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# Constraints, Contradictions and Challenges regarding Cooperation of Parents during COVID-19: A Social Capital Perspective

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**Abstract:**

***Introduction:*** When calamity hits humanity in the form of natural disasters, they appear unannounced. The same applies to the recent destructive and disruptive Covid-19 pandemic. During the early days of this pandemic, life activities were halted abruptly. Global education systems were not spared - most institutions were caught napping and forced to close. The educational development of children was adversely affected by the hard lockdown and stringent restrictions that followed the outbreak of the pandemic. The role that parents had to play in the education of their children needed to evolve to meet the new demands.

***Methods:*** The researchers approached this study from a qualitative interpretivist philosophical stance to interview principals, teachers, and parents. In addition, this paper was located within Coleman's social capital theory.

***Results:*** Amongst the key findings that emerged from the study were serious challenges regarding parents' cooperation during the Covid-19 pandemic, namely, communication challenges between the school and home, increased learner absenteeism, and failure by learners to do schoolwork. Finally, the study also found that some parents were disinterested and disengaged from the schools. This study is significant because it provides epistemological insights and understanding of the challenges schools experienced during the Covid-19 pandemic.

***Discussion:*** Without exception, all participants felt strongly that the involvement of parents in a child's education during a pandemic such as Covid-19 is significant. According to Durisic and Bunijevac (2017), the more actively parents are involved in their children's learning, the more benefits are achieved. In contrast, there often seems to be little to no collaboration between the school and the home in ensuring that their common goal of seeing the child succeed is

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achieved. This is in harmony with the findings of Porumbu and Necsoi (2013) who intimate that, sometimes, parents may feel like they are doing everything to help their children, but due to lack of communication between the parents and the school, the school may feel as though involvement is lacking.
***Limitations:*** The study was limited to only three schools and only nine participants were subjected to semi-structured interviews.
***Conclusions:*** The study provided epistemological insights regarding the cooperation and involvement of parents during the trying circumstances of the Covid-19 pandemic. This study provided the findings which are critical for theory, practice and policy to the education systems regarding future disasters.

**Key words:** parental participation, involvement, social capital, Covid-19 pandemic, constraints.

## Introduction

Jafarov (2015) argues that low student success and engagement and inadequate or non-existent parental participation are correlational. Parents play a significant role in their children's educational aspirations and accomplishments. The role parents play in the lives of their children cannot be overemphasised. The concept of parental involvement is multidimensional and cannot be confined to one definition. Although different scholars describe it differently, commonalities exist. It includes a legal guardian, such as an aunt, grandparent or a person who is lawfully accountable for the wellbeing of the child, that the child lives with (Goodall & Montgomery, 2014). Goodall and Montgomery (2014) and Ntekane (2018) describe parental involvement as the participation of parents in the upbringing and academic needs of their children. This includes significant communication about learners' academic progress and additional school activities. Moreover, parental involvement can occur more formally, such as when parents meet with teachers, or help their children with other activities, such as school projects. Regardless of the definition, parental involvement, especially during the Covid-19 pandemic, was necessary to ensure that the academic future of children was not compromised. Boonk, Gijselaers, Ritzen, and Brand-Gruwel (2018) are of the view that when parents assist their children at home, the results will be evident at school.

Covid-19 has greatly affected school functioning. Due to the Covid-19 pandemic, learners were initially unable to attend school. Later, when attendance resumed on proposed school days, social distancing in the classrooms and at school was the order of the day. Learners and teaching staff needed to wear masks and sanitise regularly (Goniewicz & Manesh, 2021). If a teacher or a learner tested positive for Covid-19, they needed to isolate for 14 days before returning to school (Department of Basic Education, 2020). This meant that if a

learner tested positive, they needed to stay at home until they were fully recovered. This had a negative impact on the education of learners. Parental involvement was of great importance during Covid-19, because when a learner missed school, the parent needed to communicate with the school, and ensure that any backlog was eradicated. Despite the challenges presented by the Covid-19 pandemic, learners could advance to the next grade with the support of parents who actively participated at school level and in educational activities at home, and with effective communication between the school and parents. Parental involvement was not only critical during the Covid-19 pandemic but also during normal, pandemic- and disruption-free periods (Munje & Mncube, 2018). It is evident that the school and parents needed to work together during that time of disaster for the benefit of the learners and their future. The purpose of this study was to examine the criticality of parental involvement during the Covid-19 pandemic outbreak in primary schools in Gauteng Province and the constraints and challenges during that period.

