

# Parents' perception of the impacts of the covid-19 pandemic on the process of childhood learning

## Percepção dos pais quanto aos impactos da pandemia do covid-19 no processo de aprendizagem infantil

## Percepción de los padres sobre los impactos de la pandemia de covid-19 en el proceso de aprendizaje del niño

Maria Milena Sousa de Brito\* 

Pâmela Pontes dos Santos\* 

Isabelle Cahino Delgado\* 

### Abstract

**Introduction:** In 2020, the pandemic of COVID-19 changed the world scenario when the WHO declared a Public Health Emergency. With the temporary changes resulting from the pandemic and as a consequence of social isolation, several sectors underwent temporary adaptations and readjustments. To reduce the impact, classes have been resumed through Emergency Remote Education (ERE). With these abrupt changes, the family's role in the children's learning process became more and more primordial. **Objective:** To analyze the learning of children in kindergarten and elementary school in the private network, from the perspective of parents regarding remote school practices during social isolation. **Method:** Cross-sectional, exploratory, quantitative-qualitative study was carried out using a questionnaire containing objective and discursive questions in an online format. The research was approved by the Ethics and Research with Human Beings Committee, under protocol number 4.473.160. **Results:** Parents state that they did not notice any difficulty in the children's learning and that it was not necessary to make purchases of electronic devices during the period. However, there was curricular flexibility. The participants pointed out that most schools did not offer training to use digital resources. And, they also

\* Universidade Federal da Paraíba, João Pessoa, PB, Brazil.

#### Authors' contributions:

MMSB and PPS: Methodology; Data collection; Article design.

ICD: Study conception; Critical revision; Orientation..

**E-mail for correspondence:** Maria Milena Sousa de Brito - eumilenasousaa@gmail.com

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mention that there was a change in the mood and behavior of the children. **Conclusion:** In theory, Emergency Remote Learning was necessary for the continuity of the learning process, but adversities were encountered during the course because schools and families were not prepared for this reality.

**Keywords:** COVID-19; Child Rearing; Parents.

### **Resumo**

**Introdução:** Em 2020, a pandemia do COVID-19 mudou o cenário mundial quando a OMS declarou Emergência de Saúde Pública. Com as mudanças temporárias decorrentes da pandemia e por consequência do isolamento social, diversos setores sofreram adaptações e reajustes temporários. Pensando em reduzir os impactos, houve o retorno das aulas através do Ensino Remoto Emergencial (ERE). Com essas mudanças abruptas, o papel da família no processo de aprendizagem infantil ficou cada vez mais primordial. **Objetivo:** Analisar a aprendizagem de crianças do ensino infantil e fundamental da rede privada, sob a perspectiva dos pais quanto às práticas escolares remotas durante o isolamento social. **Método:** Estudo transversal, exploratório e de caráter quanti-qualitativo realizado a partir de um questionário contendo questões objetivas e discursivas no formato online. A pesquisa foi aprovada pelo Comitê de Ética e Pesquisa com Seres Humanos, sob o número de protocolo 4.473.160. **Resultados:** Os pais afirmam não terem notado dificuldade na aprendizagem das crianças e que não foi necessário fazer aquisição de aparelhos eletrônicos durante o período. Porém, houve flexibilidade curricular. Os participantes apontam que a maioria das escolas não ofereceram capacitação para utilizar os recursos digitais. E, ainda mencionam que houve mudança de humor e no comportamento das crianças. **Conclusão:** Em tese, o Ensino Remoto Emergencial foi necessário para a continuidade do processo de aprendizagem, contudo adversidades foram encontradas durante o curso, em virtude das escolas e das famílias não estarem preparadas para essa realidade.

