

THE PROBLEMS FACED BY PARENTS IN A PANDEMIC

by:

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The traditional responsibility of parents is to teach, guide, and raise their children to become contributing members of society from the time they are young children until they reach adulthood. When their kids start school, most parents hand over a good chunk of educational responsibility to the institution. Parents are the primary providers of their children's formal education. Except in families where both parents are committed to homeschooling, children should have access to the resources they need to succeed in school. Parents are taking on a more nurturing role since the pandemic began, helping their children with homework and other home duties.

Many countries' economies ground to a halt after the global spread of the Coronavirus (COVID-19) pandemic, with repercussions felt across a wide range of global industries.

Many kids started getting their educations remotely instead of at school when it was shut down. Both private and public actors in the education industry have pioneered and put out virtual learning interventions and solutions to encourage students to keep studying and combat attrition. Parents now had the dual role of raising children and instructing them.

The factors that affect a parent's capacity to actively participate in their child's education are influenced by four reasons: the parental role construction, which is shaped by the parent's beliefs, perceptions, and experiences; the teachers' and schools' invitations to parents to be active participants in their children's education; the parent's socioeconomic status, which affects the parent's skill, knowledge, energy, and time availability; and an individual parent's attitude toward education.

Parental involvement in a child's education has been found to improve academic outcomes beginning in childhood, increase school attendance, and promote positive growth in children (Mapp & Handerson, 2002).

After schools were closed because of the COVID-19 pandemic, it became clear that parents would have to educate and essentially support their children's education full-time. Just 83% of the parents at our school responded positively to a survey asking whether they were doing anything to support their children's education during the pandemic. However, when asked why they weren't assisting, most of the 17% of parents who weren't said it was because they weren't teachers themselves. Parents' lack of involvement in their children's education was also highlighted, along with their own lack of time and financial resources.

The lack of financial means to provide suitable remote learning equipment is the primary difficulty parents confront when attempting to teach their children remotely. Some of the challenges with learning remotely are the high prices of internet data, alternative power sources, and internet-enabled equipment. This suggests that children's socioeconomic condition is a critical determinant of their ability to learn remotely during the pandemic.

Stakeholders in the education system must work to guarantee that all children receive a quality education and that no child is left behind. This may necessitate providing specialized services, such as financial aid, improved facilities, or online courses, to certain subsets of students.

There should be a strategy in place for policymakers, school administrators, teachers, and local government officials to equip parents with the necessary skills in the conduct of homeschooling in case of another pandemic or calamity.

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