
La responsabilidad de los padres de familia en la educación virtual, desafíos y oportunidades

The responsibility of parents in virtual education, challenges and opportunities

Roger Ismael Salcedo Benites

María Magdalena Claudio Flores

Katy Carmen Mesías Crespín

Universidad Cesar Vallejo. Perú.

ORCID: <https://orcid.org/0000-0001-9845-5449>

<https://orcid.org/0000-0002-5966-7315>

<https://orcid.org/0000-0003-1256-6792>

Correo(s) electrónico(s):

cajacho-28@hotmail.com

mcf_claudio@hotmail.com

kamesiasc@ucvvirtual.edu.pe

Recibido: 08/10/2020

Aceptado: 22/03/2021

Resumen: Al declararse la COVID-19 como pandemia por parte de la Organización Mundial de la Salud, Perú, al igual que otros países, enfrenta esta realidad. El tránsito de una educación presencial a una educación virtual, responsabilizó a los padres que carecían de didácticas para enseñar. Es por ello que se proponen herramientas tecnológicas, que facilite la consolidación de una educación de calidad en sus hijos. La investigación es documental, mediante el método del análisis de contenido. Se concluyó que la preparación para los padres que no tienen habilidades pedagógicas es ideal a la hora de formar a sus hijos en casa.

Palabras claves: Educación virtual; Habilidades tecnológicas y didácticas; COVID-19.

Abstract: It is a reality that once the World Health Organization declares COVID-19 as a pandemic, Peru does not escape this reality, education being one of the most affected, moving from a face-to-face education to a virtual education that became a responsibility of parents who were unaccustomed who lacked the technological and didactic skills to teach. The research is documentary, using the content analysis method. It was concluded that preparation for parents who do not have pedagogical skills is ideal when training their children at home.

Key words: Virtual education; Technological and didactic skills; COVID-19.

Introduction

The crisis situation that is currently being experienced as a result of the global pandemic of COVID-19, most countries have had to structure plans to address education processes at all levels. When talking about crises, the most recent one is the global pandemic due to COVID-19, which since January 2020 has hit the planet and specifically in our assessment, Latin America (Tuesta, Salirrosas and Guerra, 2021).

Peru does not escape this reality, as a direct consequence of the quarantine imposed by COVID-19; the Ministry of Education made the decision to suspend face-to-face educational activities and simultaneously proposed the *Aprendo en Casa* (Learning at home) proposal. In line with this decision, if it guided educational institutions to assume the use of educational technology to create virtual learning environments, from this decision the formative responsibility of students was assumed by parents (Tuesta, Salirrosas and Guerra, 2021).

This new pandemic scenario has also had an impact on the way in which educational systems provide this service, forcing us to rethink new ways of approaching education, making use of information and communication technologies (ICTs) and moving from traditional face-to-face education to virtual education as a means through which students are expected to achieve the expected learning, even in the context of the country's major connectivity problems in many of its regions and, in addition, the deficient preparation of Peruvian teachers with respect to the various technological tools necessary for distance education (Tuesta, Salirrosas and Guerra, 2021).

Nevertheless, many countries, including Peru, have established a distance or virtual education system. This has led to the fact that teachers have had to modify the modality of the education they provide from face-to-face to virtual, to classes using live synchronous and asynchronous sessions, and among the challenges that home teaching creates are the following:

While in the classroom session, students may be looking at their cell phones, watching a replay of their favorite sports game on cable television, or eating breakfast. In other words, contextualizing education in the context of the home lends itself to both the teacher and the student being exposed to a series of distractions, so it is necessary to have tools and skills to counteract this situation in the midst of teaching at home (García, 2020).

The COVID-19 pandemic implies multiple changes in households; among others, the forced transfer of school activities to the heart of family dynamics. The situation is far from being smooth and serene. On the contrary, it has generated conflicts and fueled discussions on the unavoidable collaboration between both social institutions in education, as well as on the contribution of schools to the development and formation of communities as a whole (Moreno and Molins, 2020).

In view of the above, when in the midst of the educational crisis caused in Peru by COVID-19, it is necessary to prepare parents about technological tools that facilitate the consolidation of a quality education for their children. Cueva, (2020) states that it is necessary to create contributions to prepare education in the face of so much uncertainty about the educational future that waits the new generations, especially in these difficult times due to COVID-19.

Development

Once the normative Vi Ministerial Resolution No 160-2020 of the Ministry of Education (R.V.M. N° 160-2020-MINEDU), where it is established that the 2020 school year will be carried out as a start through the Peruvian educational platform Learning at home, which had as its start date April 6, 2020. In practice, the new educational model implemented in Learning at home has the purpose of guaranteeing the educational service at national level from remote work in all educational institutions that correspond to the Peruvian state, ensuring the continuation of the educational activities of virtual inter-learning of the students.

R.V.M. N° 088-2020-MINEDU specifies and provides for the remote pedagogical work of teachers, in order to ensure the normal development of the non-presential educational service, caused by the outbreak of COVID-19 (Tuesta, Salirrosas and Guerra, 2021).

In the distance, it has become clear that learning needs tutoring, orientation, guidance and bonding and, in this sense, teachers become a fundamental reference point. The confinement of students in their homes requires more than ever the complicity of families in the learning process. Because the experience of confinement has to be a shared experience. But it happens that, while the middle class is doing a kind of accelerated homeschooling course, other social groups are either not at home because they are working or do not have the means, resources or skills to become school teachers in a week (Tuesta, et al., 2021).

Therefore, the Covid-19 pandemic probably affects everyone equally and knows no class or anything, but its consequences are very different depending on the class position and where you come from. It is not the same to live in a house, with good Internet connection and a family that solves school doubts, than to live in a house, without Internet connection and a family that cannot help with school homework. In this context,

everything that helps to take stress away from families during confinement should be taken as a priority (Moreno and Molins, 2020).

In this context, Peruvian educational authorities, teachers, students and parents are making enormous efforts to respond to the demands and requirements of non face-to-face education. However, differences such as the socioeconomic level of families, demographic conditions, low levels of coverage and access to the Internet, lack of technological resources, and parental support in the educational process, among many others, are the subject of multiple debates in the current situation due to the closure of educational institutions. In fact, the pandemic could mark a new disadvantage for students from the lower, lower middle and middle strata, given their limitations for the continuity of their education through the non-face-to-face modality (Vivanco, 2020).

Therefore, the Covid-19 pandemic probably affects everyone equally and knows no class or anything, but its consequences are very different depending on the class position and where you come from. It is not the same to live in a house, with good Internet connection and a family that solves school doubts, than to live in a house, without Internet connection and a family that cannot help with school homework. In this context, everything that helps to take stress away from families during confinement should be taken as a priority (Moreno and Molins, 2020).

In this context, Peruvian educational authorities, teachers, students and parents are making enormous efforts to respond to the demands and requirements of non face-to-face education. However, differences such as the socioeconomic level of families, demographic conditions, low levels of coverage and access to the Internet, lack of technological resources, parental support in the educational process, among many others, are the subject of multiple debates in the current situation due to the closure of educational institutions. In fact, the pandemic could mark a new disadvantage for students from the lower, lower middle and middle strata, given their limitations for the continuity of their education through the non-face-to-face modality (Vivanco, 2020).

Therefore, the Covid-19 pandemic probably affects everyone equally and knows no class or anything, but its consequences are very different depending on the class position and where you come from. It is not the same to live in a house, with good Internet connection and a family that solves school doubts, than to live in a house, without Internet connection and a family that cannot help with school homework. In this context,

everything that helps to take stress away from families during confinement should be taken as a priority (Moreno and Molins, 2020).

In this context, Peruvian educational authorities, teachers, students and parents are making enormous efforts to respond to the demands and requirements of non face-to-face education. However, differences such as the socioeconomic level of families, demographic conditions, low levels of coverage and access to the Internet, lack of technological resources, and parental support in the educational process, among many others, are the subject of multiple debates in the current situation due to the closure of educational institutions. In fact, the pandemic could mark a new disadvantage for students from the lower, lower middle and middle strata, given their limitations for the continuity of their education through the non-face-to-face modality (Vivanco, 2020).

This research reveals the perceptions of parents about their role in the accompaniment of teaching-learning processes in virtual environments with their children, describes the most significant learning mediation processes carried out by parents in the accompaniment of their children in virtual environments, and also analyzes the implications of family accompaniment in the learning processes of their children.

In it, the conditions that contribute to the improvement of schools and learning are studied in depth, and the importance of parental support is documented. In this regard, the following aspects have been demonstrated (Flores, 2020):

- The impact of positive expectations towards children in the achievement of their educational formation.

- The impact of parenting styles on learning.
- The characteristics of family environments that favor self-direction, self-efficacy and self-esteem of its members is of utmost importance.
- The nature of the values that contribute to the formation of free and empowered citizens. In homes marked by violence, family structures become unstable and not conducive to learning, regardless of whether it is virtual or virtual.

El traslado del proceso de enseñanza-aprendizaje de la escuela a la casa ha hecho que los procesos de formación requieren la preparación y profesionalización, reivindicado con ello la función docente. Los principales desafíos que han enfrentado los padres de familias para apoyar las actividades escolares de los hijos en estos tiempos de pandemia por COVID-19 han sido las siguientes:

- Not having didactic and pedagogical strategies to promote their children's learning.

- Difficulties in expressing themselves and communicating.

- Little understanding of the methods used by teachers in class.

These difficulties can be overcome if the parents have a higher level of education or if there are conditions at home that favor dialogue with the children and, together, solve the doubts that arise from the activities, either by seeking complementary information or by asking questions to the teachers through the channels available to them (Flores, 2020). (Flores, 2020).

Providing the necessary technological resources and softening the impact of the transition to the virtual modality does not guarantee that all students learn under equal conditions. There is a third gap that has been a determining factor in these times of emergency education. It is the parents, who have been forced, as never before, to guide the educational process of their children. In this scenario, differences are marked in terms of the capacity and time of families to accompany students (Vivanco, 2020).

It is important to keep in mind that these technological tools favor the educational inclusion of students and promote active, reflective, autonomous, collaborative and meaningful learning. In addition, there are some, such as social networks, that are very beneficial when linked to academic practice because they encourage participation and interaction. There are many educational resources that can be used nowadays. Among them we can mention learning objects, audiovisual resources such as didactic videos available on YouTube or video tutorials, concept maps and presentations (Tuesta, J., Chávez, R. and Pardo, C. 2021).

These educational resources, when properly designed and thanks to the facilities they provide, can dynamize the learning process, improve learning and comprehension, increase motivation, stimulate interest and encourage educational innovation. It is not only necessary to use educational resources that motivate and awaken the interest of students, it is also necessary that they are appropriate for the subject being taught, so that they contribute to the achievement of learning (Tuesta, J., Chávez, R. and Pardo, C., 2021).

In the first place, parents are unprepared and have had to assume the formal education of their children. In this context, inequalities in terms of economic and cultural capital

are aggravated. Because if it was already difficult for parents with low levels of education to support their children in the educational process, it is clearly absurd to ask digitally illiterate and functionally illiterate parents to guide their children in teleducation (Vivanco, 2020).

Parents with high academic and economic levels can better accompany the educational process of their children, as well as provide resources and better internet connection. Students who have parents with high levels of education are guaranteed help to carry out school activities. There are contents and procedures of certain subjects that, due to their complexity, require a more detailed and in-depth explanation. In these cases, students whose parents do not have high levels of education are at a total disadvantage with respect to those students whose parents can guide and help them (Vivanco, 2020). Time is another constraint for families to really accompany their children's learning. On the one hand, there are parents who continue to work from home through teleworking; this, to a certain extent, allows them to keep an eye on their children and school activities. On the other hand, there are the parents who, despite mobility restrictions, have to leave their homes to carry out their work activities and provide for their daily sustenance. In these cases, students are totally abandoned, without any supervision or accompaniment in their educational process (Vivanco-Saraguro, 2020).

The exceptional situation derived from the Covid-19 health crisis is a more than evident example of this, so that the collaboration of families with the education of students becomes an essential mechanism for the educational practice from the joint work. In fact, the environment, including the family, has a very significant influence on the formation of the personalities, values, behaviors and attitudes of students (Moreno and Molins, 2020).

Corcino, Y. (2020) collaboration, as a value consistent with the educational process, is identified as a strategy for personal, collective and institutional development. Studies of effective schools have already shown in the past that the involvement of parents in the education of students positively influenced their school performance. For this reason, their collaboration is relevant as a guarantee of the right to education in circumstances where students are confined to their homes.

In addition, the alternatives for parents to collaborate with education are real and can be materialized with the coverage of spaces that respond to educational needs and whose

satisfaction is not being resolved by any entity. The alternatives should be sustained on the basis of support, support and trust (Moreno and Molins, 2020).

Parents, in this health crisis, become an educational agent of the first order and a source of learning. They constitute an essential level of collaboration with education and the achievement of educational goals, which can be encouraged by means of the concretization of various spheres of action (school homework and housework, promotion of extracurricular activities, socio-educational integration, etc.). Families have the possibility of contributing favorably to educational improvement as they reinforce and continue the work carried out by the school (Moreno and Molins, 2020).

