

COVID-19: A SUMMATIVE CONTENT ANALYSIS ABOUT CHALLENGES, INFLUENCE AND EFFECT OF HOME-SCHOOLING

Zuraina Ali¹ & Nur Adzlin Ishak²

¹Centre for Modern Languages, Universiti Malaysia Pahang, 26600 Pekan, Pahang

²Kulliyyah of Languages and Management, IIUM, 84600 Muar, Johor

Correspondent email : zuaraini@ump.edu.my

ABSTRACT

Covid-19 is a pandemic that strikes the nation almost instantly. Many people are affected due to the pandemic. Parents, in particular, have to juggle between work and life at home. On the one hand, they need to take the responsibility of meetings and other office-works that are conducted online in their premises. On the other, that are required to take care of their children's education at home as well. The study, therefore, attempts to identify the challenges faced by the parents home-schooling their children. Another objective of the study is to identify the influence of home-schooling due to the outbreak. Finally, it seeks to describe the aftermath of home-schooling in point of views of the parents. The study employs content analysis; in particular, summative content analysis to examine and synthesize online resources. The results of the analysis of the resources are reported in the forms of themes following the research questions being formulated at the beginning of the analysis. The findings reported provide insights on home-schooling during the time of pandemic among parents.

INTRODUCTION

Covid-19 has shifted the way teaching and learning are conducted today. Due to the government's order for social distancing, learning is now requested to be conducted at home. In a normal household, teachers may be assigning tasks (exercises, experiments, and tests) for the students. The latter then are required to complete the tasks by which their parents could be their assistance entertaining to the questions/ task they do not understand or need further clarifications. Nevertheless, the tasks are not easy for some parents as their academic backgrounds differ from one household to another. Some parents may be more educated compared to others. Also, some parents may have the resources (laptops, tablets, study room, study tables, internet connection, etc.) that they can provide for their children's education at home. Therefore, most, if not all, may not be able to provide the resources should they have more than one child at home. Therefore, these are some of the challenges face by the parents during the pandemic in taking care of their children's education.

On a different note, the educational responsibilities of parents have influenced home-schooling in the household in many parts of the world. A survey that was conducted among 405 parents living

in the United States having at least one child age 12 and below reported that 50% of them were subdued by their responsibilities to educate their children at home during the outbreak (Wadley 2020). Another influence relates to accepting new models of at-home learning. Far and away, home-learning is the best education that every child needs to adhere during this uncertain situation. The parenting of American in the 21st century showed that they were positive and willing to accept home-schooling (Anon 2020a). It was also reported that many of the parents were the first-timers to accept the new models, i.e. home-schooling.

The aftermath of Covid-19 and the directions of where home-schooling will be at is also worth to discuss. The future of home-schooling is only relevant to parents who opt to educate their children at home. For many parents who traditionally send their children to schools, it seems that school administration needs to build the resources they have lost when they reopen the school (Simon Burgess n.d.). In the same vein, care must be taken as to how the resources will be used, manage students that were badly affected with the pandemic and revisit the assessment as in postponing its schedule. Last but not least, Simon Burgess (n.d.) believe that policies need to be formulated for new graduates to enter the job market.

Having said that, the current study aims at finding the challenges faced by the parents in giving home-schooling to their children during the pandemic of Covid-19. Also, it gauges factors that influence home-schooling among parents to assist their children in the latter's academic achievements. Finally, the study describes the views of parents in the aftermath of the pandemic. The research questions in the study are:

- a. What are the challenges that are faced by the parents during the pandemic of Covid-19?
- b. How does the pandemic of Covid-19 influence home-schooling among parents?
- c. How will the aftermath of Covid-19 affect parents' view of home-schooling?

LITERATURE REVIEW

1.1. What is home-schooling?

Home-schooling is a term used to refer to a condition in that learning takes place outside of the public or in a private school environment (Anon n.d.). Home-schooling is where children learn from the rich resources available in their community and through communication with other families that are also practising home-schooling. It is a progressive movement that happens around the globe in that parents opt not to send their children to a traditional public or private academic institutions (Martin n.d.). Parents are the main provider when one decides to practice home-school in that guiding their children's education (Anon n.d.). Children who practice this approach neither go to school nor learn at home since they learn with peers that are also home-schooling as well as learn from the community at large.

