felt that the only way to maintain continuity in education delivery process would be the digital mode.

Objectives of the Study

At the time when the danger of another COVID wave kept on looming large in one or the other place, it is high time that a reality check should be done for the parents-an important stakeholder in the teaching learning process. The present study aims to highlight the difficulties and problems faced by the parents during the time of online learning in the lockdown due to pandemic and ascertaining the level of resilience developed by them over the time and further building a roadmap to deal with any such eventuality occurring in the future.

Against this background, the present study aims to achieve the following objectives:

- To explore new normal of online classes from the perspective of parents.
- To address the concerns of the parents towards their children attending online classes.
- To check the level of resilience parents have developed if there is revival of home learning in case of increase in infection rate in the future.

Methodology

The present study was conducted in the city of Amritsar, which is the administrative headquarter of the district Amritsar in the north-western state of Punjab, India. The survey was conducted in the month of March 2022. A structured questionnaire in Google Forms was prepared and given to the parents, whose child was studying in between 2nd and 10th class during the time country was witnessing second wave of COVID-19. Respondents recalled their experiences during the time of online learning during pandemic and gave responses accordingly. According to responses received, sample of 160 parents was collected and later tabulated. Percentage analysis and descriptive statistics were used to analyse the data and highlight the findings. The data were coded in binary and categorical form to compute percentages, mean scores, and standard deviations.

Results and Discussion

Parents’ Responses on Online Classes

To examine the nature and extent of online learning during the COVID-19 pandemic, it is important to analyse how parents perceived various aspects of e-learning, including class participation, mode of delivery, duration, and teacher support. Since parents played a crucial role in facilitating home-based learning, their responses provide valuable insights into the adaptability of students and the effectiveness of digital education platforms. In this context, the distribution of parents’ responses regarding online classes is presented in Table 1.

Table 1: Distribution of Parents’ Responses on Online Classes (n = 160)

Variable	Category	Frequency (Percentage)	Mean	Std. Dev.
Respondent Profile	Male	36 (22.50)	1.22	0.41
	Female	124 (77.50)		
Class Attendance Responsibility	Child attends independently	114 (71.30)	1.33	0.59
	Mother attends	40 (25.00)		
	Father attends	4 (2.50)		
	Siblings attend	2 (1.20)		
Device Used for Online Classes	Laptop	38 (23.80)	1.77	0.44
	Mobile Phone	120 (75.00)		
	Other device	2 (1.20)		
Number of Classes Same as to Pre-Lockdown	Yes	38 (23.80)	0.23	0.42
	No	122 (76.20)		
Daily Duration of Online Classes	1-2 hours	80 (50.00)	1.63	0.71
	3-4 hours	58 (36.20)		
	5-6 hours	22 (13.80)		
Teacher Responsiveness to Queries	Yes	114 (71.20)	0.71	0.45
	No	46 (28.80)		
Preferred Learning Material	Online	2 (1.20)	2.37	0.51
	Books	96 (60.00)		
	Both	62 (38.80)		
Co-curricular Activities Conducted	Yes	100 (62.50)	0.62	0.48
	No	60 (37.50)		

Source: Authors’ calculations based on survey data

The findings from the survey regarding parents’ responses about the online classes attended by their children. Google form was sent to both mother and father but seventy percent of the mothers responded against thirty percent of the fathers. It is often assumed that the children face difficulty in understanding the lessons taught through online mode and they are unable to follow the instructions of the teachers properly. Hence, parents have to attend the classes along with their children and later help them in completing the school or home work. The findings reveal a different picture and it was found that 71.3 percent children were attending the e-classes on their own and understanding clearly whatever was taught, following the commands of the

teachers and able to complete the task timely, which is also in line with past research (Aderibigbe, 2021; Radha *et al.*, 2020) [2, 49]. The results indicate that parents reported that during the early months of 2020, the parents or the elder sibling had to be present for the younger children to effectively attend the classes, but as the time passed, the children became tech savvy and were able to manage their own. It showed a positive outcome of the e-classes where the students were becoming self-reliant and responsible in terms of study. Though, twenty-five percent of the mothers were found attending the e-classes along with their wards and helping them later to understand the lessons again reaffirming the fact that responsibility of children falls on mother mostly. Only two percent of the fathers were found playing this role in place of mother. Along with this, most of the students (75 percent) found using phone for attending online class while twenty three percent used laptop.

