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### RESEARCH ARTICLE

#### THE LUCID ADVANCEMENT: A PARADIGM SHIFT OF PARENTS TOWARDS DISTANCE LEARNING, A PHENOMENOLOGY

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#### Abstract

**Background:** Distance learning contributed significantly to the lived experiences of parents with children. The pandemic brought a sudden shift of school to home-based learning. Children are not yet mature enough to handle distance learning independently, while parents have to juggle workloads and family affairs, thereby experiencing challenges.

**Method:** To better understand the lived experiences of Filipino parents regarding the sudden shift to distance learning, a qualitative phenomenological study was used. With the central question "What are the common struggles and coping strategies of Philippine School Doha parents on the institution's distance learning education program?". The researchers conceived twenty-five developmental questions, which were asked to the participants during the semi-structured interviews. The collected data were transcribed and analyzed into themes.

**Findings:** Filipino parents' lived experiences towards the shift to distance learning can be divided into three main themes, namely Capability, Adaptability, and Productivity.

**Conclusion:** A parent's role and impact on children's success in the online set-up are crucial yet required. Parents serve as a coach for their children, which lead students through their learning process. The capability to adapt by parents to the newly changed routine during a pandemic shows that many coping strategies are effectively working. Many parents have struggled but conquered hardships in terms of investments in necessary technologies and allowing time for their children's studies. Enriching knowledge to students in distance learning has further enhanced their abilities, and some parents receive outstanding results from their children. Equally benefiting both parties increases the vote for distance learning more than face-to-face classes, which in conclusion, parents and students most likely prefer distance learning.

**Recommendations:** The researchers recommend interviewing working or non-working parents with children attending distance learning and

experiencing the new learning modality that affected their lifestyle and decisions.

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### **Introduction:-**

Education facilitates quality learning all through life among people of any age, group, caste, creed, religion, and region. According to Sibuyi (2021), “it is the process of achieving knowledge, values, skills, beliefs, and moral habits. Education is very necessary for each and everyone to improve knowledge, way of living as well as social and economic status throughout life.” It is very important to people as it plays a crucial role in our life. To live a better and peaceful life, education becomes fundamental. It is an agent of holistic transformation as it addresses the totality of the human person.

Parental involvement is one of the crucial parts of guiding their children as it shows proficiency and academic success. As stated by OECD (2021), “In certain nations, parents have the right to pick which school their child attends. When it comes to keeping schools accountable for their children's learning, parents are a critical constituency.” Parents can help their children's education by being active participants in their child's life, according to the American Council on Education (ACCE). They can help by supervising their children at home and taking them on field trips, participating in school activities, or volunteering. It is indeed true that education is important to the world in general. With the pandemic ravaging, however, almost all educational institutions worldwide are affected. Hence, schools had to think of a new method to educate their students and help them learn. This paved the way for distance learning. Although not a new concept, the limitations brought about by lockdowns precipitated the need for this new learning modality. According to Kuhfield et al. (2020), “the COVID-19 pandemic has introduced uncertainty into major aspects of national and global society, including for schools.” There are different kinds of teaching techniques that students might find effective and ineffective. Because of the pandemic, it affected the instructing methods of teachers. The pandemic became a big factor in the way people lived their lives. It changed the normal situations and activities that people are used to doing—even physical occupations needed to adjust the procedures of their work.

Digital learning is prevalent in today's modern world. It is any type of learning facilitated by technology or by instructional practice that makes effective use of technology. It is a practice that effectively employs technology to enhance a student's learning experience by giving access to challenging content and learning opportunities at any time and from any location. According to Jean & Cenat (2020), the world has become more technologically interconnected, various institutions have begun to offer online courses, and several software and platforms have systematically made it possible for the advancement of e-learning. In many aspects, video conferencing through Zoom, Microsoft Teams, and learning management systems such as Google Classroom and Blackboard.

Digital-based learning is slowly being introduced because it is a suitable learning environment that will serve as a protection to the dangerous virus, COVID19, and its variants. Through this modern change, younger students, specifically in the ages of 4-7 years old, may not find online learning effective at all. Jean and Cenat (2020) discussed that “These students do not have long attention spans, independent learning skills, and maturity to succeed in an e-learning environment. In addition, user mistakes and troubleshooting abilities are required to administer e-learning devices. While parents are the new substitute teachers, most of them are working remotely, and it could be a challenge for them to assist their children during distance learning operation time. These students could find it very difficult to remain in front of their e-learning devices for 7 to 8 hours a day to complete their studies”. It is relatively new for these students to experience this.