1.1.1. Benefits of home-schooling

There are many benefits to home-schooling. One is the ability to have one-on-one coaching (Anon n.d.). Children may be assisted solely onto themselves if they do not understand a certain concept. The teacher only proceeds when the child manages to understand the concept that the latter is teaching. It reflects genuine learning that takes place between the teacher and students. Another is that learning tends to be individualized (Brewer and Lubienski 2017) support this notion in that home-schooling is making education personalized or individualistic good rather than collective good. An individual child in this learning environment is more focused when learning compared to when he/she learns in a group.

1.1.2. Disadvantages of home-schooling

Interviews that were conducted by Neuman (2020) in his study among 19 home-schooled adolescents (ages ranged from 16 to 22) listed these disadvantages when they took this method of learning.

- Lack of skills in answering questions in exams – one of the interviewees reported that he/she was unable to answer during exams in particular writing tests. He/she claimed that he/she did not know how to take tests
- Have low external motivation – An interviewee stated that his life is his responsibility. Therefore, he/she felt difficult as sometimes he/ she would like others (parents) to decide what was good for him/her
- Incompetence in the framework to study – A home-schooled child who is the firstborn may have difficulty in setting the direction that he/she may be going. Home-schooling would be more worsen when parents did not know the right thing to learn. It affects their children since their children did not know how to do things alone as well.

1.2. Online education

Online education is its broadest term concerns with the use of electronically supported learning that uses the Internet as the main resource for students and teachers to have interaction and distribute class materials (Anon 2020b). The article written by Picciano (2017) states that in understanding the meaning of online education, it requires one to examine the theoretical frameworks that are related to the pedagogical aspects of online education. Therefore, there is a need to understand the major learning theories: Behaviorism, Cognitivism, Social and Constructivism. Secondly is to study the online learning theories that evolved as a result of the major learning theories. These are Community of Inquiry (CoI), Connectivism, Online Collaborative Learning,

Picciano (2017) further wrote that online education is very much related to distance learning. Therefore, an integrated model may be developed, blending it with pedagogical purposes. In this teaching-learning approach, the use of face-to-face meeting, blog and journals (reflection activities), wiki (collaborative activities), YouTube, and PowerPoint (presentation activities) E-

portfolios (Learning Analytics) and others scaffold the resources and activities used in the integrated model of learning.

1.3. Teaching and learning during the pandemic of Covid-19

Education lost is likely to be the result when children are required to transit having face-to-face to distance schooling. A study that was conducted among household members in the United Kingdom found that students from disadvantage socio-economics background would not be able to receive their education well due to some parents were not able to support their children's learning (Pensiero, Kelly, and Bokhove 2020). It was reported that parents who were from service class was at an advantage in providing education at home compared to those who were not. Since they worked from home, their time could be spent to take care of their children's lesson as well.

A study was conducted to gauge the teachers' perceptions of using online learning during the pandemic in Indonesia. It revealed four themes, namely instructional strategies, challenges, support, and motivation of teachers as the results of the interviews that were conducted among the primary school teachers (Aliyyah et al. 2020). The use of WhatsApp, Google Forms, Worksheets, YouTube, and Zoom were reported to be the instructional materials that were employed by the teachers during the outbreak. Yet, challenges still exist either for the teachers or students. For the former, they experienced technical difficulties in executing online learning due to their lack of technical skills. While for the former, they tend to become inactive participating in the class due to less conducive learning environment at home. The teachers also revealed that they needed support from their peers to keep going in implementing online learning throughout the pandemic. Nevertheless, they were motivated when they realized their duties to serve their students.

Another study that concern with teachers related to their coping strategies when they were requested to teach online in the pandemic situation. The study that employed 600 language teachers showed that they faced high levels of stress (MacIntyre, Gregersen, and Mercer 2020). Nevertheless, they tended to cope with the stress by employing coping strategies in that it was reported that the majority of them used acceptance as the most employed strategies for online learning during the pandemic. At the same time, other coping strategies that were practised among them were advanced planning, re-framing, proactive in facing situation during the outbreak and busy themselves with other activities or works. A few of them were reported to use other coping strategies as well. These coping strategies were disengagement, substance abuse, and denial. Yet, the researchers argue that these coping strategies were natural as the effect of the outbreak.

