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**RESEARCH PAPER**

**Parental Involvement in Online Learning and Academic Achievements of their Children under COVID-19 Conditions**

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**ABSTRACT**

Due to spreading of deadly COVID-19, all the schools, colleges and universities have been closed for ensuring the social distance and to minimize the effects of this pandemic disease. The closing of educational institutions has shifted the educational system from face to face learning to distance or online learning. The students are bounded to home to take the online classes due to lockdown. So, the importance of parental involvement has been much increased. The present review research climaxes value of parental involvement in online learning and academic achievements of their children during the COVID-19. The challenges faced by the parents during COVID-19 online learning of their children are also discussed in this study. The review of literature indicated that parental involvement played an important role during the COVID-19 conditions in online learning of their children. Parental involvement showed a positive impact on the student online learning and their academic achievements. A few of the studies also indicated that parental involvement showed the negative impact on the students' academic achievements. The most important challenge the parents faced during the online learning was economical problem.

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**Introduction**

Learning is an important element of education and is a necessary part of the academic achievement. Learning plays a vital role in the development of a nation (Hafeez et al., 2020). Learning becomes useful by parental involvement. Not only school administrators and instructors have acknowledged the positive effects of parental involvement on student academic achievements but also by policymakers who have woven various facets of parental participation into current educational programmes and reforms (Graves & Brown Wright, 2011; Boonk et al., 2018). The belief

that parents can affect their children's learning paths by participating in their education has sparked a wave of school reform policies (Domina, 2005).

Parental involvement is a social necessity as well as an individual right and obligation for families. It is widely acknowledged that meeting the high educational expectations set by a challenging society is impossible without the positive cooperation of family and school (Hamlin & Flessa, 2018). In a broad sense, parental involvement can be described as parents' active participation in every part of their children's emotional, social and academic improvement. On the other hand, parent involvement involves a variety of topics, including parents' hopes for their children's academic future, supervision of homework, and the degree to which parents are involved in helping their children prepare for homework or homework, and parental frequency. 'Personal visits to the school (Goodall, 2017).

In any case, if parental involvement is considered a lever to improve children's academic performance, then the nature of the independent variables and their ability to influence educational outcomes becomes a research topic in itself. For example, (Gordon & Cui, 2014) investigated the relationship between parental participation and curriculum aspects. Its behavioural ramifications were discussed by (Walters, 2013). Many research studies have looked at other aspects of parental involvement, such as its function as a protective factor in disadvantaged groups or the degree to which it affects juveniles (Chen & Gregory, 2009; Somers et al., 2011), the efficacy of interventions aimed directly at increasing parental participation was discussed by (Jeynes, 2010), possible methods of encouragement was investigated by (LaRocque et al., 2011) and the various perspectives of its implications and existence held by members of the educational community was evaluated by (Park et al., 2011).

Several factors are thought to affect the connection between parental involvement and academic performance. Ethnicity, previous academic achievement, and socioeconomic status are some of the most common and therefore most often examined factors. Therefore, research studies that are able to account for the impact of some of these factors are useful and can provide a more accurate image of the effect of parental involvement on students' academic achievement (Kohl et al., 2000). For Example, (Zellman & Waterman, 1998) found a strong positive relationship between parental in-school involvement and learner's reading scores after adjusting the child ability, socioeconomic status, and ethnicity factors. Furthermore, (Topor et al., 2010) believed that after adjusting for intelligence, parental involvement has a lot to do with students' academic performance and children's perceptions of cognitive abilities.

## **Literature Review**

### **Concept of Parental Involvement**

Parental involvement is described as contacting a teacher, asking about their children's homework and also watching every single movement a child makes (Knisely, 2011; Silinskas & Kikas, 2019). Also, parental involvement includes parent-

student contact, family rules with implications, parental academic support, parent-school communication facilitated at the school level rather than at the teacher level, and parents reviewing homework (Đurišić & Bunijevac, 2017). The degree of parental involvement in school education is an important issue for teachers, because there is a strong connection among parental involvement and learner academic success (Hornby & Blackwell, 2018). Parental involvement is divided into three types: family dependent involvement, school dependent involvement and academic socialization. Parental involvement tasks at home are watching and reviewing homework, understanding school-based life are collectively referred to as home involvement; Some practices introduced in schools as interacting with instructors, participating in class meetings, and in school-based activities are all based on the school. Examples of basic participation and academic socialization mainly include parental beliefs and children's learning expectations (Benner et al., 2016; Hill & Tyson, 2009). This context is generally applied to American educational culture (Wang and Sheikh-Khalil, 2014).

