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The Relationship between Social Variables Related to Parents and the Academic Achievement of their Children during Corona Virus: A Case Study

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Abstract: This research paper aims to identify the relationship between the social variables related to parents and impact on the academic achievement of their children's after the transition from school education to home schooling during the COVID-19 epidemic. These social variables that the study focused on are gender, age, educational level and work status. To achieve this goal, a random sample of 88 families was selected in the Emirate of Fujairah, with the use of questionnaire and interview tools to collect data. The research provides scientific knowledge about the state of home-schooling during corona virus by studying a case study of the role of the family in e-learning. The most important finding of the study is that there is a relationship between the social variables related to parents and their interest in the academic achievement of their children's during home-schooling.

Keywords: Education, Remote schooling, Parents, COVID-19, Pandemic, UAE, Home-schooling.

1 Introduction

The COVID-19 crisis has forced many countries to follow strict protocols ordering schools to close. With schools lockdown, homeschooling has become the only available form of education (R. Meighan, 1995).

There are many social variables such as work, age, housing, the educational level of the parents, and the number of children in schools and their ages, it is necessary to focus on them when studying the relationship between the role of parents in e-learning and the increase in the academic achievement of their children.

This means that there is a need for more studies that clarify the social reality surrounding the family when discussing school education during the spread of the COVID-19 epidemic (Sir John Daniel. 2020).

2 Research Problems

The study seeks to clarify the role that parents play in

enhancing their children's academic achievement during the COVID-19 pandemic, by focusing on families with children aged 5-10 years. A case study of the family in the Emirate of Fujairah.

3 Objectives

The main aim of the study is to identify the role of parents in the family to increase the academic achievement of their children's with the continuation of e-learning during COVID -19.

4 Research question

What are the roles of parents to increase the academic achievement of their children during COVID -19?

5 Methodologies

The methodology of the research paper was based on the descriptive method by selecting a random sample from the

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total households in the Emirate of Fujairah, by calculating Yamane $n = N / 1 + N (e^2)$ to calculate the sample size. Where n is the sample size, e is the level of error tolerance and N is the size of the study population. Field data collection was done by designing an electronic questionnaire.

6 Brief Literature Review

Research on the effectiveness of home-based education attempts to answer the basic question about families' adaptation to home education. This research has helped a lot in understanding educational developments after the spread of the COVID19 epidemic, and whether this will affect the quality of education, that children are usually superior in school. There is no doubt that children acquire from their peers social skills, social maturity, emotional stability, academic achievement, personal confidence, and communication skills (R. Meighan, 1995) (Shivangi Dhawan, 2020).

Post-Covid-19 shock trends have emerged among parents towards homeschooling to avoid vaccination requirements for their children. Such studies concluded that comparing homeschooling parents whose child was up-to-date at kindergarten entry, homeschooling parents whose child was not up-to-date at kindergarten entry reported higher concerns over vaccine safety and effectiveness, more frequently cited immunization mandates as a reason to homeschool (Y. Kostelecká, et al, 2021).

The results of some studies have found that families agreed with effective arrangements for providing education and fulfilling other responsibilities during COVID-19. Families have relied on several factors. At the same time, the way families deal with the homeschooling situation depends on several factors including the school, the quality of the education they provide, and contact with the parents (S. Mohanty, et al, 2020) (Maman Suryaman, et al, 2020) (Jonna Häkkinen, et al, 2020).

It is also very important to refer to those studies that focused on clarifying the impact of home schooling on the social fabric, such as the family and student outcomes (J. Murphy, 2014).

A study of Marcela Pozas (2021) that dealt with educational opportunities for parents and challenges during home education in two countries in primary schools, with a comparative study between Germany and Mexico. The results of this study revealed that parents in both countries face challenges in organizing home education and motivating their children, but despite that, they spent more time with them in e-learning, primary school students in Germany and Mexico also face significant challenges due to the loss of social contact (R. Meighan, 1995) (C. Owusu-Fordjour, et al, 2020).

Lisa B. Thorell et al, (2021) we examined parental experiences of homeschooling during the COVID-19 pandemic in families with or without a child with a mental health condition across Europe. Many parents reported negative effects of homeschooling for themselves and their child, and many found homeschooling to be of poor quality, with insufficient support from schools. Parents also reported increased levels of stress, worry, social isolation, and domestic conflict. Some parents also reported positive experiences of homeschooling. The adverse effects of homeschooling will likely have a long-term impact and contribute to increased inequalities. Given that school closures may be less effective than other interventions, policymakers need to carefully consider the negative consequences of homeschooling during additional waves of the COVID-19 pandemic and future pandemics.