Parents, on the other hand, face competitive situations regarding time and adjusting to the new education paradigm. Parenting has been facing challenges due to a lack of time because parents are required to juggle the time between duties, either performing household duties or looking after kids, and imbalance in life where parents cannot ignore their essential duties of life that involve house, office, kids, and other personal requirements. Secure Teen (2017). Their schedules and work-related calls from their higher-ups can be fixed and unpredictable.

The COVID-19 pandemic has had a substantial impact on the education sector. As a result of the physical closure of traditional learning to remote or distance learning, students and their parents or guardians were given greater responsibility in the teaching and learning process. Direct parental engagement or involvement of parents in their

children's studies and learning outcomes influence the academic achievement of their children. Parenting generally determines whether their children's academic achievement will improve or remain the same through direct management and guidance as well as reviewing and evaluating their results.

The process of the study started by asking relevant queries. Probing questions were made to understand the lived experiences of parents assisting their children in digital learning. The central question of the study will revolve on, "What are the common struggles and coping strategies of Philippine School Doha parents on the institution's distance learning education program?" with the specific question, "How do parents of Philippine School Doha adapt to the needs and demands of distance learning education?"

In conducting this study, a qualitative phenomenological study is used while following the IMRAD format. The researchers interviewed the participants and recorded their responses before transcribing from emic to etic transcription and created themes around those responses.

With the responses given by participants, the researchers categorized their verbalizations to form three major themes, with each having two sub-themes. These are (1) Capability: Academic and Financial, (2) Adaptability: Flexibility and Skill Development, and (3) Productivity: Balanced Workload and Multi-tasking.

## **Methods:-**

### **Research Design**

This study used a qualitative research design. Its main goal is to comprehend rather than quantify the individuals' lived experiences. This study is qualitative in nature focus and firmly a phenomenological research design. Research design is a blueprint to guide the research process by laying out how a study will move from the research purpose/questions to the outcomes (Abutabenjeh 2018). The research design starts with the "conceptual design," which addresses the 'why' and 'what' of a research project at a conceptual level to ascertain the common goals pivotal to interdisciplinary collaboration (Kampen, J.K., 2018). The main aspect of this research is to understand the lived experiences.

The main purpose of thematic data analysis is to identify themes and patterns in the data that are important or interesting and use them to address the research or say something about an issue. Still, it is usually applied to a set of texts such as interview transcripts in the data gathered.

The primary data source was gathered through a derived interview guide by gathering the responses from twenty-five developmental questions. The participants' responses who described their experiences were the major research data. The data collected in this research study was qualitative, and the analysis included an attempt to identify themes or make generalizations regarding how a particular phenomenon was experienced. This research was utilized to explore the reactions and feelings of an individual or a group of individuals who have experienced an event to understand its occurrence beyond purely quantitative details regarding parents' adjustment towards the shift of distance learning (Kampen, J.K., 2018).

### **Research Locus and Sample**

This research was conducted in Philippine School Doha, which is located at Mesaimeer, Doha, Qatar. The school was established on October 3, 1992, by pioneering members of the Filipino community in Doha, under the guidance of the Philippine Embassy to meet the educational needs of Filipino children in Qatar. Philippine School Doha combines compassion into its teaching standards, facilitates the importance of its core values of Pro-God, Pro-Environment, Pro-People, and Pro-Nation, and seeks to develop leadership and research prowess among students. Dr. Evelyn S. Marinas, the researchers' mentor.



Figure 1:- Location of Philippine School Doha at Mesaimmer, Doha, Qatar taken from Google Maps.



Figure 2:- Map of Qatar.

The participants for this study were selected based on the following criteria set: (1) Parents whose children are students; (2) ages 4 to 7 years old; (3) currently studying in Philippine School Doha. The criteria used in selecting the participants were strictly based on the lived experiences of parents on the paradigm shift towards distance learning.

#### Data Collection and Ethical Consideration

The researchers were able to conduct this study by performing a semi-structured interview. An interview guide consisting of twenty-five developmental questions was created with the central question “What are the common struggles and coping strategies of Philippine School Doha parents in the institution’s distance learning education program?” It was validated by teachers in the Senior High School Department. After the validation, a consent letter

was sent to the participants through email with the invitation to be part of the study and the robotfoto referring to the personal data of the respondents, which includes their personal and professional information (De Guzman & Tan, 2007).

The collected data and responses were transcribed, and the researchers made sure that the responses would remain confidential. With the consent of the participants, a time and date for the interview were scheduled via Zoom meetings. Proper orientation was also performed to give them a summary of the interview process. Permission to record the interview was also consented to by the participants through a recorded meeting. The oral transcriptions of the responses, data treatment, interpretation, and analysis were carefully observed as part of the qualitative research process.

