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Parental Engagement in Online Teaching and Learning During COVID-19 Pandemic: Implications for Sustainable Education

Raghad Shaher Alsarayreh

Karak University College, Al-Balqa' Applied University, Karak, Jordan

Fadi Maher Al-Khasawneh

King Khalid University, Abha, Saudi Arabia

Tarik Faris Al Soub

Aqaba University of Technology, Aqaba, Jordan

Abstract

The present study aimed at exploring the challenges faced by Jordanian parents and ways of support they provided to their children during online classes at the time of COVID-19 pandemic. It also aimed at investigating the difference between parental engagement in online education and two variables (i.e., school type and level of education). The researcher designed a questionnaire to collect the data from 181 Jordanian parents who were engaged in online education during the pandemic. The questionnaire consisted of 22 items, 15 items asked about challenges, and 7 items were related to parents' support to their children. The results of this study revealed that parents reported pedagogical, personal, technical, and financial challenges during the pandemic. They also reported some ways of support to their children such as providing additional digital devices, explaining and completing new worksheets and assignments, and checking new required worksheets and assignments. The study provided some implications based on the obtained results.

Keywords: COVID-19, online teaching, pandemic sustainability, parental engagement

Introduction

The outbreak of COVID-19 has led to the closure of schools all over the world in an attempt to contain this pandemic. According to the United Nations Educational Scientific and Organization (UNESCO, 2020), more than a billion students experienced interim closing of schools during the pandemic to encourage physical distancing to decelerate the transmission of the virus infection. Therefore, a huge number of schools around the world turned to online learning through using web-based technological tools. This led to some sort of disruption among learners at all levels of education (Viner

et al., 2020). In addition, the transition to online learning placed additional challenges for providing an effective learning atmosphere, unbearable burden for some, directly on the parents' shoulders. Parents attempted to support their children and the children's teacher, resulting in additional and significant anxiety and stress in parents' lives (Garbe et al., 2020). Parents were trying to play multiple roles during this hard time; they attempted to take on duties of being a parent, employee, and a teacher (Logan et al., 2021). In addition to the multiple roles mentioned earlier, parents found themselves forced to cope with the instability of financial matters, school closures, suspended educational facilities for students, and existing stress and worries about their children's education (Marchetti et al., 2020). The previously mentioned factors have become the major challenges ever faced by parents and teachers alike.

The outbreak of the pandemic affected parents in different ways, as some required more responsibility for children's online learning. The lengthy lockdown experienced by many schools along with a lack of support exacerbated existing hardship and struggles (Horesh & Brown, 2020). For instance, the necessity of isolation and quarantining will, for sure, had negative impacts on the felicity of parents and children as well (Brooks et al., 2020). The negative impacts caused by isolation could lead to parental burnout, which was a chronic condition caused by heavy stress on parents (Griffith, 2020). Maternal burnout as a sub-condition of parental burnout has been well-researched in the previous studies. Maternal burnout affects mothers' career ambitions, mothers of preschool and school-aged children, and mothers of children with special needs (Meeussen & Van Laar, 2018). On the other hand, Griffith (2020) points out that parental burnout is defined as a disparity between parenting demands and the obtainable resources to meet these demands. Patrick et al. (2020) conducted a national survey about the negative impacts of COVID-19. He found that (27 %) of the surveyed parents experienced aggravated mental health in their lives, while (14 %) of the parents pointed out the declining behavioral health for their children. The parents also mentioned that delays in healthcare visits, loss of childcare, and a decreased level of food security were very significant factors among parents who experienced worse behavioral and mental health problems.