Other researchers went to study the challenges associated with e-learning and the extent to which students are involved in the learning process, in addition to the problems of teachers and communication with the family, and other challenges related to time management and teaching methodologies (Kebritchi, M. et al, 2017) (Cojocariu, V.-M., et al, 2014) (Affouneh, S. et al, 2020) (Ammar Y. Alqahtani, Albraa A. Rajkhan, 2020) (Martin Simamora, 2020).

Some studies have addressed the issue of home education through other dimensions through which the quality of education is measured during the Corona Virus, by focusing on cooperative education between the school and the family (Jianping Xia, 2020) (Amber Garbe, et al, 2020).

7 Discussions and Result

The discussion of the research results is based on the analysis of field data through the following tables:

Table 1: Parents contribute to their children's homework

Gender	Contribute to their children's homework						Total
	Agree		Disagree		A/N		
	Number	%	Number	%	Number	%	
Mail	36	40.9	6	6.8	0	0	42
Female	41	46.6	3	3.4	2.3	2	46
Total	87	88.6	9	10.2	2	2.3	88

Table No.1 shows that Parents, according to gender, emphasize the participation with their children in increasing academic achievement during COVID 19, and here we note that the percentage of support for children rises with mothers more than fathers, as the percentage of mothers who agree to support their children in academic

achievement reached 46.6% compared to 40.9 % for fathers.

Table 2: Parents’ contribution to academic achievement according to their children’s ages.

Student age	Contribute according to their children’s ages						Total
	Agree		Disagree		A/N		
	Number	%	Number	%	Number	%	
4-5	16	18.2	1	1.1	0	0	17
6-8	30	34.1	1	1.1	1	1.1	32
9-10	31	35.2	7	8	1	1.1	39
Total	77	87.5	9	10.2	2	2.2	88

The above data indicate a discrepancy between parents about their role in academic achievement according to the variable ages of their children, students who receive their remote education during COVID 19, where we find that the majority of the contribution is concentrated in the age group 9-10 years with a rate of 35.6%, followed by the age group 6-10 years by 34.1%, While the parents' contribution to academic achievement decreases in the 4-5 age group by 18.2%. The interviews conducted during the study period showed that mothers are more involved in the academic achievement of children in the age group 4-5 years

Table 3: The relationship between the father's age variable and the contribution to their children's academic achievement during COVID19

Father's age	Contribute according to their father's age variable						Total
	Agree		Disagree		A/N		
	Number	%	Number	%	Number	%	
25-30	7	8	1	1.1	0	0	8
31-36	37	42.1	0	0	1	1.1	38
37-42	16	18.2	5	5.7	0	0	37
Above 43	17	19.3	3	3.4	1	1.1	21
Total	77	87.5	9	10.2	2	2.2	88

Table No. 3 shows that the contribution to the children’s academic achievement according to the father’s age variable, where we find that there is a relationship between the ages of the fathers in the advanced youth group and the children’s academic achievement, most of them confirm that they help their children in performing homework, and these represent 68.3% of the sample study.

Table 4: The relationship between the mother's age variable and the contribution to their children's academic achievement during COVID19.

Mother's age	Contribute according to their mother's age variable						Total
	Agree		Disagree		A/N		
	Number	%	Number	%	Number	%	
25-30	26	29.5	2	2.3	1	1.1	29
31-36	25	28.4	1	1.1	0	0	26
37-42	15	17.1	4	4.5	1	1.1	20
Above 43	11	12.5	2	2.3	0	0	11
Total	77	87.5	9	10.2	2	2.2	88

Table No. 4 shows that mothers of youth ages are more able to actively participate in helping their children achieve school education online during the spread of COVID 19, and this reinforces the percentages indicated in the table, where we find that women aged 25-36 years represent a percentage of 57.9%.

When comparing the data of Table No. 3 and Table No. 4, we will notice that mothers in the age group 25-31 years are more supportive of their children students by 29.5%, while the father’s support for their children in this age group decreases by 8%. We also find that the age group above 43 years for each of Father and mother have less bond and support for student children in remote schooling during COVID 19.