To have an insight into the effectiveness of teaching by educators, parents were asked certain questions regarding the frequency of the e-classes, their duration and support from educators. Big difference was found in the number of offline classes before lockdown and online classes being taken. Majority of the respondents (76.2 percent) said that lesser number of classes was taught online. Whereas, one-fourth (23.8 percent) of the parents did not report any difference between the number of classes. Number of online classes being less than the offline classes may be for reducing the screen time. It may be a conscious effort by school authorities to help the students to cope up with the new normal where text books were replaced with online study material. It has also been seen that understanding levels have also reduced, along with increasing stress on eyes and ears of the students. Therefore, only that much is taught to students which they are able to grasp adequately in a day.

As regards the duration of online classes are concerned, half of the parents (50.0 percent) admitted that the child was being taught only for one or two hours. While one-third of the responses (36.2 percent) pointed that the duration of the online classes was between three to four hours only. Learning time got reduced during the pandemic (Garcia & Weiss, 2020) [24].

In the same context, a positive finding was witnessed where the majority of the parents (71.2 percent) reported that the teachers were taking up queries of the students in same vein as in an offline class in line with (Harris Poll Finds, 2021) [29]. Though, one fourth of sampled parents (28.8 percent) found having different opinion and was of the view that teachers were not co-operative in answering the queries.

At times, when online mode is the only option to maintain the continuity of the mainstream education, it was observed that the majority of the parents (60.0 percent) were of the view that text-books in hand was the appropriate learning material for their children, as they felt more comfortable and satisfied in line with (Haller & Novita, 2021) [26], while, 38.8 percent parents were fine with this mode and considered both online and offline learning material effective. This is an encouraging finding as the future of education is in the online mode of education not only due to pandemic, but in general, as several developed countries have made their education system more digitised.

Studying through online mode several times become monotonous and onerous activity which made the stakeholders lethargic and bored. Here, the schools did their best to engage the students not only in academic activities but also in recreational activities too. 62.5 percent parents admitted that their children did get involved in the co-curricular activities provided by their schools. It helped in breaking the monotony of the regular classes and also gave their children a chance to interact with their teachers in a lighter environment. Though this trend was not supported by all as one-third of the respondents (37.5 percent) did not report any such initiative taken by the school authorities for their children.

Behavioural and Health Concerns of Children

While online learning ensured continuity of education, it also raised several concerns regarding children’s behavioural patterns and overall well-being. The prolonged use of digital devices, lack of physical interaction, and disruption of routine were expected to influence children’s satisfaction levels, study habits, and mental health. Therefore, it becomes essential to assess these issues from the perspective of parents, who closely observed these changes during the pandemic. The perceptions of parents regarding children’s behaviour and health are presented in Table 2.

Table 2: Parents’ Perceptions on Children’s Behaviour and Health during Online Classes (n = 160)

Variable	Response	Frequency (Percentage)	Mean	Std. Dev.
Child Satisfied with Online Learning	Yes	38 (23.70)	0.23	0.42
	No	122 (76.30)		
Child Became Lazy / Careless	Yes	136 (85.00)	0.85	0.35
	No	24 (15.00)		
Child Experienced Headache / Eye Strain	Yes	142 (88.80)	0.88	0.31
	No	18 (11.20)		
Child Became More Stressed	Yes	140 (87.50)	0.87	0.33
	No	20 (12.50)		

Source: Authors’ calculations based on survey data

On asking the parents to give an overall view of the satisfaction level of the children from the e-classes, it was found that majority (76.3 percent) of the children were not happy with this new trend which is in contrast to (Kiernan, 2020) [37] while other twenty three percent were comfortable with it. Despite of the ease and comfort of home learning, students did not like it which may be due to being isolated at home and not able to meet and enjoy with their friends.