## 1 Literature review

### *1.1 Describing parental involvement*

Studies have shown that parental involvement plays a vital role in a child's life. At school, it helps improve learners' performance and reduce the number of times the learner misses school (Castro & Gaviria, 2015; Garcia & Thornton, 2014; Magwa & Mugari, 2017). There is no single way of defining parental involvement: although not limited to, it includes parents coming into schools informally to bring their children lunch or to pay for a school trip, to more formal forms of involvement such as when parents attend school meetings and engage with their child's educator pertaining the academic progress of a pupil. The term "parent" includes a legal guardian such as an aunt, grandparent or a person who is legally accountable for the child's wellbeing and that the child lives with (Goodall & Montgomery, 2014). A parent includes a person who gave birth to that child or taking care of that child legally, or any other individual standing in loco parentis (stand in a place of a parent that has entrusted another person with the custody and wellbeing of their child). Goodall and Montgomery (2014) define parental involvement as the participation of parents in the upbringing and education of their children. This includes meaningful communication involving learners' academic learning and other school activities (Boonk, Gijselaers, & Ritzen, 2018). No matter the definition, parental involvement, especially during a pandemic, can build and mould the future of the child and result in school improvement. Parental involvement in a pupil's education at home is self-evident in the pupil's behaviour at school.

Maluleka (2014) highlights the importance of parental involvement by maintaining that when parents are involved in their children's educational

activities, and when parents work well with teachers by supporting each other, a common goal is achieved; effective learning and teaching, which results in higher academic performance. Kurtulmus (2016) views parental involvement as the parent's engagement in the child's educational development in both the sphere of the home and school. As a result of this, it is imperative that the parent ensures that the child is at school, on time, in appropriate apparel and has all the materials needed for learning. At home, parents should ensure that the child completes the tasks and projects given to them at school.

According to Ireland (2017), it is not easy for parents to be fully involved if the school does not have appropriate strategies to engage them in the education of their children. However, that does not shift the burden of responsibility that each parent has towards the education of his/her child. Ireland (2017) maintains that despite the challenges posed by a pandemic, such as Covid-19, the onus is on the parents to ensure that the education of their children remains of utmost importance. Schools have a code of conduct; it is the duty of both the parent and the school to ensure that the child always abides by it.

For this study, parental involvement is defined as the consistent engagement and participation of parents in a child's schooling, keeping communication lines with the school open regarding the child's academic learning and other school extramural activities (Ntekane, 2018). A child's academic success is closely tied to the parent's perception of education and the extent to which a parent is involved. Ndlovu, Schlebusch and Makola (2023) posit that lack of stakeholder engagement contributes towards learner indiscipline. Such involvement and support go beyond helping the child at school by giving them confidence to confront the outside world. A study by Kwatubana and Makhalemele (2015) found that parental involvement is especially important during the early stages of a child's development. They argued that children whose parents were involved in their education from the outset displayed a higher level of academic aspirations compared to their peers. In addition, they also held the view that such involvement equipped the child with the psychological tools required to flourish in the world outside the school.

### *1.2 Reflections on Covid-19 pandemic and its ramifications on the education system*

Coronavirus disease is an infectious disease that first appeared in 2019 in Wuhan, China. It was later classified as Covid-19 by the World Health Organisation (WHO), which stands for Coronavirus Disease 2019. The coronavirus epidemic is considered one of the worst global pandemics in decades (Onyema, Obafemi, Sen, & Sharma, 2020). It is a highly contagious and infectious virus-related infection that causes severe respiratory symptoms. Patients show various symptoms that resemble the influenza virus. Those

symptoms include fever, tiredness, coughing, sore throat, difficulty breathing, loss of appetite, and blocked nose (Hafeez, Ahmad, Siddqui, Ahmad, & Mishra, 2020). The recommended measures to prevent the spread of Covid-19 pandemic include wearing of a face mask, regularly washing of hands with soap, avoiding touching of your face, maintaining a one-metre distance from people and self-isolation of 14 days for people who are infected (Hafeez et al., 2020). Clearly, these measures, as well as other restrictions imposed by the authorities, affected the education system globally, and South Africa included.