Table No. 5 shows that there is a strong relationship between the higher educational level and the father’s interest in the academic achievement of their children during COVID 19, as the table data indicates that the highest percentages in this relationship are concentrated in the university and post-university educational level by 40.9%, the second is the secondary educational level of the father, which achieved 36.4% percentage. On the other hand, we find that the relationship is weak between the educational level below secondary and university and the interest in the academic achievement of their children's. These differences are due to most of the parents in the study sample who are of higher educational level.

Table 5: The relationship between the father's educational level variable and the contribution to their children's academic achievement during COVID19.

Father's educational level	Contribute according to their father's educational level variable						Total
	Agree		Disagree		A/N		
	Number	%	Number	%	Number	%	
Reads and writes	0	0	0	0	0	0	0
Primary	3	3.4	1	1.1	0	0	4
Preparatory	6	6.8	1	1.1	0	0	7
Secondary	32	36.4	0	0	2	2.3	34
University	26	29.5	7	8.2	0	0	33
Post- University	10	11.4	0	0	0	0	10
Total	77	87.5	9	10.2	2	2.3	88

Table 6: The relationship between the mother's educational level variable and the contribution to their children's academic achievement during COVID19.

Mother's educational level	Contribute according to their mother's educational level variable						Total
	Agree		Disagree		A/N		
	Number	%	Number	%	Number	%	
Reads and writes	2	2.3	0	0	0		2
Primary	0	0	0	0	0	0	0
Preparatory	2	2.3	0	0	0	0	2
Secondary	28	31.8	2	2.3	1	1.1	31
University	39	44.3	7	8.2	1	1.1	47
Post- University	6	6.8	0	0	0	0	6
Total	77	87.5	9	10.2	2	2.2	88

Table No. 6 shows that there is a strong relationship between the higher educational level and the mother's interest in the academic achievement of their children during COVID19, as the table data indicates that the highest percentages in this relationship are concentrated in the university and post-university educational level, which represents 51.9% and when compared to the data of Table

5, we find a discrepancy in favor of the mother, then the secondary educational level, which achieved a rate of 31.8%. On the other hand, we find that the relationship is weak between the educational level below secondary and university and the academic achievement of their children's. The data in Table No. 7 indicate that the relationship

between the work status of the father and the interest in the academic achievement of their children during the epidemic is a strong relationship, as we find that the majority of working fathers confirm that they are more interested in the academic achievement of their children, their percentage reached 86.4%, and those who do not support this and whose percentage reached 10.2% of their inability is caused by their remote work at the same time that their children learn through e-learning during lockdown period, which does not help them to provide support services that help their children with their homework.

Table 7: The relationship between the variable of the father's work status and his interest in the academic excellence of his children during the epidemic

Father's work status	Interest according to their father's work status variable						Total
	Agree		Disagree		A/N		
	Number	%	Number	%	Number	%	
Work	76	86.4	9	10.2	2	2.3	87
None	1	1.1	0	0	0	0	1
Total	77	87.5	9	10.2	2	2.3	88

Table No. 8 shows that the working mother supports the academic achievement of the children during e-learning. However, we note that there is a high percentage of mothers who do not work, and this differs from the data of Table No.7. In general, the working mother, despite the multiplicity of her duties, but she actively contributes to the academic achievement for her children

Table 8: The relationship between the variable of the mother's work status and his interest in the academic achievement of his children during the epidemic.

Mother's work status	interest according to their mother's work status variable						Total
	Agree		Disagree		A/N		
	Number	%	Number	%	Number	%	
Work	37	42.1	4	4.5	1	1.1	42
None	40	45.5	5	5.7	1	1.1	46
Total	77	87.5	9	10.2	2	2.2	88

8 Conclusions

The transition from direct education to remote schooling led to more burdens and tasks for parents in following up the academic achievement of their children, especially those whose ages ranged between 5-10 years.

The study reached a set of results, including that there are differences between parents about their role in academic achievement according to the age variable of their children, students who receive their education electronically during COVID 19, As for the age variable of the parents and its relationship to the children's academic achievement, we find that the advanced youth ages of the parents supported the children's in their homework. As for the educational level variable of the parents, there is a strong relationship between the high educational level and support for the academic achievement of the children. Also, with regard to the work status of the parents, a strong relationship appears between the stable work situation and their role in academic achievement, noting that there are challenges associated with remote work for parents, especially for the mother, and following up on the educational achievement of the children during the remote education of the children (Davy Tsz Kit Ng.et al, (2020).

Conflict of interest: The authors declare that there is no conflict regarding the publication of this paper.

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