For parents who have autistic children, any types of home education during the outbreak are crucial for their children's education. Cahapay (2020) reported that the key to educating their children with the learning capabilities relied on their parents' virtue, and therefore, home chores for examples learning how to cook rice, washing dishes and sweeping the floor were some of the

requirements of learning from home for these children. Nevertheless, it was a challenge for many parents in finding new activities so that their children would be occupied at home. And as such, one of the parents who was interviewed stated that they introduced gardening as one of the new activities for their autistic child. In this activity, their child would be able to arrange new bricks – the task which he/she had never done before in his/her entire life.

METHODOLOGY

1.4. Research Design

In general, qualitative content analysis is employed in the study. Specifically, the current conceptual paper uses summative content analysis as its research method in obtaining the answers to the research questions that are formulated at the beginning of the paper. Summative content analysis refers to the task of counting and comparing keywords or content and later interpret the underlying context of selected documents (Hsieh and Shannon 2005). In the current study, the counting of keywords was not conducted. Instead, it mainly focuses on comparing relevant keywords or content in finding answers to the formulated research questions. Also, it is important to notify that it is a qualitative approach employing documents as the main materials (Hsieh and Shannon 2005) to discuss answers for the questions being constructed.

1.5. Sampling

Sampling in content analysis refers to a unit of analysis (Fraenkel, Wallen, and Hyun 2011). In selecting the samples, the researcher needs to specify whether he/she is using words, sentences, phrases, and paintings in his/her study. In the current study, samples are words, phrases, and sentences derive that are obtained from online documents. The researchers read, examine and synthesize them to extract relevant data to answer the formulated research questions.

1.6. Procedures of data collection

In the current study, keywords are identified to explore the answers of home-schooling during the pandemic. These keywords are used in searching for relevant resources that are obtained online. Later, content analysis is conducted in that the researchers interpret the content that is derived from the selected resources. In the current study, the resources are academic articles (obtain in Google Scholars, Springer Link, ERIC database, EBSCOhost, Sage journals etc.) and online newspapers as well as bulletins. To illustrate, in answering Research Question 1, the researchers use phrases for instance ‘challenges of home-schooling during Covid-19’, ‘aftermath of Covid-19’, ‘influence of home-schooling during outbreak’ to name a few in finding the relevant data as to answer the specified research question. In so doing, the researchers read through several articles; particularly focusing on the word ‘challenge’, ‘difficulty’, and ‘obstacles’ so that they can find answers to the question being devised. Hsieh and Shannon (2005) state that such is a summative approach to qualitative content since the researchers use other keywords/ terms and at the same time examine the context in which the words are used in the located resources.

