Coping Strategies for Online Learning from Home

Yosahandy Li Ann Alvarez Chara (iD) **, America Rut Condori Machaca** (iD) **,**
Juana Cristina Mejia Yepez (iD) **, Fabiola Talavera - Mendoza** (iD) **and**
Fabian Hugo Rucano Paucar (iD)
Universidad Nacional de San Agustín de Arequipa, Peru

Abstract. The closure of schools as a preventive measure against the COVID-19 pandemic has resulted in an unprecedented situation where parents have to take an active role in their children's learning process. This fact has generated both positive and negative emotions and behaviors that had not been evidenced before. Therefore, the present study aims to examine the coping strategies used by parents and their perceptions regarding online learning methods during the pandemic. The research was carried out with a mixed approach, where 201 parents with children in elementary school were recruited through social networks. In the quantitative part, the results revealed that cognitive and spiritual coping strategies predominated, motivated by the level of parental involvement in their children's education. On the other hand, in the qualitative part, a semi-structured interview was used focusing on social relationship, self-blame, and planning, where the emotional and affective bond that parents provided to their children during this period was highlighted. However, their concern and frustration were also evidenced by not having the necessary competencies to support their children's tasks and being unfamiliar with the use of technology, so they sought help from specialists and family members to obtain technological and didactic support that would allow sustaining the parent-school dyad in the transition to online learning from home. These findings lead to a rethink of learning management from the perspective of parents, which gives rise to a digital communication model that links the cognitive, affective, and spiritual aspects.

Keywords: Coping; COVID 19; homeschooling; methods; online learning; parents

1. Introduction
Home education should maintain a direct link with the school to strengthen students' learning achievements. However, due to the parents' workloads, educational support and follow-up are often neglected, leading to difficulties in demonstrating good academic results. Therefore, this study aims to analyze the

context that occurred during the pandemic in relation to the links between parents and children and their educational involvement. With the interruption of face-to-face classes, school learning moved to homes, where students had to face their studies, some independently and others with the support of parents (Sander et al., 2021). For this reason, there is a need to identify the type of participation and role of parents, who had to assume the challenge of being educators from home immediately and without any prior training (Henderson et al., 2020; X. Liu et al., 2022; Kong & Yasmin, 2022).

Likewise, it can be evidenced that distance education has not been entirely effective for a large number of students, as it is estimated that this problem negatively affects their academic performance (Lancker & Parolin, 2020). All the academic responsibility that normally fell on teachers was transferred to parents, which has meant a great challenge for them, accompanied by socioemotional and even economic stress caused by the pandemic (Wu & Xu, 2020; X. Liu et al., 2022). In the face of this new form of learning, it is necessary to analyze the coping strategies that parents have used to mediate and adapt to stressful situations (Morán et al., 2010).

The modality of teaching and learning mediated by technological resources and synchronous, asynchronous or combined pedagogical techniques due to COVID-19 has allowed for flexibility in the educational process, which has led to the implementation of pedagogical strategies (Hodges et al., 2020; Skylar, 2009; Freeman et al., 2014; Nguyen et al., 2021). However, parents have reported stress, exhaustion, and confusion after experimenting with technological tools imposed by teachers excessively in their children's learning activities (Fontenelle et al., 2021). Given these reported forms, it is intended to investigate how parents provided educational support to their children.

Several studies have found that, in online learning, not all parents are present to guide their children in the educational process (Agatón & Cueto, 2021). They generally delegated this task to other family members or even domestic staff. In addition, many parents do not understand effective teaching methods for early childhood (Suyadi & Selvi, 2022) and are not experts in the use of electronic devices (Ventouris et al., 2021). Due to these difficulties, parents may experience high levels of stress when assuming educational responsibilities for which they are not trained (Parczewska, 2020). They must be instructed with different strategies to effectively transmit lessons and provide support from home (Morse et al., 2022). For this reason, it is important to focus on parents' perceptions and satisfactions in their role as facilitators from home. Therefore, this study focuses on the perspective of how parents cope with online learning and the behavioral, emotional, and technological support responses they have experienced during this process of accompanying their children.

Considering the role of parents in supporting their children's distance education and the responses that have emerged to address this aspect, an adapted instrument from Carver (1997) called COPE 28 has been applied. This instrument evaluates coping strategies in its three dimensions. Thus, this study will

contribute to the report of coping strategies from the perspective of parents providing support from home to their children, as there are few studies on coping strategies among parents in our context, compared to those on teachers and students. Therefore, the objectives of this study are: (a) To determine the prevalence of coping strategies used by parents in their children's online education. (b) To specify the online learning methods perceived by parents based on their home education experience in their support practices. (c) To examine parents' perceptions of well-being, self-blame, and planning practices in their online learning context.

2. Review Literature

The emergence of online teaching as a result of COVID-19 has promoted flexibility in the teaching-learning process, using technological resources and pedagogical techniques that are synchronous, asynchronous, or combined, with the aim of finding the most suitable pedagogical strategy (Hodges et al., 2020; Hsiao, 2010; Freeman et al., 2014; Nguyen et al., 2021). Parents' perceptions of this teaching modality are manifested in two aspects. On the one hand, there are negative perceptions such as exhaustion, stress, and confusion generated by the excessive use of technological tools imposed by teachers in the development of learning activities (Fontenelle et al., 2021). On the other hand, there are positive aspects such as enjoyment of the use of live platforms and chats for active participation.