It is generally assumed that online classes has negatively impacted the students as it has made them lazy, lethargic and affected their health. Bhamani *et al.*, 2020; López-Bueno *et al.*, (2020) [8] found in their study that the lockdown has made children lazy and careless as they follow not any routine and spend more time in leisurely activities. Such findings were strengthened through the Survey too that eighty five percent parents were of the view

that their children became lazy and turned careless towards studies while fifteen percent of the respondents did not agree to it. Getting off the track of their school routine made children behave like a ship without a rudder. Easy access to phones literally glued them to digital devices for wasteful activities. Number of applications on the smart phones was enough to make them engaged in social media, online gaming activities due to lack of any regular academic or constructive engagement after the e-classes. Moreover, lower level of concentration at home and weakened emotional support due to more distractions also resulted into decline in motivation (Patricia Aguilera-Hermida, 2020) [48]. Lack of strict supervision by teachers and busy work routine of parents especially mothers resulted in children being left unattended.

Parents have also been worried a lot about increase in the screen time of their children which would affect them later. Eighty-eight percent sampled parents complained about the health issues like headache, eye strain etc. being faced by the children while attending online classes in line with (Genc, 2014; Roe *et al.*, 2021) [25, 50]. It raised a serious concern about the repercussion of this new trend on the health of the innocent children. Such kind of impact is life-long and can deteriorate their health in future.

Students on being isolated, away from their friends and struggled to cope up with online study which raised their stress level (Merry *et al.*, 2020; Sundarasan *et al.*, 2020) [44, 53]. The survey affirmed the above findings and revealed that 87.5 percent parents found that children became more stressed due to online classes. Thus, it can be seen from the findings that e-classes have definitely put pressure on the students physically, psychologically and emotionally.

Health issues of the children held the highest mean (0.88) along with stress levels (0.87) showing the most troubling concerns of the parents among others due to online classes. Laziness and carelessness of the wards towards their studies came at number third (0.85).

Challenges Faced by Parents during E-Learning

In addition to the challenges experienced by children, parents themselves encountered multiple difficulties while supporting online education. Managing household responsibilities, arranging digital resources, coping with financial constraints, and balancing work commitments added to their burden during the pandemic. These challenges reflect the level of preparedness and resilience among parents in adapting to the new learning environment. The major difficulties faced by parents during the shift to e-learning are summarized in Table 3.

Table 3: Difficulties Faced by Parents due to Shift to E-Learning (n = 160)

Variable	Category	Frequency (Percentage)	Mean	Std. Dev.
Shortage of Digital Devices	Yes	110 (68.80)	0.68	0.46
	No	50 (31.20)		
Measures Taken for Online Learning	Purchased new device	64 (40)	1.65	0.57
	Subscribed additional internet package	88 (55)		
	Borrowed device	8 (5)		
Financial Burden due to E-Learning	Yes	134 (83.80)	0.83	0.37
	No	26 (16.20)		
Difficulty Managing Work and Classes	Yes	132 (82.50)	0.82	0.38
	No	28 (17.50)		
More Stressful Mode for Parents	Offline	28 (17.50)	1.83	0.40
	Online	130 (81.30)		
	Both	2 (1.30)		
Satisfaction with Online Classes	Yes	16 (10)	0.10	0.30
	No	144 (90)		
Negative Impact on Studies	Yes	146 (91.20)	0.91	0.28
	No	14 (8.80)		
Preferred Mode of Education	Offline	132 (82.50)	1.17	0.38
	Online	28 (17.50)		
Willingness to Send Children to School	Yes	124 (77.50)	0.77	0.41
	No	36 (22.50)		

Source: Authors’ calculations based on survey data

The findings indicate that more than half of the respondents (68.8 percent) faced the shortage of devices at home, especially in those cases where there were more than one child and attending online classes at the same time; supported by (Azubuike *et al.*, 2021; Sharma & Mehra, 2020) [5, 51] while one-third replied in negative.

Online classes have not only affected the stakeholders emotionally and psychologically only but also have put a financial burden on them. Lesser affordability to internet connection and digital devices has emerged as major challenges (Azlan *et al.*, 2020) [4]. More than half of the parents (55 percent) subscribed to additional internet/ Wi-Fi packages for smooth internet connectivity at home, whereas forty percent of them purchased new phone or laptop for this purpose. At the times when people were already facing financial crunch in the form of losing employment or decrease in their earning, such sort of additional expenditure put them under loads of pressure. Another finding highlighted this that eighty three percent of the parents found burdened by a financial stress due to such sort of expenditure. The findings are also in consistent with (Abuhammad, 2020) [1]. Financial burden held the fourth highest mean (0.83) among the problem faced by the parents. Such scenario also led to rise in equality in the education world. The Survey also highlighted the balancing problem of daily routine of parents with online classes. Most of the parents (82.5 percent) complained that it was difficult for them to manage their daily work and online

classes of their children whereas 17.5 percent were facing such difficulty sometimes. There is no doubt that parents became multitaskers but several times it led to mismanagement also. It came at fifth number with 0.82 mean among the problems faced by the parents due to e-learning.