### Data Analysis

Qualitative Data Analysis is used in processes and procedures that are used to analyze the data and provide an interpretation for the clear understanding of the majority (Center for Innovation in Research and Teaching, 2019.) The researchers utilized the IMRAD format and used this step-by-step process to analyze the gathered data, namely: (1) Rewinding and listening to the recorded interview of the participants; (2) Transcribing the participant's emic responses, which is the life-world view of subsistence; (3) Fixing and editing the responses to convert the emic responses to etic which reveals the interpreted data of the researchers; (4) Gathering the ideas and making a visual representation called Dendrogram to demonstrate the similarities and differences of the responses; (5) Then constructing a simulacrum to present the main themes and their sub-themes. The researchers were able to make themes driven to shape a simulacrum.

The simulacrum was shaped based on the researchers' analysis about the lived experiences of adjustments of parents towards distance learning, and to further analyze these themes, the researchers will use related literature and studies. The themes are connected and interrelated with each other such as Capability, Adaptability, and Productivity.

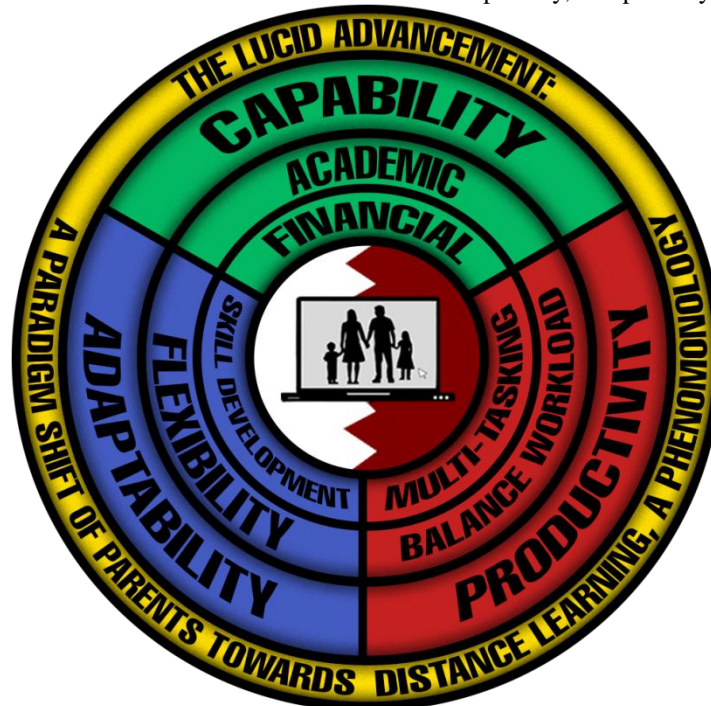


Figure 3:- Simulacrum.

### The Lucid Advancement: A Paradigm Shift of Parents Towards Distance Learning, A Phenomenology

The laptop with a family on the screen in the middle of the simulacrum represents distance learning and parents with children handling the distance learning setup together. The flag behind the laptop is the flag of Qatar, where the families reside, while the colors blue and red, representing the families' nationalities, Filipinos, the colored green that illustrates the children's school, Philippine School Doha. These are used as the base for the three major themes and the six sub-themes that were extracted from the Dendrogram. The major-theme are *Adaptability*, *Capability*, and

finally, **Productivity**. The sub-theme is **Flexibility, Skill Development, Balanced Workload, Academic**, and lastly, **Financial**. The color yellow symbolizes the parents' optimism in handling distance learning, which encircles the whole study, representing the flow of ideas to cope with distance learning. The study's title is written and surrounds the main themes and sub-themes, expressing optimism, intellect, and creativity of the parents' coping mechanism to the new normal.

### Findings

The study titled “The Lucid Advancement: A Paradigm Shift of Parents Towards Distance Learning” discusses the abrupt effect of distance learning on the arrangements of parents concerning their responsibilities related to their child’s educational assistance and professional demands. In addition, to have an extensive understanding of the study, it positions itself to answer the central question, “What are the common struggles and coping strategies of Philippine School Doha parents in the institution’s distance learning education program?” as well as the specific question, “How do parents of Philippine School Doha adapt to the needs and demands of distance learning education?” which aims to be answered for a clear and concise realization.

The study presents the lived experiences of parents towards distance learning. These factors contain situations such as the difficulties of parents and their children while shifting to an online class. It consists of three major themes: **Capability, Adaptability**, and **Productivity**. These themes have two corresponding sub-themes: **Academic** and **Financial, Flexibility and Skill Development, Balanced Workload** and **Multi-tasking**.

