Students' Attitudes towards E-Learning from a Socio-Economic Perspectives

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Abstract:

There is a great debate worldwide among academicians regarding socio-economic differences that affect e-learning attitudes. In light of the knowledge gap, this research sets out to investigate how economic determinants overlay with cultural factors in e-learning environments where relied cannot physically be on present peers acting as teachers. Socio-economic background is associated with access to technology, digital literacy and the quality of home learning environments that affects greatly students' participation in online education. In sum, this research contributes to the literature on financial and other socio-economic variables that influence e-learning access and outcomes by investigating more detailed aspects of economic disparity. The report examines the role of digital resources in creating uneven learning opportunities for students from various socioeconomic backgrounds. The study also investigates how cultural diversity interacts with socio-economic status in determining students' opinions concerning the relevance, accessibility and value of E-learning. The research thus intends to systematically explore resilience factors and effective strategies of students across a range of SES- backgrounds, which would be valuable for informing policies and practices associated with ensuring equitable access to digital education. The study adopts main ling qualitative methods of content analysis and is enriched with a type richness to bring more valuable insights about students in E-learning experiments. The overall purpose of this study is to inform evidence-based recommendations for improved support structures, policy interventions and educational practices that encourage E-learning with equity in mind-to reach all students regardless of socio-economic background.

Keywords: *E-learning, Digital Education, Student Attitudes, Socio-Economic Background, Educational Disparities.*

1.   Introduction:

In the scenario, Education has been tremendously evolving with the fast pace of technology growth in previous few years and E learning taking place as primary source for academic experience. This replacement has also generated much more interest in identifying what different factors could affect the students' perceptions about E-learning. Among these, social-economic status specifically encompasses itself influencing affect towards E-learning. This study is analyzing the effects of some socio-economic variables

like income, parental education, and access to technology on student's attitudetoward E-learning. More information about E-learning being less inclusive. One of the biggest disadvantages of online learning is its accessibility, especially for students from higher socio-economic classes, which grants them better access to technology and resources. These pupils have more probability of getting their own laptops and internet access as well as a suitable environment for E-learning at home that contributes to implementing higher motivation towards online learning (Borrero et al., 2020). By comparison, students of a lower socio-economic background are likely to contend with pronounced disadvantages such as minimal exposure necessary tech and the absence of conducive learning environments that hamper their participation in e-learning platforms (van Deursen& van Dijk 2019). Other major factor, which influences the attitude of students towards E-learning, is parental education. Mothers and fathers with increased schooling amounts much more probable to facilitate tutorial aid in their little ones, because they have a tendency for graded as greater tutors. This support even extends to the domain of E-learning, with parents more likely to promote digital tools and resources that can boost their child engaged in and perceptions regarding e-learning (Muller &Murtagh, 2021). However, students' attitudes toward E-learning may not be as positive where parents are of a lower educational attainment, which could result in less support with academic work at home (Lai and Widmar 2021). Aside that, digital literacy among different socio-economic groups can also contribute towards a student's E-learning experience Students from affluent backgrounds with early exposure to digital devices had better developed E-learning skills (Helsper&Eynon, 2013). This in turn present a challenge to students from disadvantaged households with digital illiteracy, preventing such student... preclude those youngsters benefiting more effectively, or indeed participating at all (Ng 2012). In addition to individual and family factors, the socio-economic environment where a student lives (school resources, community support) also influences how they perceive E-learning. Technology tools are enriched in schools, that a positive aspect of E-learning because students learn more with new technological too s (Zhang et al., 2020), teaching staff have long years experiences about online education environments so it means they stimulate children to sleep tight etc. Alternatively, in impoverished areas, schools may not have such resources to begin with and this can produce a digital divide between students of different socio-economic status (Hohlfeld et al., 2017). The knowledge of the extent socio-economic background can have an impact on students' attitudes toward E-learning is significant for educators, policymakers and stakeholders working towards closing digital divide gaps and promoting access to quality education that ensures equity. When E-learning perceptions influenced by these disparities, it is counterproductive in that the field of Education should focus on how to ensure an inclusive and supporting educational environment for all students regardless their socio-economic status.