The Survey also suggests that this multitasking increased the stress levels of the parents as the majority of the parents (81.3 percent) felt that online classes were more stressful for them in comparison to the offline classes with 1.83 mean (the highest among all). The findings are in consonance with Garbe *et al.* (2020) [23]. Here, it signifies that parents are finding it difficult to manage their work, household chores and online classes of their children on the one hand. They were not able to give enough attention to the child in his studies and they hardly get any time for themselves as children remained all the time at home and they remain occupied in one or the other thing constantly.

Despite of the regular classes provided by the schools, teaching faculty constantly sorting their queries and also involving them any sort of co-curricular activities, but still it was not enough for the parents. Ninety percent found not satisfied with online classes and only miniscule of them (10 percent) showed some sort of satisfaction in line with (Joseph *et al.*, 2021) [35] but in contrast to the finding (Dhanalakshmi *et al.*, in press) [17]. Therefore, most of the parents (82.5 percent) preferred offline classes for their children with second highest mean (1.17); in consonance with Zhao *et al.* (2020) [55] and 91.3 percent parents held a belief that the present circumstances would definitely affect the studies with third highest mean (0.91) of their children in the future as supported by (Hammerstein *et al.*, 2021) [27]. This might be showing the other side of the picture where parents were not able to handle their children at their home throughout the day. Schools were doing their part but parents were lacking somewhere. They were finding it difficult to engage them in any purposeful activity resulting in children remaining idle for long hours. Inability of parents to set a routine for their children has resulted in chaos at home. Sending children to school and later to tuition centres is the only leisure time available for parents especially mothers who mostly devote this time to get herself relax, like watching T.V., catching up with friends on the phone or going outside for shopping etc. While children being at home all the time made them to be on their toes and remain indulged in cooking, cleaning or any other household chores throughout the day. At this time, parents just hoped to get the situation normal, 77.5 percent of the parents responded that they were ready to send their children to school once situation got normal; in consonance with Hanafi *et al.*, (2021) [28] though 22.5 percent found reluctant in sending their wards to the school due to the uncertainty of the spread of the disease.

Policy Implications and Conclusion

From the above discussion it can be summarised that online learning was altogether a different experience for the parents. Lesser satisfaction of the children, getting disinterested in studies, health issues and higher level of stress were one of the biggest concerns parents had for their children due to e-classes primarily. Along with this, home learning led to financial distress also in terms of additional expenses of devices and internet. Home learning and house work made the time more difficult for them which eventually resulted into raised levels of anxiety and stress. It revealed that despite of the experience of home learning scenario for so many times in the different waves of the pandemic hitting the country, parents showed displeasure and dissatisfaction. It can be summarised that parents were apprehensive in adopting online education in the future for their children.

Therefore, it is urgently required to address the issues and problems of these unsung heroes existing in every household. A lesson should be learnt from the past and a strong foundation for the future should be laid which makes the parents resilient in dealing with such eventuality in the times to come. Like, the problem of fewer devices can easily be figured out through the flexibility of time schedule of classes or there can be pre-recorded lectures which can be accessed by students and parents later for clearing any doubt. Regular parents-teachers meet should be held and that too in a more interactive way so that both shares problems with each other and reach to a balanced solution. Schools cannot be held fully accountable in raising the child and bringing a discipline in life, in fact, parents should equally work in conformity with the schools to make most of the present time. A time bound strict routine at home should be followed so that they become organised and able to channelize their energy. Moreover, the digital infrastructure should be made more economical and robust for the smooth education deliverance. It should be not forgotten that digitalisation is the future of education whether it is forced upon due to pandemic or not, this transition has to be taken place.

Acknowledgement

Authors thank the participants to be part of the survey and making contribution in completing the study.

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