Covid-19 was declared a pandemic because it was an epidemic of an infectious disease that spread across a large region, worldwide, affecting large numbers of people. Many factors influence how far a condition spreads: two of the most important factors are how easily the condition is transmitted from one person to the next and the movement of people (Grennan, 2019). According to research done by Vasireddy, Vanaparthy, Mohan, Malayala and Atluri (2021), the Covid-19 virus has multiple variants. This is because viruses regularly change through mutation and in many cases this mutation results in new strands of the virus (United Nations, 2022). The Covid-19 pandemic has greatly hindered the school's ability to carry out its functions.

In South Africa, all the schools were closed during the hard lockdown to control the spread of the virus and protect civilians. Valuable teaching-learning time was lost, and the curriculum had to be trimmed to compensate for the lost time. Most public schools could not swiftly switch to e-learning due to the lack of resources, which meant that it became the parents' responsibility to ensure that their children continued learning from home (Mhlanga & Moloi, 2020). For many parents, this was an impossible task because studies have shown that parental involvement has been a challenge in many schools even prior to the pandemic (Munje & Mncube, 2018). A study conducted by Almaiah, Al-Khasawneh and Althunibat (2020) found that when schooling resumed after June 2020 in Saudi Arabia, there was a clear gap between children who had been supported at home to continue learning and those who had not been. Similar findings were recorded in South Africa.

Wills, Kotze and Kika-Mistry (2020) emphasise that when learners returned to school, it took a long time for things to return to normal. Parker, Morris and Hofmeyr (2020) maintain that learners in South Africa had to return to school in stages; for instance, Grades 7 and 12 were the first grades to return to school after lockdown. Teachers had to use catch-up methods to help learners with the curriculum, and in some subjects the curriculum was revised, meaning some topics were omitted or trimmed to allow for coverage (Hoadley, 2020). Parker et al. (2020) posit that since learners had spent more than two months at home, most did not engage in any form of formal education; therefore, when formal schooling resumed, many learners - especially in primary schools - had forgotten

to read even simple sentences. According to Xiang, Zhang and Kuwahara (2020), at the onset of school resumption, learner attendance was very poor, and learners struggled to adjust to the new normal, resulting in poor academic performance.

### *1.3 Parental cooperation and involvement during Covid-19 from an international perspective*

The whole world was affected by Covid-19 (Onyema et al., 2020). According to UNICEF (2021), in March 2020 schools were closed and more than 168 million children globally were affected. The report further states that from March 2020 to February 2021, 14 countries kept schools closed. The countries that kept schools closed for the longest time included Panama, Bangladesh, and Philippines (Jain & Singh, 2020). Panama experienced great devastation during Covid-19, and had more Covid-19 cases than other countries in Central America (Jain & Singh, 2020). On 15 March 2020, Panama went under lockdown whereby schools and other establishments, except pharmacies and supermarkets, had to close. Schools stayed closed for 18 months (Loaiza, Rao, Eskildsen, Ortega-Barria, Miller, & Rolando, 2020). As the country went under lockdown, parents had to play their part in educating their children.

Closure of schools caused learners to be left behind academically, which caused an educational crisis as learners without technological resources could not study from home. According to the parental involvement policy of Panama public schools report (2021), few parents fulfilled their duty of being involved during the closure of schools due to the surge of Covid-19 cases (Jaramillo, 2020). This highlights that parental involvement during Covid-19 was a problem in Panama, as was the case in South Africa.

Bangladesh and Philippines were also greatly affected by the Covid-19 pandemic. Schools in these countries were closed from mid-March 2020 to September 12, 2021 (Jain & Singh, 2020; Al-Zamah, 2020). This meant valuable teaching time was lost. During the difficult times, distance learning was highly recommended (Islam, Talukdar, Siddiqui, & Islam, 2020), but a study by UNICEF (2021) highlights that many children could not be reached by the teachers for online learning - only one out of three children was reached through distance learning, and only a quarter could actively participate academically. These numbers suggest that during school closure caused by Covid-19 there was little evidence of parental involvement in Bangladesh and the Philippines. Similarly, South African learners from disadvantaged areas could not be reached for online classes, resulting in their falling behind peers from more affluent communities.