In Jordan, schools were closed all over the country for around one year and a half, between April (2020) to September (2021). Starting from 1 September 2021, all schools and universities returned to provide a face-to-face mode of education. Notwithstanding, the prolonged closure of educational institutions may have affected both students and parents in both academic and psychological ways. The academic effect includes students' loss of prior knowledge, and this was more significant with students at the elementary level. Online learning and social distancing have also psychologically affected students, teachers, and parents at all levels (Reimers & Schleicher, 2020). Woofter (2019) argues that parental involvement contributes significantly to the students' achievement in both traditional and online settings. During the pandemic, parents had to take new and unfamiliar responsibilities and roles as their children engaged in online learning. Consequently, parents struggled to cope with the new responsibilities resulted from this new situation. Some challenges may arise to affect the parental engagement with online education and that may include economic resources, lack or absence of internet access, unfamiliarity of using technological applications and software (Beckman et al., 2019). Therefore, the current study seeks to find answers to the following research questions:

- What are the challenges faced by Jordanian parents during online classes?
- How did Jordanian parents support their children's education during the pandemic?
- Do online learning challenges and parents' support vary across school type and children's levels of education?

Literature Review

Parental Engagement

The term 'parental engagement' has received considerable attention from previous research. Parental engagement has long been seen as a complex construct that has been defined in different ways. Antipkina and Ludlow (2020) defined parental engagement as continuous parenting behaviors ranging from low levels of engagement to high levels of engagement. Wilder (2014) conducted a meta-analysis on parental engagement and found that previous research viewed parental engagement through parent-child-communication about the school, education expectations and ambitions, checking homework, home supervision, homework assistance, participation and attendance in school activities, reading with children, parenting style, communication with the school, and parental attitudes toward education. Parental engagement is generally viewed as a combination of quantitative assistance (e.g., homework assistance and helping with questions), and qualitative assistance (e.g., assistance in searching for the answers and task organization) (Ribiero et al., 2021).

The studies conducted on parental engagement have mainly focused on home-based engagement, meaning that parents' behavior towards school learning with their children at home. Examples of parents' behavior are how parents help their children with homework, discussion about school with children, and how parents monitor school tasks with their children (Ribiero et al., 2021). The literature on parental engagement has also shown the rapport between parental engagement and different variables. Age is one variable that affects the parental engagement, the role of parents in children's schooling may decrease according to their educational level. The previous studies revealed that primary school students needed more parents' engagement compared to middle or high schools (Hurley et al., 2017).

Parental Home-Based Engagement During the Pandemic

Parental home-based engagement was crucial due to the changes brought by COVID-19 pandemic. The parents' role in their children's learning was also asserted. Parents were responsible to develop self-learning strategies to help their children to cope with online learning (Kong, 2020). According to Abuhammad (2020), parents reported several challenges to online learning. These challenges include personal challenges, financial challenges, logistical challenges, and technical challenges. Personal challenges include a lack of expertise to assist their children in accessing online learning and materials used in this environment. Financial challenges involve the inability to afford better access to the internet. In their study, Spinelli et al. (2020) pointed out that more stressed parents were less engaged in their children's learning environment during COVID-19 pandemic. Dong et al. (2020) indicated that the bulk majority of parents felt that it was extremely

important to be present with their children during their online learning sessions and activities at least once a day. As for logistical barriers, parents complained about the online learning environment, and they found it ineffective substitute for the face-to-face learning environment. Parents claimed that online learning did not meet students' learning needs, and the interaction with their teachers was not satisfactory. Technical challenges are mostly related to logistical challenges; parents also complained about the lack of adequate internet access to follow children's learning activities appropriately.

The parental engagement in their children's learning activities is increased for sure, even though the obstacles reported by parents about online learning (Bubb & Jones, 2020). The previous literature showed how parents of children enrolled in primary, middle, and high schools felt during COVID-19 pandemic. Bozkurt et al. (2020) stated that parents felt closer to their children; they got the opportunity to get a clearer picture of their children's learning environment. In addition, many parents, especially of younger students, reported that the online learning environment played a vital role in boosting parent-teacher relationship. Parents were in a better situation to appreciate the efforts made by teachers during the pandemic, and this perception was shared by school teachers.