**Palavras-chave:** COVID-19; Educação infantil; Pais.

### **Resumen**

**Introducción:** En 2020, la pandemia de COVID-19 cambió el escenario mundial cuando la OMS declaró Emergencia de Salud Pública. Los cambios temporales derivados de la pandemia y consecuencia del aislamiento social, varios sectores sufrieron adaptaciones y reajustes temporales. Con el fin de reducir los impactos, se reanudaron las clases a través del Aprendizaje a Distancia de Emergencia (ADE). Con estos cambios abruptos, el papel de la familia en proceso de aprendizaje de los niños se volvió cada vez más importante. **Objetivo:** Analizar el aprendizaje de los niños en las escuelas de infantil y primaria de la red privada, desde la perspectiva de los padres en relación a las prácticas de la escuela a distancia durante aislamiento social. **Método:** Estudio transversal, exploratorio y de carácter cuantitativo-cualitativo realizado a partir de un cuestionario conteniendo cuestiones objetivas y discursivas en formato online. La investigación fue aprobada por Comité de Ética e Investigación con Seres Humanos, bajo el número de protocolo 4.473.160. **Resultados:** Los padres afirman que no notaron dificultad en el aprendizaje de los niños y no fue necesaria adquisición de aparatos electrónicos durante período. Hubo flexibilidad curricular. Los participantes señalan que mayoría de las escuelas no ofrecían formación para utilizar los recursos digitales. También mencionan que hubo cambio de humor y en el comportamiento de los niños. **Conclusión:** En tesis, el ADE fue necesario para continuidad del proceso aprendizaje, sin embargo, se encontraron adversidades durante el curso, debido que las escuelas y las familias no estaban preparadas para esta realidad.

**Palabras clave:** COVID-19; Crianza del Niño; Padres.

## Introduction

In December 2019, China notified the World Health Organization (WHO) of the outbreak of “viral pneumonia” caused by a new coronavirus (SARS-CoV-2), named COVID-19<sup>1</sup>. In January 2020, WHO declared it a Public Health Emergency of International Concern (PHEIC)<sup>2</sup>, and on February 26, 2020, the Brazilian Ministry of Health confirmed the first case of the disease in the country<sup>3</sup>.

The COVID-19 pandemic characterized 2020 by the critical and delicate scenario that led to unexpected though necessary changes, affecting the routine of millions of people and the behavior of the entire society. The various administrative spheres (federal, state, and municipal) took disease control and prevention measures to decrease the quick virus spread, temporarily closing schools and universities, nonessential businesses, and public recreation areas<sup>4</sup>. Also, the population was instructed through social media, television, radio, and newspapers how to protect themselves from the virus by wearing masks, washing hands and/or using hand sanitizers, and keeping social distancing and isolation.

The temporary changes brought about by the pandemic and, consequently, social isolation forced various sectors – including education – to adapt and readjust for a period. School activities were the first ones to be canceled, which presented remote teaching as a feasible alternative amid the chaotic scenario.

The Ministry of Education passed Regulation no. 343, on March 18, 2020, “providing for the replacement of in-person classes with digital ones while the pandemic situation of the new coronavirus (COVID-19) lasted”<sup>5</sup>. This regulation authorized the substitution of ongoing in-person courses with classes that used information and communication technology (ICT) and other such resources. The institutions were responsible for defining which courses could be replaced and providing tools that enabled students to follow the content and take assessments.

Remote teaching can be explained as the integrated use of technological resources and information technology tools without changing the methodology proposed in the in-person teaching pedagogical framework<sup>6</sup>. However, learning is a two-way street between teachers and students, with a huge exchange of information in manners that influence the whole educational process. Thus,

the methodology and the mode in which classes are taught influence the students’ participation and behavior – which, therefore, reflect the performance of the strategies used in the class.

Family participation is highly important throughout the school process, particularly in the initial years, greatly contributing to child development and learning. In the current situation, family support is more than indispensable, especially after the necessary changes, adjustments, and adaptations that directly affected the teaching and learning process.

A study highlights the parents’/guardians’ role in integrating the school-family relationship – especially during social isolation, that required parents to “mediate the relationship between teachers and children, relearn contents they had forgotten, and learn to use applications and virtual environments”<sup>7</sup>.