### *1.4 Social capital as underpinning theory of the study*

To ascertain the significance of parental involvement, this study draws from James Coleman's social capital theory. In 1988, Coleman developed this theory in which he refers to all social resources in their various forms which are available to children to aid them in their educational growth as social capital (Bhandari & Yasunobu, 2009). These resources include a stable family environment which is essential if a child is to receive full educational support. He also distinguished between different social capital provided by the home and school. One category of inputs, which include opportunities, demands and rewards, comes from schools, whilst the second category of inputs, which include attitudes, effort and conception of self, is instilled by the social environment of the home (Durisic & Bunijevac, 2017). The theory acknowledges that it is not solely the parents' responsibility to engage with the school, as the school also needs to play a role in creating the conditions for involvement. This theory encourages good parenting, whereby parents first need to create a good and a safe environment for their children, an environment which promotes educational goals. In this way, children can see the importance of education. Communication between the school and home is essential if proper parental involvement is to be achieved. The burden of responsibility rests heavily on the schools, who must ensure that the parents are kept informed of their children's progress. Similarly, responsible parents ensure that the school knows of any home situations which have a direct influence on the child's learning abilities (Epstein, Sanders, Simon, Salinas, Jansorn, & Corwin, 2002). In this way, the sphere of the home and school overlaps. This argument is significant to this study as it details what it means for parents to be involved. During the Covid-19 pandemic, schools greatly needed the support provided by parents. In schools and communities where sufficient involvement channels were already available, the challenges of learning from home were minimal.

## 2 Research methodology

This research report was qualitative in nature. Hackley (2020) describes the qualitative research approach as organised study into social phenomena in natural conditions. The research method provided insights into the problem under investigation and helped to develop ideas for potential research (Roller & Lavrakas, 2015). The use of this approach assisted us to understand the social situation from participants' perspectives. Further, Saldana (2011) is of the view that this methodology allows flexible, changing strategies and design during data collection. The philosophical stance we adopted was of an interpretivist nature. This was in line with the views of Kaushik and Walsh (2019), who maintain that good research stands on a wisely selected philosophical stance which helps to direct and shape the investigation. This paradigm assisted in understanding and

explaining the experiences of participants from their natural settings (Wilcocks, Sauer, & Lacity, 2016). The rationale for this selection is echoed by Davis, Low, Allen and Sharma (2021) in that the interpretive paradigm studies the behaviour of people based on their beliefs, knowledge, and experiences.

The researchers interviewed three principals (principal A, B and C), three teachers (teacher A, teacher B and teacher C) and three parents (parent A, parent B, parent C) who were purposively selected. These participants were selected from three different schools, three from each school (principal, teacher, and parent). The criteria were based on the views of Emmel (2013) since the selected participants were knowledgeable about the subject under investigation. Additional selection criteria included gender mix (male and female participants), experience in the position (not less than three years for principals and teachers). The researchers conducted semi-structured interviews for the simple reason, as argued by Galleta and Cross (2013), that semi-structured interviews are best suited for the study of people's opinions regarding sensitive information, and they allow the researcher to probe for more information and clarity.

## 3 Collation, presentation, and analysis of results

As earlier indicated, the purpose of this study was to a) determine the criticality of parental cooperation and involvement during the pandemic, and b) examine the constraints, contradictions, and challenges during Covid-19 pandemic. Themes emerged because of the process of rigorous analysis and synthesis which were presented thematically as follows.

### *3.1 Contextual comprehension of the perception of the concept 'parental involvement'*

The participants held varying beliefs regarding what effective parental involvement entails. From their responses, it was clear that an individual's understanding of the concept is closely linked to his or her attitude towards involvement. Several views were presented by the participants to conceptualise effective parental involvement. Below follows the views of participants on their understanding of parental involvement:

Teacher A said*: "Parental involvement is whereby educator and parents work together regarding the learners…because as educators we can't be successful doing things alone, we need parents to work with us. So that when we give them homeworks they can help. And support the children because the learners also need support at home."*

As expressed, this limits parental involvement to interactions between the teacher, the parent, and the learner. However, it acknowledges that the success of the school is closely intertwined with the intervention of the home (Maluleke, 2014). Contrary to this, other participants felt that parental involvement includes

a wider range of activities and interactions. Parent A shared similar sentiments, detailing various activities which she felt the parent should do for the learner to succeed in school. These include activities that do not necessarily have a direct link to schooling but involve the general wellbeing of the child. She remarked that: *"In an education sector, I think parental involvement entail uhmm... helping my children with schoolwork and…and ensuring that they go to school. So, it starts from the beginning when I have to prepare them for… for school, making sure that their school clothes are clean and then they have written all their schoolwork, did their assignments, projects and studied for tests. So, in a nutshell helping them with their schoolwork and making sure that they do go to school and giving them everything to make sure that they pay attention at school… like lunch box, or giving them pocket money, so that they can… their education can be a success."*