### **Evidences of Impact of Parental Involvement on Student's Academic Achievements**

Parental involvement is a key component of the solution to many educational challenges, and it has a significant impact on students' academic achievements. According to Epstein, (2005) the learners learn from their friends, instructors, relatives, peers, part-time employers in community, so the bridge between family, education and community is essential. Further, involvement of family and community members in schools can also boost students' academic achievement, ensure better attendance, and improve school programmes and quality (Erdener & Knoepfel, 2018). The success of the educational and upbringing process of children is heavily influenced by parents and families. Parents' involvement is linked to their role at home as well as engagement in school-sponsored activities. It is well known that parental involvement is associated to children's and adolescents' academic achievements (Benner et al., 2016). Children in elementary school improve their academic, language, and social skills, students in middle and high school have higher academic performance and ambitions for the future and they spend more time in completing homework (Epstein, 2013). According to research studies, parental involvement is more significant than a family's socioeconomic status, race, ethnicity, or educational history in determining a child's academic performance. Parental involvement can help children and adolescents succeed in number of ways. Compared with children without parental assistance, children who have parents read books, help them with homework and use the tools provided by the teacher to guide their children to perform better in school. In addition, research shows that parental involvement is related to academic performance. Children whose parents are actively involved in education benefit more than children whose parents are only passively involved in education (Rapp & Duncan, 2012).

Rasinki & Fredrick, (1988) determined that parents are an important factor in putting the basis for their children's learning. Similarly, Zang & Carrasquillo, (1995) found that when children are accompanied by helpful and capable parents and have

the opportunity to experience moderate competition and rich relationship, it is easy to shape a foundation for learning. Cotton & Wikelund, (2005) appropriately summarized these findings, pointing out that the more active parents for educating their kids, the more useful the impact on performance. When the parents watch homework, promote contribution in curricular and extracurricular activities, participate in parent-instructor groups and support their children to make plans for their future, learners are more likely to reply and perform well in school life. According to Manz et al., (2014) the mother's presence at home improves the child's behaviour and skills and reduces the occurrence of wrong behaviors in the classroom. Hayes, (2012) determined that participation at home can improve adolescents' academic performance. In addition, (Hill & Tyson, 2009) pointed out that academic socialization is positively correlated with students' academic performance. Byun et al., (2012) stated in a study that socioeconomic level significantly influences the connection between parental involvement and student's academic achievement. Carolan & Wasserman, (2015) proposed that parents with lower socioeconomic levels tend to engage in low-level academic social interactions with students. On the other hand, parents with higher socioeconomic status tend to participate in fine activities at home (Fantuzzo et al., 2004). For example, Conger & Donnellan, (2007) determined that families with large socioeconomic levels have healthier communication and understanding with students. Other studies have also shown that socioeconomic status is related to students' academic performance (Neppl et al., 2016; Labella et al., 2019; Donnellan et al., 2021).

### **Parent's Involvement in Online Learning and Academic Achievement in COVID-19**

Death and material and spiritual losses that hinder normal life of people or society due to natural disasters and may lead to loss of important life and assets are examples of crisis circumstances, which may have short or long-term mental effects on human terms (Du Yan, 2018). Today, it is clear that the COVID-19 pandemic, severe enough to be classified as a natural disaster, has had a considerable impact on family assembly and relations in various ways. It needs to be emphasized that the pandemic has had a harmful effect on people, especially in sense of physical and mental health (Babore et al., 2020).

In the present COVID-19 conditions schools, colleges and universities have been closed and all these transferred their learning system from face-to-face modes to virtual or online learning modes. Due to the virtual learning, the children are spending most of their times with their parents. So, the role of parent's involvement in the present COVID-19 conditions has been increased greatly. Most of the children in their young age don't know what importance for them is. So, the role of parents is very important for their children education at home (Panaoura, 2021). Individuals become less social as a result of curfews and are forced to live an inert and confined existence at home, and as a result, serious mental disorders emerge (wang et al., 2020). It is emphasized that this circumstance will disproportionately distress young learners who are developing at a faster rate than other persons (Chevance et al., 2020). Families

are facing financial hardships as a result of the COVID-19 outbreak, having to work remotely or in a flexible manner; Their burden has increased as a result of home education for children, take preventive measures to prevent the spread of diseases, threaten the health of them or their loved ones, reduce social caring outside the house, variations in routines and school closures, their burdens increase and childcare centers are struggling against many difficulties (Prime et al., 2020). Although this puts great pressure on parents to offer care, protection, and safety, it also leads to great variations in family routines that are usually measured natural (Bate & Malberg, 2020).