1.1. Background of the Study:

The impact of socio-economic background on students' e-learning attitudes is well established but complex; a range of researchers in the field are beginning to pay attention. Socio-economic status (SES) is a complex concept that includes family income, parental level of education and resources, which can influence student educational experiences/perceptions. The growth of E-learning especially in the wake of COVID-19 propelled this reality and put a spotlight on these inequalities based around socio-economic lines requiring an understanding as to how those factors may impact student interaction with digital learning (García & Weiss, 2020). Access to technology is one of the decisive factors that influence how students view E learning. Naturally, children from wealthier families are more likely to have the basic E-learning tools like personal computers, tablets and high-speed internet. This access allows the more fluid e-learning process making it possible for these students to do all of the educational activities online (Baker, 2013). In contrast, students from the lower socio-economic areas often possess general barriers such as limited or absence availability of these technologies, which can prevent their engagement with e-learning content and neutralize their attitudes towards this mode of learning (Eynon&Geniets, 2016). Besides, parental involvement and educational levels are imperative factors that affect over students attitudes of E-learning. Parents with greater education can

offer help to their children in using e-learning tools and resources. Parents like these can greatly ease the process of navigating online learning platforms and understanding digital content to their children, thus encouraging a positive perception towards E-learning (Pew Research Centre 2016). In contrast, parents of those with lower levels of education may not have the knowledge to provide this support and encourage their children that can lead to a decrease in confidence amongst their offspring on using e-learning technologies (Kim & Choi 2018). The so-called digital divide, the dividing line between those who are equipped with current information and communication technology (ICTs) and others without such equipment is one of the significant causes for this educational injustice. This divide exists heavily with students in different socio-economic backgrounds. Digital divide not only rules access to technology but also classes of digital literacy skills (decisive for successful E-learning) [4]. A variation of the digital divide due to economic background operates at a much deeper level in relation with AI education; generally students from higher socio-economic backgrounds are more skilled in using various digital tools, since they have been exposed to them for longer and on an ongoing basis - widening this skill gap will lead few opportunities disadvantaged lower-socioeconomic-background individuals (Van Dijk 2020). Apart from this, educational environment quality has a significant impact on students' e-learning experiences and attitudes. Then there are schools in well-heeled areas, better resourced with more sophisticated tech and teachers prepared to do E learning. This might create an even better and more encouraging e-learning environment, making students regard their online learning grant with positive engagement (Selwyn, 2011). Conversely, schools in poorer districts suffer from an assumed lack of such resources and students receive lower quality E-learning, possibly leading to a disgust for online learning (OECD 2018). In the context of educational disparities and inclusive e-learning environments, it is important to know how socio-economic background may influence attitudes towards E-learning among students. Educators and policymakers can mitigate e-learning challenges for lower SES students by understanding the associated obstacles and ensuring increased efforts to equalize learning opportunities between rich well-resourced schools entities from poor schools.

1.2. The Statement of the Problem:

This paper aims to do so by considering a number of parameters, which constitute SES and cultural disparities, and then, examines how these aspects influence E learning in college students. The socio economic disparities remain the major feudal that limit the chances of participating in e learning as obtaining basic features of technology or internet connection is impacted greatly. That is why such resources may be more accessible to the students from the higher socio-economic status, while the less resourced struggle and that may hinder them from participating in the learning environment based on digital tools and platforms. This availability is however subject to disparities in relation to cultural norms towards e learning that comprises of the cultural, perceived and impose values, beliefs and practices among student's families and communities hence the attitudes towards the engagement in online education. Culture also influences the perception of the students by determining whether they consider digital learning as an appropriate way or method of instruction, and a medium that they use in success on their course with motivation for the same. Thirdly, the amount of stress tolerance by students from different income groups stay unnoticed in cases of e-learning related difficulty. Some students with socio-economic disadvantages come across task such as no access computing equipment, parents not being involved, and or lack appropriate computer skills. Thus, it is important to know how these students are able to overcome/handle the existing challenges in order to enhance the supportive frameworks and interventions. Moreover, it is relevant to comprehend how the learners with varying SES status have interpreted their assets and to what extent they have been able to engage in e-learning solutions. These include community services, technology or supported learning applications, or learning from peers or teachers. However, solving this problem entails specific measures as to how schools engage with families to support the virtual learning process for students drawn from several SES backgrounds. Perhaps co-contributing to a technology access-sharing, parents and caregivers, their

