

# Role of Mother in Managing the Academic Work of Children during Pandemic COVID-19

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## Abstract

Globally, schools were shuttered in the spring of 2020 to stop the COVID -19 pandemic's viral epidemic from spreading. This physical closure resulted in a quick move to distant learning, putting more responsibility for learning on the shoulders of parents. The widespread prevalence of COVID-19 pandemic has affected academia and fogeys alike. This has become a hard routine for the parents working online reception since they have to form sure their children's education. The goal of the study that was presented to investigate the experiences of home education and how mothers are involved and what challenges they are facing in distance learning during the Covid-19 era. This study used interview method for collecting the information. Mothers were interviewed about their experience of home learning and their involvement in remote learning of their children of 6-12 years. The results indicate mothers agreed with the varsity closure policy and were generally satisfied with the extent of support provided by school districts whilst describing some areas of struggle. Parents expressed concerns about balancing duties, learner motivation, accessibility, and learning outcomes. The study concluded that interactive, flexible, and supportive online learning environments had the capacity to fight social isolation and increase social presence. The practices of building relationships with students must continue, as does building relationships with parents, so on understand their current trials. Working women had to manage both their work and their families, which presented many challenges. Mothers were overburdened by having to manage the household, their children, and other family members.

**Keywords:** COVID-19, Mother, Online learning, Parents

## Introduction

COVID-19 is a disease caused by a newly discovered coronavirus. Most people infected with the virus will experience mild to moderate respiratory illness, but older people and those with underlying medical problems are more likely to develop serious illness. Children and families have been deprived of their educational, work, and sport activities, leading to emotional and psychological stress. Indian families have been deprived of their educational, work, and sport activities, leading to emotional and psychological stress. Parents had to manage their children at home from school 24 hours a day, while also smart-working from home. They also had to manage difficulties and pain related to having sick or dead relatives, wages reductions, or lost their work.

The COVID-19 crisis is developing in the backdrop of growing digitalization. Digital devices and internet access provide valuable resources for children, parents, authorities and caregivers to continue schooling and teaching. However, the greater use of digital tools has its downsides, such as lower quality of home-schooling and social contacts. One of the most important variables in a child's growth is their parents. This is because they have the power and ability, through their direct participation in educational activities, to mould and develop their kids into motivated, inspired, and tolerant adults. On the other hand, parents who don't participate in their kids' education are merely seen as naively demotivating and demoralising them. Their accomplishments are negatively impacted as a result.

Parental participation, according to Abdul-Adil and Farmer (2006), is defined as parental attitudes, behaviours, and events that take place within or outside of the school setting to promote children's academic or behavioural success in their current educational setting.

The purpose of this small-scale research study was to explore the experiences of home learning in times of COVID-19 from mothers' experiences and assess how they manage their children's academic performance during COVID -19. To ascertain whether the parents' demographic characteristics have an effect on their involvement in the education of their children.

### **Significance of the study**

The achievement of the children is significantly impacted by the parents' involvement in their children's education. The study's findings can help parents become more involved in their children's academic performance. It may also be helpful in overseeing the education of the students and defining the many parental responsibilities, such as keeping an eye on desired progress, engaging fully in parent-teacher conferences, helping out with school events, learning at home, and interacting with teachers. Future scholars in the field of parental connection and its impact on academic achievements will benefit intellectually from the study, and it will serve as a basis for more research. Parents, policymakers, educators, and even government organisations may find the data useful when creating programmes to improve participants' knowledge, skills, positive attitudes and abilities in dealing with children. In order to improve as teachers, teachers are learning new skills and becoming more acquainted with technology. Although there has always been a connection between technology and education, it has now intensified due to the COVID-19 pandemic.