In the face of these different perceptions, coping strategies arise, which are associated with the stability of a person's feelings in difficult situations and making decisions to alter or reduce those feelings (Lazarus & Folkman, 1984; Lindqvist et al., 2020). The effort to manage stress becomes actions that seek to prevent a person from being negatively impacted by life's adversities (Morán et al., 2014). It is important to analyze how parents cope with stressful events generated by their children's learning, as well as disinterest and deficient reorganization regarding the methodology used in a virtual classroom, in addition to other aspects such as low family income, inefficient application of methodologies, dissatisfaction with the teacher's role, and availability of time (Gutiérrez et al., 2020; Fontanelle et al., 2020).

Coping strategies have been categorized by Carver (1997) in his Brief COPE instrument. Moran, Landero, and Gonzalez (2010) adapted them as follows: active coping, planning, instrumental support, emotional support use, venting, behavioral disconnection, positive reinterpretation, denial, acceptance, religion, substance use, humor, and self-blame (Morán et al., 2014). Later, in a psychometric study, they were grouped into cognitive, focused, and spiritual coping (Daza et al., 2022). In this study, humor was excluded from the categories as it was considered a satirical action.

In this analysis, the items that were included were active coping, planning, and positive reinterpretation, which was called cognitive coping, as they act from reason to deal with stress. Focused coping, which is composed of denial, self-blame, and behavioral disengagement, represents a concentrated action on the problem the person perceives; and spiritual coping focuses on belief, faith, and

hope to solve problems. Regarding these coping strategies, a study revealed high levels of perceived stress for parents who had been homeschooling, as well as highlighted that schools should generate intervention projects for parents who are educating at home, which would have a beneficial impact on children's cognitive and social development (Rehman et al., 2021). Concern, uncertainty, and mental exhaustion were also found among parents who assumed triple responsibilities of work, home, and their children's education (Shum et al., 2023).

3. Methodology

A study was conducted to establish parents' coping strategies in response to their children's online learning. A mixed-method approach was employed, combining both quantitative and qualitative approaches to provide an in-depth understanding and explanation of the study. A sequential explanatory design was used, utilizing quantitative data to explain the phenomenon and qualitative data to interpret the relationships.

To collect data, an adaptation of the COPE-28 instrument (Carver, 1997) was used to measure parents' perception and coping strategies during distance learning due to school closures caused by the pandemic in Arequipa, Peru. Snowball sampling was used to find participants through referrals from other participants (Baltar & Gorjup, 2012). Inclusion criteria were established, and 201 primary school parents who voluntarily agreed to respond to the questionnaire were considered under a quantitative approach.

Subsequently, a random group of 20 parents who gave informed consent were selected to participate in a semi-structured interview via WhatsApp audios. The parents were divided into 5 groups, using a qualitative approach to deepen the understanding of the coping strategies used.

3.1 First Stage

To access the population, the COPE-28 coping questionnaire by Carver adapted for parents was used, which was grouped into cognitive, focused, and spiritual coping (Daza et al., 2022). A hyperlink was generated and disseminated on social networks such as Facebook, Instagram, and WhatsApp, which were managed by each researcher.

3.2 Second Stage

Subsequently, with informed consent, a date was agreed upon to work with parents based on three questions that allowed us to measure the association with the social aspect, guilt, and planning in a broad and deep way (Díaz et al., 2013). These questions were used from a qualitative approach and were recorded in audio through WhatsApp and later transcribed for analysis and coding in the MAXQDA software.

3.3 Third Stage

Techniques and Instruments Before applying the instrument, it was reviewed and validated by five experts in the field, adapting the items to the context of online education to identify coping strategies. The instrument contains 14 dimensions

representing coping strategies and is divided into 28 sub-dimensions (2 items per strategy), which were measured through a 4-point Likert scale, where 1 means: I never did this; 2 I did this, 3 I usually do it, and 4 I always do it. To establish the reliability of the instrument, the McDonald's coefficient was used, which resulted in ω 0.856, which is considered acceptable. To specify the social support, self-blame, and planning scale, 3 open-ended questions were generated as shown in Table 1, working through focus groups. Participants were randomly selected, forming 5 groups, and were asked to answer the questions. From the responses, they were divided into categories and subcategories through the MAXQDA software, and the understanding of the studied phenomenon was oriented (Creswell, 2018).

The research technique illustrated can be seen in the following flow chart (See Figure 1).
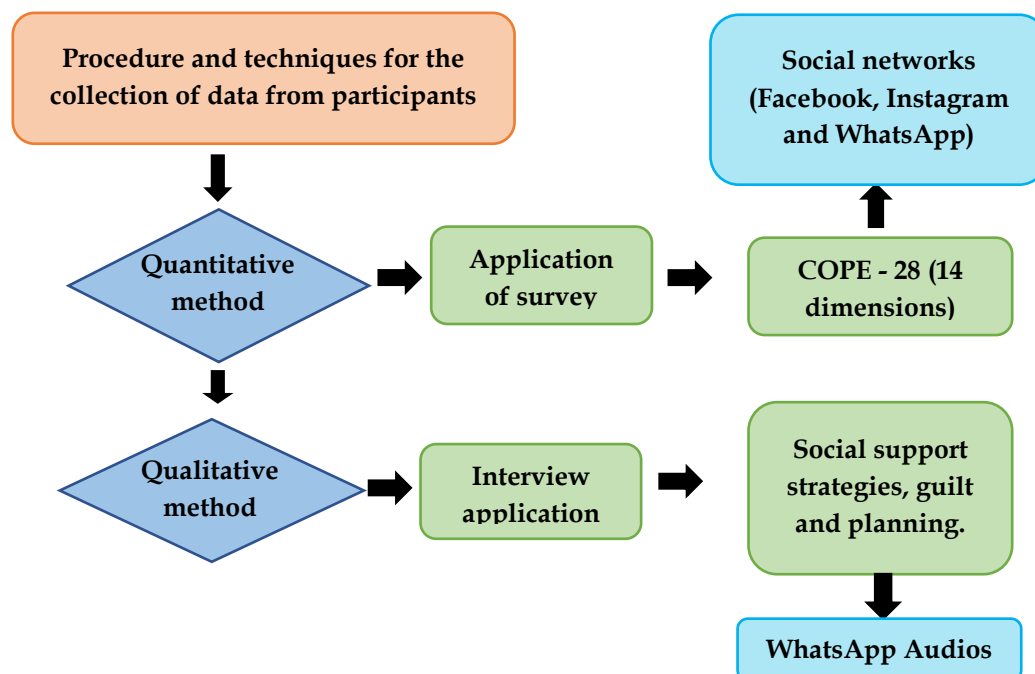