Education for Sustainability

Sustainable development is one of the fundamental challenges that society faces these days. There are debates on how to develop our world economically and socially, while trying to achieve environmental sustainability (Echegoyen-Sanz & Martin-Ezpeleta, 2021). Undoubtedly, education plays a vital role in sustainable development, and it has been highlighted by various policies at both local and international levels (UNESCO, 2014). The conflict of interest and complexity of issues in education especially in the time of COVID-19 lead to a demanding focus on Education for Sustainable Development (ESD) to properly reflect on this issue. The outbreak of the pandemic entails real challenges for teachers, students, and parents to adopt and implement effective procedures for sustainable education (Yu et al., 2022). These procedures could be derived from various affective domains, such as behaviors, attitudes, and values. The importance of these affective domains is seen in the growing research dealing with attitudes, beliefs, and competencies in environmental education and ESD (Pegalajar-Palomino et al., 2021). Most of the studies conducted on sustainable development have focused on three pillars (economy, society, and environment) but lack a focus on sustainable education, as we have seen the importance of this component to confront any unusual circumstances such as pandemics or any other circumstances. Therefore, the researcher finds it very urgent to provide implications for sustainable education through adopting new educational environment for stakeholders, especially students and parents.

The online educational platforms have been used increasingly during COVID-19. The pandemic completely changed the stakeholders' attitudes towards online learning (Rozenale et al., 2021). Both students and parents were obliged to accept the online educational systems and platforms to sustain education irrespective of their own preferences and regardless of their digital literacy. The use of online education provides the opportunity for social distance between teachers and students. Teachers could present their teaching materials and curriculum online and assign homework and assignments to their students using online platforms. Teachers tend to simulate real face-to-face

teaching by showing themselves on the screen, and students interact with them by asking and answering questions (Shamir-Inbal & Blau, 2022).

Beena and Sony (2022) argue that students should possess certain skills to sustain online education. One of the important skills is good typing skills as it facilitates online communication with the teachers and vice-versa. The policymakers need to go ahead with some steps for online educational sustainability, such as assessing the typing skills of the students along with the cognitive load. The assessment of cognitive load may include learning resources, Internet connection, the ease of using online platforms, usefulness of resources, and timely feedback from teachers. It is also important to measure the effectiveness, satisfaction, interest, and attitudes towards the shift to online education. Reliable assessment of those factors is of great importance for online education sustainability. The results of the assessment could be used by curriculum designers, teachers, students, and parents to regulate their strategies to meet the needs for online education (Mahdy & Sayed, 2021).

The outbreak of COVID-19 pandemic alerted researchers and educators about the extreme importance of digital literacy role in online education sustainability. It motivates educators and curriculum designers to consider integration of digital technologies into the new environment of virtual education caused by the pandemic. Students and teachers should be aware of the importance of digital literacy and should improve their level of educational technologies to keep pace with the sudden movement from face-to-face to online educational environment (Bhagat & Kim, 2020). The convenient access to educational technologies can be conducive to sustainable education and improve educators' digital literacy (Roman et al., 2021).

Parental engagement in process of learning is one of the most important factors of sustainable education, along with school, teachers, curriculum, environment, and performance assessment. Parental engagement is considered the most predictive factor for student academic achievement (Durisic & Bunijevac, 2017). The importance of parental engagement in educational process stems from the fact that parents are important stakeholders for their children education. They are in continuous contact with the learners and serve as supporters (Al-Hail et al., 2021). Thus, the quality and healthy interactions between teachers and parents have a very high impact on the overall educational sustainability from various aspects such as social, academic, and moral dimensions, and it also affects the improvement of the education system (Mautone et al., 2016).