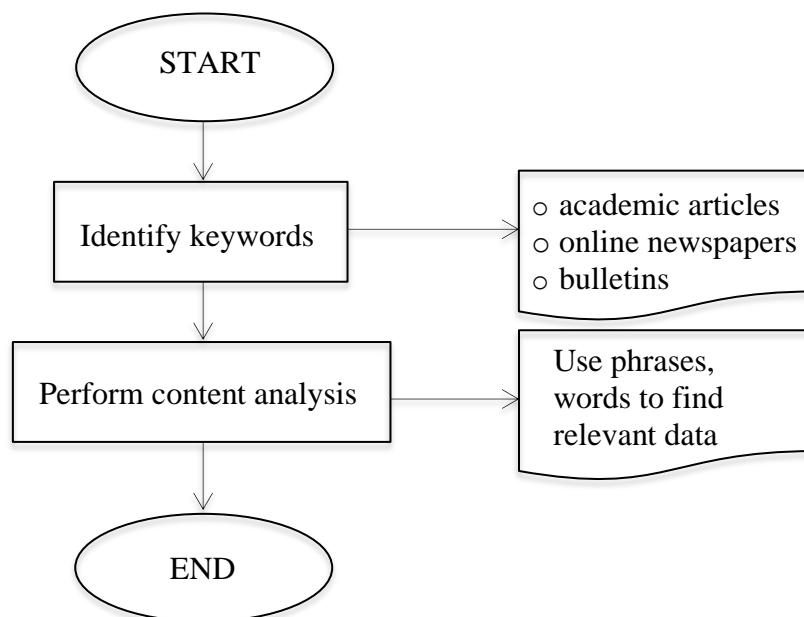


Figure 1: Flowchart of data collection procedures in the current study

1.7. Procedures of data analysis

Three (3) processes take place in the procedures of analyzing the data in the current study. First, conduct descriptions and interpretations of the contents as well as evaluation of the quality of the content. Second, compare data and findings. In this process, the researchers compare data/ findings written by other researchers on a similar topic or working on context similar to the research questions at hands (in this case on the challenges of home-schooling during a pandemic). This comparing and contrasting tasks in analyzing data lead to the third process called formulation of themes. In this process, the researchers interpret the context, i.e. challenges among parents in providing home-schooling to their children. Other words that are associated with ‘challenge’ for instance ‘difficulty’, and ‘obstacles’ are also sought to examine their usages in the said context when reading the resources.

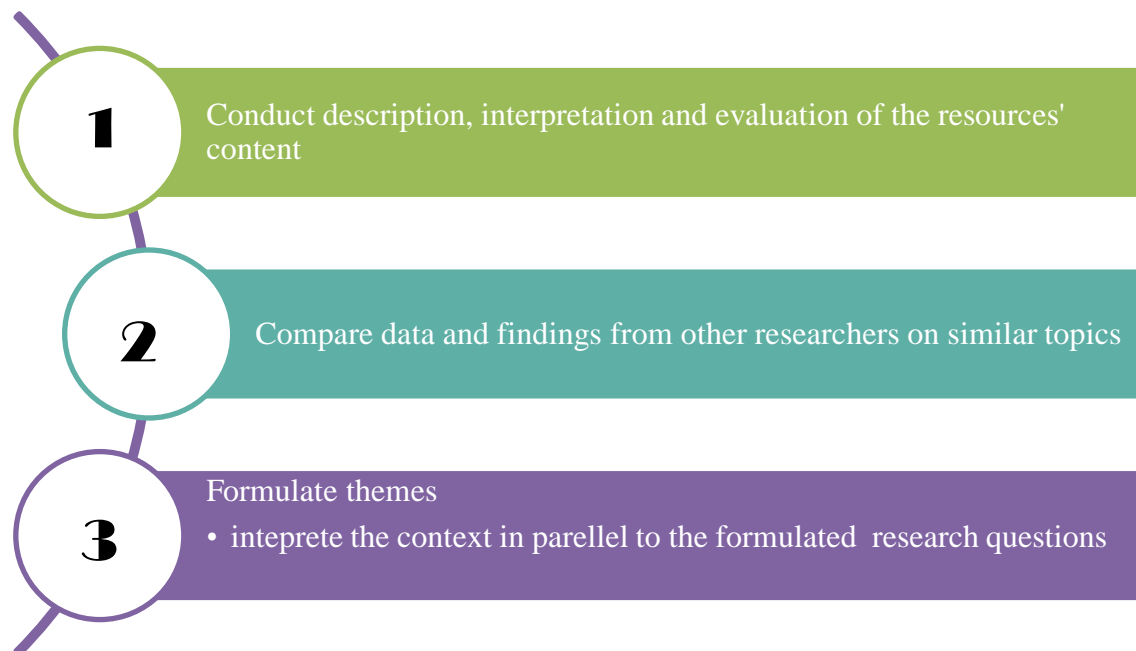


Figure 2: Processes of data analysis in the current study

Source: Adapted from Hsieh & Shannon (2005)

FINDINGS AND DISCUSSION

1.8. Challenges faced by parents during the pandemic of Covid-19

The challenges experienced by the parents in providing home-schooling in this pandemic situation is a global issue. Parents in any part of the world had a difficult time in managing their children's education while running their chores at home or work. The findings of this sub-heading revealed that challenges among parents were due to the inability to provide resources, for instance, laptops and conducive rooms for learning. Findings also showed that parents themselves were the main obstacle in making home-schooling a success when they required their children to assist them with the house chores. Finally, a series of information received via online communications make parents losing human touch between them and the teachers. The proceeding discussion elaborates the challenges faced by parents during the pandemic of Covid-19 about providing home-schooling to their children

1.8.1. Providing resources for home-schooling

A few challenges were reported when home-schooling is allowed during the time of the pandemic. The study that was conducted in Romania revealed these challenges: suitable meeting place, availability of books and materials (also electronic resources), appropriate extra-curricular activities to be carried out as part of the curriculum for home-schooling, and financial assistance (Gabster et al. 2020). The researchers believed that there is a need for such a department for home-schooling to be set up if the Ministry of National Education in Romania is considering home-schooling in the country. The departments will be responsible for preparing curricula and

educational materials. Besides that, the department has to perform inspection and evaluation of the students who obtain home-schooling to identify problems that may occur learning in this environment. Likewise, findings from Ewing and Vu (2020) reported that parents ‘abused’ their children in that they did not or were not able to provide laptops, multiple bedrooms and backyards to ensure learning could be more enjoyable and efficient.

1.8.2. Overwhelm of messages

Due to the overwhelm of information received from emails, phone calls, and message lead the relationship between teacher – parents become less connected as a community. The study that was conducted in Sweden reported that the information parents received weekly sometimes were sent to the SPAM-filled intrusion (Ahlström et al. 2020). Facebook was also used to communicate between the two parties so that parents might receive timely and transparent information and therefore, would be prepared for appropriate actions. It could not be denied that at some points, the messages assisted parents in knowing the rapid and often disjointed changes that were occurring. Yet, the regularity of the online communications made them losing touch in this age of digital communication. The daily talk between teachers with students and families via Facebook went beyond the parents’ acceptance of the messages.

1.8.3. Avoidance from parents

In Poland, almost half of the parents (48.92%) that were surveyed about their views on home-schooling indicated that they faced various difficulties attaining to their children’s education at home (Parczewska 2020). Using a Difficult Situation Inventory (IST), it was reported that teaching their children at home was difficult and very difficult. Some parents also demonstrated avoidance-oriented style when they were asked on this issue. They were reported to perform other activities rather than teaching their children. They diverted their attention to assisting their children with academic works by watching television, playing sports and socializing via long Skype conversation. Interestingly, parents who stayed in the countryside and small-town were reported to face the difficulty compared to those who were staying in large cities.

The learning of mathematics using home-schooling in time of pandemic in Nigeria was not well received among parents (Awofala et al. 2020). They were recorded to be distracted and therefore showed a negative attitude when they were required to assist their children in learning mathematics. In the survey distributed among pre-tertiary level students (n=342) in Lagos State, Nigeria, they revealed that they got distracted and lost concentration learning mathematics at home. As a consequence, they hated to learn mathematics at home since their parents requested to run some errands while they were learning the subject. The responses that they received from their parents were not encouraging, and therefore, they felt that learning mathematics was a waste of time.

1.8.4. Parents perceived knowledge incapability

Various challenges were exhibited via Twitter to identify the challenges that parents experienced in providing home-schooling during the pandemic in Australia (Ewing & Vu 2020). One of the tweets was a parent's confession that it was hard for them to cope with home-schooling. They notified that they were not helping their children and at the same time was depressed having to live in the situation. This was one of the examples of mental health challenges faced by parents in the country. Another tweet that concerned with parents' challenge in home-schooling was taking care of the learning among children who are autistic or have Attention Deficit Hyperactivity Disorder (ADHD) with regards to home-schooling during the lockdown. Concerns were raised in terms of the parents and their child coping with learning at home.

1.9. Factors that influence home-schooling during the pandemic of Covid-19

There are a few factors that influence home-schooling. The changing of the education system calls parents to take care of their children's education more than ever did before. For parents who can provide the resources, it seems that home-schooling makes the learning of their children more convenient. To a certain extent, creativity makes home-schooling to stay relevant as well. Nevertheless, having a support group which members are parents who prefer home-schooling may influence the use of the approach during the pandemic of Covid-19. All these points will be discussed in detail in the following discussions.