These variables reflect various situations amid online learning. This is mainly about how these circumstances impacted the process of adjusting to the situation, which begins the experience of the first major theme, **Adaptability**. The parents’ daily routines, schedules, and practices were affected and needed to blend in with the new learning modality. Proceeding with **Productivity**, the parents with the unexpected change and its consequences were hindered by time. Their ability to complete their work duties while also guiding school and caring for their children was tested. Followed by **Capability** of parents to take care of their children and help them despite the challenges of distance learning, such as their children’s education, guidance, and support.

### Adaptability

At this time of the pandemic, transitioning from face-to-face classes to online classes has been one of the health protocols to keep the students away from the COVID-19 virus. Virtual classrooms modules, LMS, are the new normal for students during the pandemic. Nevertheless, parents have also been part of this change. Sleepless nights, unending work, and poor time management are some of the experiences that parents had to live through. The theme “Adaptability” corresponds to the sufficiency of parents complying with the norms and demands that distance learning has introduced.

The first sub-theme, **Skill Development**, talks about the competency and ability of parents to come up with solutions under pressure. The new way of learning has tested the ability of parents to adapt to this method of education whether it contributes to their performance and themselves as a person.

*“I said that first because of the pandemic so it takes almost a month for us to realize what we need to do is check the desk and the task and only talk with my daughters, what they want, what they need and that’s it. It’s time management only.”(R4)*

*“I print two copies of their module, one for the class and the other is for review. I evaluate what he learned by letting him answer in the reviewer and correct his wrong answers.”(R3)*

*“My child is in K2, and they are required to have a study buddy, which we as parents come in to help with their studying. Anything involving cutting and pasting is our job as parents to guide them and secure their safety to prevent injuries or waste the materials” (R8)*

*“Yeah, my husband is here to help me. If one is attending online classes my husband is the one taking care of the others although he is also working from home, we still find time to care of the kids while working” (R5)*

*“No. Both of us are helping each other, we are partners.” (R7)*

Parents were able to improve their skills in time management, guidance, and teamwork as partners. Managing their child's educational needs is done as fast as possible when they are together, which gives them ample time to do other tasks.

*"Since online classes began, another responsibility has been added upon our shoulders. And we often forget to do the things we used to do but with God's grace we were able to manage it." (R3)*

As time passes, adapting to this situation makes the parents manage their children's studying sessions and have multiple ways to approach the right mindset to keep them on track and not fall behind.

The last sub-theme, Flexibility, talks about easily adjusting to changing situations for parents to adjust in distance learning for their children. The new way of learning has pushed parents to adapt to a new way of learning.

The respondents are flexible and settle on multi-tasking to adapt to do their work, help their child in school activities, choose to share responsibilities without wasting any time and guide their children on the right path.

*"Multitasking is needed especially for me, as a mother, for I must be flexible and not just focus on one thing especially during this pandemic. I need to work and make sure that I do not neglect to supervise and guide my children." (R1)*

During this pandemic, most parents assist their children with their academics, and just by being flexible, they can also manage their work. With this method, they can quickly adapt to their children's new way of learning and help them with their tasks without neglecting any responsibilities.

### **Productivity**

Productivity has been a part of students' lives, but with today's conditions, they struggle to be productive due to the new normal. The new normal also resulted in more responsibilities to the parents, such as monitoring, teaching, and learning. The theme "Productivity" tackles how parents manage their time and workloads.

The first sub-theme, Multi-tasking, talks about the parents doing multiple overlapping workloads. Multitasking is an important element in their daily lives since it helps the parents cover more work and responsibilities.

*"Multitasking is needed especially for me, as a mother, for I must be flexible and not just focus on one thing especially during this pandemic. I need to work and make sure that I do not neglect supervising and guiding my children." (R1)*

*"I prefer multitasking for this kind of activity, so I must do also, so I usually give time to my daughters for guiding them and helping them with activities that I mentioned earlier." (R4)*

*"I am a working mom, so I must multitask even at work. When I have free time, I must open the e-desk of my son for announcements and the parents' advisory, so I must manage my time from work to home." (R10)*

*"I always multitask, but since my wife is staying at home, we share the task so when there is a project that is needed to be done, my wife has all the time to help my son, but when it is an essay or a video presentation, I'm doing the task for a minimal time like one hour or two." (R6)*

*"As a mother, you cannot not multitask. I do some of the household chores while I guide him to not be distracted in class." (R3)*

*"We promote independence and multitask every time. We have an area where we can still see my child and can call us right away if he needs something or misbehaves while we do the household chores." (R8)*

One of the respondents was able to get through their day without multi-tasking but rather relied on helping each other when the task was difficult for the other person.

