



Online Teaching Attitude of Parents, Administrators, Teachers, and Students in Haryana State

Dr. Savita Rani
savitar494@gmail.com

Abstract

After global disasters such as the COVID-19 pandemic, online education has surged in popularity. Parents, school officials, teachers, and students in Haryana State share their thoughts on how online education has impacted their education. The advantages and disadvantages of online education in Haryana are weighed in this article. Parents in Haryana have a varied perspective on online schools. Several moms and dads vote for it because of how convenient, adaptable, and secure it is for their children. They like being informed about their child's development, included in their education, and empowered to help them through tough times. Some families still have doubts about the benefits of virtual schools. They are concerned that their kid will be less socialised, that teachers will be less involved, and that there will be too many distractions. Some families may not be able to afford the computer and internet connection required for online learning. The perspectives of Haryana's students on distance education also differ. There are students who benefit from the adaptability of online courses. They like being able to learn at their own pace, with a wide range of resources, and via online group work. Some students may struggle with online courses because of concentration challenges, low classroom participation, or inadequate study space at home. Since the absence of socialisation and practical experience may hinder their education, they will need to develop self-discipline and time management skills. Educators in the state of Haryana have mixed feelings about using online learning. The advantages of online platforms are appealing to certain educators. They foresee more student engagement, more adaptable lesson planning, and easy access to a wealth of digital materials. Some educators may feel unprepared for the shift to online education, while others may be overwhelmed by the pace of change. Discipline, student motivation, and student learning all need to be managed by teachers from afar. The flexibility of online learning makes it possible for educators to respond creatively to unforeseen challenges. During the peak of the COVID-19 pandemic, online education was crucial. School officials thought the personalised lessons and multimedia interactivity may pique students' attention. While progress has been made, issues persist regarding students' access to resources and technology. It is the responsibility of administrators to ensure that all students have equal access to online education.

keywords: Digital divide, Technology integration, Remote learning, Educational resources, Interactive multimedia, Personalized learning, Online pedagogy



Introduction

The conventional dynamics of the classroom have been reshaped, and new learning opportunities have been made available as a result of the emergence of online teaching as a disruptive force in the educational system. The educational climate in the state of Haryana, which is located in the north of India, has been altered by the introduction of online education. The viewpoints and attitudes of Haryana's parents, administrators, teachers, and students regarding this digital method of education have been critical in influencing the efficacy and acceptability of online teaching techniques and have played a crucial part in the development of these activities. Learning about the many perspectives on online teaching in Haryana may give beneficial insights on the difficulties, possibilities, and possible future directions of education in the state. Particularly in the context of Haryana, the emergence of online teaching has brought about substantial changes in the manner that education is offered. Parents, who play an essential part in the education of their children, have been made aware of the positive aspects as well as the potential dangers involved with this non-traditional approach to education. Administrators, who are responsible for the oversight of educational institutions, have struggled mightily with the burden of adjusting to online teaching and ensuring that all students have equal access to educational materials. Teachers, who are the primary force behind good education, have been required to manage the intricacies of online pedagogy while simultaneously attempting to preserve academic rigour and student engagement. In the meanwhile, students, who are at the centre of the educational experience, have had the opportunity to experience the one-of-a-kind possibilities and difficulties that online teaching presents. As the state of Haryana begins to recognise the possibilities of online education, it is very necessary to investigate the attitudes and perspectives held by each stakeholder group. The level of support and involvement that children get throughout their educational journey is highly impacted by the views of their parents regarding online instruction. Administrators have a responsibility to understand both the benefits and the problems that are presented by online education, while also working toward the goal of creating a learning environment that is accessible and inclusive for all students. Educators play a crucial part in the successful delivery of online training, which calls for a combination of flexibility, technology expertise, and new pedagogical strategies. Last but not least, the



