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Role of parents in the education of students under pandemic conditions

SUMMARY

This paper summarizes the approaches to the development of socio-psychological and pedagogical activities that would contribute to the successful implementation of syllabi under quarantine restrictions and the creation of a safe educational space, would provide support to all participants of the educational process: fully-abled students, students with disabilities and parents, would help to restore physical and mental health under conditions of heavy workload and social isolation.

In this context, the joint project of Pavlo Tychyna Uman State Pedagogical University, Department of Education and Inclusive Resource Center of Uman City Council entitled “Social inclusion of distance learning” within the research topic “Socio-psychological rehabilitation of children and youth with special educational needs by means of inclusive tourism”(state registration number: 0119U103978), is of particular importance.

The research consisted of several stages: the development of questionnaires for parents as full participants of the educational process; conducting a questionnaire survey using google applications (1091 parents took part in the survey), analysis and interpretation of the results in order to identify the main problems related to the organization of distance learning and the psycho-emotional state under conditions of quarantine restrictions; the development of methodological recommendations on the basis of the research results.

The purpose of the study was to identify the relationship between the socio-economic and psychosocial status of parents and its impact on the results of educational achievements of children in the period of distance learning during the COVID-19 pandemic. Special attention was devoted to parents raising children with disabilities.

Key words: educational institutions, quarantine, participants of educational process, parents, social isolation, distance learning.

Introduction

The pandemic has made significant adjustments to the educational process organization, which for decades has accumulated the traditional forms and methods of teaching. Quarantine restrictions cause the transfer of educational activities to a remote mode, which requires new approaches in its organization. The requirements for distance learning organization are: to adhere to sanitary rules and regulations during training agenda formation, to do exercises for eyes and posture, continuous duration of educational activities with technical means of learning, duration of tasks for self-preparation in extracurricular time (homework); to create conditions to ensure full participation in the educational process of persons with special educational needs (use of assistive learning technologies, support from the teacher's assistant and/or student's assistant, conducting (providing) additional psychological, pedagogical, correctional and developmental classes (services etc.) mandatory consideration of the individual development program.

The attention of the world pedagogical community is focused on this problem. On October 22, 2020, the Heads of State, Government and Ministers of more than 70 countries at the extraordinary session of the UNESCO Global Conference on Education (Extraordinary Session on Education post-COVID-19: 2020 Global Education Meeting) adopted online "Declaration on a set of global priority actions to protect funding and strengthening the education system from the consequences of the COVID-19 pandemic"¹. The adopted Declaration identifies priority measures to be taken to restore the education system by the end of 2021:

1. Protection of national and international funding for education.
2. Safe opening of schools.
3. Inclusion, equality of rights and gender equality.
4. Teaching and learning reconsideration.
5. Using peer-to-peer communication and technology for learning.

In this context, the study "Analytical reference on the work of scientists of the National Academy of Pedagogical Sciences of Ukraine on the functioning of education in COVID-19 quarantine conditions" deserves attention, because the educational process participants are forced to radically change forms and methods of teaching, interpersonal communication, organization of the educational environment. The activity of pedagogical and scientific-pedagogical workers of the education system, heads of educational institutions of different levels, practical psychologists, social educators, methodologists, educational managers etc. has undergone significant changes in the content and in the organizational and methodological plan².

According to V. Panok, the main purpose of the specialist's work in overcoming the negative socio-psychological consequences of quarantine measures is the actualization of adaptive and compensatory resources of the individual, the emotional sphere stabilization, mobilization of psychological potential of the educational process participants, stress resistance.

¹ *Extraordinary session of the UNESCO Global Conference on Education on Post-Covid-19: The Declaration on Strengthening the Educational System was adopted. Available at: <https://mon.gov.ua/ua/news/pozachergova-sesiya-globalnoyi-konferenciyi-yunesko-z-pitan-osviti-u-chasi-post-covid-19-uhvaleno-deklaraciyu-shodo-zmichnennya-sistemi-osvitnogo-prostoru>, dostep: 12.11.2020 r.*

² *Analytical reference on the work of scientists of the National Academy of Pedagogical Sciences of Ukraine on the functioning of education in the COVID-19 quarantine conditions. Available at: http://naps.gov.ua/.../press/2020/Covid-19_analytic.docx, dostep: 30.10.2020 r.*

The main tasks of psychological service specialists in this period are: formation of constructive ways of solving difficult real-life situations and adaptive coping strategies for all the educational process participants; stabilization of the emotional sphere of the individual, formation of a positive outlook; activation of processes of self-knowledge, self-perception, self-regulation and self-control, developing of a positive image of the future; formation of psychosocial resistance to stress; prevention of discrimination and stigmatization of people who are ill or have become ill; providing timely psychological assistance to victims of bullying and harassment; prevention of emotional burnout in parents and teachers; increasing the teachers' adaptive capacity to new conditions of the educational process organization; cooperation between the educational institutions, families and local communities to resolve and prevent interpersonal conflicts, domestic violence etc.³.