Figure 1: Research technique flowchart
Source: Own

3.4 Data collection procedure
The questionnaire was delivered to the parents through online platforms from July 13th to November 9th, 2021, and took approximately 10 to 15 minutes to complete. It should be noted that the WhatsApp application generated the highest level of expectation in terms of the parents' response capacity. On the other hand, the interview was conducted through audio recordings on WhatsApp, from October 2nd to 19th, 2021, with an approximate duration of 20 minutes.

3.5 Data analysis
The quantitative data was analyzed using descriptive and inferential statistics. After interpreting the percentage distribution of the questionnaire responses,

graphs and tables were used to make it more comprehensible, using SPSS 25 software. On the other hand, the qualitative data was analyzed using the content analysis method, utilizing MAXQDA software to organize and extract meaning from the collected data and draw conclusions. More information can be seen in Table 1.

Table 1: Dimensions and questions evaluated in the interview

Focused coping strategy	Ask
Social/instrumental support	What kind of professional help have you sought in order to help and accompany your child in distance education?
Self-blame	What feelings has online learning generated for you in relation to mastering ICT (technology tools for communication) and mastering teaching strategies to help your child?
Cognitive coping strategies.	Ask
Planning	How do you alleviate the emotional burden on your family, your youngest children and on an individual basis in the face of this online work?

Source: Own elaboration

4. Results
4.1 Parental coping strategies used in their children's online education.
Table 2 shows that in the dimension of cognitive coping strategy, the high level prevails, with 62% of parents acting using reason to cope with stress, accepting reality without avoiding it, and showing constant emotional support.

In the focused coping strategy dimension, the low level prevails with 68%, as parents present low levels of behavioral disengagement, denial of their duties, self-blame, substance use, and venting. On the other hand, in the spiritual coping dimension, a high level prevails at 86%, as parents focus on belief, faith, and hope to solve problems, making it the most prevalent dimension in coping strategies.

Table 2: Prevalence of coping strategies faced by parents.

Coping strategies	Under		Medium		High	
	f	**%**	**f**	**%**	**f**	**%**
Cognitive						
Acceptance	11	5,5	46	22,9	144	71,6
Emotional support	0	0,0	7	3,5	194	96,5
Reinterpretation	14	7,0	56	27,9	131	65,2
Active coping	10	5,0	58	28,9	133	66,2
Social support	52	25,9	87	43,3	62	30,8

Planning	37	18,4	84	41,8	80	39,8
Total:		10,0		28,0		62,0
Focused						
Disconnection	146	72,6	40	19,9	15	7,5
Behavioral denial	160	79,6	30	14,9	11	5,5
Self-distraction	47	23,4	79	39,3	75	37,3
Self-blame	93	46,3	77	38,3	31	15,4
Substance use	191	95,0	7	3,5	3	1,49
Relief	172	85,6	24	11,9	5	2,5
Total:		67,0		21,0		12,0
Spiritual						
Religion	0	0,0	28	13,9	173	86,1
Humor	183	91,0	15	7,5	3	1,5

Source: Own elaboration

4.2 Online learning methods perceived and used by parents.

In Table 3, it can be observed that 45% of parents with children in primary level distance education perceive that the most used method has been blended, followed by 30% who consider synchronous, while only 25% believe that the method used is asynchronous.

Table 3: Method used in online learning

Learning methods	f	%
Synchronous	61	30,3
Asynchronous	50	24,9
Combined	90	44,8
Total	201	100

Source: Own elaboration

4.3 Parents' perceptions of well-being, self-incrimination, and planning practices in their online education context.

After analyzing the open-ended questions, each category has been analyzed:
Regarding the social support that parents have sought to cope with this distance education, it indicates that they have sought the help of a pedagogue to teach additional classes to reinforce and understand the contents of each subject, because they are too superficial. Parents do not feel confident in their abilities to help their children and do not have time to assist them. In response to these needs, some of the parents' appreciations are supported. (See Figure 2).