### **Review of literature**

The unexpected cessation of academic activities had a negative impact on children's routines, mindsets, and future (Mitsuru & Okutsu, 2020; Razzaque, 2020; UNESCO 2020). Schools have been instrumental in flipping the traditional model of teaching and learning in order to address these difficulties. The ability to establish a routine of learning at home with their children, including school-provided activities and homework, and to use more online resources for reading and home-based activities was significantly higher among those who were already comfortable using technology and online tools. Many mothers have started interacting with the community in Facebook groups to find ways to keep their kids interested. When parents and kids work together on educational projects, they get to spend more time together, which strengthens their relationship. At such situations, parents can offer solace in the form of conversations with their kids that might help them feel less anxious and less discomfort. It has been suggested that parents be taught techniques for supporting children emotionally during uncertain times (Wang, Zhang, Zhao, Zhang, & Jiang, 2020). The relationship between children and their parents could be strengthened via an online education programme with parental support recommendations.

Parents' educational attainment, according to Davis-Kean (2005), is a strong predictor of the academic and behavioural outcomes of their children. This study demonstrated a significant relationship between parental participation, which directly affects academic performance, and parental demographic factors (educational attainment, occupation and income). Contrarily, a study revealed no link between parents' educational attainment, marital status, or economic level and their children's academic success (Hayes 2012). However, according to Shaver and Walls (1998), a parent's income is unrelated to how involved they are in their children's schooling.

According to the analysis of above reviews, parental involvement in their children's education has a significant impact on their academic performance. It is, however, quite challenging to generalise from and apply the findings to other countries because the majority of these studies were conducted in western societies. However, some of the findings regarding the connection between parental involvement and children's academic success were found

to be contradictory and dubious. For these reasons, the researcher thinks that additional research on the subject is necessary. She also thinks that it will help shed light on the effects of parents' involvement in their kids' education.

**Research Methodology**

In order to select and approach eligible subjects correctly using the purposeful sampling method, the researcher must be aware of the goals of the study. This purposive sampling technique is employed to access a specific subset of individuals, as all participants of a study are selected because they fit a profile of this study. Sample size for this study is 50. Data collected from the 50 mothers of middle-income group and high-income group. All the sample mothers are from Nainital District. Variables used in the study: independent variables (age, education, family type, family members, occupation, income, ordinal position, educational resources etc.) and dependent variables (Mothers involvement in academic work of children, Academic performance of children).

Keeping the objectives of the study in view, questionnaire tool was employed for collecting data from sample mothers of school going children. Self-made open-ended questionnaire was used in phone interview which consists questions related to mother's involvement in academic work and their experience during pandemic covid19. For accurate analysis of data percentage Method is used.

**Results and discussion**

**Demographic profile**

	Frequency	Percent (%)
1) No. of children		
• One	5	10
• Two	30	60
• More than two	15	30
2) Socio economic status		
• HIG	5	10
• MIG	35	70
• LIG	10	20
3) Family income (Rs.)		
• 30000	15	30
• Morethan 30000	35	70
4) Occupation		
• Government teacher	4	8
• Private job	10	20
• Housewife	30	60
• Business	6	12

**Mother's time schedule during COVID period**

Time spent to support the learning of children during school closure	%
• 60 to 120 min.	20
• 120 to 180min	24
• More than 180 min	56

Schedule like household work; sleeping period of time and their official work is affected during online classes	
• Affected	80
• Unaffected	20
Able to give equal importance and time to individual child	
• Yes	80
• No	20

Majority of Mother were found as very disturbed thanks to the closure of faculties. They need faced many challenges associated with remote learning. They were spending their most the time within the online academic work and assignments and projects of their children. At beginning they faced problem associated with balancing their responsibilities. It was revealed that mothers found sudden closure of the faculties extremely disturbing and that they were concerned about their children’s routine. Mothers thought that because rigorous routines are followed in schools most days of the week, children learn the value of time management skills such as planning ahead and finishing projects on time of these elements of systematic routine help they shape their future work habits. Consistent with a couple of mothers, school plays a big role in disciplining children.

**Mother’s attitude towards children’s challenges**

Helped your children in overcoming the strain of their good academic achievement	%
• By motivating and encouraging them	70
• Sometime by their own involvement in the activities of child	20
• Ignored the problems of their children	10
Social and emotional development of their children is affected due maintaining social distancing during pandemic	
• Yes	90
• No	10
Facing any emotional challenge in managing the mindset of your children who wish to become a topper of the class	
• Yes	50
• No	50

During interview mother were asked about the emotional symptoms in their children due to closure of schools, mothers were reported who said that their children were mentally and emotionally disturbed because this age is gang age in which they share their emotion, feeling, facts to their group members but due to school closures they were get isolated from their friends. They were emotionally depressed because of their school performance. They were unable to get appropriate marks during home learning. These children were rank holder of their own class, they want to keep their position stable. Majority of mother were also stressed to think about their children’s academic achievement.