Nevertheless, educators made a noticeable effort and were committed to providing their students with the best teaching possible in the current situation. This required them to be better prepared and plan to work with digital tools, adapting their teaching models to ensure that classes would be interactive, dynamic, and creative (e.g., with videos and online games). These small adjustments are important, as they make it possible to teach the content while holding the students’ attention.

On the other hand, remote teaching had its fragilities, such as the lack of access to communication equipment and tools or the Internet, and the lack of daily in-person social contact with other children and teachers during the learning process. However, children had the opportunity to develop important skills, such as self-motivation, maturity, concentration, autonomy, and reading habits.

Thus, this study is justified by the need to understand the impacts of remote teaching on the teaching and learning process during the COVID-19 pandemic. It aims to analyze the learning of children attending preschool to middle school at private institutions from the parents’ perspective of school remote practices during social isolation.

## Method

This quantitative-qualitative, cross-sectional, exploratory study was based on an online questionnaire developed by the authors with 37 open and closed-ended questions, which required the

volunteers' identification. The research was approved by the Human Research Ethics Committee (CCS/UFPB), under protocol number 4.473.160.

The questionnaire was structured into six sections. One had the informed consent form, and the other ones addressed the sociodemographic profile, electronic resources and school's adaptations to remote teaching, mental health, and behavioral factors.

- 1) Section 2: 11 questions on the sociodemographic profile, approaching their age, sex, marital status, family income, number of children and their ages, school location, grade in school, and learning difficulties.
- 2) Section 3: Five questions on remote teaching resources, approaching the availability, number, acquisition, and sharing of electronic devices, access to high-quality Internet, and study environment.
- 3) Section 4: 10 directed questions on the school's adaptations to train on how to use online platforms and instruments, school activities, number of school hours, course content, quality of remote teaching, and school performance.

Sections 5 and 6 used a Likert scale, in which statements are made and the participant is invited to express their degree of agreement with the statement, checking on the scale the answer that best communicates their opinion (1- totally disagree, 2- disagree, 3- indifferent (or neutral), 4- agree, and 5- totally agree). The items referred to 9 months (March to December 2020) of the COVID-19 pandemic.

- 4) Section 5: Four questions on school routine and mood and emotional changes.
- 5) Lastly, section 6 considered behavioral factors during social isolation, such as being physically active, motivated, dedicated, attentive, or sleepy.

Room was provided at the end of section 6 for parents/guardians to share their overall impressions of teaching/learning throughout the time of isolation.

The eligibility criteria were as follows: being the father or mother of students aged 0 to 14 years; the child should be attending preschool, elementary school, or middle school in a private institution, with or without learning difficulties before the pandemic began.

Google Forms was used as the data collection instrument, which was announced via the Internet in applications and social media (WhatsApp and Instagram). The collection took place between November 23 and December 15, 2020, obtaining 54 responses to the questionnaire. All of them were considered.

The research had limitations due to the online format of the data collection, with no opportunity for in-person contact with the participants. Likewise, it was not possible to dialog with representatives of the schools attended by the students involved in this study for further information about changes, challenges, and opportunities because the study was fully constructed at the peak of the COVID-19 pandemic.

## Results

Altogether, 54 parents participated in the study. They were 28 to 54 years old, with a mean age of 38.8 years, being 98.1% ( $n = 53$ ) females and 1.9% ( $n = 1$ ) male. As for marital status, 79.6% ( $n = 43$ ) were married, 7.4% ( $n = 4$ ) were divorced, 3.7% each were in a domestic partnership, separated, or single ( $n = 2$ , each), and 1.9% ( $n = 1$ ) lived with a partner. Most participants' family income was above five minimum wages (64.8%;  $n = 35$ ), although there was a discrepancy between incomes, as seen in Table 1. Also, 51.9% ( $n = 28$ ) had two children, whereas only 3.7% ( $n = 2$ ) had 4 or 5 children, as shown in Table 2. Students were 3 to 11 years old, with a mean of 7.3 years, and were attending from preschool to 6<sup>th</sup> grade at 11 private schools in eight Brazilian cities.