1.9.1. Changes in the education system

The pandemic of COVID-19 forced millions of parents around the world to educate their children at home due to the implementation of lockdown measures. As a result, education has changed significantly with the rise of online learning that allows teaching and learning processes to be conducted remotely and on digital platforms. The transition to online learning requires an adoption in education technology such as language apps, virtual tutoring, video conferencing tools or online learning software. For example, the use of technology was also highlighted in Chinese home-schooling that includes a combination of live/recorded broadcast, WeChat/Ding Talk group communication and software-based homework submission (Zhao et al. 2020).

The changes in education delivery system are necessary for ensuring the continuity of learning processes. The disruption to this formal teaching and learning process during the early phase of the pandemic was quickly addressed by all government worldwide. For example, Malaysia Education Minister, Dr Mohd Radzi Md Jidin had authorized the teachers to continue with the learning activities as usual via an online platform or e-learning utilizing electronic equipment.

Similar responses were also found in countries like Egypt, France, Italy, United States and United Arab Emirates (UAE) where distance education modalities via the Internet and online platforms were being pursued to ensure continuity in education. Other countries, for instance, China, Korea,

Mexico, Rwanda, Iran and Thailand, are using Massive Open Online Courses (MOOC). Lessons are delivered using apps, television or other media. The sudden shift in the education system has also encouraged the participation of parents to home-school their children whilst at the same time supporting school teachers in conducting online classes at the comfort of their premises. As such, necessary training and skills were also provided to teachers to ensure they are capable of delivering the teaching and learning processes to the students. Parents, on the other hand, are also adopting the new skills in this kind of digital learning to support their children's education at home (Chang & Yano, 2020; Ewing & Vu 2020). A study exploring home-based learning in Pakistan revealed the active role of schools in moderating online classes (Bhamani et al. 2020) such as the use of applications like Zoom and Google Classroom, continuous communication between teachers and students via social media platforms like Facebook and WhatsApp.

1.9.2. Instructional support/ resources

Parents' support and engagement in terms of providing the right facilities such as devices and online connectivity and moral support such as motivation, monitoring and involvement is fundamental in ensuring children get the most out of this home-based education. Relying solely on teachers to pursue this online education is not enough since children are not physically present for teachers to monitor their performance and total involvement during the e-learning session. Thus, parents' support and involvement in this endeavour are very much needed. A study conducted in the Norwegian municipality exploring teachers, parents and pupils' readiness and adaptation to digital learning provides role models for other schools (Bubb & Jones 2020). This study revealed that investment in technology prior Covid-19 had better potentials for effective and successful home-schooling. The availability of these resources significantly influences the adoption and adaptation to home-school as the study suggests these resources are necessary to build positive experience not only during the pandemic but most probably post-pandemic. Most importantly, government support and intervention in online learning play a major role in ensuring the digital divide between children from high-income families and low-income families are properly addressed in their policy planning and implementation.

1.9.3. The creativity of parents in taking care of their children's academic matters

Another factor that influences the uptake of home-schooling among parents is the opportunity to be in charge of their children's learning activities. A study revealed that some parents adopted home-schooling as they were disappointed with the online learning delivered by schools and would rather take those responsibilities themselves (Sabol n.d.). Nevertheless, some parents believed that the lockdown period is the best times to engage the children with different creative activities (Bhamani et al. 2020). For example, parents can create activities ranging from arts and crafts to cooking, dancing to singing, and many other joint activities. This development of building children's soft skills is as important as providing them with structured academic modules. The advantage of home-schooling, therefore provides opportunities for a more flexible and creative turns on the side of parents in managing their children's academic wellbeing as well as social skills

(Anon n.d.). Moreover, the social isolation due to deprivation of traditional school where children learn to socialize need to be supplemented with some other social activities.