Given this, there is an urgent need to develop socio-psychological and pedagogical measures that would contribute to the successful implementation of educational programs under quarantine restrictions and the creation of a safe educational space, provide support to all participants in the educational process: students with standard development and students with disabilities, teachers, parents, psychologists and social educators, help to restore physical and mental health during workload and social isolation.

Special attention should be paid to parents who become active subjects of the educational process in the conditions of social isolation and distance learning. And the organization of the child's personal space for mastering the online school program, as well as the psycho-emotional state and development depend on their participation. Parents raising a child with a disability need even more attention and support. After all, during the pandemic, rehabilitation facilities and inclusive resource centers did not accept any visitors, and parents had to deal with daily difficulties without outside help. It is time to develop programs of social and psychological support for parents in terms of distance learning and quarantine restrictions.

Method

In this context, the joint project of Pavlo Tychyna Uman State Pedagogical University, Department of Education and Inclusive Resource Center of Uman City Council entitled "Social Inclusion of Distance Learning" within the research topic "Socio-psychological rehabilitation of children and youth with special educational needs by means of inclusive tourism" (state registration number: 0119U103978) deserves attention.

The research was performed in several stages: development of questionnaires for parents; conducting a survey using Google applications (1,091 parents took part in the survey, including 50 parents raising children with disabilities); analysis and interpretation of questionnaires to identify the main difficulties in the organization of distance learning and psycho-emotional state in the conditions of quarantine restrictions; development of methodical recommendations on the basis of the received results of the survey.

The survey was conducted in October 2020 – after a significant easing of quarantine restrictions, and parents could analyze distance learning through the prism of some time.

³ V.G. Panok, I.V. Marukhina, D.D. Romanovska, *Psychological support of education in a pandemic conditions*, „Bulletin of the National Academy of Pedagogical Sciences of Ukraine” 2020, nr 2(2). <https://doi.org/10.37472/2707-305X-2020-2-2-12-2>, dostep: 20.11.2020 r.

Parents of the city of Uman (the city has more than 80,000 inhabitants) took part in the survey. They were interviewed by social educators and practical psychologists through the groups on social networks, as it were conducted using Google applications. The purpose of the study is to find out the difficulties that arose during distance learning in order to develop a program of social and psychological support for parents.

Results

Quarantine restrictions have made adjustments to people's everyday lives. The traditional organization of the educational process has undergone significant changes, as well as the school life of students and their well-being. Particular changes affected the daily lives of parents, when they, together with teachers, had to create conditions for children to master the curriculum in conditions of social isolation.

Students with disabilities and their parents are a particularly vulnerable category among the educational process participants. According to the Information Note "The Impact of Covid-19 Pandemic on People with Disabilities in Ukraine", parents of children and young people with disabilities expressed concern that quarantine isolation had a serious impact on children with intellectual and psychosocial disabilities and they risk losing valuable skills they acquired earlier. These children and young people, forced to stay at home, lacked personal communication with teachers and peers. Online therapy sessions and training sessions were often not available and depended on family access to computers and the Internet. Especially in unequal conditions are people from rural areas⁴.

Distance learning at home has placed an additional burden on parents, including parents of children with disabilities, who have had to help their children with classes while performing other responsibilities. In conditions of social isolation, there are no support services for parents and caregivers of children and adults with disabilities, including psychological support and temporary home care. It should be emphasized that the feelings of psychological balance, security and safety, which are the basis of emotional well-being, arise in a child primarily through communication with adults, and above all, with parents⁵. Under quarantine restrictions, the family performs a key function of emotional support and psychological protection – psychotherapy. In the first place of family well-being is the principle of caring for the child.

Thus, on the one hand, the self-isolation in pandemic conditions complicated the educational process, and on the other hand it showed all the difficulties and problems of distance learning, which allowed in a short time to master modern information and computer technologies, synchronous distance learning programs.