The views expressed link the home and school environment as overlapping spheres that are both essential in ensuring the child's success. Epstein's theory of overlapping spheres recognises that although some practices of families and schools are conducted independently, others reflect shared responsibilities of parents and teachers (Epstein, 1995). Central to this, is the child being able to reach their full potential owing to the parents' participation. The views expressed by the participants regarding their conceptual understanding of involvement are in line with Goodall and Montgomery (2014), who define 'parental involvement' as the participation of parents in the upbringing and education of their children. This includes meaningful communication involving learners' academic learning and other school activities.

A common emerging conceptual understanding of involvement from the participants' responses is that involvement is limited to certain specific activities that they believe an involved parent ought to part take in.

### *3.2 Challenges of parental involvement*

The researchers found that parents experienced similar challenges, though often in different contexts. It was clear that the underlying issues leading to the challenges were often shared amongst the participants. Under this theme, the following sub-themes emerged, namely communication chaos, learner absenteeism and failure to do schoolwork and disinterested and detached parents.

### *3.3 Disorganised communication*

Parent A recalls his experience during the period of staggered attendance and expressed his frustrations as follows: *"The problem was with the rotational attendance… yoooooh it was very hard, because sometimes you would find that there are holidays in between, and the school did not count them, and when the children go to school, they would call me to fetch my children because they went*

*on wrong days. Sometimes, learners would not go to school, only to find out that they missed their days. It was complicated. What really helped me is that I would go to school and ask."*

It is interesting to note that parent A1 felt frustrated by the whole ordeal, despite going to the school to find out when his child was expected to attend. It is worth asking whether schools used all resources at their disposal to ensure that parents stay abreast of any developments or changes in the attendance of learners. Parent C's view is that a communication breakdown between the school and parents led to confusion. She points out: *"There was lack of communication during hard lockdown between the school and parents… In most cases, children would be confused about their attending days, because the school would not update their timetables, sometimes there would be clashes."*

Parent C highlighted the lack of communication from the school as a challenge that led to confusion when it came to understanding learners' timetables. He said: *"Attendance schedules were very hard to understand. Because the school would change them without informing us."* Parent B highlights the same challenge that *"Sometimes SMSs would be sent late, so it would make it hard to understand the days when my child has to attend, because the SMS was confusing."*

From the parents' challenges, we gather that the biggest challenge was lack of communication between the school and the parents. According to Genç (2017), communication between parents and the school plays a vital role in ensuring good parental involvement at schools. Most parents referring to confusion regarding timetable indicates that the schools did not ensure that the messages reach parents on time. From parents' responses, the researchers concluded a lack of communication, for instance, Parent C mentioned lack of communication and Parent B mentioned that *"Sometimes SMSs would be sent late…"* This shows that the schools should work hard in finding better ways to communicate with parents and ensuring that the tools they use to communicate with parents deliver their message instantly.

### *3.4 Learner absenteeism and failure to do schoolwork*

Teachers also had their challenges. Most teachers highlighted that the biggest challenge was absenteeism and learners not doing their schoolwork.

Teacher A expressed her frustrations by mentioning the following challenges: *"Uhmmm… Most learners were not doing their homework, even when we wrote letters to parents, they were not responding… they would not assist. At some point, the value of work in the classroom was low… it would take time due to lack of parental involvement at home…Learners did not attend in full capacity. Most learners were always absent. Some parents were not even aware of which days their children must attend, when you call them, they would say they are not*

*aware. The learners would still come to school with undone work, without any remorse."*

Teacher B shares the same sentiments, especially by emphasising that learners were not assisted at home with schoolwork. *"I would say learners were less assisted at home, because you would find that the learners miss their days, and most did not complete their homework… they were lot of dropouts, since learners attended for few days. As a result, the pass percentage dropped, and more learners failed during COVID-19."*

Teachers expressed these challenges which could have been avoided with positive parental involvement. For instance, challenge one, which is high absenteeism, could have been avoided if the school and parents had good communication methods. Allen, Diamond-Myrsten and Rollins (2018) point out that school absenteeism has a prolonged negative effect on the learners as it can lead to a high number of learners dropping out of school. It is therefore crucial for parents to participate in their children's education.

