



TEACHING UNDER THE ROOF IN THE LIGHT OF COVID 19 PANDEMIC: THE NEW NORMAL

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A B S T R A C T

Parents served as the most are significant primary role models in the immediate surroundings of their young children. This phenomenological research aimed to delve into the lived experiences of parents who act as learning supervisors, tutors, and homeschooling teachers for remote learning during pandemics. A total of 20 participants were involved in this qualitative research. The findings revealed that participants concurred on the efficacy of the educational policies to combat the pandemic, such as nationwide school closures, delayed class re-openings, and various teaching techniques. Lockdowns and a sudden switch to homeschooling strengthen family relationships while protecting the learners's safety at home. Parents, on the other hand, face many challenges associated with distance learning, such as the virtual environment, instruction delivery, and unsatisfactory learning outcomes; issues with the use and availability of technology; personal concerns about their child's health, stress, and learning style; and financial difficulties associated with working for the family during a lockdown. Regardless of the challenges they faced, parents used coping mechanisms to teach their children. Further, this study served as a basis for providing comprehensive and inclusive education policies while considering the perspective of the learners's parents during pandemic.

Keywords: *Home Learning; Modular Remote Learning; Pandemic; Parents*