1.9.4. Support group for home-schooling by parents

The pandemic has resulted in parents opting for home-schooling as temporary measures to ensure continuity in their children's education despite the nationwide school closures. Therefore, first-timers' homeschoolers and accidental homeschoolers are grappling with managing and handling home-based education. As such, support groups for home-schooling parents are available to provide advice, expertise and support for parents who are not confident in taking home-schooling during the pandemic. One example is the emergence of 'The Pandemic Pods' initiated by a mother to connect with other families and teachers and give support for their children's educational needs (Anon n.d.).

1.10. The aftermath of Covid-19 according to parents' point of views of home-schooling

Many of the parents were first-timers in educating their children online at home due to the pandemic (Anon 2020a). Some of them managed to handle home-schooling successfully, despite others who hope that lives will go back to normal and for parents, this includes resuming their children's schooling. Nevertheless, the unprecedented period of Covid-19 has sparked an interest in continuing and pursuing online education or home-schooling among parents and children. Despite all the difficulties, struggles and challenges in adopting home-schooling during the pandemic, we are faced with the question as to whether home-schooling would still be an option for parents when the pandemic is over. The following section thus explores these potentials of interest in home-schooling post-pandemic and what are the reasons for such intent.

1.10.1. Interest in future home-schooling

Various reasons were discussed concerning the increase in interest for future home-schooling among parents. For example, parents in UAE were seen to have a significant interest in pursuing home-schooling when the pandemic is over basically highlighted the importance of continuity and child-centred aspects (Diaz 2020). Home-schooling during the pandemic has taken a 'learning curves' for parents, teachers and students where there were glitches during the implementation. Some of the parents were not pleased with the online education and as such has encouraged them to take home-schooling on.

Excited and impressed with the benefits of home-schooling on their children has motivated accidental homeschoolers in Australia to take home-schooling seriously. Some parents begin to see significant improvement in their children's learning and performance especially children with learning disabilities such as autism spectrum disorder (ASD) or children who are attention deficit hyperactivity disorder (ADHD) (Coulter n.d.). The close companion between parents and children, as well as more flexible routines of home-schooling, has created a conducive environment for children's learning processes and development.

The interest for future home-schooling was very much influenced by the parents' positive experience and perspectives when home-schooling during the lockdown measure. McIntosh (2020) highlights three (3) positive aspects of home-schooling: making learning relevant to real-life; plugging into kids' interests, and allowing children to be the teacher. In other words, positive narratives of home-schooling emphasized the opportunities to bridge the gap between children and parents (Ewing & Vu 2020; Zhao et al. 2020) especially among parents who are busy with work that they do not have time and opportunity to monitor the learning process of children in school. A conducive learning environment at home and parental support are likely to contribute to the positive development of children's learning and education.

1.10.2. Sharing of coping experiences for the success of home-schooling

Parents' view of home-schooling can be further discussed based on their coping experiences dealing with home-schooling during the lockdown period. Ewing and Vu (2020) discussed parents' navigating experiences about positive and negative narratives in Twitter's responses in Australia. The positive coping experiences are those positive narratives related to parents' experiences, perspectives and attitudes when dealing with the demand for home-based education. For example, parents who feel that they are worried about giving quality education at home but are willing to provide the best for the children would probably positively perceive home-schooling. On the other hand, we can also have the same group of parents that are worried of their inability to provide quality education at home due to socioeconomic factors might probably end up with a negative view of home-schooling.

Parents with positive coping experiences would have the potentials and confidence to continue with home-based education, as they also believe that children's education and learning processes are part of their responsibilities. Research has highlighted that high-income families have better opportunities to support their children's education at home since they can provide the resources such as internet connection and computer as well as a conducive environment for such learning (Hawati & Khalidi 2020). Nevertheless, other factors must also be considered when discussing the parent's capabilities to provide support and resources for home-schooling. For example, children's self-motivation and interest to pursue home-based education are very much dependent upon this moral support and encouragement given by parents. When the surrounding is comfortable for home-schooling, children's active participation is evident and thus leads to parents' positive view of home-schooling.