*"Usually, we do not have a lot of household chores but if my wife finds something difficult to do, she will tell me." (R7)*

The last sub-theme is Balanced Workload. This sub-theme talks about parents balancing their responsibilities while assisting/guiding their children to accomplish their assigned tasks. This sub-theme also talks about how parents adjust and manage their time with their work and responsibilities at home.

*“Since online classes began, another responsibility added up on our shoulders. And we often forget to do the things we used to do but with God’s grace we were able to manage it.” (R3)*

*“Yes, I make sure that I have done my responsibilities at work, family, and the other duties at home. Before I sleep, I make sure that I do not forget anything, and I have helped her do all the assignments.” (R5)*

*“I accomplish my responsibilities because I put all tasks in a diary. Things I need to do from the morning all throughout the day are written there so I do not forget anything. I also set a timetable to when I should cook and when to take a bath to go to duty. I really do not neglect anything.” (R1)*

*“It depends on the load of work since there are eight subjects and they all have deadlines, I spend more time helping him and sacrifice other tasks, an example is when I had to apply for leave, just to finish a task because it requires more time and it’s difficult to balance, I am grateful one of us is staying at home so we can balance the responsibilities at home and at my job.” (R6)*

Some of the respondents neglect to do some of their responsibilities.

*“There are times we neglect some school activities, some assignments, some projects and usually what I did is that I talked to the teacher if we can pass a little bit late. If we did not just make it for the next activities we were also disappointed that this thing is totally different from what we expected before.” (R4)*

*“We neglected it before but since there is also an asynchronous period where they do not have to go online and do their homework or study. Eventually, we were able to adjust to the situation and do our household chores.” (R8)*

The majority of the respondents multi-task, give attention and balance all responsibilities at work while assisting/guiding their children in accomplishing their assigned tasks.

### **Capability**

Face-to-face has been throughout the history of the learning system from schools worldwide. Many problematic occurrences have risen during distance learning, and its stability has been developed as time-evolving technological advancements move forward for online classes. The theme "capability" corresponds to the effectiveness and engagement capability of parents through distance learning, which can either increase the student’s performance or lack of motivation to study which may cause academic obstacles in online learning set-up in time.

The first sub-theme, Academic, talks about the environment and engagement of the students and teachers during discussions of online learning. Introducing a new learning environment for students is one way to test their ability to adapt to the new normal of education.

*“Distance learning is not beneficial for working parents and sometimes for children too, because the learning outputs are barely minimum. But favorable for children to keep them safe from contracting COVID-19.” (R3)*

The respondents mostly preferred distance learning for its free transportation and low-cost budget. It is the safest route for parents to secure their children from harm.

*“Right now, Distance learning is beneficial, because you do not have to travel from home to school, you always see your child at home and you monitor his studies and how he is performing, I would say this is convenient.” (R6)*

*“Yes, it benefits us both. We have more time, and I did not allow my child to attend face to face classes because it is way safer at home than outside.” (R8)*

The last sub-theme, Financial, talks about how parents comply with the institution’s distance learning program in terms of finances. It is a fact that distance learning is the new normal in this time of the pandemic. It tested the

capability of the institution as well as the parents on how they can provide and support this new set-up of learning financially.

*“There seems to be no hard time in handling our finances since it is just the same even when there are still face-to-face classes.” (R3)*

*“I was able to save more money from distance learning than face to face.” (R2)*

*“They are worth it since they are used for schoolwork such as the laptop and the printer are necessities for them to compensate.” (R8)*

All of the respondents find distance learning setup cost-effective and sufficient in terms of finances. This set-up cuts some of their expenses, such as transportation, since it is home-based. Though some of the respondents had to invest in gadgets such as laptops, they find them beneficial and useful for their children.

*“We always have a budget for school fees. Those budgets are the same every month, so we really have a budget for the expenses for school for our daughters.” (R4)*

*“Yes, we had allotted the budget for our tuition fees, for school, and for other expenses.” (R10)*

Distance learning is beneficial not only to keep the children away from viruses but also for their budget expenses. All of the respondents follow a certain budget plan in their daily needs and necessities. Distance learning may keep their children away from school, but it also keeps their parents away from piling up their expenses.