Methodology

Participants

The participants of this study involved 181 parents (174 mothers and 7 fathers). The demographic information included in this study was the educational level of children and school type. Traditional school learning was ceased for around one year at the time of this study. The participants were parents of children enrolled in primary, middle, and secondary levels. The participants were selected from both public and private schools in Karak governorate, Jordan. The number of participants enrolled in public schools was 92 (50.82 %) and those who enrolled in private schools were 89 (49.18 %). Table 1 below represents the demographic information of the participants. Regarding the level of education, 71 students (39.22 %) were from the primary level, 67 students (37.01 %) were from the middle level, and 43 students (23.77 %) were from the secondary level or high schools.

Table 1*Demographic Information of the Participants*

		Frequency	Percent
School Type	Public	92	50.82
	Private	89	49.18
	Total	181	100
Level of Education	Primary	71	39.22
	Middle	67	37.01
	Secondary	43	23.77
	Total	181	100

Data Collection

The present study used an online questionnaire developed by the researcher. The questionnaire was administered online through Google forms from 22 June to 1 August 2021. The questionnaire contained three major parts, the first part asked about some demographic information, such as school type and level of education. The second part was about the challenges faced by parents during online classes (15 items). The challenges were divided into four themes of challenges, i.e., personal challenges (5 items), pedagogical challenges (4 items), financial challenges (2 items), and technical challenges (4 items). The third part of the questionnaire asked about how parents supported their children during online classes (7 items). The participants were requested to read each item carefully and circle the choice that expressed themselves towards online classes. The questionnaire was based on a five-point Likert scale, the answers ranged from Strongly Agree (5), Agree (4), Partially Agree (3), Disagree (2) to Strongly Disagree (1). The collected data were compiled in a structured manner before being analyzed with Statistical Package for Social Sciences (SPSS) version 26. The reliability of the questionnaire was checked through Cronbach's Alpha, and it was .883 which was an acceptable value to use the questionnaire in the study.

Results

This section depicts the results obtained from this study. Descriptive statistics were used to show the challenges faced by parents during online classes. Mean Scores and Standard Deviations were also used to show the methods of support that parents provided to their children during online classes. Independent Samples T-Test was used to investigate the possible significant variance between challenges and methods of support according to school type. On the other hand, One-Way-ANOVA test was used to show the variance between challenges and methods of support according to the level of education. The results are represented according to the research questions of the present study.

Challenges Faced by Parents During Online Classes

This section seeks to give answers to the first research question: *What are the challenges faced by Jordanian parents during online classes?* The challenges included in this

study were personal, pedagogical, technical, and financial challenges. The following table represents the mean score and standard deviation for each of those themes.

Table 2

Challenges Faced by Parents During Online Classes

	N	Mean	Std. Deviation
Pedagogical	181	3.97	.746
Personal	181	3.94	.670
Technical	181	3.74	.782
Financial	181	3.61	.972
Valid N (listwise)	181		

The above table shows that parents reported pedagogical challenges as the most serious challenges ($M = 3.97$, $SD = .746$), followed by personal ($M = 3.94$, $SD = .670$), technical ($M = 3.74$, $SD = .782$), and financial challenges ($M = 3.61$, $SD = .972$). The following sections represent the challenges of each theme in detail starting with personal challenges.

Personal Challenges

The following table shows the pedagogical challenges faced by parents during online classes. These challenges were organized in a descending order starting from the highest mean score to the lowest (see Table 3).

Table 3

Personal Challenges Faced by Parents During Online Classes

	N	Mean	Std. Deviation
Lack of motivation	181	4.25	.895
Lack of technical knowledge	181	4.00	1.01
Lack of communication between parents and children	181	4.00	1.01
Absence of classroom interaction	181	3.72	1.14
Inadequate qualification for learning engagement	181	3.72	1.03
Valid N (listwise)	181		

As revealed in Table 3, parents mentioned some personal challenges they faced during online classes. ‘Lack of motivation’ was the most serious challenge reported by the parents ($M = 4.25$, $SD = .895$), followed by ‘lack of technical knowledge’ and ‘lack of communication between parents and children’, both got the same mean scores and standard deviation ($M = 4.00$, $SD = 1.01$). The parents also mentioned that the ‘absence of classroom interaction’ ($M = 3.72$, $SD = 1.14$) and ‘inadequate qualification for learning engagement’ ($M = 3.72$, $SD = 1.03$) were among the personal challenges reported by the parents. The following section views the pedagogical challenges reported by the parents during COVID-19 pandemic.