At the same time, the substantiation of conditions for improving the distance format of the educational process, solving issues of Internet support for students with SEN, developing a system of monitoring student achievement, ensuring equal access to education, developing specialized training for specific groups of students, taking into account psychosocial needs, social contacts and social interaction continues.

⁴ Information note „The impact of Covid-19 pandemic on people with disabilities in Ukraine”, available at: <https://ukraine.un.org/uk/99869-informaciyna-zapiska-vpliv-pandemii-covid-19-na-lyudey-z-invalidnistyu-v-ukraini>, dostep: 1.12.2020 r.

⁵ V. G. Panok, I. V. Marukhina, D. D. Romanovska, op. cit.

In this regard, the range of tasks in the activities of school psychologists and social educators, in particular to prevent emotional burnout of parents, the formation of psychosocial resilience to stress; Mediation between educational institutions, families and communities to address and prevent domestic violence.

Let's summarize the results of the survey of parents. The survey was conducted after the quarantine, i.e. parents could analyze distance learning through the prism of some time.

1091 parents of Uman secondary school students took part in the survey (including 50 parents raising children with disabilities). According to Ukrainian legislation, children with disabilities have the status of a child with special educational needs. The Education Act of Ukraine stipulates that a child with special educational needs is a person who needs additional permanent or temporary support in the educational process in order to ensure his/her right to education. UNESCO considers children with SEN as a broad concept. In particular, according to UNESCO's children include children with developmental and behavioral disorders: emotional and behavioral, speech and communication, learning difficulties, delayed/limited intellectual development, physical/neuromotor, vision, hearing difficulties⁶.

Let's analyze the results of the survey

To the question "Did children acquire knowledge in the conditions of quarantine restrictions?" 5% of parents indicated that their children did not study during social isolation, 22% – partially, and only 73% indicated that their children were active participants in distance learning. Obviously, the reasons for this are: unpreparedness of both children and teachers and parents for distance learning, professional employment of parents, their inability to control educational activities at home; lack of pedagogical education in adults and relevant skills; reluctance of students. How does this relate to the introduction of distance education?

Regarding the organizational forms of distance learning during quarantine, the parents indicated the following: receiving tasks through social networks and messengers (almost 70%), conducting daily online lessons in synchronous mode (28%), samples of completed tasks were sent by teachers in the form of photos (20%), tasks for each lesson were sent by e-mail (17%), tasks were posted on the website of the educational institution (17%), distance learning was not organized at all (9%).

To the question "How did students perform tasks in the conditions of distance learning" parents said the following: 66% of answers indicated that children performed tasks with their parents; 50% – children performed the tasks independently; 38% stated that they watched online lessons "All-Ukrainian school online"; 19% watched online-lessons of their teachers. It follows that most parents have a "triple workload" – household duties, professional activities and assistance in learning of children. However, this figure indicates the indifference of parents to their children's education. In addition, there is a tendency that the older the students, the less they need help from parents in performing educational tasks.

Accordingly, 71% of parents are interested in helping their child with learning, 27% – partially, and 23 answers – this is 2.3% – answered negatively.

28% of parents lack residual knowledge and life experience during the implementation of educational tasks with children, 51% answered "partially", and 21% of respondents said

⁶ M. Poroshenko, *Inclusive education*: textbook. Kyiv 2019, 300 p.

they had difficulties in this matter. Regarding the distribution of time for learning tasks, the answers of students and parents were as follows:

Hours	Students	Parents
Up to 1 hour	8 %	31 %
2-3 hours	41 %	36 %
More than 3 hours	51 %	33 %

The table shows that more than half of students spend more than 3 hours on tasks, and only 8% less than an hour. The time distribution among parents is somewhat different: for each option their answers were distributed equally – more than 30%.

According to 20% of parents, children have a desire to study remotely, 50% indicated a partial desire, and 30% – the ill-preparedness and unwillingness of children to devote time to learning activities. This is a fairly large percentage, so it is necessary to implement measures and programs to increase students' motivation, as well as to develop a system of control measures (control of attendance, daily or weekly assessment of each subject, introduction of electronic diaries, etc.) and incentives.

The incentives of parents used to involve children in educational tasks, are the following: 50% -motivation; 45% – praise; 39% – persuasion; 36% – encouragement; 30% – coercion; 17% – promises.

Only 14% of parents are satisfied with their children's academic achievements during the quarantine period, 41% are partially satisfied, and more than 45% are dissatisfied.

Accordingly, 75% have a negative attitude to distance learning, only 13% have rated it positively.