Parents are not only responsible for cleaning, dressing and feeding requirements of their children. They also indirectly teach their children by confirmative, refusing and guiding what they have learnt elsewhere. Communication and interaction within the family, especially in the first five years of a child's life, play a vital role in shaping the personality and socialization characteristics. Otherwise, it has been observed that learners who are not respected, cared for or spoken may experience hostility, grumpiness, and basic insecurities. The quality of children's interactions during the preschool period may be the source of these negative emotions (Shuang et al., 2020). According to Kayili, (2018) maternal qualities such as sensitivity, sensitivity, direction, goal orientation, warmth and enjoyment in interaction have a positive contribution to the development of children.

Parental engagement is broadly described as any sort of assistance provided to school-age children by parents, guidance instructors, or careers in order to assure the completion of a specific academic programme (Waters et al., 2014). With the COVID-19 pandemic escalating and efforts to contain the spread, many educational institutions have closed in-person teaching and learning activities around the world in response to the total lockdown. This blockade exposed emerging weaknesses in the country's education systems. Low- and middle-income states in the globe. This lockout exposed emerging weaknesses in the educational sector in low- and middle-income states around the globe, including Pakistan. This demonstrates the importance of adaptable and resilient education institutions in the face of an uncertain future (Lawrence, & Fakuade, 2021).

When parents are involved, children will perform better regardless of their social, economic, educational, and background conditions. Parental participation in children's education can be seen as the behavior of allowing parents to participate in learning materials at home and school. Parental participation is the practice of each activity. It enables parents and family members to participate in the education process at home and school. And/or elsewhere. Parental involvement at home and the warm interaction of parents will also affect the child's achievement results (Ogg & Anthony, 2020). Pek & Mee, (2020) pointed out that during the Covid-19 pandemic, and most parents stated that they have not effectively participated in the education of their children in school and at home. The next point of view regarding parental involvement in the pandemic era is that at this time parents not only played the primary role of education in children's character, religious values, and character

formation, they now also have an additional secondary role. Teacher studying children. At home. Parental involvement during the pandemic has transformed into keeping children motivated, promoting children's learning, fostering children's creativity, monitoring children, and evaluating learning outcomes (Iftitah & Anawaty, 2020).

Parent involvement is a key factor for learners' success in the online learning environment. Parental support has been shown to significantly contribute to student success in virtual learning environments. However, as children participate in online education, parents essentially take on unfamiliar characters and tasks, while also taking on more and more educational tasks for their children's academic learning. As a consequence, it is often problematic for parents to recognize their role in their children's online educational learning (Wendel et al., 2020). Boonka et al., (2018) conducted a revision of literature on the connection among parental involvement and student learning outcomes through a meta-analysis by selecting 75 studies issued over the previous fifteen years. As projected, the study indicated positive, negative and poor associations among parental involvement and students' academic performance. Silinskas & Kikas, (2019) established the mixed results of a survey on the effectiveness of parental involvement in children's homework and school performance. Parental support in creating a proper learning setting appears to have a constructive impact on student academic success. On flipside, research has shown that helping students with homework is negatively correlated with grades because learners do not develop self-regulatory learning strategies.

Nunez et al., (2015) studied association among students' behavior toward homework and students' academic achievement, perceived parental involvement in homework. In the data of elementary school, middle school, and high school students, it is confirmed that students' homework behavior, parental participation in homework, and academic performance are significantly related. However, in middle and high schools, the perceived association among parental involvement and students' academic success is better than in elementary schools. For secondary educational institutions, Karbach et al., (2013) indicated that parental control was inversely related to academic performance. Orkin et al., (2017) investigated association among self-efficiency, exam nervousness and parental participation for Korean high school students' learning, strategy and practice. As a result, it was found that the student's academic self-efficiency has greater influence on learners learning approach and educational ability. Instructors are encouraged to improve learners' educational efficiency, endorse academic parental involvement, reduce test anxiety, and improve academic strength and academic performance. All results are independent of the informal and informal learning processes activated during the recent pandemic. We assume that in the case of using the e-learning teaching process, the role of the parents will change the student's task.