students' motivation, the results of their learning, and their entire educational experience are all influenced by their experiences and attitudes toward online instruction. We can gain valuable insights into the opportunities and challenges associated with this changing educational landscape if we investigate the attitudes and perspectives of parents, administrators, teachers, and students in Haryana regarding online teaching. This will allow us to better understand the state of education in the state. In addition, having an understanding of these various points of view can help to inform policy decisions, professional development initiatives, and infrastructure development, which will ultimately lead to the formation of an online education system in Haryana State that is more inclusive, effective, and centred on the students. The dissemination of information and the experience of learning have been profoundly altered in the contemporary period of education by the advent of online teaching. Because of the proliferation of online education, the educational environment in the state of Haryana, which is located in the north of India, has seen a considerable transformation in recent years. The attitudes and perceptions of parents, administrators, teachers, and students toward this transformative mode of instruction have played a pivotal role in shaping the efficacy and acceptance of online teaching practises in Haryana. Online teaching practises in Haryana have been shown to be effective and have been widely accepted. Exploring the many different viewpoints that are associated with online teaching in this state not only provides light on the difficulties and possibilities that are presented by it, but it also helps to establish a foundation for the educational landscape of the future. The proliferation of online education has upended the conventional educational paradigms, forcing parents to consider the advantages and disadvantages of this forward-thinking instructional strategy. Parental opinions about online instruction have a great amount of weight since parents are the key stakeholders in their children's education. These attitudes influence the degree of support and involvement pupils get. In the same vein, administrators who have been entrusted with the job of managing educational institutions have been had to negotiate the complications of incorporating online teaching into the current system. They confront the difficulty of ensuring that all students in Haryana have equal access to educational resources and technology, while also working to cultivate an inclusive learning environment for all of the state's pupils. The proliferation of online education has compelled educators to undergo a sea change in the ways in which they provide instruction to their



students. In order to successfully engage students, they have been forced to adjust the educational techniques they use, become more proficient with technology, and investigate new ways to engage students. Both the quality of education that is provided to pupils in Haryana and the learning results that are attained by those students are substantially impacted by the attitudes and experiences of instructors towards online teaching. Concurrently, students are becoming active participants in the revolution that is taking place in the educational system. Their attitudes about online instruction have an impact on their levels of motivation and involvement in their studies, as well as on their overall educational experiences. They tackle the particular possibilities and difficulties that are presented by online learning, such as self-discipline, time management, and having limited face-to-face contacts with other students. It is possible to get significant insight into the changing educational environment by analysing the attitudes and perspectives of parents, administrators, instructors, and students in Haryana towards online education. It assists in determining the strengths, shortcomings, and possible areas for growth in successfully adopting online teaching. “By gaining an understanding of these various points of view, policymakers and other stakeholders in education will be better equipped to make informed decisions, design interventions with specific goals in mind, and allot resources in order to create the most favourable environment possible for online instruction in Haryana. In the end, this investigation lays the groundwork for an educational system that will maximise the advantages of online instruction while addressing the issues that come along with it and guaranteeing that all students in the state will have access to a high-quality educational experience.

Online teaching has arisen as a transformational force in the area of education in this digital era, changing conventional teaching approaches and reinventing the learning experience. This phenomenon may be attributed to the rise of the internet. Online instruction has emerged as a dominant force in the education system of the Indian state of Haryana, which is situated in the country's north, causing a seismic change in the perspectives held by parents, school administrators, educators, and students. Because of the critical roles that these key stakeholders play in determining the effectiveness and acceptability of online teaching methods in Haryana, it is essential to investigate the variety of viewpoints and attitudes that



these key stakeholders possess in regard to this dynamic style of education. As a result of the proliferation of online education, the traditional educational system in Haryana has been thrown into disarray, and parents are now need to manage the opportunities and risks connected with this cutting-edge methodology. The sentiments that parents have about online education hold a significant amount of weight since they are the major advocates for their children's education. Some parents are enthusiastic about the flexibility, convenience, and security that online instruction may provide, while others have worries about its efficiency, chances for socialising, and the possibility that it could cause distractions at home. There are also monetary factors to take into account, since there is the possibility that some parents may struggle to provide their children with the essential equipment and internet connectivity for their children's online education. The process of bringing educational institutions in Haryana up to speed with the digital age has presented officials there with a daunting challenge. Teaching students on the internet has given administrators the chance to experiment with novel teaching strategies, make better use of available technology, and guarantee that students continue to get an education despite unanticipated obstacles. On the other hand, they are also faced with the challenge of bridging the digital divide, which involves ensuring that everyone has equal access to online resources and correcting gaps in the technical infrastructure that exist amongst the various areas of Haryana. Because of the rise of online education, the duties and responsibilities of teachers, who are the essential component of an efficient educational system, have undergone a substantial alteration. Some educators have enthusiastically welcomed this transformation, seeing the potential of online platforms to engage students via the use of multimedia technologies, individualised learning experiences, and a vast array of educational materials. However, some may find it difficult to adapt their teaching tactics to the digital environment, manage the motivation of their students, accurately evaluate their learning, and maintain classroom discipline remotely. Concurrently, students in the Indian state of Haryana have found themselves in the front of the ongoing educational revolution. Their perspectives on online instruction have a direct bearing on their engagement levels, levels of motivation, and overall academic achievement. Some students are able to thrive in the online learning environment, appreciating the flexibility, self-paced learning, and access to a wealth of information. However, other students may struggle in this environment due to the lack of face-to-face interactions, reduced socialisation opportunities,