Among the difficulties and problems of distance learning, parents noted: 70% – the difficulty of understanding new topics and the lack of explanation by teachers; 57% – lack of knowledge of parents to explain new material; 44% – inappropriate amount of tasks and lack of online communication with the teacher; 26% – no control over the tasks performed; 20% – not enough time to complete all tasks; 18% – no schedule or inconsistency.

Among the psycho-emotional difficulties, parents indicated the following: 79% – lack of live communication with the teacher and peers; 54% – rejection of distance learning; 44% – lack of children's skills of independent learning; 38% – overload; 36% – low motivation to study; 10% – an increase in aggression and intolerance to this situation.

Among the technical problems, the most common were the following answers: 58% – lack of a standardized online platform; 41% – poor quality and speed of the Internet; 38% – lack or obsolescence of computer equipment; 35% – insufficient level of ICT competencies of teachers.

Almost 60% of parents affirmatively and 36% partially believe that the mental state of the child and the organization of distance learning at home depend on the parents.

The questionnaire included questions “that allowed parents to indicate how they helped their children adapt to distance learning?” The answers were different: “Psychological support”, “More communication”, “We did everything together”, “Encouragement”, “Provided workplace”, “Explained the need for such introductions and motivated to study”, “Waited and hoped for a quick end of quarantine!!!”, “Bought a tablet for convenient studying”, “I start work at 8.00 a.m. and come home at about 07.00 p.m. How can I help her adapt in such conditions?????”, “Motivation and perseverance”, “Walking in the fresh air ,,and others.

After the quarantine end the parents were asked to indicate the activities that most positively affect the socio-psychological state of the child: 83% – walks in the fresh air; 50% – tourist activities and travel; 49% – outdoor games; 38% – time spent with animals; 34% – artistic practices etc.

Given the positive attitude of parents to travel, excursions and being in the open air, it was decided to find out their attitude to such activities together with people with disabilities. 95% indicated a positive attitude.

In this context, the next question concerned the consequences of inclusive tourism for children. Almost 82% indicate positive aspects. Thus, inclusive tourism and nature therapy are in highest demand, from the point of view of parents, in terms of socio-psychological rehabilitation and physical activity of children.

In this regard, recommendations on distance learning have been developed for the parents in compliance with the health regime, as well as on the prevention of computer vision syndrome; tips on cyber security, physical support during quarantine. At the same time, it is expedient to use the rich pedagogical heritage, in particular “10 Commandments for Parents of Janusz Korczak”.

Comparing the results of the study with similar surveys, it can be stated that in the EU quarantine measures during the pandemic led to high unemployment and lack of funds, especially for self-employed workers. Prolonged period of quarantine and restrictions are risk factors having serious psychological impact. Families underwent sudden and significant changes during the pandemic. Prolonged isolation and unemployment increase the risk of parental alcohol consumption and other psychoactive substances, abuse of partners and children, family disputes and sexual violence ⁷.

In China during pandemic there were more cases of depression and anxiety of adults, which are potential causes of problems for children and adolescents living with their parents ⁸.

J. D. Palacio-Ortiz et al. analyzed current literature data on the impact of the pandemic on children and adolescents who have psychological problems, including those suffering from symptoms of post-traumatic stress disorder. They provided advice on assessing and treating children and adolescents with various mental disorders in the context of the COVID-19 pandemic, based on research and recommendations from the Royal College of Psychiatrists of the United Kingdom. For example, you should choose strategies and recommendations to support the physical and mental health of children and adolescents. Educators and parents should support positive or neutral emotions as much as possible by encouraging children and adolescents to overcoming strategies. Remember that children are more vulnerable to the negative psychological consequences of pandemics and isolation. They may have behavioral problems that affect physical and social distancing. They may have systemic comorbidities that increase the risk of complications from COVID-19 ⁹.

⁷ S. K. Brooks, R. K. Webster, L. E. Smith, L. Woodland, prof. S. Wessely, prof. N. Greenberg, *The psychological impact of quarantine and how to reduce it: rapid review of the evidence*, „The Lancet”, vol. 395, ISSUE 10227, P912-920, 14 March, 2020. [https://www.thelancet.com/article/S0140-6736\(20\)30460-8/fulltext](https://www.thelancet.com/article/S0140-6736(20)30460-8/fulltext), dostę: 16.01.2021 r.

⁸ J. Gao, P. Zheng, Y. Jia, H. Chen, Y. Mao, S. Chen, Y. Wang, H. Fu, J. Dai, *Mental health problems and social media exposure during COVID-19 outbreak*, published: 16 April 2020. <https://doi.org/10.1371/journal.pone.0231924>, dostę: 16.01.2021 r.