digital literacy, teachers' relation with families, or development of home friendly learning atmosphere. In this research, it is the intention of the study to offer the understanding that can address both aspects comprehensively, thereby assist endeavours toward fulfilment of E-learning for all clientele – in terms of equal access and better learning experiences.

1.3. The Significance of the Study:

Hypothesizing about the implications of socio-economic background to students' perception of E-learning is essential due to varied reasons; key among them is the prospects of this approach in eradicating historical inequalities and closing any divides; to offer every learner an equal shot at virtual learning at any given level. Household income is the fancy phrase of socio economic background which for the purpose of the present study includes both household income as another strong factor defining take-up levels- as an insignificant detail which might make a difference while analyzing E-learning results, and the parental education level, access to technology and home learning environment another two factors that may affect take-up levels. The nature of how the above factors relates to cultural issues are still missing in the literature, with such inspiration desperately needed to construct site-based interventions and policies aiming for the inclusion of students from diverse backgrounds. This study seeks to fill this gap by analyzing the research topic which focuses on the digital divide and how the disparity in the usage of technology further led to unequal education for students from the two different socio-economic backgrounds. For instance, the researchers note that while attempting to find out barriers to the availability of support, it is possible to identify students with restricted access to the Internet or those who may be using old equipment –thus, revealing how efforts made in bridging can be helpful in making sure all students have equal chances of accessing e-learning platforms. Secondly, this study aims at establishing the role of culture in the reception of students and attitude to E-learning. Existence in Cultural beliefs and expectations, as well as educational expectations do influence the reception of digital education by students as either useful, affordable and beneficial. Cultural factors affecting students' participation in e-learning are possible to be used by educators and policymakers for crafting particular e-learning approaches for K-12 minorities students and other diverse learners so that the ensuing inclusions are intentional with the aim of enhancing diversity and student engagement in such programs. Third, it feeds into the detection of assets, and ways how learners from different SES backgrounds establish the trajectory toward effective practices in school and college as stipulated at the preconditioned level. The study offers understanding of supports and inputs that have or can be scaled or replicated to make the E-learning work for all students by shedding lights unto the patterns through which students overcome socio-economic realities in the process. Besides, the justification of the results of this study can be viewed in the context of policies aimed at creating educational equity at the institutional level. Policy makers can partner with evidence from stakeholders to come up with strategies that address socio economic requisite that make education hostile to some students and thus create more friendly environment for learning for every individual. Thus, this makes the examination of socio-economic background as a factor in the students' attitude toward E-learning as crucial opening the door for accessibility and diversity in college education.

1.4. The Research Questions:

RQ₁: How do cultural factors intersect with socio-economic background to shape students' perceptions and attitudes towards E- learning?

RQ₂: What are the key resilience factors exhibited by students from diverse socio-economic backgrounds when facing challenges in E-learning environments?

RQ₃: What strategies do students from varying socio-economic backgrounds employ to access and engage with E-learning platforms effectively?

RQ$_4$: How can schools collaborate with families to enhance support for E-learning experiences among students from diverse socio-economic backgrounds?

1.5. The Objectives of the Study:

O$_1$: To explore how cultural factors intersect with socio-economic background to influence students' attitudes towards E-learning.

O$_2$: To analyse the resilience of students from diverse socio-economic backgrounds in overcoming challenges related to E-learning.

O$_3$: To explore the adopted strategies employed by students from varying socio-economic backgrounds to access in E-learning environments.

O$_4$: To propose the suggestions, how schools can collaborate with families to support students' E-learning experiences of students from diverse socioeconomic background.