and the requirement for enhanced self-discipline and the ability to better manage their time. We acquire useful insights into the difficulties, possibilities, and possible future orientations of education by conducting an in-depth study of the attitudes and views of parents, administrators, instructors, and students towards online teaching in Haryana. The creation of ways to resolve problems, improve support systems, and maximise the efficacy of online education is informed by these viewpoints. Haryana can pave the way for a progressive, inclusive, and technology-enabled educational landscape that empowers students and prepares them for success in the digital age if it capitalises on the transformative power of online teaching while also addressing the unique needs and circumstances of the state. By doing so, the state will be able to address the specific needs and circumstances of Haryana.

ATTITUDE OF PARENTS

Table1

Are you confident that your child will make adequate academic progress through online teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	14	8.8	8.8	8.8
Disagree	30	18.8	18.8	27.5
Undecided	38	23.8	23.8	51.3
Agree	42	26.3	26.3	77.5
Strongly Agree	36	22.5	22.5	100.0
Total	160	100.0	100.0	

Graph- 1

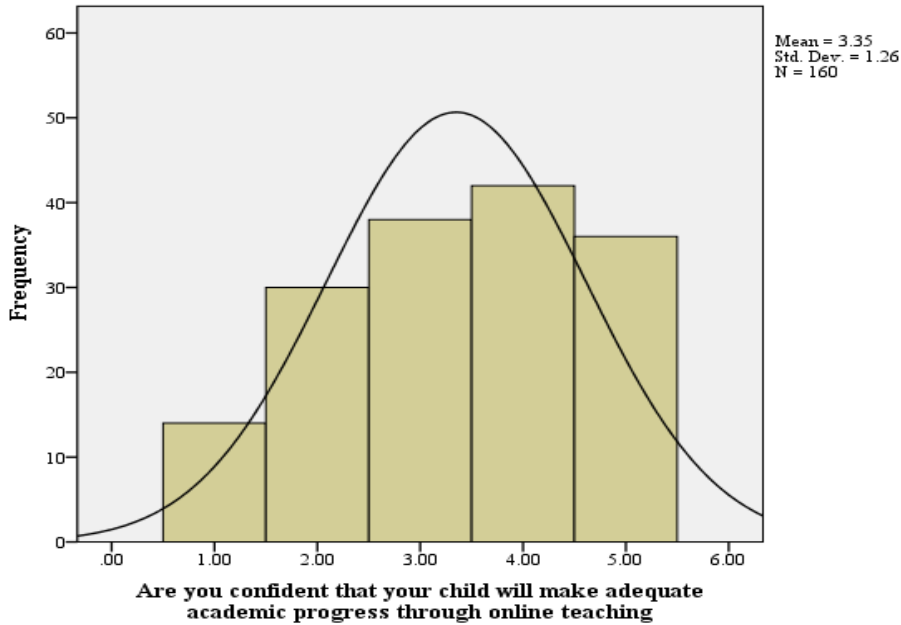


Table no. 4.3 indicates that the details mentioned in the above graph and table and it states that the sample data is concerned about 160 respondents. Are you confident that your child will make adequate academic progress through online teaching 14(8.75%) respondents responded Strongly Disagree, 30(18.75%) respondents responded Disagree, 38(23.75%) respondents responded Undecided and 42(26.25%) respondents responded Agree and 36(22.5%) respondents responded Strongly Agree.