Family accompaniment generates an indispensable contribution to the teaching-learning process, which must go hand in hand with teacher tutoring. Another important aspect of the mediation processes of the family in the construction of significant learning is to provide different spaces: playful and didactic entertainment, it is necessary to find spaces, moments and ways to stimulate the greatest knowledge of all the families that have to share the educational process.

It is important to provide spaces where children feel confident and not only focus on content but also on activities that help them to relax. Parents mention that it provides these environments, where the student can have fun and at the same time learn (Moreno and Molins, 2020).

Parents, regardless of the grade they have, should provide spaces for cooperation, socialization, search for answers and feel they belong to a group. The socio-cultural contexts are different for each person, which is why the mutual and generous support of families in their accompaniment as guides in the teaching-learning processes of their children, especially in values, sounds pertinent.

With respect to virtuality, parents consider that not everything has been adverse, because it allowed them to improve in the objectives of the grade, since they have more time to practice. Considering the time provided by this pandemic, we believe that it has helped parents to be more focused on accompanying their children, an aspect that in many parents was conditioned because of their jobs or daily activities.

The accompaniment of parents in the virtual learning processes of their children should be given under a correct accompaniment of their children. This contributes to the development of autonomous thinking and commitment to education, providing

favorable spaces and moments for their teaching-learning process, promoting responsibility and influencing the socialization process. Children learn more even when living with their representatives, since they become their face-to-face tutors and provide support in order to meet the educational needs that may arise in this state of virtuality (Moreno and Molins, 2020).

Conclusions

In the Peruvian context, it has not been easy for parents, understood as fathers and mothers, to be responsible for the education of their children at home, since being an educator is a vocation and teaching children, young people and adolescents is difficult, because it requires didactics and pedagogy.

Virtual education also implies a relaxation of the rigorousness of the study, leaving the activities to continue them another day, since Peru does not have within its educational system operational tools of virtual classroom where day by day the homework of the day is uploaded.

Home schooling also implies discrimination and accentuation of existing gaps and inequalities between those who can have access to virtual education because they have internet access, a computer, and smart phones in their homes, and those who do not.

Bibliographic references

- Corcino, Y. (2020). *La estrategia Aprendo en Casa y los aprendizajes de los estudiantes del nivel inicial de la I.E.I. N° 304 Huacaybamba - Huánuco – 2020*.
https://repositorio.ucv.edu.pe/bitstream/handle/20.500.12692/49509/Corcino_AY-D.pdf?sequence=1&isAllowed=y
- Cueva, D. (2020). La tecnología educativa en tiempos de crisis. *Conrado*, 16(74), p.341-348.
- García, M. (2020). La docencia desde el hogar. Una alternativa necesaria en tiempos del Covid 19. *Polo del Conocimiento*, 5(4), p.304-324.
- Instituto Nacional de estadísticas e Informática (INEI). (2021). *Disponibilidad y uso de tecnologías de la información en los Hogares del Perú*.
<https://www.inei.gob.pe/media/MenuRecursivo/boletines/enpove-2018.pdf>

- Moreno, J. y Molins, L. (2020). Educación y Covid-19: Colaboración de las Familias y Tareas Escolares. *Revista Internacional de Educación para la Justicia Social*, 9(3).
- Tuesta, J.; Criollo, V.; Calderón, A.; Ruiz, L. (2021). Rol del Perú frente a la educación virtual y nuevos desafíos por la pandemia Covid-19. *Maestro y Sociedad*. 18(3), p.1105-1119.
<https://maestroysociedad.uo.edu.cu/index.php/MyS/article/view/5397>
- Tuesta, J. Chávez, R. y Pardo, C. (2021). Los servicios educativos en la Universidad de Huánuco. *EduSol* 21(75).
<https://edusol.cug.co.cu/index.php/EduSol/article/view/1350/3083>
- Tuesta, J.; Salirrosas, L. y Guerra, J. (2021). La estrategia “Aprendo en casa” y los retos en la educación virtual peruana. *EduSol*. 21(76). ISSN: 1729-8091.
<https://edusol.cug.co.cu/index.php/EduSol/article/view/1370>
- Vivanco, A. (2020). Teleducación en tiempos de COVID-19: Brechas de desigualdad. *CienciAmérica*, 9(2), p.166-175.