### **Discussion:-**

Parental engagement is the active participation of parents in all aspects of their children’s social, emotional, and academic development (Castro et al., 2015). Furthermore, some play a full role, namely as parents and as teachers at home, in helping children's online learning activities. Because parents focus on helping their children to monitor their children's learning progress (Dwiyono et al., 2021). Also, most students at both kindergarten and primary school levels were unable to complete online learning on their own and required adult assistance. As a result, parents have an increased responsibility to act as their children’s main social learning partners to facilitate their learning and development and supervise and provide assistance to their child’s participation in learning tasks (Lau & Lee, 2020). Parents had to constantly monitor the progress of schoolwork. They concerned themselves with completing, correcting, and submitting on time. Some parents allocated more time to help children understand difficult concepts or tasks (Budhrani et al., 2021). High levels of involvement of the parents in the learner’s homeschooling can obtain positive achievement results, even without assistance from a school or teacher (Agaton&Cueton, 2021). The analysis results reveal that the most important factors behind the students' dissatisfaction during online learning are a distraction and reduced focus, psychological issues, and management issues (Maqableh& Alia, 2021). In addition, students are still more inclined towards face-to-face teaching rather than e-teaching. Administration and faculty members should take necessary measures for improving e-teaching quality to help with better learning of students during a lockdown. Students' perceptions regarding E-learning during Covid-19 at a private medical college (Abbasi et al., 2020). However, parents generally release their responsibilities to formal educational institutions when their children have entered this level of education, including higher education. When learning is carried out online due to the COVID-19 pandemic, students are forced to study at home and need support from their parents (Darussyamsu et al., 2021). Before the COVID-19 Pandemic, the problem of teaching children was fully handed over to teachers in schools. However, after the COVID-19 pandemic, responsible children learn to turn to parents at home who are not necessarily ready to play a role as a substitute for teachers (Siahaan et al., 2021). Due to the sudden closure of schools, students are missing social interaction, which is vital for better learning and grooming, while most schools have started online classes. This has become a tough routine for the parents working online at home since they have to ensure their children’s education (Bhamani et al., 2020). The results showed that the role of parents in guiding and supervising their children's learning during online learning was applied even though some parents were busy working. Still, with good communication between teachers and parents of students, it was able to make the supervision of students' learning controlled (Prayudha, 2021).

**Adaptability**

Adaptability is vital when shifting to a new environment; it can establish a more straightforward strategy to cope with this new way of living. Since the pandemic, academia has used online learning to continue providing knowledge for the students; hence this comes with much struggle, especially in the adjustment phase. This closure of the schools partook in the different countries' strategies, and it impacted students, teachers, and the society at large (Bayham & Fenichel, 2020), resulting in the vulnerability of people to adjust and cope with the new normal; hence, acclimate to its new mechanism and shed light for improvement. With the help of the parents, teachers can integrate online learning, resources, and activities with face-to-face contexts to connect to students from different locations (Huang et al., 2019). Based on the gathered data, parents could adapt and establish a systematic coping method, such as time management and providing a support system to their children. Chaos is an understatement to provide context on how this pandemic has impacted our lives; that is why adapting to a new system is much harder for everyone. The success of distance or online learning has been proven to be influenced by how instruction is provided and the level of clarification, access, and appropriateness of technological equipment, time, motivation, and support to participate in online learning (Ibrahim et al., 2013). Parents' awareness of technological skills is an effective way to help children in an online class setup. In this matter, parents significantly contribute to their child's way of learning. Parents have learned to compromise to attend to their child's needs; hence, to get their children on the right track with the following: time management, self-efficacy, and desire to guide their child. In this way, parents have become more responsible and reliable for what their child needs, especially in an online learning setup. Being flexible is an ability to adjust to life situations without creating stress or drama. Being adaptable in life is adjusting your plans and adapting to new situations easily. Flexibility claims to be innovative and freeing people from the limits and constraints of outmoded work practices. In contrast, the prior meaning of work that embodied a narrative of predictability and continuity is now an impediment to capitalism's ability to reproduce itself. If instead, people are more versatile and flexible, the claim is that they will have some real control and responsibility for ordering their lives (J. Crowther, 2006). Parents need to be flexible for their children during this pandemic. The COVID-19 pandemic has confronted many parents with difficult choices. Parents may be dealing with the stress of going back and forth to work and the potential contamination of their homes (Coyne LW, 2020). In this time of the pandemic, parents are pushed to be flexible to guide their children and focus on their work. Balancing work and caregiving demands is critical for working parents with young children. Workplace flexibility can promote parent-child interactions by enhancing the coordination of work and family responsibilities (Kim, J., 2018). Flexibility could restore parents, teachers, and students to a state of mindfulness and calm, but when it comes to parenting, people frequently let fear take charge, leading to controlling all they can. There is a lot of frustration and struggle due to fear and control. Being flexible can help parents achieve a good work-life balance in general and prevent problems related to child care and their education, especially during this pandemic.