ATTITUDE OF ADMINISTRATORS

Table 2

Online course meet the same objectives and curriculum requirements as its on-campus counterpart, assuming there is one.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	8.3	8.3	8.3
Disagree	7	14.6	14.6	22.9
Undecided	8	16.7	16.7	39.6
Agree	16	33.3	33.3	72.9
Strongly Agree	13	27.1	27.1	100.0
Total	48	100.0	100.0	

Graph- 2

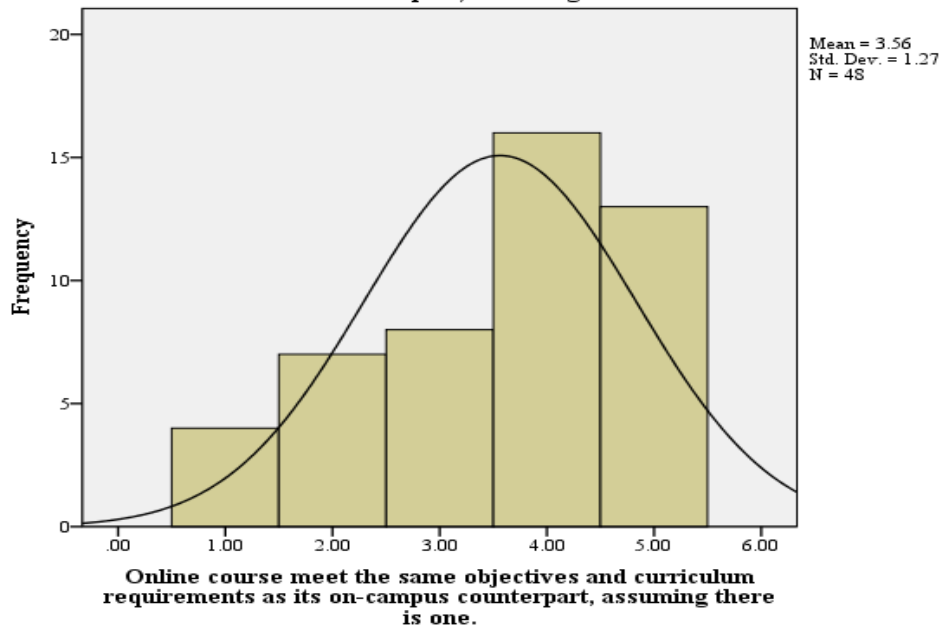


Table no. 4.30 indicates that the details mentioned in the above graph and table and it states that the sample data is concerned about 48 respondents. (Wasserman, E., & Migdal, R. 2019) Online course meet the same objectives and curriculum requirements as its on-campus counterpart, assuming there is one. 4(8.3333%) respondents responded Strongly Disagree, 7(14.583%) respondents responded Disagree, 8(16.6667%) respondents responded Undecided and 16(33.333%) respondents responded Agree and 13(27.083%) respondents responded Strongly Agree.

ATTITUDE OF TEACHERS

Teaching develops personality and character in the context of online teaching.

Table 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	8.3	8.3	8.3
Disagree	7	14.6	14.6	22.9
Undecided	8	16.7	16.7	39.6
Agree	16	33.3	33.3	72.9
Strongly Agree	13	27.1	27.1	100.0
Total	48	100.0	100.0	

