THE ROLE OF PARENTS IN EDUCATION DURING PANDEMIC

by:
Florentina B. Olivares
Master Teacher I, Pablo Roman National High School

In abrupt spread of Coronavirus (COVID-19) pandemic, several countries suffer from different instances like unforeseen economies shut down, affecting various sectors and industries on a global scale. The current COVID-19 epidemic has posed significant obstacles and has impacted educational institutions, and no one knows when it will cease. Every country is currently putting in place plans and processes to contain the virus, but the number of illnesses continues to rise. In the educational context, the new normal should be considered in the invention and execution of the new normal educational policy in order to uphold and offer excellent education despite the lengthy and strict lockdowns and community quarantine.

To support the continuation of learning and prevent a learning slide, virtual learning interventions and solutions were pushed out, pioneered by both corporate and governmental partners in the education sector. The new task for parents was to be both parents and teachers at the same time. Now that for many youngsters, schools were closed and remote teaching and learning began.

Parents are considered as the first teacher of every child, before they formally go to school where parents put their 100% trust to the institutions that they child will be entering. But because of the situation we have right now, many parents were juggling occupations while also supervising their children's schooling from home throughout the outbreak.

According to Lakinska, Divna (2006) life education begins with the early days of a child's life in a given home. It basically consists of gaining experience, which is frequently
influenced by continuous learning. For these reasons, pedagogues, psychologists, and other experts argue that parents play a critical role in their children's entire development, focusing on the development of their personality in the home and beyond. It has been argued that the so-called children's development climate is more often viewed through the lens of three interacting factors.

1. Parental joy or delight in their children's accomplishments;

2. Needs and the stress that the parental role in the process imposes;

3. Feelings about parental competences in their children's overall development

On the other hand, it was the opportunity for both teachers and parents to recognize the value of a strong home/school collaboration based on trust. However, the rise in parental involvement became a burden to the parents who is struggling to provide food for their family and be able to allot time to teach their children simultaneously. Another burden is that when they have two or more students in a household, it is impossible to teach them concurrently.

Moreover, conferring to Ceka and Murati (2016) concluded that education in the context of family life has two meanings: first, it must be viewed in terms of its contribution to total child raising and education, which is critical to the appropriate formation of a kid's personality and, second, his/her preparedness for leading an independent life. That in these social circumstances, the family bears a significant and difficult responsibility, as it is responsible for their health, physical development, overall education, intellectual affinities development, as well as the development of better moral values, convictions, and attitudes, as well as the formation of strong and well-behaved cultural relations within the family and in society.

Moreover, despite of the challenges and struggles parents, should be involved fully to the learning and education of their children in a way that their child will gain
motivation and confidence from them to learn and be able to cope up with the new normal setting.

References: