

# PARENT INVOLVEMENT IN THE EDUCATION SYSTEM DURING THE CORONAVIRUS PANDEMIC: EFFECTS AND BARRIERS

**Ram Winkler**

Ph.D. Student, Department of Psychology  
Varna Free University "Chernorizets Hrabar"

**Abstract:** *The coronavirus crisis caused significant changes in the global education system, with direct impact on about 1.6 billion students around the world, while presenting unique challenges to parents, students, and teachers. The rapid transition to online learning required adjustments on the part of the students and the teachers and also presented the parents with the need to fill new roles of educational accompaniment and emotional support, sometimes without prior preparation. The present research study examines the influences of the coronavirus lockdowns on the dynamics between parents and teaching workers, while focusing on the main challenges facing them. The research findings identified major barriers, such as personal, logistical, and financial difficulties, which limited the parents' ability to cope with the new reality and provide optimal support to their children. The research conclusions emphasize the need to design an educational policy that supports parents, with the aim of reducing educational and social gaps and improving the children's achievements during similar periods of crisis in the future.*

**Keywords:** *Parent involvement, coronavirus pandemic, online learning, personal barriers, logistical barriers, financial barriers.*

## **Introduction**

The coronavirus pandemic led to profound changes in all areas of life, and especially in the education system, which had to deal with the sudden transition to distance teaching and learning. These changes posed significant challenges for the parents, who found themselves filling new roles of educational accompaniment and emotional support for their children. This situation came with mental stress, complex educational requirements, and limited resources, which made their everyday functioning difficult. This article examines the implications of the changes that occurred in the parental involvement during the coronavirus crisis, analyzes the factors that influenced the success of the involvement, and focuses on the main barriers that the parents faced in this process.

## **Parent Involvement during the Coronavirus Pandemic**

The sudden transition to distance teaching and learning, which was forced because of the rapid increase in coronavirus morbidity, influenced about 1.6 billion students around the world (Iqbal, Azevedo, Geven, Hasan, Patrinos, & Harry, 2020). This dramatic change posed significant challenges to the education system, with the requirement for rapid adjustment on the part of both the educators and the parents. The main challenges focused on two dimensions: the need for intensive learning support of the children and the development of strategies for self-regulation in the online learning environment (Bubb & Jones, 2020; Kong, 2020).

The closing of schools forced parents to find creative solutions to improve their children's learning experience, and sometimes considerable efforts were necessary beyond what was required during normal periods (Manca & Delfino, 2021; Goudeau, Sanrey, Stanczak, Manstead, & Darnon, 2021). Alongside the challenges, the coronavirus crisis emphasized the broad social role of the schools – not only as education institutions but also as factors that strengthen the sense of community and contribute to the reduction of social gaps (Blass, 2020).

Research findings illuminate the relationship between the involvement of the parents and teachers and the adjustment of the students to distance learning. For example, the research study of Garrote, Niederbacher, Hofmann, Rösti, and Neuenschwander (2021) found that the level of involvement of parents and teachers directly influences the students' perception towards online learning, both on the personal level and on the class level. Teachers who set high expectations succeeded in supporting distance learning with greater effectiveness, but the levels of tension the parents experienced influenced the learning effectiveness, when the home conditions were a significant factor.

In addition, the research study of Haller and Novita (2021) examined the parents' satisfaction with the schools' conduct during the first lockdown in Germany in spring 2020. In this period, the teachers were required to invent new teaching methods, while the parents found themselves filling the role of learning instructors alongside their professional commitments. The research study examined five main variables: (1) the school's support of distance learning, (2) the teachers' technical abilities, (3) the parents' previous perceptions about the school, (4) the home resources, and (5) the children's special educational needs. The results emphasized that the teachers' support was the most significant factor in the parents' satisfaction, while variables such as socioeconomic background influenced less prominently.

## **Influence of the Lockdowns on the Parent Involvement**

The parent involvement in the coronavirus period was significantly influenced by the limitations dictated by the lockdowns and social isolation. The relationships between the parents' mental situation, the feeling of isolation, and the family life routine created unique challenges, especially in all that pertains to the cooperation with the education system and involvement in their children's learning process (Chiesa, Antony, Wismar, & Rechel, 2021). In addition, researchers (Henssler, Stock, van Bohemen, Walter, Heinz, & Brandt, 2021; Mucci, Mucci, & Diolaiuti, 2020) identified a variety of mental and social impacts stemming from the lockdowns. The main influences include:

1. Harm to the mental health: The parents experienced feelings of anxiety, isolation, sadness, and exhaustion.
2. Decline in the family functioning: Difficulties with maintaining a normal professional routine and distortions in the family decision making processes.

Furthermore, the research study of Brooks, Webster, Smith, Woodland, Wessely, Greenberg, and Rubin (2020) revealed common psychological symptoms among parents during lockdowns, such as sense of social distancing, sleeplessness, chronic exhaustion, and increased stress and anxiety. These factors derived from the new reality forced on the families, alongside the complex responsibility forced upon the parents: management of their children's distance learning while dealing with professional requirements and conditions of economic uncertainty. The influence of the lockdowns is also apparent among the children. Sprang and Silman (2013) found that the children who experienced lockdowns exhibited four times higher levels of stress than the children who did not experience lockdowns. The social restrictions and the lack of interaction with those their age harmed their sense of belonging and their ability to deal with everyday challenges and influenced both their mental state and their functioning.

Moreover, the mental distress the parents experienced in the period of the lockdowns directly influenced their children. As the parents' level of stress and anxiety increased, their ability to provide emotional and educational support for their children was harmed. These findings are commensurate with the conclusions of Cava, Fay, Beanlands, McCay, and Wignall (2005), who emphasized that feelings of boredom, frustration, and isolation among the parents reduced their ability to motivate their children to learn and maintain healthy family routines. The research study of Davis, Grooms, Ortega, Rubalcaba, and Vargas (2021) sheds light on the profound influences of the parents' distress on their children and determines that children of parents who experienced mental distress suffered from a decline in social functioning, alongside

difficulties in learning and maintaining concentration. This insight highlights the complexity of the psychosocial influences of the coronavirus period and their combined influence on the education system and the family circle.

### **Barriers Influencing the Parent Involvement during the Coronavirus Pandemic**

The parents' involvement in education is of main significance in the students' educational and personal development. Research studies indicate that this involvement is not only a complementary process but also a strategic component that directly influences their children's academic, social, and emotional achievements. In fact, it is parents who ensure the stages of socialization at each stage of their children's individual development. The partnership between the parents and the education system contributes to the deeper understanding of the students' needs and enables the creation of a supportive and personally customized educational environment (Watson, Sanders-Lawson, & McNeal 2012; see also Lazarov, 2016).

The coronavirus period was an unprecedented challenge to the parents, who were required to significantly increase their involvement in the educational process. The transition to online learning revealed new complexities and essential barriers that made it difficult for them to fill their role in the best possible way. Despite the motivation and desire to support their children, parents encountered structural and operational limits that reduced their ability to provide quality educational support. These challenges were expressed in a number of main dimensions that influenced directly the nature of their involvement in this period.

#### 1. Personal Barriers in the Parents' Involvement during the Coronavirus

The transition to distance learning in the coronavirus period created significant challenges for the parents, who were forced to deal with personal barriers that harmed their involvement in the educational process.

- A. Communication with the teaching staffs. The transition to online learning in the coronavirus period significantly changed the structure of the communication between the parents and the teaching staffs. The requirements of the system and the sense of uncertainty eroded the effective communication between the sides and created significant gaps in expectations. Parents reported difficulties in communication that derived from the lack of synchronization regarding their role, absence of clear platforms, and difficulty in receiving effective feedback (Bhamani, Makhdoom, Bharuchi, Ali, Kaleem, & Ahmed, 2020; Carrión-Martínez, Pinel-Martínez, Pérez-Esteban, & Román-

Sánchez, 2021). In addition, the need for clearer direction from the teachers strengthened the feeling of anxiety and frustration among many parents.

- B. Feeling of frustration and social isolation. The lockdown and social isolation of the children worsened the parents' sense of frustration, especially when they experienced a disconnection from the teachers and the education system. These situations were especially prominent in families that need increased emotional and academic support (Garbe, Ogurlu, Logan, & Cook, 2020; Misirli & Ergulec, 2021).
- C. Load following the adjustment of the learning materials. Online learning materials that were not appropriate to the students' age and level led to loads on the parents, who were required to guide their children and mediate the learning content. The lack of suitability created a heavy sense of responsibility, especially in light of the need to integrate between the professional obligations and the home learning support (Weissblay, 2020).

To summarize, the personal barriers during the coronavirus period included communication difficulties with the teaching staffs, feelings of frustration and isolation, concern for the children's emotional and social development, and loads that derived from the lack of suitability of the learning materials. The integration of these factors led to the worsening of the parents' difficulties, which directly influenced both the students and the learning atmosphere at home.

## 2. Logistical Barriers in the Parents' Involvement during the Coronavirus

The transition to online learning in the coronavirus period created significant challenges for the parents, who were forced to deal with various logistical limitations.

1. Lack of digital resources. In the coronavirus period, many families were forced to deal with the lack of digital resources such as personal computers, tablets, or fast Internet connection. This situation was especially prominent in families with many children, when it was necessary to share one device among a number of students, and in disadvantaged populations. In addition, challenges such as slow Internet or inadequate equipment increased the difficulties (Bhamani et al., 2020; Garbe et al., 2020).
2. The lack of physical space for learning. In the coronavirus period, the home space underwent transformation and became a combined arena for work, learning, and family living. In small or crowded homes, many families dealt with the lack of quiet physical space suited for learning, which led to the children sometimes learning in the kitchen, the living room, or shared bedrooms and exposed to constant distractions. In addition, this situation influenced the children's level of concentration, harmed the quality of their

learning, and led to a decline in the learning achievements. The parents, who worked from the home, also were forced to maneuver between the work demands and the children's needs, in a delicate balancing act between the requirements (Horowitz, 2020; Manca & Delfino, 2021).

3. Gaps in technological skills. The lack of technological knowledge created frustration for many of the parents, who did not possess the technological knowledge or the skills necessary to use digital tools and online learning applications. These gaps were especially prominent among parents of older generations, who dealt with difficulties such as the connection to learning platforms, the resolution of Internet connectivity problems, and the understanding of new digital interfaces (Anders, Macmillan, Sturgis, & Wyness, 2020). The parents' frustration led sometimes to friction with the children, which harmed the students' motivation to learn and cooperation in the online learning processes.
4. Educational inequality. The coronavirus period exposed and deepened significant social-educational gaps, especially among families from a low socioeconomic status. The transition to online learning created a reality in which the lack of digital resources, such as computers, tablets, and quality Internet, prevented many students from participating fully in the learning. In many cases, students were forced to rely on their cellular phones or to cope with limited learning conditions, with the absence of adequate parental support and a supportive environment (Bayrakdar & Guveli, 2020).
5. Integration between work and learning accompaniment. The coronavirus period presented parents with a complex challenge of the management of a dual routine: the work from home alongside the accompaniment of their children's learning. Many of them were forced to balance between professional demands and new roles as teachers and instructors, sometimes without adequate tools and support. The mental and physical load was considerable, since the parents dealt with professional pressures in parallel to the management of home learning, which caused frustration and harmed the children's quality of learning (Goudeau et al., 2021).

To summarize, the logistical challenges created following the transition to online learning led to broad implications on the students and their parents. In light of the technological and educational gaps emphasized in this period, it is necessary to think systemically about improving the access to technology, strengthening the parents' digital abilities, and assisting families that need support.

### 3. Economic Barriers to the Parents' Involvement in the Coronavirus Period

The transition to online learning in the coronavirus period exacerbated the educational inequality among families of different socioeconomic statuses. Economic barriers influenced directly the parents' ability to support their children's learning.

1. Lack of digital resources. Families from a low socioeconomic status dealt with the absence of digital equipment essential to online learning, such as computers, tablets, stable Internet connection, and auxiliary equipment. Furthermore, the inability to fund private tutorial lessons or purchase learning aids significantly harmed the parents' ability to support their children. This lack led to harm to the ability to participate in distance learning equally (Bayrakdar & Guveli, 2020; Jæger & Blaabæk, 2020; Vogels, 2020).
2. Budgetary constraints and their implications. Many families were forced to deal with financial constraints that led to the preference of the fulfillment of basic needs such as food and essential payments over the investment in education. Parents faced difficulty decisions regarding the allocation of limited resources, while the online learning required a high level of independence on the children's part and parental support that included time, technological knowledge, and resources that were not available for them (Horowitz, 2020). This situation increased feelings of frustration and powerlessness among many parents.
3. Harm to the home learning environment. Beyond the lack of technological means, families from a low status were forced to deal with physical limitations that made the creation of supportive learning environment difficult. For example, lack of a designated room for learning or conditions that do not enable quiet and concentration harmed the quality of the learning. In addition, many parents were forced to work long hours outside of the home because of livelihood constraints, which made it hard for them to provide the academic and emotional support their children need (Manca & Delfino, 2020).

To summarize, the coronavirus period revealed and exacerbated educational gaps between families of different socioeconomic statuses. The transition to online learning posed significant challenges for families from a low status, which coped with the lack of digital resources and with economic difficulties that harmed the access to learning and its quality. As a result, the educational inequality deepened and harmed the future opportunities of children from disadvantaged families.

## **Conclusions**

The coronavirus period emphasized the reciprocal dependence between the family and the education system and the importance in the close cooperation between them, especially in times of crisis and uncertainty. The transition to online learning revealed diverse barriers – personal, logistical, and economic – which limited the ability of the families, especially disadvantaged families, to support actively their children’s learning.

These barriers included technological difficulties, such as lack of appropriate equipment or reliable Internet connection, alongside mental and physical loads that were assigned to the parents as a result of the need to integrate between the support of the learning and the everyday tasks. In addition, social-economic gaps deepened the harm to the ability of many families to provide students with the conditions required for optimal learning.

### **Main Limitations**

1. Inadequate communication with the teaching staffs. The lack of effective communication mechanisms led to a sense of disconnection between the parents and the teaching staffs. Many parents reported that they did not receive adequate updates or clear direction regarding the online learning requirements, which caused lack of certainty and sense of isolation. Consequently, the parents’ ability to support the learning was reduced, and their feeling of partnership and involvement in the educational process was harmed.
2. Personal loads. The transition to online learning created load on parents, who were required to combine between distance work, caring for the home, and close accompaniment of their children in the learning processes. In many cases, parents were forced to choose between investment during the work hours and dedication of time to accompany their children, which increased their feelings of tension and frustration. This situation was especially complicated in families with many children or when the two parents were forced to work in parallel.
3. Lack of digital resources. Families from a low socioeconomic status coped with the lack of necessary equipment such as computers, tablets, and fast Internet connection. In many cases, one or more children were forced to share a single computer, which harmed the ability to participate in synchronous lessons and perform learning assignments. The lack of access to these resources created significant gaps between students from families that were stronger and weaker economically.

4. Gaps in technological skills. Some of the parents were not skilled in the use of digital systems, such as online learning platforms, which harmed their ability to support their children's learning. These parents found it difficult to understand how to help their children connect to the lessons, submit digital works, or use online tools, thus increasing their sense of frustration and powerlessness.

### Main Influences

1. Increase of the educational gaps. Families from a low socioeconomic status found themselves in a state of inferiority compared to families of means, since these families had the necessary equipment as well as the ability to employ private teachers or provide a supportive learning environment. This situation led to the deepening of the gaps between students from different population groups, both in academic achievements and in sense of efficacy.
2. Influences on the students. The parents' inability to provide adequate support influenced the students' motivation and involvement. Many students were forced to deal alone with the challenges of online learning, which harmed their achievements, strengthened feelings of frustration, and sometimes even led to emotional disengagement from the learning processes. The gap between the learning requirements and the home abilities contributed to lack of emotional balance and harm to the students' self-confidence.
3. Load on the family. The requirements created in the distance learning period created heavy loads on the families. The parents dealt with physical and mental stress that also influenced the systems of relationships in the home. The internal pressures sometimes created feeling of mutual frustration between parents and children and exacerbated tensions in the family.

### **Recommendations**

The period of the coronavirus presented significant challenges in the education system, alongside opportunities to innovate and improve the cooperation between parents and the education system. The following recommendations are intended to tackle the obstacles, reduce the gaps, and ensure equal, accessible, and effective education.

1. Reinforcement of technological infrastructures and inculcation of digital skills. The transition to online learning revealed profound technological gaps, which harmed the abilities of families to fully participate in the learning process. To deal with these challenges:

- A. Make technological infrastructures accessible. It is necessary to ensure equal access to digital equipment, such as computers and tablets, and fast Internet connection, while prioritizing disadvantaged populations and families of a low socioeconomic status.
  - B. Instruction programs for parents. It is recommended to develop frontal and online workshops for the inculcation of basic digital skills. These workshops will help parents understand the digital tools their children use, improve their personal confidence in the technological space, and empower their ability to support their children's learning.
2. Creation of effective channels of communication. The transition to online learning emphasized the importance in clear and continuous communication between parents and teaching staffs, in order to establish an effective educational partnership. Therefore:
- A. Development of a clear policy of communication: It is necessary to have regular and accessible mechanisms of communication, which include periodic online meetings, ongoing status updates, and sharing of information on learning processes and achievements.
  - B. Deployment of feedback system: It is recommended to implement feedback systems that will enable parents to access a current and accurate picture of the situation of their children's progress, alongside a proposal for solutions tailored to the needs that arose.
  - C. Training teaching staffs: It is necessary to give the teachers tools for the creation of an empathetic and comprehensive conversation with parents, emphasizing emotional support, active listening, and dealing with pressures and fears that the parents bring up.
3. Reduction of the social-economic gaps. The coronavirus crisis intensified the socioeconomic gaps, which significantly influenced the students' access to learning and the quality of the educational support that their parents could provide. To reduce these gaps, it is recommended:
- A. To deploy focused programs of assistance. It is necessary to ensure equal division of digital equipment, such as computers and tablets, and to provide access to a quality Internet connection for families from a low socioeconomic status.
  - B. To help with educational payments. To provide economic accommodations, such as elimination of parent payments or subsidy of payments for educational and supplementary programs.

- C. To provide learning support for students with difficulties. To develop mentoring programs and programs of subsidized private tutorial lessons, which will provide a personal solution and tailored support for students who need it.
4. Emotional and social support for children and parents. The coronavirus crisis influenced not only the area of learning but also the emotional and social wellbeing of children and parents. The dealing with the pressures, anxieties, and learning challenges at home emphasized the need for appropriate emotional support. To provide a solution for this, it is recommended:
- A. To establish a psychological support system: (a) to develop personal and group counseling services for parents and children, and (b) to focus on topics such as dealing with mental stress, building emotional resilience, and improving the children's feeling of self-confidence.
  - B. To promote reinforcing family activities: (a) to hold social initiatives with the aim to strengthen the family relationships, reduce tensions, and improve the emotional climate in the home, and (b) to integrate instruction for the parent on ways to support their children in situations of stress.
5. Encouragement of flexibility in the education system. The coronavirus crisis revealed the limitations of rigid learning programs and emphasized the need for flexibility that will enable adjustment to unexpected and variable situations. To promote this, it is recommended:
- A. To develop personally customized learning programs: (a) to create structured, accessible, and clear materials that will suit the students' diverse needs and abilities, and (b) to plan programs that incorporate independent practice with continuous guidance from the teachers.
  - B. To integrate flexible models of learning: (a) to implement combined models of online learning and frontal learning, which will enable a smooth transition between different learning situations according to the conditions in the field, and (b) to adjust the learning format to special situations, such as lockdowns, isolations, or logistical needs.
  - C. To reduce the load on the parents: (a) to develop lesson plans that promote independence among the students, while providing clear instruction to the parents on the degree of support required of them, and (b) to maintain coordination between the learning requirements and the parents' ability to help, especially among families from low socioeconomic backgrounds.

6. To establish centers for learning and support. Community learning and support centers can serve as focuses for access to digital equipment, professional instruction, and focused support. In addition, these centers can offer professional guidance in a range of areas, such as use of essential software programs, development of occupational skills, or inculcation of tools for the management of the home and family. Beyond these services, the centers will be a social space in which parents can participate in group sessions, share experiences, discuss common challenges, and learn from one another. For example, it is possible to hold workshops on the topic of the education of children, the management of time, or emotional support, which will strengthen the sense of community and provide practical tools for everyday coping.
7. Continuous research and evaluation. To ensure constant improvement in the cooperation, it is necessary to hold periodic assessment research studies, with the aim of examining the effectiveness of the deployed programs and their suitability to the participants' changing needs. In this framework, it is necessary to determine clear and measurable indicators of success, which will enable methodical follow-up after the progress and achievement of the objectives. In addition, the goal is to broaden the knowledge base, develop shared models, and adopt best working methods based on global experience.

## **Summary**

The implementation of the recommendations will ensure equal access to online learning, reduce technological gaps, and improve the cooperation between the parents and the education system. Through the integration of access to advanced equipment, training programs, and social support, the program will contribute to the lessening of social gaps and to the promotion of a feeling of empowerment among the participants. In addition, it will strengthen the sense of partnership between the parents and the education system, lead to the improvement of the quality of the communication, and help build relationships based on trust and support among all the factors involved in the educational process. These steps will also help the parents improve their personal and family wellbeing, create a supportive and optimal climate for learning at home, and strengthen their status as main partners in the educational process.

## **References**

Anders, J., Macmillan, L., Sturgis, P., & Wyness, G. (2020). Homeschooling during Lockdown Deepens Inequality. *LSE Covid 19 Blog*.

- Bayrakdar, S., & Guveli, A. (2020). Inequalities in Home Learning and Schools' Provision of Distance Teaching during School Closure of COVID-19 Lockdown in the UK (No. 2020-09). *ISER Working Paper Series*.
- 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), 9-26.
- Blass, N. (2020). *Opportunities and Risks to the Education System in the Time of the Coronavirus: An Overview. State of the Nation Report: Society, Economy and Policy in Israel*. (Hebrew)
- Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, N., & Rubin, G. J. (2020). The Psychological Impact of Quarantine and How to Reduce It: Rapid Review of the Evidence. *The Lancet*, 395(10227), 912-920.
- Bubb, S., & Jones, M. A. (2020). Learning from the COVID-19 Home-Schooling Experience: Listening to Pupils, Parents/Carers and Teachers. *Improving Schools*, 23(3), 209-222.
- Carrión-Martínez, J. J., Pínel-Martínez, C., Pérez-Esteban, M. D., & Román-Sánchez, I. M. (2021). Family and School Relationship during COVID-19 Pandemic: A Systematic Review. *International Journal of Environmental Research and Public Health*, 18(21), 11710.
- Cava, M. A., Fay, K. E., Beanlands, H. J., McCay, E. A., & Wignall, R. (2005). The Experience of Quarantine for Individuals Affected by SARS in Toronto. *Public Health Nursing*, 22(5), 398-406.
- Chiesa, V., Antony, G., Wismar, M., & Rechel, B. (2021). COVID-19 Pandemic: Health Impact of Staying at Home, Social Distancing and 'Lockdown' Measures — A Systematic Review of Systematic Reviews. *Journal of public health*, 43(3), e462-e481.
- Davis, C. R., Grooms, J., Ortega, A., Rubalcaba, J. A. A., & Vargas, E. (2021). Distance Learning and Parental Mental Health during COVID-19. *Educational Researcher*, 50(1), 61-64.
- Garbe, A., Ogurlu, U., Logan, N., & Cook, P. (2020). COVID-19 and Remote Learning: Experiences of Parents with Children during the Pandemic. *American Journal of Qualitative Research*, 4(3), 45-65.
- Garrote, A., Niederbacher, E., Hofmann, J., Rösti, I., & Neuenschwander, M. P. (2021). Teacher Expectations and Parental Stress during Emergency Distance Learning and Their Relationship to Students' Perception. *Frontiers in Psychology*, 3961.
- Goudeau, S., Sanrey, C., Stanczak, A., Manstead, A., & Darnon, C. (2021). Why Lockdown and Distance Learning during the COVID-19 Pandemic Are Likely to Increase the Social Class Achievement Gap. *Nature Human Behaviour*, 5(10), 1273-1281.
- Haller, T., & Novita, S. (2021). Parents' Perceptions of School Support during COVID-19: What Satisfies Parents?. *Frontiers in Education*.
- Henssler, J., Stock, F., van Bohemen, J., Walter, H., Heinz, A., & Brandt, L. (2021). Mental Health Effects of Infection Containment Strategies: Quarantine and Isolation - A Systematic Review and Meta-Analysis. *European Archives of Psychiatry and Clinical Neuroscience*, 271(2), 223-234.
- Horowitz, J. M. (2020). Lower-Income Parents Most Concerned about Their Children Falling behind amid COVID-19 School Closures.

- Iqbal, S. A., Azevedo, J. P., Geven, K., Hasan, A., Patrinos, H. A., & Harry, A. (2020). We Should Avoid Flattening the Curve in Education–Possible Scenarios for Learning Loss during the School Lockdowns. *World Bank Blogs*, 13, 2020.
- Jæger, M. M., & Blaabæk, E. H. (2020). Inequality in Learning Opportunities during Covid-19: Evidence from Library Takeout. *Research in Social Stratification and Mobility*, 68, 100524.
- Kong, Q. (2020). Practical Exploration of Home Study Guidance for Students during the COVID-19 Pandemic: A Case Study of Hangzhou Liuxia Elementary School in Zhejiang Province, China. *Sci Insigt Edu Front*, 5(2), 557-561
- Lazarov, I. (2016). Civic Socialization. Stages of Socialization. – *Systematic and Social Philosophy. A Compact Textbook for the Students of VFU*. Varna: VFU Publishing House, 140-141.
- Manca, S., & Delfino, M. (2021). Adapting Educational Practices in Emergency Remote Education: Continuity and Change from a Student Perspective. *British Journal of Educational Technology*, 52(4), 1394-1413.
- Misirli, O., & Ergulec, F. (2021). Emergency Remote Teaching during the COVID-19 Pandemic: Parents Experiences and Perspectives. *Education and Information Technologies*, 26(6), 6699-6718.
- Mucci, F., Mucci, N., & Diolaiuti, F. (2020). Lockdown and Isolation: Psychological Aspects of COVID-19 Pandemic in the General Population. *Clinical Neuropsychiatry*, 17(2), 63.
- Sprang, G., & Silman, M. (2013). Posttraumatic Stress Disorder in Parents and Youth after Health-Related Disasters. *Disaster Medicine and Public Health Preparedness*, 7(1), 105-110.
- Vogels, E. A. (2020). 59% of US Parents with Lower Incomes Say Their Child May Face Digital Obstacles in Schoolwork.
- Watson, G. L., Sanders-Lawson, E. R., & McNeal, L. (2012). Understanding Parental Involvement in American Public Education. *International Journal of Humanities and Social Science*, 2(19), 41-50.
- Weissblay, A. (2020). *Distance Learning in an Emergency during the Closure of the Education Institutions Following the Outbreak of the Coronavirus – A Comparative Look*. Center of Research and Information of the Knesset, March 31. [https://fs.knesset.gov.il/globaldocs/MMM/6c81656c-de69-ea11-8113-00155d0af32a/2\\_6c81656c-de69-ea11-8113-00155d0af32a\\_11\\_13773.pdf](https://fs.knesset.gov.il/globaldocs/MMM/6c81656c-de69-ea11-8113-00155d0af32a/2_6c81656c-de69-ea11-8113-00155d0af32a_11_13773.pdf) (Hebrew)