2. The Review of Related Literature:

- **Adeniyi, I. S., Al Hamad, N. M., Adewusi, O. E., Unachukwu, C. C., Osawaru, B., Chilson, O. U.,... & David, I. O. (2024).** A worldwide perspective on reviewing the success of online learning during the COVID-19 epidemic. This review summarises the worldwide situation of online education during the COVID-19 epidemic. Its goal is to help improve online education in times of crisis or as a supplement to traditional classroom instruction by examining technical, pedagogical, socioeconomic, and psychological aspects.

- **Hu, K., & Raman, A. (2024).** Examining the policy, human, financial, and technological viewpoints on the comprehensive integration of online learning in higher education: A literature analysis. Scopus, Google Scholar, ERIC, SAGE, and ProQuest were queried in accordance with PRISMA standards for this review. In particular, it takes an integrated approach, which bridges the knowledge gap by bringing attention to hitherto unexplored financial factors and providing a holistic picture using an SLR. The research offers a multi-faceted view of learning by incorporating ideas from human, financial, technological, and policy perspectives. This innovative strategy not only documents the existing landscape of e-learning integration but also lays the groundwork for future studies, proving its worth in the academic world.

- **Rabelo, A., Rodrigues, M. W., Nobre, C., Isotani, S., &Zárate, L. (2024).** As far as the authors are aware, this review is unique among educational data mining and learning analytics works. Since it examines the field from the vantage point of the manager, who is accountable for the overall direction of a higher education institution, with the goal of assisting the administration in developing strategies to enhance the learning process through the utilization of data mining.

- **Arumugam, S. K., Saleem, S., &Tyagi, A. K. (2024).**Future Research Directions for Effective E-Learning. This article delves into many potential avenues for future research that might improve the use and efficacy of online learning in addressing practical issues. Pedagogical strategies, technology integration, learner support and engagement, evaluation and assessment, accessibility and inclusivity, educator professional development, quality assurance and accreditation, and ethical and legal issues are all discussed in relation to the implementation of e-learning. In light of the fact that online education offers excellent educational possibilities to students all over the world, this chapter outlines its efficacy, accessibility, and inclusion.

- **Leoste, J., Jõgi, L., Õun, T., Marjanovic, U., Rakic, S., Schöndorfer, S., &Lefkofridi, Z. (2022,** July). The environmental problems of online education from the viewpoint of faculty members. Data analysis using qualitative methods. The study's five overarching themes represent the difficulties

educators face in the classroom today: instructors' own biases and assumptions, institutional and systemic obstacles to digital instruction, variables affecting students' ability to learn, and suggestions for improving instruction, and plans for the future. In addition, this article provides an outline of the main difficulties associated with teaching in an online setting and tells the collective narrative of educators' experiences with digital teaching techniques.

2.1. Research Gap:

Although considerable research has been conducted on the influence of socio-economic background on formal educational outcomes, there is a clear dearth in how such socio-economic factors affect students' attitudes towards E-learning. As a study setting, existing works often address the digital divide in terms of access to technology and internet connectivity but rarely aspect how socioeconomics impact students E-learning platform perception or motivation engagement. Meanwhile, the influence of parent education and involvement in e-learning settings are newer areas for exploration compared to traditional learning environments. This gap is of particular importance considering the rapid expansion in E-learning to be able to cope with COVID-19 and its serious consequences, which demand understanding how socio-economic inequalities can affects students' e-learning experiences as well beliefs. This research gap is concerning as it affects the creation of interventions to support E-Learning access equitably and improve educational outcomes for all students.

3. Methodology of Study:

Quantitative analysis used to measure the extent to which students are influenced by their socio-economic backgroundwhen it comes to attitudes toward E-learning. This method is mainly concerned with trying to find patterns and relationships buried in a great deal of oral, textual and visual images. Content analysis was used in this study to examine material that was extensively different but equally important--from academic literature, policy documents, and educational reports to interview transcripts, group discussion records, and case studies. Both of these syntheses provide an underlying picture of what shapes peoples'affinities towards E-earning in differing socio-economic backgrounds. Second, content analysis initiates the systematic classification and analysis of qualitative data findings based on interviews or focus groups and case studies. Such research bring together a literature review and qualitative data analysis in order to present multifaceted interpretations of how educational stakeholders can create equitable digital learning environments that suit everyone, no matter their socio-economic background, with full access to educational opportunity.