Pedagogical Challenges

This section presents in detail the pedagogical challenges that the parents faced during online classes (see Table 4).

Table 4

Pedagogical Challenges Faced by Parents During Online Classes

	N	Mean	Std. Deviation
Difficulties of understanding some subjects	181	4.19	.960
Inability of online learning to meet student's needs	181	4.04	.987
Insufficient preparation by schools to provide online learning	181	4.03	.979
Ambiguity of assessment methods	181	3.62	1.18
Valid N (listwise)	181		

The parents pointed out that they faced difficulties in understanding some of their children's subjects ($M = 4.19$, $SD = .960$). The second highest mean score mentioned by the parents regarding pedagogical challenges was 'inability of online learning to meet student's needs' ($M = 4.04$, $SD = .987$), followed by 'insufficient preparation by schools to provide online learning' ($M = 4.03$, $SD = .979$), and finally 'ambiguity of assessment methods' ($M = 3.62$, $SD = 1.18$). Challenges related to technical issues are presented in the next section.

Technical Challenges

Apart from personal and pedagogical challenges, the parents also reported challenges related to technical issues. Table 5 represents technical challenges as mentioned by the parents in detail.

Table 5

Technical Challenges Faced by Parents During Online Classes

	N	Mean	Std. Deviation
Inadequate solutions to technical problems	181	4.25	.945
Unstable internet connection	181	3.70	1.07
Worries about data security and confidentiality	181	3.55	1.22
Inability to use digital devices	181	3.48	1.46
Valid N (listwise)	181		

The parents mentioned that 'inadequate solutions to technical problems' ($M = 4.25$, Std. Deviation = .945) was the real challenge they faced concerning technical issues. This challenge is followed by 'unstable internet connection' ($M = 3.70$, $SD = 1.07$), 'worries about data security and confidentiality' ($M = 3.55$, $SD = 1.22$), and 'inability to use digital devices' ($M = 3.48$, $SD = 1.46$). The next section presents in detail the financial challenges as reported by the parents.

Financial Challenges

Financial matters were among the challenges that were reported by the parents during the time of online classes. The financial challenges included only two items (see Table 6).

Table 6

Financial Challenges Faced by Parents During Online Classes

	N	Mean	Std. Deviation
Expensive internet packages	181	4.32	.99
Expensive digital devices	181	2.91	1.38
Valid N (listwise)	181		

The parents reported that the ‘expensive internet package’ ($M = 4.32$, $SD = .99$) was the biggest financial challenge they faced during online classes. It seems that ‘expensive digital devices’ did not really matter for parents during online classes ($M = 2.91$, $SD = 1.38$). The next section shows the ways of support that parents provided to their children during COVID-19 pandemic.

Parents’ Support to Their Children During COVID-19 Pandemic

This part of the study presents the results obtained to answer the second research question: *How did Jordanian parents support their children’s education during the pandemic?* (See Table 7).

Table 7

Parents’ Support to Their Children During COVID-19 Pandemic

	N	Mean	Std. Deviation
Providing additional digital devices	181	4.63	.61
Explaining and completing new worksheets and assignments	181	4.56	.72
Checking new required worksheets and assignments	181	4.54	.67
Taking time to accompany children during online classes	181	4.37	.78
Managing children’s time	181	4.32	.99
Providing internet packages	181	4.25	.85
Fostering children’s interest in learning at home	181	3.20	1.42
Valid N (listwise)	181		

The above table shows that the biggest support provided by parents to their children was ‘providing additional digital devices’ ($M = 4.63$, $SD = .61$), followed by ‘explaining and completing new worksheets and assignments’ ($M = 4.56$, $SD = .72$), ‘checking new required worksheets and assignments’ ($M = 4.54$, $SD = .67$), ‘taking time to accompany children during online classes’ ($M = 4.37$, $SD = .78$), ‘managing children’s time’ ($M = 4.32$, $SD = .99$), ‘providing internet packages’ ($M = 4.25$, $SD = .85$), and ‘fostering children’s interest in learning at home’ ($M = 3.20$, $SD = 1.42$). The statistically significant differences

between challenges of online classes and parents' support according to school type and level of education are presented in the next sections.

Challenges of Online Classes and Parents' Support According to School Type

One of the objectives of the present study is to examine the relationship between the challenges of online classes and parents' support according to school type and level of education. The obtained results of this section would answer the third question of this study: *Do online learning challenges and parents' support vary across school type and children's levels of education?* Independent sample t-test was used to examine the relationship between challenges of online classes and parents' support according to the variable 'school type' (see Table 8).

Table 8

The Relationship Between Challenges of Online Classes and Parents' Support According to School Type

	School Type	N	Mean	Std. Deviation	Sig.
Challenges	Public	92	3.85	.59	.918
	Private	89	3.97	.59	
Support	Public	92	4.22	.57	.831
	Private	89	4.32	.56	

The results showed that parents of children enrolled in private schools reported more serious challenges ($M = 3.97$, $SD = .59$) compared to those parents whose children were enrolled in public schools ($M = 3.85$, $SD = .59$). However, no statistically significant difference was found between challenges of online classes according to 'school type' variable ($p = .918$). On the other hand, parents of children enrolled in private schools mentioned that they provided more support ($M = 4.32$, $SD = .56$) than their counterparts enrolled in public schools ($M = 4.22$, $SD = .57$). Again, no statistically significant difference was found between parents' support to their children and 'school type' variable. The following section presents the relationship between the challenges of online classes and parents' support according to the level of education variable.

Challenges of Online Classes and Parents' Support According to the Level of Education

The researcher divided the students' level of education into three groups: primary, middle, and secondary level. One-Way ANOVA test was used to get answers for the relationship between challenges of online classes and parents' support according to the level of education (see Table 9).

Table 9

The Relationship Between Challenges of Online Classes and Parents' Support According to School Type

		N	Mean	Std. Deviation	Sig.
Support	Primary	71	4.28	.56	.887
	Middle	67	4.28	.58	
	Secondary	43	4.24	.56	
Challenges	Primary	71	3.94	.58	.790
	Middle	67	3.93	.65	
	Secondary	43	3.87	.54	

As shown in the table above, the parents seem to provide more support to their children enrolled in primary ($M = 4.28$, $SD = .56$) and middle schools ($M = 4.28$, $SD = .58$), while it was slightly lower for those who enrolled in secondary school ($M = 4.24$, $SD = .56$). However, there was no statistically significant difference between the provided support and level of education ($p = .887$). In respect to challenges of online classes, the parents of children enrolled in primary schools reported more serious challenges ($M = 3.94$, $SD = .58$) compared to those enrolled in the middle ($M = 3.93$, $SD = .65$), and secondary schools ($M = 3.87$, $SD = .54$). There was no statistically significant difference between parents' challenges during online classes and the level of education ($p = .790$).

Discussion

The present study aimed at exploring the challenges and support provided by parents to their children during online classes. It also examined the difference between the challenges faced by parents and their support to children according to two variables (i.e., school type and level of education). It is extremely important to understand the challenges faced by Jordanian parents to enable policymakers to address these challenges. The findings of this study revealed that many parents were worried about the negative influence of COVID-19 pandemic on children's education. Previous studies concerned with online learning during COVID-19 emphasized the challenge of how to successfully achieve online learning that was insignificantly different from traditional learning (Maman, Chandrima & Griffiths, 2020).