**Table 1.** Participants' family income.

Family income	N	%
More than 5 minimum wages	35	64.8
3 to 5 minimum wages	6	11.1
1 to 3 minimum wages	12	22.2
Up to 1 minimum wage	1	1.9

Caption: n = number of subjects; % = percentage.

**Table 2.** Number of children of participating parents.

Number of children	N	%
Only 1 child	17	31.5%
2 children	28	51.9%
3 children	7	13%
4 to 5 children	2	3.7%

Caption: n = number of subjects; % = percentage.

Unfortunately, no information was found as to whether the students had learning difficulties before the pandemic, although most parents (n = 34; 62.9%) stated that they had not perceived any such difficulties in their children throughout the process of adapting to remote teaching. However, result

analysis revealed impacts on the small children's mood, attention, and concentration.

Table 3 presents the variables on the parents' opinions regarding their children's learning difficulties in relation to the content presented in class during the pandemic.

**Table 3.** Parents' opinion of their children's difficulties in learning content taught by the school.

Learning difficulties	N	%
Does not have any difficulty	34	62.9
Yes, there is some learning difficulty	15	27.7
No difficulties, but they lack interest in the content that is taught.	2	3.7
No difficulties, but it has been difficult to keep them concentrated and motivated.	1	1.9
No difficulties because the parents are present to explain the content	1	1.9
It depends on the teacher	1	1.9

Caption: n = number of subjects; % = percentage.

Given the need for using remote teaching resources, all parents (n = 54; 100%) reported that their children had electronic devices (computer, notebook, tablet, or mobile phone) and high-quality Internet access to attend classes.

Part of the participants (n = 30; 55.6%) did not buy equipment such as ring lights, mobile stands, and the like to improve their children's quality of learning. Also, 64.8% (n = 35) stated that the children did not have to share electronic devices with them or their siblings.

More than half of the parents (n = 28; 51.85%) stated that their children had a partly calm and quiet

environment, while others (n = 23; 42.5%) stated that their children had a totally calm and quiet environment, and a few (n = 3; 5.5%) did not have it.

Regarding the school's adaptation to remote teaching, only one parent (n = 1; 1.9%) mentioned that the school offered training to use electronic devices, and another four parents (n = 4; 7.4%) said two other schools had provided training on how to use online platforms.

Table 4 shows the formats chosen by the schools to conduct their activities and the platforms and actions they were using.

**Table 4.** Adaptations to remote teaching and platforms used.

Variables	N	%
Class format		
Synchronous classes + asynchronous activities	39	72.2
Only synchronous classes	11	20.4
Only asynchronous activities	4	7.4
Platforms for remote teaching		
Google Meet	29	53.7
Microsoft Teams	15	27.7
Zoom	3	5.5
School's own platform	2	3.7
Others (Qmágico, YouTube, or Facebook)	1	1.9
Platforms and actions for asynchronous activities		
Google Classroom	23	42.6
Microsoft Teams	5	9.2
WhatsApp	3	5.6
Farias Brito Platform	3	5.6
School's own platform	2	3.7
YouTube	2	3.7
Others (International School, Padlet, Jornal Joca, Matific, Google Forms)	2	3.7
Plurall	1	1.9
Facebook	1	1.9
Sheets delivered by the school	1	1.9

Caption: n = number of subjects; % = percentage.

Table 5 approaches the adjustments needed over the initial 9 months of the pandemic to improve the quality of the children's learning. The following adjustments stood out: accompanying students during synchronous classes to improve their attention or answer their questions and greater

time dedicated to explaining asynchronous activities (both with  $n = 27$ ; 50%). It must be emphasized that participants could check more than one option, according to the experiences and realities they identified.