**Productivity**

Productivity is spending your time working toward your goals. If you know what your goals are, then you can get a pretty good idea of whether you are working toward them or not (Pham, 2021). Humans are uniquely capable of setting just about any goal and then planning and executing the actions needed to perform it, even if we have never done precisely that task before. Consider that a large portion of the world changed their daily lives radically and all at once at the start of COVID-19 (Badre, 2020). For parents who work at home, it can be even more difficult to stay productive because of the numerous distractions, from a basket of laundry that needs to be loaded into the washer to a child that has decided your office is currently their playpen (Raven, 2020). Some parents took on the teaching role as their children attended school virtually. Additionally, some worked from home, while others traveled to and from work, risking exposure to the virus and tasked with finding childcare (Weaver & Swank, 2021). Most parents may feel like their children have raided their space, and we are all trying to figure out how to balance between working from home and ensuring our children stay on track with their learning. We are all adapting to a new routine, and as crazy and hectic it may seem, it is important that our children feel supported in their academics as this is also a new adjustment for them (Ndhine, 2020). The stay-at-home orders caused shifts in family routines with children engaging in school virtually and parents working from home. Social distancing regulations affected routines, requiring families to make modifications. They also needed to maintain but adapt rituals to promote normalcy, fostering resilience (Harrist et al., 2019). Parents say they generally have had positive experiences regarding their children's online learning. Among parents whose children have had some online instruction during the pandemic, 62% say online instruction has gone very or somewhat well, and 70% say they have had a very or somewhat easy experience helping their children use technology and the internet for online instruction. Still, 30% of parents whose children have had any online instruction since the beginning of the coronavirus outbreak say they have had a very or somewhat difficult time helping their children use technology and the internet for this purpose. Certain groups of

these parents are particularly likely to say they have had difficulty helping their children with online learning. For example, 36% of mothers of children who learned online say they had a very or somewhat difficult time helping their children with technology and the internet for online instruction, compared with 21% of fathers (McInain et al., 2021).

### **Capability**

Capability is how parents are capable of providing the needs and demands of the new normal set-up of learning and how it can assimilate the traditional way of education. The majority of academic success relies on this significant factor that affects many students; the involvement of parents. One of the hierarchy needs in achieving reliability is adjusting to a new environment. Since the pandemic's beginning, routines and traditions have begun to change to cope, especially in education; many people sacrificed things to make it functional despite the nuisance. Parents need to adapt quickly to address the learning gap that has emerged in their children's learning in these challenging times (Bhamani et al., 2021), which is vital to provide a higher quality of education to children; hence parents must become feasible to technology and other resources that the online set-up is implementing. It would benefit if the parents were there for the students to guide and support them, particularly during challenging school tasks. However, this also posed notable impacts on parents' and children's well-being (Wang et al., 2020). Which this research study focuses: parents who have a child aged 4-7 years old in online classes, which only conveys that these children are still in need of proper guidance, assistance, and time during their occurring online classes, which some parents fail to do. After a thorough investigation and data gathering, the researchers inferred that parents are unreliable or capable in this online set-up. Children must need constant guidance and supervision to achieve quality education despite staying at home. The gap on how parents support and get involved in their children's learning and how managers and leaders in schools look into and address it will be closed (Goodall, 2018) given that parents' work schedule is not flexible nor workload. These fears are understandably related to the parents' degree of preparedness. Because the epidemic was unexpected and unexpected, parents were caught off guard. That is why they would struggle to balance their job, home, and teaching duties. Their workplaces were not as well equipped. Parents were attempting to work remotely or were unable to work while caring for children and assisting them with their schooling, having no idea how long the shutdown would remain. Keeping youngsters on task and safe at home was seen as a troubling job. This difficult and unclear scenario may raise tension and panic and reduce the capacity for time management and planning. The most frequently mentioned challenge was balancing parents' job responsibilities and learner requirements. During the COVID school closures, forty-four respondents reported difficulties fulfilling job-related responsibilities and aiding their children in completing homework. Some comments elaborated on the emotions felt due to the struggle to balance work and education (Garbe, et al., 2020). Some of the students are not receiving traditional grades, and some have parents working outside the home or who are not tech-savvy and cannot assist with online schooling. The majority of the pupils have not consistently engaged with remote assignments, and the teacher is concerned they are not getting good enough grades. According to new data, most pupils will be behind where they would have been if they had stayed in a class by September, with some losing the equivalent of a full school years' worth of academic progress (Goldstein, 2020). Reliability refers to the degree of replicability of the results obtained by a measurement instrument. Nonetheless, despite its substantial contribution to assessing the validity of a questionnaire, it was judged a sufficient condition for the validity of the questionnaire. Concerns have been raised in the medical education community about technology: comfort, face-to-face contact, and control (Mohebbi, et al., 2021). Being financially responsible has benefits that go beyond your bank balance. The benefits of being economically competent can include less stress, better relationships, and more freedom. This can positively affect your health, the people you love (Graham, 2021). Investing offers financial stability both now and in the future. It enables you to increase your wealth while also outperforming inflation. Investments have the ability to help you achieve your financial objectives, such as purchasing a home, saving for retirement, and establishing an emergency fund. With the rise of cloud learning management systems, expenditures formerly paid in printing handouts, manuals, books, training manuals, and other overheads are being reduced. The initial investment in online learning is low, as are the ongoing expenditures. When overhead costs are low, the amount paid to learners is also reduced greatly. Continuous learning is the greatest approach to adapting to changes in our fast-changing environment. Corporate and educational institutions are transitioning away from traditional brick-and-mortar learning methods and toward speedier and more efficient e-learning platforms (Jones, 2021). Online learning technologies such as videos, podcasts, and online quizzes aim to prepare students for their academic purposes. Since online learning is new to many students, they were not fully prepared in addition to the technological and financial hindrances. Since online learning is new to students, they were not hesitant and not fully prepared in addition to technological and financial hindrances (Cigdem& Ozturk, 2016).