Reimers et al., (2020) published the text "Continuous Education and Learning Support during the COVID19 Infectious Diseases" through the Organization for Economic Co-operation and Development (OECD). According to text, infectious

diseases are rebellious against teachers, and educational leaders design processes for new challenges that may occur after the infectious disease and adopt adaptive responses need to do it. The first cross-country survey was conducted from March 18, to 27, 2020 to assess the need and priorities of education. Kim & Padilla., (2020) pointed out that despite mastering a basic level of skill, students and parents faced major obstacles to mastering sufficient skills. Gimenez-Dasi et al., (2020) pointed out that elementary school students' score lower on dimensions related to learning intentions. During the COVID-19 coronavirus pandemic, the roles of teachers and parents have changed dramatically.

## Discussion

Governments, teachers, scholars and parents in the education sector must work closely to ensure that students receive high-quality educational learning content, varied and suitable learning events and active learning results. Under normal circumstances, many studies have focused on investigating the basic factors and their interrelationships. In unconventional circumstances, the roles of the participants change and the relationships or mutual relationships differ. The COVID19 pandemic has changed many areas of life counting educational activities (Sulisworo et al., 2020). When using the e-learning process instructors, pupils and parents face difficulties and adaptation fences (Schleicher, 2020). The parental involvement play an important role in their children educational and other activities. The parents who involved in their children life can be improved their education and manners of life. In the present COVID-19 conditions, the role of parents have been increased greatly. Due to closure of schools, the children spent most of their time at home taking online classes. The parents who take care their children's activities can produce better academic results. But some of the research studies also revealed that parental involvement in their children educational activities produced negative results (Sari & Maningtyas, 2020).

Currently, the main educational goals presented in various processes are flexible composition, autonomous learning, open resources, respect for differentiation and technical support. The blockade of COVID19 is hampering traditional school education. The educational community has worked together to sustain the educational learning activities with any difficulties, but learners need to trust more on their educational resources to pursue distance learning. Instructors need to adjust the new educational models. They can be untrained and parents need to face new challenges without preparation. However, according to the experience of recent international trends, technical tools, equipment, knowledge and experience alone are not sufficient to convert into an e-learning course in the course of general education. Parents, in particular, face the challenge of having instructors and parents at same time (Azubuike & Aina, 2020). There is no doubt that in the case of primary education, parental involvement is necessary and can be an important factor that can be used even more to face and overcome difficulties. The current review study highlighted the need for caregivers to improve the system's readiness for their roles so that parents do not have to assume the role of instructors. By keeping in view, the World Economic

Forum (2020), the practice of education during the recent pandemic has raised many questions. One's needs to shorten the screen time and change the syllabus accordingly and also it is necessary to use e-learning methods differently depending on the learning styles, cognitive styles and inter-individual characteristics of different students.

### **Challenges Faced by Parents and their Solutions in Online Learning During COVID-19**

Issues that can disturb parental contribution in distance learning atmosphere included financial capitals, lack of fast internet, lack of interest in utilizing technology and low digital self-efficiency. A research study conducted by Novianti & Garzia, (2020) in a virtual school learning setting for epidemics of infectious diseases revealed that caregivers are learning coaches for pupils who devote a significant amount of their days in an online settings. As a result of the research, teachers found that the following parental scaffolding was useful for virtual learners: Promote student schedule and management (b) relationships and interactions (c) Monitor and motivate students to participate (d) Provide instructions to students as needed. In response to the COVID19 infectious disease, the rapid changes in distance learning around the world require a survey of parental experience and needs in a distance learning environment.

### **Conclusion**

Due to present Covid-19 conditions, all the schools and colleges are closed and education system has been shifted from face-to-face setting to online learning system. The students are at home and taking online classes. In the current Covid-19 condition, the role of parents in children education has much increased. The parents facilitate their children to take online classes and provide necessary things to ensure online learning. The current review study highlighted parental involvement in online learning and students' academic achievements during COVID-19 lockdown. The challenges faced by the parents in their children online learning are also studied. The studied showed that parental involvement play an important role in their children online learning and in academic achievements. The most important challenge faced by the parents during COVID-19 lockdown was the economic problem.



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