Graph- 3

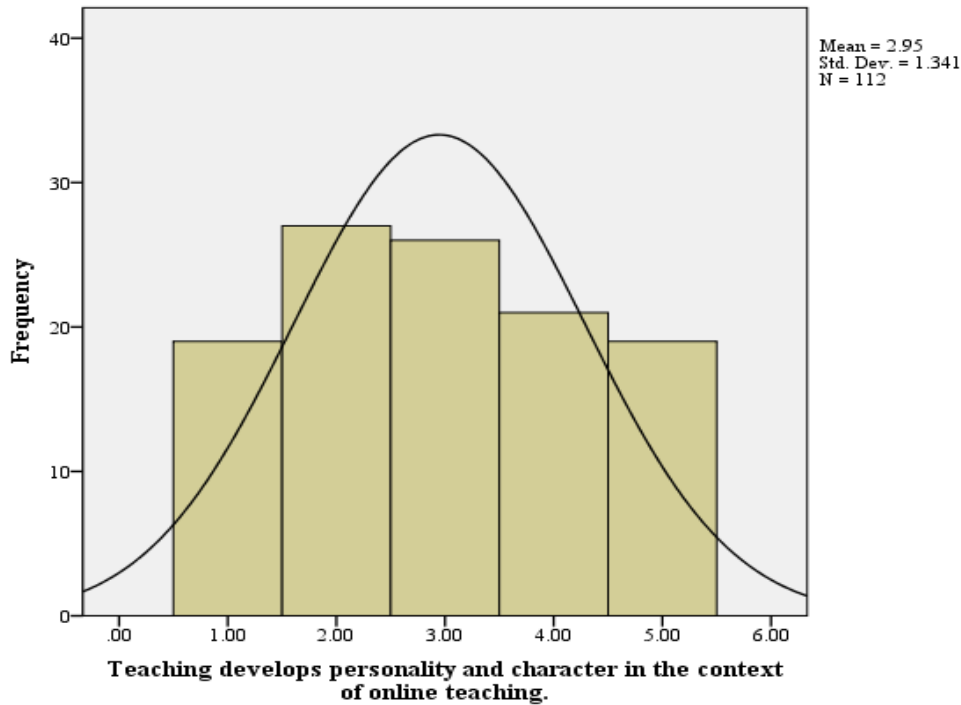


Table no. 4.54 indicates that the details mentioned in the above graph and table and it states that the sample data is concerned about 112 respondents. Teaching develops personality and character in the context of online teaching. 19(16.96%) respondents responded Strongly Disagree, 27(24.11%) respondents responded Disagree, 26(23.21%) respondents responded Undecided and 21(18.75%) respondents responded Agree and 19(16.96%) respondents responded Strongly Agree.

ATTITUDE OF STUDENTS

The students consider mobile of accessing Online Teaching.

Table 4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	20	10.0	10.0	10.0
Disagree	38	19.0	19.0	29.0
Undecided	46	23.0	23.0	52.0
Agree	48	24.0	24.0	76.0
Strongly Agree	48	24.0	24.0	100.0
Total	200	100.0	100.0	

Graph- 4

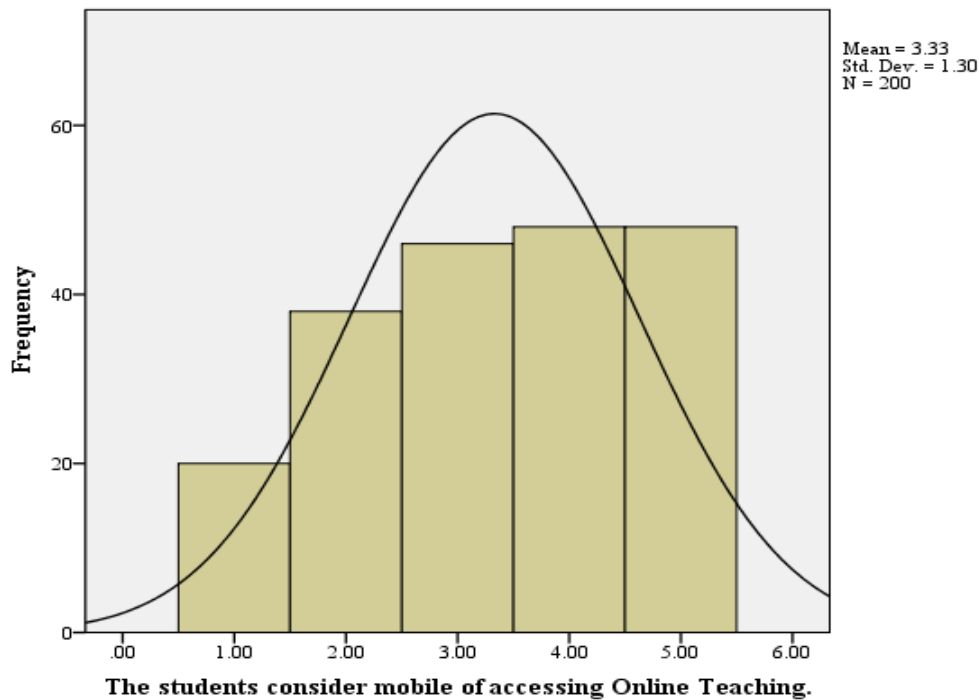


Table no. 4.81 indicates that the details mentioned in the above graph and table and it states that the sample data is concerned about 200 respondents”. The students consider mobile of accessing Online Teaching. 20(10%) respondents responded Strongly Disagree, 38(19%) respondents responded Disagree, 46(23%) respondents responded Undecided and 48(24%) respondents responded Agree and 48(24%) respondents responded Strongly Agree.