**Table 5.** Necessary adjustments to improve the quality of learning.

Necessary adjustments	N	%
It was necessary to explain better the asynchronous activities sent by the school, requiring greater time to do these activities.	27	50
It was necessary to accompany the child in the synchronous classes to improve their attention to them or answer questions that appeared during classes.	27	50
The routine had to be changed to meet school requirements.	13	24.1
It was necessary to routinely dialog with the children and pay attention to their behavior to help them participate in synchronous and asynchronous classes.	13	24.1
Others	8	14.8
No adjustment was necessary. The child fully complied with what the school asked of them.	7	13

Caption: n = number of subjects; % = percentage.

Data described in Table 6 refer to the number of hours in synchronous classes, to which 72.2% of the parents (n = 39) responded they lasted 1 to 3 hours. Concerning course content, the curricula had to be adapted in relation to what had been

proposed for 2020 (n = 30; 55.6%). Remote teaching was assessed as good by 55.6% (n = 30), and school performance was also reported as good by 53.7% (n = 29).

**Table 6.** Number of hours in the synchronous schedule, keeping with course content, assessment of remote teaching, and school performance.

Variables	N	%
Number of hours in synchronous activities		
1 to 3 hours	39	72.2
4 to 6 hours	11	20.4
Keeping with course content		
No, the curricula had to be adjusted.	30	55.6
Yes, the content is being fully taught.	24	44.4
Assessment of the quality of remote teaching		
Good	30	55.6
Average	14	25.9
Poor	6	11.1
Very good	3	5.6
Very poor	1	1.9
School performance		
Good	29	53.7
Average	13	24.1
Excellent	9	16.7
Poor	3	5.6

Caption: n = number of subjects; % = percentage.

Mental health issues were assessed with the Likert scale, in which 0 meant totally disagree, and 5 meant totally agree. A summary of all items shows the score indicated by most parents regard-

ing their perception of their children's mental health during the pandemic. Noticeably, remote teaching considerably affected the children's mood.

**Table 7.** Mental health assessment with the Likert scale.

Variables	Most participants' responses	Number of parents
I can help my child have a healthy school routine, without feeling overloaded.	3	n=17-31.5%
My child has sudden mood changes.	5	n=20-37%
Most of the time, my child feels anxious, concerned, irritable, impulsive, sometimes aggressive, and little confident.	1	n=16-29.6%
During the pandemic, my child has already felt insecure about remote teaching.	3	n=13=24.1%

Caption: Most participants' responses = values on the Likert scale; number of parents = number and percentage.

As for behavioral factors, participants noticed that their children strived to concentrate during classes but had difficulties keeping attention due

to the constant use of electronic devices. Table 8 shows data and variables in detail. It is important to remember that this topic used a Likert scale.

**Table 8.** Behavior assessment with the Likert scale.

Variables	Most participants' responses	Number of parents
My child feels motivated to study daily online.	1	n=15-27.8%
I notice my child makes some effort to concentrate during classes.	5	n=16-29.6%
As for memory, my child often has episodes of forgetfulness.	1	n=21-38.9%
My child has difficulties keeping their attention in class due to the constant use of electronic devices.	5	n=19-35.2%
My child has sleep difficulties, such as insomnia.	1	n=30-55.6%

Caption: Most participants' responses = values on the Likert scale; number of parents = number and percentage.

Specific room was made available for parents to freely express their impressions on the teaching-learning process during the pandemic. Excerpts of some of the mothers' statements are provided below, demonstrating that the process was rather difficult. Many reports cite mood changes and the lack of concentration, motivation, and social interaction.

Mother 20: "Awful! My daughter was anxious and irritable and had great difficulty concentrating, and I, as her mom, am extremely overloaded".

Mother 21: "The format banned interaction between children and increased the distance between them by, out of respect, allowing them to turn off their cameras and microphones. Now I wonder... all the work I have, every penny I spend to get this 'best education' that overwhelmed her, gave priority to grades rather than learning, and curbed her willingness to speak and participate".