> P1: "*I looked for a teacher who gave classes and lives nearby, and we got together in a group of moms to hire her and help reinforce the content of math and language arts, highlighting reading strategies. I resorted to this help because I don't feel capable of helping my daughter. I didn't know how to teach her to read and write, but now... she has made good progress with the teacher we hired.*"
> P2: "*Yes miss, I hired a private tutor for my son because with these new topics I feel like I can't teach him.*"

P3: "Yes, I have enrolled my daughter in some additional classes, which is the 'Ayni Educativo' where she attends every afternoon on Mondays, Wednesdays, and Fridays... this reinforcement is for the courses of math, language and literature, and English. The children are from different places and cities."
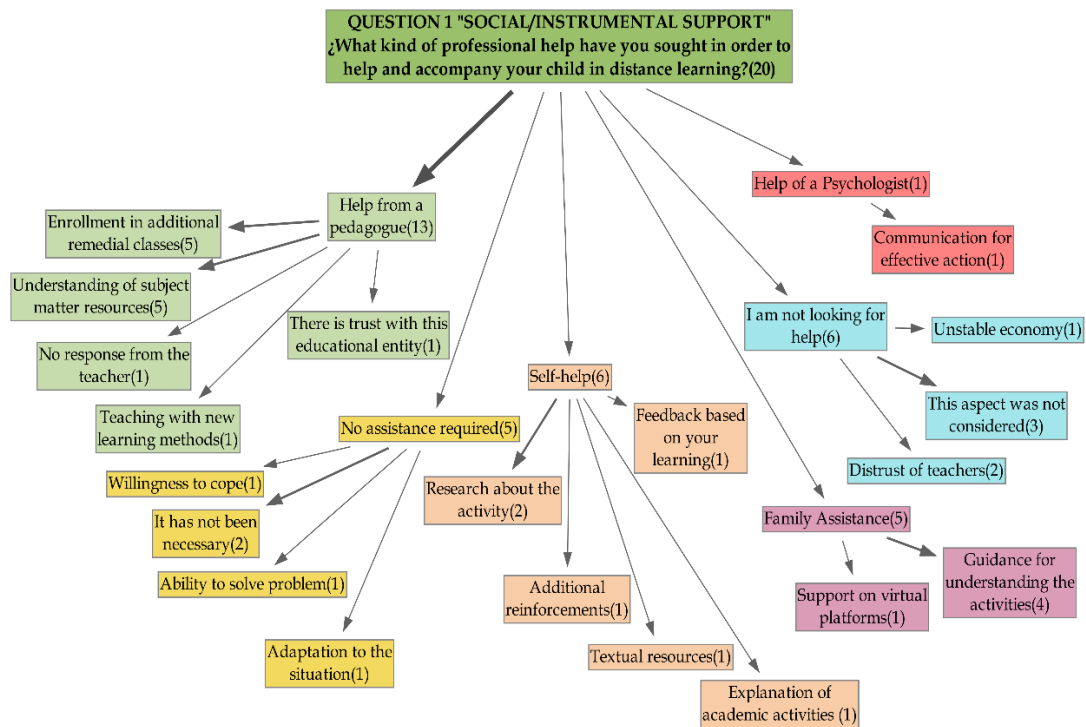

Figure 2: Social support/instrumental
Source: Own

The analysis of the second self-blame question about the feelings generated by distance education in relation to the mastery of ICTs highlights negative feelings of frustration and concern that parents have in response to their children's distance education, due to complications with the use of technological tools, lack of skills to help, and the time they spend at work, which also limits their ability to support them. This is evidenced by the following comments (See Figure 3).

P1: "Oh, it's a very complicated question. Yes, this distance education was very frustrating, not so much for learning something new, but for following our rule at home: 'no technology for children'. In that sense, my son did not know or did not know how to use a phone or computer well, but he knew how to turn it on and off and use Paint well..."

P2: "My biggest feeling was worry and uncertainty because I work and she was left alone to do her classes. She had to learn to use Meet, the Classroom, by herself, so we also had to create an account for her. At first, it was difficult for her, and that caused us a bit of frustration, both of us, right? Because I also wanted her to learn it well so she could use it during her classes."

P3: "What caused me worry was that I didn't know if my son was learning because I work and leave my son with his older brother, and sometimes

they play or do something else and don't pay attention to the teacher. As a result, they don't know how to do the homework, I know because the teacher told me. In the face-to-face classes, the teacher controlled this, but now, I don't know if my son is learning well."

P4: "Well, in that aspect, I haven't had any problems with the handling of technology because I do have knowledge of everything related to technology, computers... The only concern is the issue of running out of megabytes, internet for them."

P5: "It caused me worry because I didn't know how to help my daughter. I only finished high school, and sometimes it makes me feel like I can't help her, but now at least I know what it is. I listen to what the teacher says, and I can help her with her homework."

P6: "In my case, it's frustration because I can't have the right tools to support my daughter's learning."

P7: "Yes, I worried because I didn't know how to help them, and well... both of them lost the year, but now they are catching up... their friends and the teacher are also helping them."
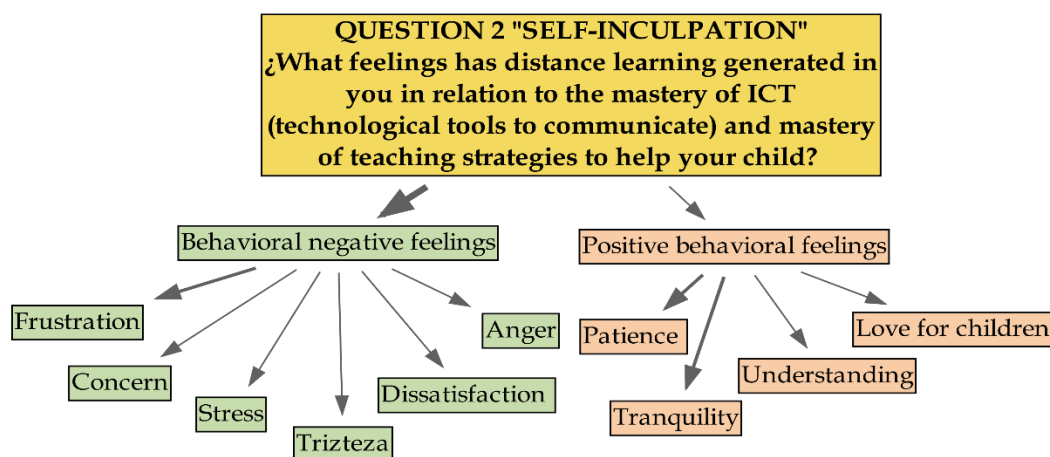

Figure 3: Self-blame
Source: Own

As can be seen in the third question regarding how they alleviate their emotional burden from this remote work, most parents go for walks, take trips, and play with their family. These activities reveal that parents try to emotionally support their children by participating with them in various recreational activities that allow them to feel good and in harmony. As indicated in the following comments (See Figure 4).

P1: "With my family, we go for walks in the parks twice a week, sometimes we plan trips, and with my little ones, I work on their learning by playing with them..."

P2: "Well, to relieve my emotional burden, we have gone on trips or walks."

P3: "Sometimes we go for walks, and in my free time, I take my kids to their cousins' house...they play and we get distracted a bit or watch movies, especially on Sundays." (APA citation omitted) P4: "With my family, we have tried to go to different open places to change the environment, and we try to play..."

P5: "I try to relieve the stress that technology causes me by going to the park with my kids and freeing my mind."
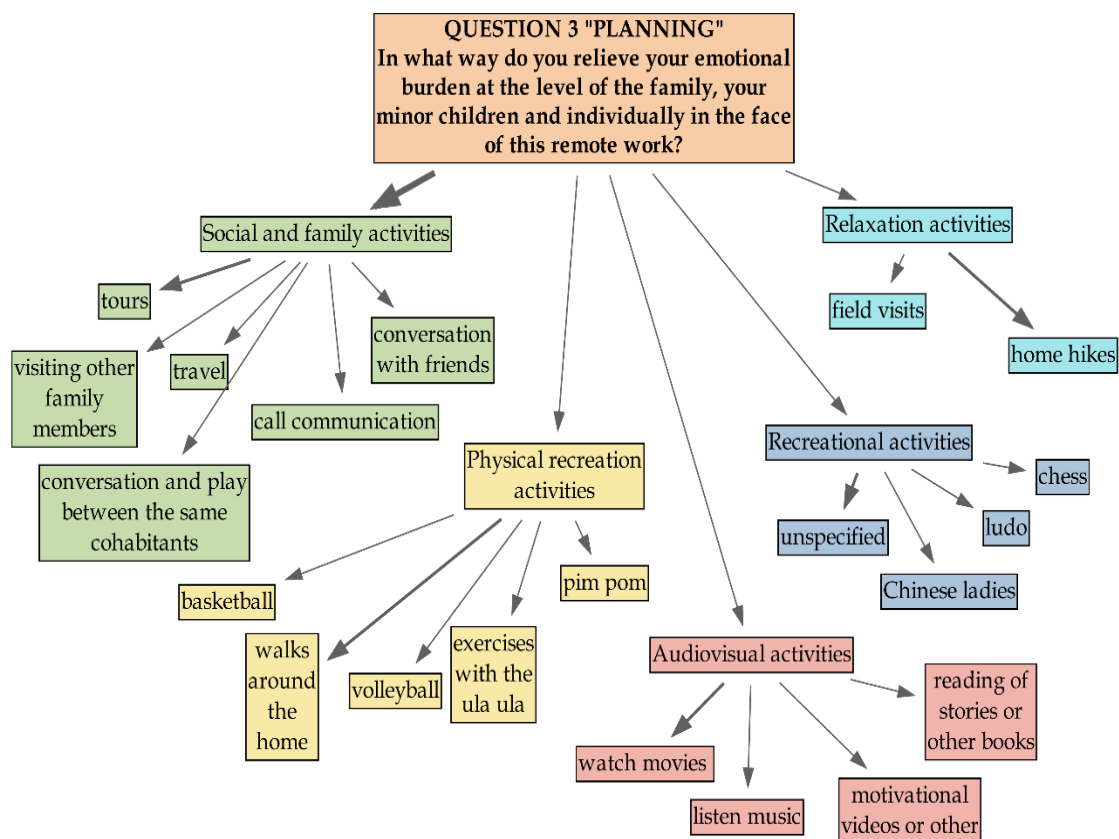

Figure 4: Planning
Source: Own

5. Discussion

As a result of the Covid-19 pandemic, there has been a greater demand for parental involvement in learning, who were not prepared to respond to this distance learning modality from home (Parczewska, 2020). Firstly, it is noted that parents have used spiritual coping strategies that have influenced their beliefs and faith, coinciding with Daza et al. (2022), who affirm that parents have taken refuge in faith to avoid stress. The second prevalence has been in approach coping, since, despite the adversity, parents have dedicated themselves to their children. Thirdly, cognitive coping presents a high level of emotional support, as parents have sought their own well-being and stability, providing feelings of sympathy and understanding towards their children. Furthermore, opportunities for closer relationships of support, understanding, and dialogue have emerged (Morse et al., 2022).