⁹ Royal College of Psychiatrists, 2020. <https://www.rcpsych.ac.uk>, dostę: 16.01.2021 r.

Conclusions

The challenge in organizing the educational process in modern conditions is to consolidate both the new status of parents and the development of new approaches in the joint efforts of teachers, children and parents. Distance learning requires special conditions in the student's family, including those with special educational needs. At the same time, parents become active participants of the educational process, working closely with teachers. It can be noted that parents acquire the status of tutor, governor and assistant teacher. In the conditions of distance learning they are responsible for assisting the child in the implementation of the educational program and the child's achievement of certain academic results.

Distance learning at home has placed an additional burden on parents, including parents of children with disabilities, who have had to help their children with classes while performing other responsibilities. In conditions of social isolation, there are no support services for parents and caregivers of children and adults with disabilities, including psychological support and temporary patronage care.

It should be emphasized that the feelings of psychological balance, security and safety, which are the basis of emotional well-being, occur primarily through communication with adults, and above all, with parents. Under quarantine restrictions, it is the family that performs the key function of emotional support and psychological protection – psychotherapy. In the first place of family well-being is the principle of caring for the child.

During the period of distance learning due to the pandemic, children and adolescents found it difficult to master their emotions and behavior. Studies show that children from traditional families have a number of advantages over children from single-parent families. In the latter, most have a high level of anxiety. Anxiety, as a basic emotional component, affects the level of communication and manifestations of psychosomatic disorders. And to ensure a sense of security in interaction with the outside world, you need the support of others, especially the family. At the same time, during the period of self-isolation and distance learning, there was tension over homework, mastery of computer technology, etc.: there were emotional crises of both children and parents. Surveys showed that effective technologies for overcoming psychological stress in the family were joint creative activities, walks in the fresh air and travelling.

Thus, the situation of self-isolation in a pandemic complicated the educational process, on the one hand, and on the other – played the role of a litmus test and showed all the vulnerabilities, difficulties and problems of distance learning. The completed project ensured the implementation of the principle of connection of theory and practice in the development of general recommendations for distance learning in a pandemic, psychological support and socio-pedagogical patronage of all participants of the educational process.

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STRESZCZENIE

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Rola rodziców w edukacji uczniów w warunkach pandemii

W artykule omówiono podejście wobec opracowania socjalnych, psychologicznych i pedagogicznych środków, które mogłyby sprzyjać udanej realizacji programów oświatowych w warunkach ograniczeń związanych z kwarantanną i stworzeniu bezpiecznego obszaru oświatowego. Powinny one zapewnić wsparcie wszystkim uczestnikom procesu edukacji: uczniom z normą rozwojową i uczniom z ograniczeniami funkcji życiowych, nauczycielom, rodzicom, psychologom i pedagogom socjalnym. Powinny sprzyjać odnawianiu zdrowia fizycznego i psychicznego podczas zajęć w izolacji społecznej.

W tym kontekście zasługuje na uwagę wspólny projekt Państwowego Uniwersytetu Pedagogicznego im. Pawła Tyuczyny w Humaniu, kuratorium oraz ośrodka rady miejskiej w Humaniu pod nazwą „Socjalna inkluzja nauczania zdalnego” w granicach naukowo-badawczego projektu „Społeczno-psychologiczna rehabilitacja dzieci i młodzieży o szczególnych potrzebach edukacyjnych przy pomocy środków turystyki inkluzywnej” (państwowy numer rejestracyjny: 0119U103978).

Praca realizowana była w kilku etapach: opracowanie ankiet dla wszystkich uczestników procesu edukacji (uczniów, nauczycieli, rodziców, pedagogów socjalnych i psychologów praktycznych, fachowców ośrodków inkluzywnych); przeprowadzenie ankietowania przy pomocy Google załączników (udział w ankietowaniu wzięło 146 uczniów, 150 nauczycieli, 14 psychologów i pedagogów socjalnych oraz 1091 rodziców.); analiza i interpretacja ankiet w celu ujawnienia głównych trudności w organizacji zdalnego nauczania i stanu psychiczno-emocjonalnego w warunkach kwarantanny; opracowanie wskazówek metodycznych na podstawie uzyskanych wyników badania.

Słowa kluczowe: placówki oświatowe, kwarantanna, uczestnicy procesu edukacji, rodzice, izolacja społeczna, nauczanie zdalne.

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