Mother 28: "There was a lack of contact and deficit in social skills. My son started having a depressive mood".

Mother 32: "My daughter is discouraged from attending classes; she says she cannot take online classes anymore and gets irritated often".

Mother 44: "The overall view is that it was tiring and has worn us out".

## Discussion

The quick spread of the new coronavirus at the end of 2019 and the beginning of 2020 led schools

to comply with the health measures implemented by public health authorities, indefinitely shutting their doors. However, it impacted public and private schools differently.

Private schools decided on emergency remote teaching, coordinating to continue school activities. Thus, they proposed using media and sought means to adjust to the new reality, so the students' teaching-learning process would not be impaired. Public schools, however, had to face the profound inequality in the Brazilian population extensively and diversely striking education<sup>9</sup>.

The abrupt implementation of the remote modality in public basic education did not reach all schools and their students. Hence, it became a segregating factor, as these people's socioeconomic difficulties are the opposite condition of those who attend private schools<sup>10</sup>.

Data on the participants' sociodemographic profiles show that 64.8% (n = 35) of the individuals in this study had a family income above five minimum wages. This is a fortunate socioeconomic scenario, contrasting with 70% of the Brazilian population that earns up to two minimum wages<sup>11</sup>.

No studies were found on the learning difficulties of public-school students or their parents' opinions during remote teaching. This can be justified by data from the National Household Sample Survey (PNAD, in Portuguese)<sup>12</sup>, which indicates that 20.9% of Brazilian households have no access to the Internet - i.e., 15 million homes. This is the greatest obstacle for 80% of public-school students.





According to data analysis in this research, most parents (62.9%) stated that their children had no learning difficulties during the pandemic. However, a considerable percentage (27.7%) called the attention for identifying that their children had difficulties learning the content presented in class, with complaints associated with a lack of interest, concentration, and motivation. These difficulties are not directly correlated with learning deficits, but they expose that the “education model suggested by most schools in this pandemic can work for many people but not for others – which should not be a reason for despair”<sup>6</sup>.

A study conducted in 2020 showed that 30.7% of private school students reported that their greatest difficulty in remote teaching was being absent from the classroom, followed by 23.1% who said that the home environment was inadequate or not quite appropriate for studying<sup>13</sup>. This led to reflections on issues related to this model, especially in terms of teachers' and students' home infrastructure. Was it indeed a good idea? That is the question. Other issues were also pointed out, such as the technologies used, the quality of access to the Internet (or the lack of it), and the teachers' training and performance in online activities<sup>14</sup>, while constantly striving for the students' discipline and attention.

Another important point to highlight is the availability of devices and the students' adherence to using them to attend classes. Participants in this study stated that their children already had electronic devices (computer, notebook, tablet, or mobile phone), which they did not need to share with their parents or siblings; they also had high-quality access to the Internet. Unfortunately, this reality is not compatible with the vast majority of students at all education levels.

Those in the most vulnerable sections of the population do not have access to the necessary resources to follow classes remotely. Moreover, they cannot always count on their parents'/guardians' support due to their illiteracy, which compromises the children's entire teaching-learning process<sup>15</sup>.

A recent study approached the teachers' perception of young people's difficult and easy aspects in the process of shifting from in-person to remote teaching. It highlighted their need for sharing mobile devices with other family members, the lack of resources to study in that school year, and the teachers', students', and parents'/guardians' unpre-

paredness to use virtual learning platforms<sup>16</sup>. This corroborates another study that approached digital ICT, which explained that using them as a means of promoting education also surfaces the digital exclusion present in our society<sup>17</sup>.

Emergency remote teaching turned digital ICT into the main means of putting into effect the necessary adaptations. In this regard, the present study recorded 72.2% of classes in synchronous format plus asynchronous activities. The main platforms for synchronous and asynchronous activities were respectively Google Meet (53.7%) and Google Classroom (42.6%). Accordingly, a study showed that public school teachers from Pernambuco likewise used Google Meet as the main platform for their synchronous activities<sup>18</sup>.