This study, in the context of completely online learning based on the experience and intervention of parents, reveals a different image compared to the face-to-face model of support from the same parents, as presented in figure 5. This highlights the importance of digital communication to alleviate the concerns and tensions

raised by parents to help their children with online learning. The need for bi-directional communication between the school and parents from home to establish clear goals in the development of educational tasks is emphasized, as well as being carried out with a different focus where four clear components are set: cognitive, spiritual, affective, and emotional. These results are reaffirmed by the close bond between parent and child to generate opportunities that promote emotional well-being (Tao and Xu, 2022), as well as digital parenting styles that generate instruction, emotion, technological support, and time management (So et al., 2022). All these models infer that the triad is fundamental to supporting parents from home. Unlike these studies, we highlight digital communication, which allows for flexibility and pedagogical transformations with the redesign of activities with new roles for teachers, students, and parents.
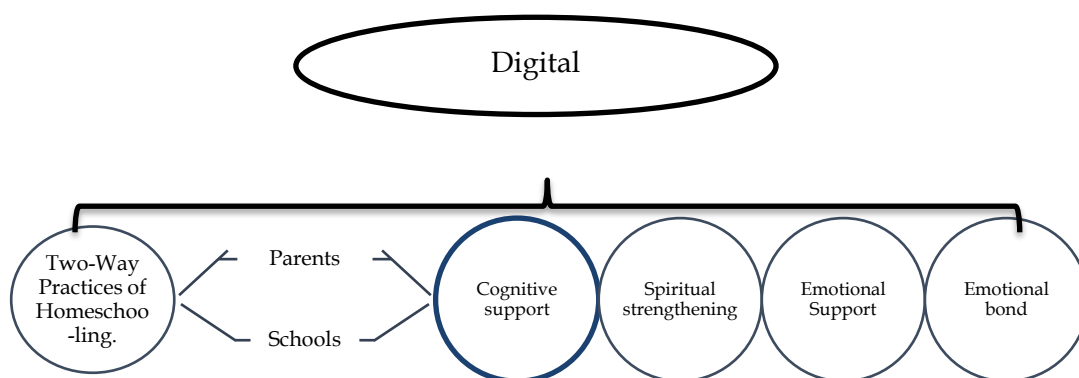

Figure 5: Home-based parenting model generated by online learning.
Source: Own

The assistance of parents at home has been strengthened with blended learning, which has proven to be an interactive and dynamic alternative to distance learning from the parents' perspective. It highlights that it is an effective methodology that promotes greater learning (Nguyen et al., 2021; Lau & Lee, 2021; Broom et al., 2020). Although parents feel that there has been greater closeness, they also indicate that strategies should be implemented for instruction, use, and availability of technology that allows for effective support (Agaton & Cueto, 2021). Despite these positive findings, high levels of parental exhaustion have been detected, which are related to stress and affect students' distance learning (Griffith, 2020).

Although this study has not found the abuse of substances or alcoholic beverages to evade the context, parents may resort to them out of frustration and concern (Guimond et al., 2021). On the other hand, this new way of learning has led families to organize themselves to take care of their children and take charge of educational activities in a shared manner, generating emotional well-being (Mangiavacchi et al., 2021). This finding coincides with the results of the interviews conducted, where parents sought the support of a teacher both for

classes and for understanding subject resources, to feel good about themselves and not be worried.

Regarding coping strategies, it has been found that emotional support and acceptance of the reality given by the pandemic have generated a positive response to the problem. Parents do not evade their responsibilities and, as much as possible, try to cooperate with their child and the teacher (Shum et al., 2023). In fact, the experiences of parents have shown that they are effectively facing the current educational situation without being affected in their daily activities, but rather consider home schooling to be useful (Brom et al., 2020).

In the content analysis of categories and subcategories, parents expressed that they need pedagogical help to provide educational support to their children. They resort to private lessons due to the lack of strategies and distrust in their own abilities to help with understanding the content, which generates frustration and concern for their children's future. This result is similarly supported in referenced studies (Harper et al., 2021; Fontenelle-Tereshchuk, 2021; Parczewska, 2020; MacIntyre et al., 2020). Another limiting factor is the time that parents devote to their work, which generates emotions of concern for not accompanying their children. It was found that work overload leads to parents not having much time to help their children, causing them stress (Altiles et al., 2021; Broom et al., 2020).

The first finding showed that parents found comfort in their religious beliefs and sought to eliminate stressors through the organization of recreational and playful strategies to assume control and emotional well-being of all family members. It is corroborated those beliefs in critical moments help to adapt to adversity. These responses are considered effective and affective, where recreational and sociocultural activities prove to be an alternative to reduce stress, improve resilience, and problem-solving skills (Choi et al., 2020; Sonnenschein & Stites, 2021).

A second finding revealed that parents acknowledge not trusting their abilities and skills to assist their children in the learning process, resorting to hiring specialized teachers to support their children. This result coincides with the studies of Parczewska (2020) and Tao and Xu (2022), which emphasize the need for effective digital communication. Finally, the third finding revolves around emotional support, which has allowed for the creation of spaces to share and enjoy holistic well-being, as well as an increase in the affectionate bond of love for their children, strengthened by common leisure and family activities.