Conclusion:

The viewpoints and attitudes regarding online instruction held by parents, administrators, instructors, and students in the state of Haryana demonstrate a complex interaction between obstacles and potential in the field of education. It is necessary to reflect on the many points of view that have been covered in this article and think about the implications these opinions have for the future in light of the fact that online teaching is continuing to influence the educational environment. There is a diversity of opinions held by parents in Haryana on the use of online teaching, with some parents applauding its portability, adaptability, and security while others expressing worries over its efficiency and its downsides. Addressing these issues and providing the appropriate assistance and resources may help reduce parental



apprehensions, which in turn can encourage better acceptance of online teaching. Administrators are tasked with the responsibility of ensuring that all students, especially those from socioeconomically disadvantaged families, have equal access to online resources and technology. Administrators may leverage the advantages of online education and guarantee that no student falls behind by bridging the digital gap and cultivating an inclusive learning environment. This will ensure that no students are left behind. The effectiveness of the implementation of online education is in large part due to the contributions made by teachers. Students' educational experiences are directly influenced by their teachers' mentalities, levels of adaptation, and levels of skill in the use of online pedagogy. Providing educators with chances for professional development and materials that are specifically geared toward online education may improve both their efficacy as educators and the quality of the learning experiences that their students have access to. The views that students have regarding online instruction have a direct impact on the amount of engagement, motivation, and academic achievement that they experience. It is possible to maximise students' educational outcomes and ensure a positive experience by providing students with the necessary skills for online learning, as well as by providing opportunities for socialisation and by working toward the creation of online learning environments that are interactive and collaborative. Stakeholders in the Haryana education system can work together to develop a comprehensive and efficient online education system by first gaining an understanding of the opportunities and difficulties associated with online teaching in the state, and then addressing those challenges and opportunities. The state's policymakers, educators, and parents need to work together to close the digital divide, expand access to technology, and make certain that online education can accommodate the varied requirements of children located across the state. As the promise of online education becomes more widely accepted in Haryana, it is necessary to make the most of its benefits while also addressing the issues and difficulties that arise as a result. Haryana is capable of charting a road toward an education system that is dynamic, inclusive, and prepared for the future if it cultivates an ecosystem of support that encourages innovation, invests in resources, and places the needs of students as the highest priority.



References

- Wirt, J., Choy, S., Rooney, P., Provasnik, S., Sen, A., & Tobin, R. (2004). The Condition of Education 2004. NCES 2004-077. US Department of Education. <https://eric.ed.gov/?id=ED483070>
- Domina, T. (2005). Leveling the home advantage: Assessing the effectiveness of parental involvement in elementary school. *Sociology of education*, 78(3), 233-249. <https://journals.sagepub.com/doi/abs/10.1177/003804070507800303>
- Al Sumaiti, R. (2012). Parental involvement in the education of their children in Dubai. *Dubai School of Government Policy Brief*, 30, 1-8. https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Parental_Involvement_in_the_Education.pdf
- KHDA. (2011a). *DSIB Inspection Handbook 2011-2012*. Knowledge and Human Development Authority, Dubai.
- Fraenkel, J. R., & Wallen, N. E. (2009). *The nature of qualitative research. How to design and evaluate research in education*, seventh edition. Boston: McGraw-Hill, 420.
- KHDA. (2012). *In Search of Good Education Volume 2, 2012; The facts behind Emiratis in private schools in Dubai*. 2nd edn. KHDA. Viewed 16 June 2020. https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Parental_Involvement_in_the_Education.pdf
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.
- Bullen, C. K., Laird, G. M., Durand, C. M., Siliciano, J. D., & Siliciano, R. F. (2014). New ex vivo approaches distinguish effective and ineffective single agents for reversing HIV-1 latency in vivo. *Nature medicine*, 20(4), 425-429.