4. Analysis and Interpretation:

Pertaining to Objective 1:

O₁: To explore how cultural factors intersect with socio-economic background to influence students' attitudes towards E-learning.

Culture & Perceived Relevance

These discoveries therefore suggest that culture interacts with the student's SES propensities to shape meaning in regards to the applicability of E-learning programmes. Opinions on education, including the digital ones, are formed by values and expectations because being cultural constructs were developed in culturally different societies that promote different aspects of academic performance, career opportunities. For example in cultures where traditional means of learning such as formal education or vocational training are well accepted then digital education can be seen to complement these methods and therefore optional. Which in turn gives meaning to priorities for families who wants to invest on digital resources for their children, and to help working e-learning students coming from different socio-economic class.

Impact on Accessibility & Acceptance

The accessibility and the acceptability of e-learning tools are also influenced by cultural beliefs as well. Some community members had reservations against digital mediums, fearing the loss of cultural heritage or traditional learning practices. This mentality permeate the manner in which e-learning technologies are adopted at least among households, irrespective of their socio-economic status. Conversely, societies that place strong emphasis on innovation and technological progress may perceive a greater need for digitalization in education as well, even when resources are limited.

Perspectives in Education Equity

Cultural Factor - Socio Economic Background: This intersection shapes the way education equities are perceived regarding E-learning. If access to the underlying digital technology is unequal, then students who already feel excluded from traditional educational pathways (particularly those in culturally marginalized communities) may interpret increased reliance on tele teaching as a factor that serves amplify existing inequities. Likewise, a commitment to values of egalitarianism and social justice are central motivations for on-going advocacy aimed at (more) inclusive digital learning policies and practices. Knowledge of such dynamics is essential for educators and policy-makers striving to reduce disparities and promote equitable access through E-learning.

Cultural Adaptation and Creativity

It is this cultural adaptation and innovation that cement the E-learning strategies of students. E-learning platforms have been adjusted by some students from other cultures to fit within the framework of their own cultural norms and approaches for learning, such as incorporating elements like storytelling or collaborative practice in learnings. Engaging with digital resources in this way encourages a strong sense of ownership and empowerment among students, leading to more resource discovery-awareness, motivation and efficacy.

Strategies to Support Collaboration

In order to create constructive perceptions and attitudes toward E-learning on cross-cultural,and socio-economic background, cooperation between schools and family is needed. Schools are able to engage parents in ways that honor who they many feel called on their cultural identity and how recognize our education aspirations. Educators create a positive culture, making students see the value and benefits of engaging in E-learning through trust building and understanding. To sum up, social-economic background together with cultural factors affect students' understanding and approach to e learning in multiple ways. Educators and policy makers worldwide should recognize the cultural diversity of their communities in devising inclusive strategies that increase the access, acceptance and efficacy of E-learning initiatives. Uniquelearning system not just bridges the educational divide but additionally, creates a study environment in which all college students have room to grow within our digital age.

Pertaining to Objective 2:

O₂: To analyse the resilience of students from diverse socio-economic backgrounds in overcoming challenges related to E-learning.

Flexibility and Creativity

While the ability of students from a variety of urban communities to adapt and be flexible with E-learning is apparent. Adaptability: Adapting to different learning models including opportunities for techno resources advances with varying access of digital tools. Cases where students take in their own hands because of

low/no internet connectivity or devices way outdated to even run whatever the Govt provides. For example, some students might work around this barrier by using community resources such as local libraries or Wi-Fi hotspots to access online readings - a resiliency that the Demonstration evidence suggests they will surely leverage in their next paradigm shift.

Motivation and Persistence

Students facing socio-economic challenges have emerged to cultivate additional sophistication in E-learning because today we would talk about those key factors responsible behind resilience (e.g., motivation) towards digital literacy...medium.com They suffer some setbacks along the way, but students who find motivation will persevere and continue towards their educational objectives. These are founded on personal goals, family idealism or faith in education. Persistence means overcoming obstacles, from technological breakdowns to academic stumbles and still fighting through them and continuing to learn.