**Mother’s attitude regarding the technology**

Number of educational resources available at home	%
• I have too many resources	60
• I have just the right no. of resources	14
• I have no resources	26

Involvement in accessing the technology hardware and online academic work of the children	
• Elder siblings	50
• Father	35
• Mother	15

Some of the mother’s said that they are suffered from problems associated with accessibility like learner special needs, lack of access to technology hardware or internet quality, lack online resource organisation. They’re unable to properly organise the equipment. Majority of mother have enough number of resources but they lack knowledge regarding their use so that’s why their involvement in accessing the technology is less.

**Mother’s attitude towards online classes**

Satisfied with teachers support the child during school closure	%
• Satisfied	90
• Unsatisfied	10
Online classes are good for children during school closure	
• Yes	74
• No	26

It was evident that not only the kids found this new way of learning unusual, but the teachers also who were faced with an unprecedented need to switch to their computers from textbooks and blackboards. Our educational system has always maintained a very specific pattern, and a significant change like this has revealed how inadequate the system is for different learning modes. This ultimately means our children’s learning is being compromised and their parents are rightfully concerned. The loss of physical classes also means there's not any peer-learning opportunity.

**Conclusion**

In conclusion, school closures caused some issues regarding remote learning reception among parents even though parents supported the varsity closure policy. Study and discussions considering the voices of oldsters on the impact of an epidemic would help educators and policymakers with future academic planning. The implications of our findings point to unequal access to education for Children. The inequality of access to education, although not a replacement phenomenon, is probably going to be further exacerbated as schools remain closed. Our findings have pointed to challenges mothers are facing in their ability to assume responsibility as teachers for their children. Their knowledge, educational background and socioeconomic status all play a task in whether their children learn remotely and to what extent they will adapt to virtual learning. Unequal access to remote learning opportunities will end in inequality of educational outcomes of youngsters. When compared to their peers in poorer households with parents who are less educated or who are too busy, children with wealthy parents may have greater benefits. Mothers can also foster motivation and interest in children's learning well, but they have enough problems with children's boredom when they are at home continuously which causes children to be fussy. The study concluded that interactive, flexible, and supportive online learning environments had the capacity to fight social isolation and increase social presence, however, teachers needed continued support to learning how to do this and maintain the practice. The practices of building relationships with students must continue, as does building relationships with parents, so on understand their current trials. The findings of this study revealed that students with highly involved parents had better academic performance and higher test scores in all subjects than students with parents who were not involved. This was in relation to the effect of parental involvement level on their children's academic performance. The findings of this study corroborated those of

Kgosidialwa (2010), who discovered that parental participation is one element that has been consistently linked to a child's improved academic achievement. School children embraced numerous new techniques and grasped the value of ICT. Teachers are picking up new skills and becoming more technologically aware in order to become better teachers. Technology and education have always been intertwined, but with the COVID-19 epidemic it has reached new heights. It is true that if new technologies are utilised properly, they open up more opportunities for both instructors and students. This paper will support those working in the education sector in their efforts to start thinking positively, which is a crucial requirement in the current environment. Because thinking positively makes one more motivated and determined. Positive thinking is a treatment for stress and sadness. Positive thinking can support our development, enhance our health, raise our level of life satisfaction, and help us achieve happiness, which is the goal of every person. So, we ought to always look at the bright side of things.

#### **Future recommendations:**

- A study can be conducted in a different setting to assess the findings of the current study.
- A similar study can be reproduced in large samples for broad generalisation.
- Mothers of children with special needs might repeat the same study.
- To learn more about the many aspects connected to parenting issues, a quantitative study can be conducted.
- To compare the parenting issues of moms who work versus mothers who do not work, comparison research can be done.

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