-
- Grbich, C. (2007). An introduction: Qualitative data analysis. London, UK: Sage.
 - Grootenhuis, MA, & Last, BF (1997). Predictors of parental emotional adjustment to childhood cancer. *Psycho-Oncology*, 6(2), 115-128. <https://www.internationalrasd.org/journals/index.php/pjhss/article/view/673>
 - Aidla, A., & Vadi, M. (2008). Relations between attitudes of school administrations towards school performance criteria and the national examination results in Estonian schools. *Trames*, 12(1), 73–94. <https://www.cceol.com/search/article-detail?id=96875>
 - Alharbi, A. M. (2013). Teacher’ s attitudes towards integrating technology: Case studies in Saudi Arabia and the United States, 1–82.
 - Bahiti, R., & Farizi, A. (2018). Investigation of Lecturer’ Attitudes towards E-Learning According to Demographic Variables. *European Journal of Formal Sciences and Engineering*, 1(1), 11. <https://revistia.com/index.php/ejef/article/view/5086>
 - Bhamani, S., Makhdoom, A. Z., Bharuchi, V., Ali, N., Kaleem, S., & Ahmed, D. (2020). Home Learning in Times of COVID: Experiences of Parents. *Journal of Education and Educational Development*, 7(1), 9. <http://jmsnew.iobmresearch.com/index.php/joeed/article/view/8>
 - Brooks, L. (2003). How the Attitudes of Instructors , Students , Course Administrators , and Course Designers Affects the Quality of an Online Learning Environment. *Online Journal of Distance Learning Administration*, 6(4), 1–8. <https://ojdla.com/archive/winter64/brooks64.pdf>
 - Chaudhari, M. (2015). To Study the Parents Attitude towards Medium of Education in Gandhinagar District, 3, 38–40. http://www.rajimr.com/ijrhs/wp-content/uploads/2017/11/IJRHS_2015_vol03_issue_02_08.pdf
-



-
- Coman, C., Țîru, L. G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: Students' perspective. *Sustainability (Switzerland)*, 12(24), 1–22. <https://www.mdpi.com/921088>
 - Delhi, N. (n.d.). Online classes of children : Parents perspective. <https://www.cambridge.org/core/journals/global-mental-health/article/priorities-and-preferences-for-schoolbased-mental-health-services-in-india-a-multistakeholder-study-with-adolescents-parents-school-staff-and-mental-health-providers/600D4A2422253A323D56FB5ADA5EE824>
 - Dhiman*, D. R. K. (2015). Attitude of Parents towards Schooling of their Children, 2(1), 30–38.
 - Dr. Pawan Kumar. (2017). Attitude of Teacher Educators Towards M-Learning. *International Journal of Advanced Research*, 5(12), 1656–1660. <https://doi.org/10.21474/ijar01/6130>
 - Dr.K.Nachimuthu. (2020). Student Teacher'S Attitude Towards Online Learning During Covid-19. *International Journal of Advanced Science and Technology*, 29(6), 8745–8749. <http://www.ipsacademy.org/unmayan/v13i1/17.pdf>
 - Dr Gunmala Suri, S. S. (2016). Investigation of Teacher's Attitude towards e-learning-A case Study of Panjab University, Chandigarh, India. *Acta Palaeontologica Polonica*, 61(4), 885–896. <https://doi.org/10.4202/app.00255.2016>
 - Dubey, D. B., & Singh, D. S. (2020). Perception of teachers on online teaching in higher education during covid-19 lockdown. *International Journal of Creative Research Thoughts (IJCRT)*, 8(5), 1017–1022. <https://www.atlantispress.com/proceedings/icollite-21/125963393>
 - El-Gamal, S. (2014). An Investigation of Electronic Learning in Higher Education : The Egyptian Context. <https://search.proquest.com/openview/6639ef828aca93b3553d33da0f984522/1?pq-origsite=gscholar&cbl=51922>
 - F, K. Ge. (2001). Attitude of Secondary School Teachers towards E-Learning in and
-



Outside the Classrooms. *Angewandte Chemie International Edition*, 6(11), 951–952., (1991), 188–192. <http://gyansampada.baou.edu.in:8080/jspui/bitstream/123456789/409/1/English%20Volume-1-188-192.pdf>

- Frazer, C., Sullivan, D. H., Weatherspoon, D., & Hussey, L. (2017). Faculty Perceptions of Online Teaching Effectiveness and Indicators of Quality. *Nursing Research and Practice*, 2017, 1–6. <https://doi.org/10.1155/2017/9374189>
- Garbe, A., ogurlu, U., Logan, N., & Cook, P. (2020). Parents' Experiences with Remote Education during COVID-19 School Closures. *American Journal of Qualitative Research*, 4(3), 45–65. <https://www.ajqr.org/article/parents-experiences-with-remote-education-during-covid-19-school-closures-8471>
- Goley, B., & Goley, B. W. (2013). ThinkIR: The University of Louisville ' s Institutional Repository Are school administrators and teachers ' attitudes toward inclusion influence by the change process ?[https://books.google.co.in/books?hl=en&lr=&id=LdRcEAAAQBAJ&oi=fnd&pg=PT6&dq=Goley,+B.,+%26+Goley,+B.+W.+\(2013\).+ThinkIR%E2%80%AF:+The+University+of+Louisville+%E2%80%99+s+Institutional+Repository+Are+school+administrators+and+teachers+&ots=XU6huAiftN&sig=1y8_BW82WM-fww5AEKKwLrxvMTU](https://books.google.co.in/books?hl=en&lr=&id=LdRcEAAAQBAJ&oi=fnd&pg=PT6&dq=Goley,+B.,+%26+Goley,+B.+W.+(2013).+ThinkIR%E2%80%AF:+The+University+of+Louisville+%E2%80%99+s+Institutional+Repository+Are+school+administrators+and+teachers+&ots=XU6huAiftN&sig=1y8_BW82WM-fww5AEKKwLrxvMTU)
- Goryunova, L., & Markova, N. (n.d.). Study of Parents ' Attitudes to Distance Learning of Preschoolers During Pandemic, 2–4.
- H Yanti, A Setiawan, N. and Y. (2019). Teacher's Perception about the Use of E-Learning/Edmodo in Educational Activities. *Digital Education Review*, (35), 202–215. <https://iopscience.iop.org/article/10.1088/1757-899X/306/1/012055/meta>
- Hryniewicz, K., & Gaździcki, A. (2016). A New Sediment-Dwelling Pholadid Bivalve from Oligocene Glaciomarine Sediments of King George Island, West



Antarctica. *Acta Palaeontologica Polonica*, 61(4), 885–896.

<https://doi.org/10.4202/app.00255.2016>

- Imran Khan Assistant Professor, S. (2021). Online Classes Amid The Covid-19 Pandemic: Parents Perspective. *Journal of Contemporary Issues in Business and Government*, 27(1), 2021. https://www.cibgp.com/article_7242_cbcff67af7b2c90f8ee857ae125f0097.pdf
- Ishwarya, A., Gayatri Devi, R., & Jyothipriya, A. (2019). Knowledge, attitude, and perception of parents toward their children’s education and extra curriculum. *Drug Invention Today*, 11(5), 1161–1163. <https://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=09757619&AN=139165681&h=aL78xENjC1Xee4d5uRocogVfuDIEuoU52%2Bj5iD0l%2BQkxBmgLExGW9eZAXKKhv1SLy99XglFIgxe4jrs wPUfGfA%3D%3D&crl=c>
- Jessica D. Cunningham, K. D. B. (2013). RUNNING HEAD: TEACHER PERCEPTIONS OF ONLINE LEARNING TOOLS. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Kanthawongs, P., & Kanthawongs, P. (2013). Perception of Primary School Students, Parents and Teachers toward the Use of Computers, the Internet and Social Networking sites. *Procedia - Social and Behavioral Sciences*, 88, 282–290. <https://doi.org/10.1016/j.sbspro.2013.08.507>
- Kar, D. S. (2020). Teachers’ Attitudes towards Online Teaching (E-learning) during Covid-19 Lockdown, 10(8), 351–358. Retrieved from