A Warm and Supportive Community

Indeed, numerous adaptive learners belong to such families, which are accompanied by a firm system of emotional and academic care. In the same manner, family support, cooperation of peers in the same group and especially, the mentoring that children and youths could have with their teachers or community workers are some of the aspects that can help enhance such beneficial resilient behaviors. These sources provide important means, help and encouragement for students to ensure that they can come over barriers in order to continue participating in E-learning.

Self-Regulation and Time Management

Time management and self-regulation in students' learning is a critical aspect of the resilience of students while addressing the challenges of online or E learning in the backdrop of socio-economic factors. Because students will always have targets, arrange work and have concentration on their studies regardless the distractions or interferences they may come across at home. Appropriate self-regulation of students implies the capability to organize their timetable and make sure other things are taken care of before proceeding with their studies.

Tech Skills and Digital Fluency

Fundamental to this portrayal is the fact that the students who are resilient are also skilled in theinformation technology and the use of technology irrespective of the socio-economic status they encounter. In its simplest form, digital literacy is bartering the capacity to maneuver an on line platform, to capacity content on the outside and to capacity tools which can be used for instructive motives. What it is: Technological literacy in its minimum definition thus entails being able to solve technical problems as and when they occur, or having the capacity to learn on one's own how to use a new program or application that oneself and students depend on for an assignment. These competencies enable a student to learn optimally in E-learning environment and make use of resources available for the success of the student.

Therefore, it can be concluded that students belonging from different social background are more receptive towards e-learning configuration because of their flexibility to the set up, motivational factors prominent in learning, home support systems, and self-regulatory strategies followed along with digital media literacy and accessibility. These are the facets which when brought to students' attention assisted educators and policymakers to prepare youth across the socio-economic divide for digital existence. Thus, apart from enhancing productivity and performance in learning among students, one also nurtures abilities that would make their minds open to failure for the rest of their lives in a competitive digital world.

Pertaining to Objective 3:

O₃: To explore the adopted strategies employed by students from varying socio-economic backgrounds to access in E-learning environments.

Community Resource Use

With concern to the socio-economic class backgrounds of the students, the utilization of the community resources is viewed as a means of gaining access and engagement on e-learning platforms. Blogs created on the sites that can be freely accessed and located through the help of the Internet connection, which provided in the public library or in the community center with the computer lab or regional hotspot WI-FI zones. With these resources, learners can bypass internet connection at home or no individual gadgets to consider other methods to continue following the electronic instructions and virtual classes.

Learning Environment Adaptation

Making the learning environment adapt to his or her socio-economic situation is another strategy student's use. For example, students have been creating quiet spaces to study at home, establishing online learning routines or setting up tech arrangements that will limit interruptions during lessons. This adaptation is proof of how much proactive measures these educators took to be able to provide environments that promote learning despite setbacks such as space restrictions or shareable devices at home.

Working with and Supporting Peers

Consequent efforts to improve engagement with e-learning platforms among students of varying socio-economic status largely rely on collaboration and peer support. They engage in study groups, virtual discussions as well work on projects using digital communication tools. Support from peers supports the sharing of knowledge and experiences, provides motivation and offers a sense of community partly aspiring their learning experience as well addresses to a certain extent feeling isolated since these are characteristics found in traditional classroom environments.

Organization & Time Management

Time management and organizational skills are crucial aspects of successful E-learning, attained by students. The skills they learn how to put into practice are...learning task prioritization, managing their time well(better than ever), creating a schedule that juggles between everything (with learning and academic commitments) in-sync. It brings convenience to their life and allows them to remain on the ball so that they can better keep up, meet deadlines and actively engage in online coursework even if other things or demands are competing for their attention.