1.10.3. Renewed appreciation among parents towards schools and teachers

Home-schooling experiences amongst parents during the pandemic had renewed their appreciation towards schools and teachers. Anon (n.d.) report that most parents acknowledged the contributions of teachers to their children's learning processes and realized that both parents and teachers need

to develop and collaborate strategically in partnership to ensure the success of home-based education. If the pandemic is going to stay for another few months, parents have no choice but to accommodate the need for home-schooling for their children. As it remains unclear when all students will be able to return to school, parents must be prepared to improve the current modes of e-learning more effectively and systematically. In recognizing the importance of this dynamic and synergy between parents and teachers, effective home-schooling would require a total involvement from parents to support their children's learning processes. And not to leave this responsibility on the teachers alone.

1.10.4. Parents are the best teachers

On the level of instruction from teachers during the school closures, some parents believe that the way that the teachers conducted classes was not satisfactorily delivered and beyond their expectations (Anon n.d.). This situation has led some parents to reconsider that they need to take charge of their children's education via home-schooling. This group of parents will prepare and equip themselves with necessary knowledge, skills and attitude towards any possibilities of home-schooling.

1.10.5. Unavailable resources to progress with home-schooling

The other perspective is to explore some of the negative connotations of home-schooling with regards to parent's experiences and views. Among the contributions to this negative view of home-schooling can be explored in terms of parents' perspectives of their incapability's and insufficient resources to support home-based education. Some parents agreed that in time of adversaries, parents have to take responsibilities as teachers to ensure that their children's learning processes are not disrupted due to the lockdown measures or school closures (Zhao et al., 2020). However, they are worried about the quality of education that their children are getting through online learning. The factor may probably be related to their feelings of incapability's to provide the best education to their children. Some parents believed that they are more confident and competent to teach Arts and Social subjects but less confident to teach Maths or Sciences subjects.

The other issue that is quite important is the insufficiency of resources available at home to support home-based education. Zhao et al. (2020) assert that the most important facility to enable this kind of home-schooling is the stable and good internet connection at home and a device such as a smartphone or a computer/laptop. The availability of these resources is also varied and dependent upon the household income, and different family background would also potentially influence their view on continuing with home-schooling their children even after the end of the pandemic. For example, low-income families with limited access and resources for effective home-schooling processes would probably opt for their children to traditional school-based education. Such is to ensure that their children would still get the best of education from their teachers. Given high-income families, home-schooling might be the choice for their children to pursue.

1.10.6. Inability to provide comfortable learning condition

Parents' excessive concerns and worries over their children's safe place for comfortable learning is another implication to consider home-schooling after Covid19 ends. Although the schools or the authorities have outlined several protocols such as social distancing, some parents viewed this kind of environment does not support their children's learning processes. They believed that "students should be able to focus on their learning and not to worry on what they can and can't touch, staying apart and not being able to play with their best friend" (Anon n.d.).

CONCLUSION

The study uses online resources in answering three research questions on the challenges, influence and aftermath of home-schooling during the pandemic of Covid-19. The findings revealed that there are external and internal challenges face by the parents in taking care of home-schooling among their children. Concerning influence, generally, it can be stated that the demand for online learning nowadays makes home-schooling to be relevant. Therefore, it can be foreseen that in the months to come, home-schooling may still be implemented by parents in general, or rather by interested parents in particular.

These data suggest that all parties (government, school administrators, parents and children) need to play their roles in making learning from home successful. Meaningful home-schooling can be achieved when parents prepare themselves mentally and physically to educate their children from home. They need to manage their time more wisely to not neglecting their house chores and work. The government also needs to be proactive in assisting its citizen by giving schemes and initiatives for education. The initiatives may include free internet access and online classes, distribute devices to those who have-nots and extend the broadcasting of educational television. While for teachers, they need to ensure that it is not just a matter of requiring their students to complete tasks at home. Instead, they need to think of the weightage of the tasks assigned to the students. In effect, it will avoid the latter from boredom and burdensome. For children, the need to ensure that they complete the assigned task and participate in class session and activities. Their take is to catch up with learning despite the hardship they are facing. This research provides some foregrounds for further works. Therefore, it is recommended that regression analysis needs to be conducted in determining whether challenges depend on the aftermath of home-schooling. Or a qualitative enquiry can be conducted by interviewing or having focus group interviews to identify parents' views on the influence of home-schooling to their daily routines.

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