The results of this study showed that pedagogical challenges were the most serious challenges faced by parents during the pandemic. This result concurs with the study of Abuhammad (2020), who affirmed that logistical challenges would impede the process of online learning. Lloyd et al. (2012) argue that pedagogical challenges would be associated with course completion. Huang et al. (2020) point out that the main reason for pedagogical challenges is the insufficient time and ineffective pedagogical methods.

Personal challenges were also apparent in this study. The most important personal challenges reported by the parents were the lack of children's motivation to learn and the lack of technical knowledge. This result implies the need to understand the technology and having the motivation that is necessary for online learning (Bukhkalov et al., 2018). As for technical challenges, inadequate solutions to technical problems and unstable

internet connection were the most frequently mentioned challenges by the parents. This result is in line with Astri's study (2017) who found that inability to find solutions for technical problems would, for sure, negatively affect online learning, and prevent students to get benefits from online classes. Financial challenges such as expensive internet packages and expensive digital devices were also major issues raised by the parents as challenges of online learning. This result is consistent with the study of Ela et al. (2021) and Hossain et al. (2021). The outbreak of COVID-19 has affected the means of livelihood almost in all countries around the world. The financial effects of this pandemic include reducing income, increasing unemployment, and bankruptcy of small and medium enterprises. These factors would affect the parents' ability to afford the consequences of the online learning transition (El Keshky et al., 2020).

The present study also aimed at investigating the support provided by parents to their children during COVID-19 pandemic. The parents mentioned that they provided additional digital devices to their children, explained and completed new worksheets and assignments, and checked new required worksheets and assignments. It was obvious that the support provided by the parents increased with the level of education, i.e., primary school students needed more support than middle or secondary school students. It seems that secondary school students were more autonomous and able to monitor their learning. This result is consistent with Ribeiro et al. (2021) who found that secondary school students were more independent in their learning. Interestingly, the results of this study found that parents were more engaged in their children's learning in private schools than in public schools. It seems that public schools have had more synchronous activities during the pandemic than private schools.

Implications for Sustainable Education

The present study shed light on the challenges and support faced and provided by Jordanian parents during COVID-19 pandemic. The results of this study imply that there should be some changes to cope with the new situation of teaching and learning process. There should be more cooperation between parents and their children and teachers. In addition, teachers should implement teaching strategies that could suit online teaching and learning, especially for low-achieving students. The outbreak of COVID-19 was a good lesson for governments. This will force decision-makers to come up with new regulations concerning online teaching. Additional plans and platforms would be suggested by responsible people to avoid any problem regarding this issue in the future. Parents, students, and teachers experienced a very difficult time during the pandemic. This would lead to providing available free platforms and tools to transit traditional mode of education to online mode, or at least to transit education to a blended mode. This study was quantitative, other approaches could be used to study parents' engagement in online classes. The approaches may include interviews, focus groups, or observations.

Conclusion

Jordanian parents reported different challenges of online education during COVID-19 pandemic. They also reported the ways of support they provided to their children during the pandemic. It was clear that parents tried their best to provide help and support to their children, and this forced parents to change their daily routine

during the pandemic. The experience of online education during the pandemic raised the fact that the roles of stakeholders should be defined. The roles and responsibilities of stakeholders would increase the success of online education. There is also a vital role for employers in online education; they should provide more flexibility for parents and supporters to raise the success of online education especially in the time of school closure. With the continued effect of COVID-19 on many schools around the world, families and educators raised some queries and concerns about assignments, tasks, activities, and materials. Schools and teachers need to be ready for reactions and issues related to online education.

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Correspondence concerning this paper should be addressed to Ragad Sarayreh, Assistant professor, Department of Educational and Social Studies, Karak University College, Al-Balqa' Applied University, Karak, Jordan. Email: ragad.sarayreh@bau.edu.jo