Involvement with Educators and Support Systems

Engagement with educators, navigation of institutional support systems is key to equitable e-learning access for students across socio-economic levels They regularly ask for help from teachers, attend online office hours and take advantage of academic support services at universities. This interaction facilitates individual learning paths, defines comprehension objectives and confronts academic problems in a way that makes available the same amount of tools for all students. After all: enable students from distinct socio-economic backgrounds to strategically access and engage with e-learning platforms in order for optimal usage. Drawing upon community supports, adjusting their learning habitats, collaborating with peers and supporting staff members had helped students to address challenges in conjunction with maximizing the opportunities present within digital environments. Above all, it carries the internationality of a response that demands

flexibility and ingenuity in navigating E-learning across socio-economic divides as well-demonstrating how striving for equitable practices is beneficial to creating truly inclusive education experiences where no student potentially need be left behind.

Pertaining to Objective 4:

O₄: To propose the suggestions, how schools can collaborate with families to support students' E-learning experiences of students from diverse socioeconomic background.

Since technology divides students from different sections of society and puts them on the e-learning endeavour, schools need to keep the students' families informed. To those stakeholders who are parents of learners, they should be accorded the courtesy of receiving cyclical information regarding the E-learning timetable, homework, or the technological requirements one should meet through the use of email, short message service or a school based application. Contacting the families effectively informs them and enables them to help their children while learning in a virtual environment. The schools should also play a positive role in helping families avail themselves more technology and/or resources. To reduce the existing disparity between the rich and the poor schools should not only enable all children to possess their laptops or tables but should also provide the internet at a decent price additionally all educative materials should be in a format that is easily accessible to all parents. Thus, making fair practices in school regarding use of technology allow families to be actively involved in their children's E-learning process. Further, it is required to educate families in schools concerning the use of technology and digital devices. Parents require this chance as supplementary for their kids on the transitions to E-learning. In this regard, schools might conduct workshops or online classes familiarizing parents with computer operation, ways of contributing to the child's class, and keying issues and findings that occur. Equipping parents with these skills means that they will be able to have the needed confidence to engage more fully as participants in aiding the children hence comprising a more effective pool from home-based environments. Last but not the least, there is the need for schools to facilitate PAR for E-learning especially for parents.

Thus, one of the other significant strategies that schools can use to improve support for E-learning experiences by children from different socio-economic statuses include close cooperation with families. Schools prepare a model for developing a good working partnership with families by offering them AFEC-support free education. This support elucidates access to technology and training for parents of children from a diversity resulting in the achievement of E-learning. In addition, cooperation with schools accompanied by adjusting services related to cultural and linguistic learning differences. This may inherently involve school translated spread materials and/or culturally appropriate resources and initiatives that embrace families' cultural practices. In this respect, the schools will guarantee a polite and culturally understood winning solving situation for the general E-learning assistance provisions. It is equally necessary to have periodic feedback and support that addresses encouragement of E-learning experiences among children with different socio-economic statuses. Through the consortium surveys, focus groups, or virtual community meetings to obtain perceptions of families' experiences and choices. These are important in the enhancement of areas that may require change hence enhanced support for E-learning among children from all kinds of backgrounds.

5. Conclusion:

In conclusion, the impact of socio- economic background on students' perceptions towards E learning is a multifaceted issue and carefully determined by educational policy and practice. Clearly, access to technology, digital literacy, and home learning environment correlates with three indicators, playing a crucial role in their attitudes towards e-learning platforms. Students, who come from a wealthier background, have better access to resources and a supportive environment, which assures that students will be active in E-

learning. For the remaining tiers, there is a range of obstacles that did not allow them to engage and benefit fully from E-learning. In addition, the influence of cultural background will interact with socio-economic status in determining the perceptions of E learning. The influence of family and social norms, beliefs, and expectations also shape students' promotion towards changes in the performance for the sake of academic results related to their willingness to engage with E-learning. Active initiatives need to be adapted to meet all ranks of variety in the socio-economic background, predominantly to help to mitigate those levels of change, facilitating diversity, and encourage a comprehensive approach. Acknowledging the impact of socio-economic background students' E-learning perception and the influence of cultural heritage helps improve education, policies, and culture. Therefore, a long-term approach ensures that more stable environments ensured, such that all students engaged empowered to systemic improvement of socio-economic status and enhanced socio-economic development.

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