Suddenly, mobile devices historically frowned upon and pointed out as enemies of education for distracting students in the classroom, went from villains to heroes<sup>19</sup>. Thus, they became allies, recognized by UNESCO as adequate tools for exchanging education data<sup>20</sup>.

No study was found addressing the schools' responsibility, especially private ones, to train families during the pandemic on how to use digital ITC – the only ones were on training teachers. One (1.9%) of the participants in this study mentioned that a school offered training to use electronic equipment, while another four participants (7.4%) informed that two other schools also provided training to use online platforms. Hence, only 27.2% of the schools in this study provided instructions for the students' parents.

Research participants also stated that adjustments were needed at home to improve their children's quality of learning during the pandemic of the new coronavirus. A study pointed out the importance of the family in the school context, regardless of the current pandemic. Maintaining a good relationship between families and schools can improve the quality of children's learning<sup>21</sup>.

Despite all necessary adjustments in this period, parents assessed the quality of teaching as good (55.6%), a means of continuing their children's school year, thus further strengthening the school-family-child relationship. It is important to remember that parents do not have the necessary technical pedagogical knowledge for their children's school learning, and not all of them are prepared to mediate such situations. Considering that this study analyzed mainly the initial school years

and the children's mean age was 7.3 years, such mediation possibly required greater effort from these parents/guardians than from those whose children are in more advanced years. Moreover, teachers did not have direct access to the children in this period. Therefore, strengthening the relationship contributes to the quality of teaching.

Despite the good relationship with the school, changes brought about by the pandemic leading to emergency remote teaching were abrupt, requiring adjustments in the routine that can impact the mental health and behavior of the entire academic community. In this study, participating parents assessed their children's mental health on the Likert scale, and 37% of them stated that their children had sudden mood changes during the pandemic and remote classes. The study also obtained data on the children's behavior, revealing great discouragement and decreased attention levels regarding online classes. These facts may be related to social isolation, closed schools, decreased leisure activities (going to malls, squares, and parks), fewer fun group activities, and greater screen exposure.

Research pointed out that a series of psychological symptoms have been triggered in children during this period due to the abovementioned facts. Thus, parents must develop strategies to help their children cope with such feelings and seek specialized care to ensure greater safety in this process. Few studies have addressed children's mental health during the pandemic of the new coronavirus<sup>22</sup>.

The family has an essential supporting role in reducing damage to the children's mental health. A study listed actions that can aid this process, such as reaching and sharing new agreements with everyone, respecting each other's privacy, and seeking strategies for children to meet their friends at least in a virtual environment. As for the educational context, they can always dialog with their children to find their difficulties and solve them and keep them motivated in the process, which is essential to learning<sup>23</sup>.

Data in this study made it possible to correlate the higher index of children with anxiety with those who are not physically active, in contrast with physically active children. Thus, it is important to give children options to exercise their bodies and turn off screens for some time<sup>24</sup>. Parents in this research mentioned that they noticed some differences in their children's behavior, with a constant

effort to keep their attention and motivation in online classes.

In general, the parents' main complaint during the pandemic is related to the children's lack of socialization. Due to social distancing, interaction with other people decreased and was limited to family members. This situation does not favor children's good social development and knowingly contributes negatively to their learning development<sup>25</sup>.

## Conclusion

This research helped generally understand the view of participating parents about emergency remote teaching and its impacts on the children's learning at private schools, namely: behavior difficulties, the need to acquire devices for adequate emergency remote teaching, and social skills difficulties. In theory, emergency remote teaching was necessary to continue their learning. However, adversities were found in the process because schools and families were not prepared for this reality. Further studies should be conducted to assess and measure the consequences of the pandemic on the children's teaching-learning process.

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