We believe that this work has theoretical and practical value, as parents have become the primary caregivers for their children, promoting emotional well-being and health, and seeking balance in the distribution of household tasks. Regarding practices, it is highlighted that parent have attempted to reduce stress with family leisure activities during confinement, which coincides with the study of (Mangiavacchi et al., 2021). Additionally, this work offers a new opportunity for bidirectional support between school and parents to strengthen their skills, mutual support in school activities, and follow-up of pedagogical actions. Although many studies have pointed out the negative impacts of parental

intervention from home, such as anxiety, stress, or frustration, our study emphasizes the importance of bidirectional communication based on cognitive knowledge, emotional, affective, and spiritual support. Therefore, we consider educational policies and school intervention fundamental to strengthen this bond. The findings of this study may be generalizable, useful, and transferable to online and hybrid teaching in the future.

Regarding limitations, it should be mentioned that the parents' perceptions of involvement (parent-child and school) were not examined, nor were the children's perceptions of the support received in homeschooling or studies that address high levels of stress. However, attention is drawn to the importance of providing support to parents in the face of feelings of frustration and concern, and it is suggested that they may have the support of a specialist to assist their children and release any feelings of self-blame they may have for not being able to support them in the teaching-learning process. In this sense, we present the perspective of digital communication as a fundamental means of strengthening educational policies in countries. This way, academic and affective technological integration of the triad can be achieved in online learning, as proposed by the authors (Tao and Xu, 2022). Therefore, we consider that the school should bring parents closer to the school and the community to strengthen learning with timely and effective complementation.

One of the advantages obtained in the research is the voluntary participation and virtual access of parents, where results were mainly obtained through the social media platform WhatsApp. It is suggested that this study can be expanded with a sociodemographic analysis that allows for reaching different realities and conducting a deeper analysis of the type of strategies that parents face in home education.

6. Conclusion
Based on the results obtained, it can be concluded that parents have shown to be fundamental pillars in the educational process of their children, especially during home learning. They have adopted a variety of cognitive and spiritual strategies to reduce educational and technological gaps, trying to generate well-being and quality of life. However, there is still a need to work on effective communication and close collaboration with schools. Additionally, parents have demonstrated being proactive in supporting their children during online learning, seeking help when facing personal limitations, and offering solutions to strengthen their children's learning at home. There has also been a commitment to helping their children with digital literacy, which can be of great value for future jobs focused on efficient digital learning from school. The use of software or platforms can become a useful tool for involving parents in their children's educational process and ensuring continuity and educational quality. However, it is suggested that to have a greater understanding of the coping strategies parents continue to face in the school context, it is necessary to work with a more diverse and broader population in terms of age range and social stratum. In this way, more representative and applicable results can be obtained for different contexts. In conclusion, this study can serve as a guide for future works that seek to strengthen

the collaboration between parents and schools in the educational process of children.

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Appendix 1

THEME: Coping strategies from home in online learning.

Prior to the application of the instrument, it was reviewed and validated by five experts in the field, adapting the items to the context of online education to identify coping strategies. The instrument contains 14 dimensions that represent coping strategies and are divided into 28 subdimensions (2 items per strategy), which were measured through a 4-point Likert-type scale, where 1 means: I never did this; 2 I did this; 3 I usually do this; and 4 I always do this. To establish the reliability of the instrument, the McDonald coefficient was used, whose result was ω 0.856, which is considered acceptable.

ESTRATEGIES FOR APPROACHING FOCUS OR APPROXIMATION / ACTIVE APPROACH (FROM ITEM 1 - ITEM 12)

ACCEPTANCE: Implies, submitting to the situation by reflecting on the reality of difficulty, considering the constitution of the problematic.

- I accept to assume the responsibility of supporting my child in distance learning at the time of COVID-19.

- I learn to live and adapt to what this new modality of distance learning implies for my child.

EMOTIONAL SUPPORT: It involves receiving emotional support from people who provide understanding and have a pleasant character.

-I am looking for ways to receive emotional support from the teacher and/or educational institution to adapt to the challenges of this new distance learning modality for my child.

-I was able to obtain understanding and emotional support from a family member to help my child with distance learning.

POSITIVE REINTERPRETATION: Involves examining the problem or difficulty in order to find positive and favorable aspects of the problematic event, and motivating oneself to improve or overcome the stressful situation.

-During my support of my son's distance learning, I try to maintain a positive outlook in accordance with the teaching methodology proposed by the teacher, taking into account the context of COVID-19. In the face of the various implications of this distance learning,

-I seek out positive aspects in order to deal with the stressful factor of assumed responsibilities.

ACTIVE COPING: Involves beginning to organize actions directly and increasing efforts to eliminate or reduce stress-inducing stimuli or situations.

-It involves starting an organization of actions directly. There is an increase in the efforts presented, taking action to eliminate or reduce the stimuli or situations that cause stress.

-In the face of this new distance learning modality, I focused my efforts on planning and organizing my time to support my child's learning.

-I consider that the measures taken in the organization and planning of the teacher in the use of their teaching strategies have allowed my child to develop with greater confidence and autonomy in the development of this distance modality.

SOCIAL/INSTRUMENTAL SUPPORT: Involves seeking assistance and acquiring advice and information from people who have the skills to help manage the situation.
-Due to workloads and/or multiple responsibilities, I organize and plan my time while seeking support and assistance from family members to provide support in my child's distance learning process.
-To cope with this new distance learning modality while supporting my child, I seek professional help to guide me in the father-child relationship.

PLANNING: Involves thinking about ways to cope with stressful conditions or situations. It involves making a plan for strategies of action, the process or steps to follow, and where these efforts are directed.
-To distract from the routine activities proposed by the distance learning educational institution, I look for creative alternatives (drawing, painting, music, sports, etc.) that allow my child not to feel isolated and stressed.
-I constantly think that engaging in non-routine activities allows me to cope with the elements of distance learning for my children (personal relationships, motivation with peers, friends, etc.) in this isolation caused by COVID-19.