### Conclusion:-

The sudden shift of face-to-face to distant learning has been positively looked upon because of the sudden outbreak of Covid-19, which made distant learning mandatory. This situation challenged the education system worldwide and forced educators to shift to an online mode of teaching overnight. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online teaching-learning (Dhawan, 2020). During the COVID-19, many schools had closed down because of the pandemic and had switched to online learning to continue running. The general process of learning in educational institutions around the globe has changed since the advent of the COVID-19 virus. Educational sectors in all nations are forced to adapt and rearrange their compositions and systems as the virus spreads (Choi, et al., 2021). Furthermore, the majority of the students can use different kinds of gadgets because of the advances in technology and would further develop in the future generations to come. The emotions and perceptions of faculty towards the usage of technology and experience are different for different users. Even though COVID 19 has created cognitive dissonance in students and faculty minds towards various situations, they have faced in their day-to-day life in association with society, family, and teaching and learning. It has created a revolution in Indian higher education, as there was lots of resistance in the teaching fraternity towards adapting to technology and virtual engagement of students (Shenoy, et al., 2020).

The parents were ambivalent about the idea of online classes. They were used in their accustomed routines of bringing their child into school and assisting in what they could do. Then, go straight up to their job. The pandemic greatly affected their usual schedules. With the guidance of the parents to their children, they found the right rhythm for their respectable adjustments. The parents were given the challenge of playing different roles. Being their child's teacher, tutor, and friend. Moreover, Parents are demanded to create an environment that feels comfortable, safe, harmonious. The love of parents in the family to be able to strengthen the emotional relationship between parents and children, especially during the COVID-19 pandemic, which requires parents and children to be always expected to be active at home (Ilmanto et al., 2021). However, it is a struggle for the parents to balance their work and personal lifestyles as they have to manage their work schedules and teach their children. The capability of the child to finish its task on its own occurs with the support of the parents. In addition, since children can use technology, it became necessary for schools to shift to distance learning to continue the student's studies. As such, it is likely that children's competence in completing online learning independently will serve as a moderator. Parents of primary school children who can better engage in online learning activities independently may feel more satisfied when schools offer more online learning opportunities (Lau, et al., 2021).

To summarize the series of actions that proceeded, the parents discovered and experienced circumstances that changed their schedules and relationships with their children as they went through together the effect of online classes on their lives, particularly in:

1. The parents' methods of adapting to the newly changed routine.
2. And to connect with the conditions of the external and personal occurrences.
3. Attending the school's needs while being in the process of balancing work-related relations.
4. Proper use of financial matters for investments and savings.
5. The technique of parents to prolong the attention of the children.
6. And the absorption of knowledge of the children with the effectiveness of online classes.

The study presents the lived experiences of parents towards distance learning, specifically cases in (1) Capability, (2) Adaptability, and (3) Productivity. These are the common struggles that the parents encountered as they continued adapting to the new procedures. Distance learning is the safer approach for education to carry on. However, it added additional responsibilities for the parents. Since they have to attend to their professional obligations and be their child's mentor and parent, their bond and relationship with their child improved as they worked together to overcome academic challenges.

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