### *3.5 Disinterested and detached parents*

Principal A showed lack of response from parents as the biggest challenge they face. He said: *"As you can see the community here, most of these parents are not educated themselves, you can see we have squatter camps, so the parents, most of them they don't care. We call meetings, they don't come. We call them when the learners have been ill discipline, they don't come, so we try to communicate with parents, but often we don't get any response. Sometimes the learner is here Grade 1 to 7 without seeing the parent, throughout the schooling. So, we don't know… it's hard, it is very tough, you see at this school we have the community Facebook page, we post things there, we have a school Facebook page we use to post things also there. We have a WhatsApp group that has all parents' numbers, but they keep changing numbers. Now this one is using this number and the next day they change numbers… we can't get hold of them, but we… we use those WhatsApp groups, we call. We try to get their information using reports cards, but still they don't come to school or send that information."*

Principal A showed that the school used different methods to communicate with parents, but most parents still did not respond to those different methods, which is very concerning.

Principal B also shared his challenges by mentioning that: *"During Staggered attendance… parents were not helping much. We encouraged parents to come collect their child's home works, but most never came. They did not care. We tried our best…some parents kept their children at home, some never came to school to collect homework. What we are facing right now… learners have huge gaps. Some learners fail normal things that they would pass if their parents were more involved."*

Principal B's views demonstrate that if parents had been more involved, especially during staggered attendance, the school would have positive results and a good pass percentage. According to Ntekane (2018), when there is a lack of parental involvement, learner absenteeism increases and pass percentage drops.

The biggest challenges we noticed as researchers is the non-responsiveness of parents when the schools communicate with them. Our observations during the study showed that schools have adopted modern ways to communicate with parents, like using SMSs and calls. The biggest problem in this regard is that parents change numbers without updating the schools; in which case it becomes hard for the school to reach parents. Another challenge was that most parents do not attend parents' meetings, which is where most important information is shared. Jafarov (2015) concurs that parents' attendance of school meetings and other school activities encourages the child to excel and make their parents proud. James Coleman's social capital theory developed in 1988 refers to all social resources in their various forms which are available to children to aid them in their educational growth as social capital (Bhandari & Yasunobu, 2009). These resources include a stable family environment which is essential if a child is to receive full educational support.

Without exception, the participants felt strongly that the involvement of parents in a child's education during a pandemic such as Covid-19 is significant. Durisic and Bunijevac (2017) posit that the more actively parents are involved in their children's learning, the more benefits are achieved. There seems to be little to no collaboration between the school and the home in ensuring that their common goal of seeing the child succeed is achieved. This concurs with the findings of Porumbu and Necsoi (2013) who intimate that, often, parents may believe that they are doing everything to help their children, but due to a lack of communication between the parents and the school, the school may experience that involvement is lacking. Genç (2017) highlights the importance of communication by pointing out that communication between parents and the school plays a vital role in ensuring good parental involvement at schools. This study found that parents were often left confused by the rotational timetable that was adopted during the Covid-19 pandemic and lockdown period.

## Conclusions

As stated earlier, the recent Covid-19 pandemic wreaked havoc with the schooling system. Globally, education authorities were not prepared for the repercussions of the pandemic in 2020. The purpose of this inquiry was first to explore whether parents cooperated with schools and, second, to examine the constraints, contradictions, and challenges during the Covid-19 pandemic. In its examination, the researchers deployed a qualitative research approach and, in

addition, the study was anchored in an interpretivist philosophical stance. The interpretivist nature of the study enabled the researchers to collect data from the natural settings of the principals, teachers, and parents. The views of participants corroborated what scholarly literature concluded on the involvement of parents, particularly during the pandemic times. Amongst the key findings emerging from the study were serious challenges regarding parents' cooperation during Covid, which include communication between the school and home, increased learner absenteeism, and failure by learners to do schoolwork. Finally, the study also found that some parents were disinterested and disengaged from the schools. This study is significant because it provides epistemological insights and understanding of the challenges schools experienced during Covid-19.

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