AVOIDANCE OR PASSIVE COPING (ITEMS 13-24)
BEHAVIORAL DISCONNECTION: Involves reducing efforts to deal with the stressor. Giving up effort to achieve the goals for which the stressor interferes.
Due to multiple work obligations and little experience in teaching strategies for distance learning, I have stopped guiding my child in this distance learning because I feel that I don't have the necessary skills to provide this support.
-I give up trying to help my child with the use of technological resources (computer, cell phone, tablet, etc.) taught by the teacher in this distance learning modality.

DENIAL: involves ignoring the events that caused stress. Demonstrating avoidance actions to indicators that recall the problem.
-I refuse to learn about the management of technological resources (computer, cell phone, tablet, etc.) and access to materials (PDF documents, PPT or slides, etc.) that my child requires in this new distance learning modality.
-Faced with this new modality of teaching, I refuse to believe and ignore that we have been in a critical situation caused by COVID-19 for a long time.

DISTRACTION/SELF-DISTRACTION: Involves focusing on other projects to distract oneself from stressful situations. Not focusing on the stressor.
-I turn to free and creative experiences such as going to the countryside, playing games with family, outdoor sports, among others, to set aside the stressful situations that the distance learning process of my child generates during the COVID-19 pandemic.
-I include recreational activities of an artistic and cultural nature (crafts and manual work, such as making educational toys) to do them with my child and think less about what distance learning implies and entails during the COVID-19 pandemic.

SELF-BLAME: Involves involving oneself in thoughts and ideas generated by oneself to make oneself feel guilty.
-I judge myself for not being able to provide my child with the necessary support and guidance to successfully carry out distance learning in the context of the COVID-19 pandemic.

-I feel guilty about my child's performance during distance learning due to the limitations of my economic resources, lack of knowledge of the use of ICT (technological tools for communication), and mastery of teaching strategies.

SUBSTANCE USE: Involves consuming alcohol or substances to feel good in order to cope with the stressor.
-I consume alcoholic beverages or other substances to feel better about the stressful situations generated by confinement and distance learning.
-I consume alcoholic beverages or other substances to cope with the difficulties or limitations of my economic resources, use of ICT (technological tools for communication), and mastery of pedagogical strategies contained in distance learning.

VENTING: Involves increasing awareness of one's own emotional discomfort. Tendency to express or discharge feelings.
-I frequently express unpleasant feelings and unintentionally show my anger to manage my emotional burden in the context of distance education.
-When I release my emotional burden, I lose control of what I say and easily express my negative feelings to the teacher through any means of communication about distance learning provided to my child.

HUMOR: Involves making jokes about the stressor and laughing at these situations.   -Often, I try to ignore my emotional burden by making jokes and rejecting the responsibilities of supporting and accompanying my son in this distance learning, handing over this function to someone else.
-I frequently share my emotional burden through jokes or ridiculing the work and behavior of the teacher to get attention.

RELIGION: Involves returning to the religious environment in moments of stress and increasing participation in religious activities.
-When facing difficulties with this new distance learning modality for my child, I try to find comfort in my religion or spiritual beliefs. Due to the challenges involved in distance learning,
-I have added prayer to my daily routine as a means of meditation to gain more clarity in taking on the responsibility of supporting and accompanying my child.

Appendix 2
OPEN-ENDED QUESTIONS DESIGNED FOR INTERVIEW
FOCUS STRATEGY
INSTRUMENTAL SOCIAL SUPPORT: What type of professional help have you sought to assist and accompany your child in distance learning?
PLANNING: What feelings has distance learning generated in you in relation to mastery of ICT (technological communication tools) and teaching strategies to assist your child?
AVOIDANCE STRATEGY
SELF-BLAME: What feelings has distance learning generated in you in relation to mastery of ICT (technological communication tools) and teaching strategies to assist your child?
SURVEY ON PARENTS' EXPERIENCES WITH DISTANCE LEARNING METHODS USED DURING THE PANDEMIC BY TEACHERS
SYNCHRONOUS:
1. In a session where the teacher and your child are present at the same time, which of these teaching techniques has the teacher used the most during the session?
2. To what extent do you consider the teacher's use of these teaching techniques with your child to be effective or successful?

3. How effective or successful do you consider the teacher's use of these teaching techniques with your child?
4. Of the following forms of interaction with your child, which one did the teacher apply the most in the session?
5. What difficulties have you observed in these interaction spaces?
6. Of the following interactive teaching techniques between your child and classmates, which one did the teacher apply the most?
7. Of the following interactive teaching techniques between the teacher and your child, which one did the teacher apply the most?

ASYNCHRONOUS
1. In a setting where your child and the teacher are not in class at the same time,
2. What has been the most commonly used methodology by the teacher?
3. What difficulties have you witnessed in this space, which relies on the responsibility and autonomy of your child?
4. Regarding interactive teaching techniques where your child and the teacher are not connected at the same time, the teacher uses the following most frequently:
5. What difficulties have you witnessed in these interaction spaces where your child and the teacher are not connected at the same time?
6. After completing the learning activity, the teacher relies more on:
7. The formative evaluation used by the teacher for your child's learning has the purpose of:

COMBINED
1. What are the combined technological means that teachers use in interacting with their child?
2. What difficulties have you witnessed in these combined interaction spaces?