

## **How do Early Education college students evaluate the effect of providing guidance to parents by the school in times of crisis on the individual's areas of development?**

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### **Abstract**

*There is an impact of crisis of any sort on people in general and children in particular, especially when regarding the development needs of the latter. Such crisis impacts the cognitive, behavioural and emotional development of children which both positively as well as adversely affect their academic growth and social well-being. In this regard, this research aims to evaluate the effect of providing guidance to parents by the school in times of crisis on the child's areas of development by opting for the case study of Israeli educational sector. For this, the methodology opted for the study is mixed-method, where the extent to which academic guidance for parents to help children in times of crisis manifests their socio-behavioral development was comprehensively assessed. The findings accumulated exhibits association of emotional intelligence with pro-social behaviours among children alongside reduction of anti-social behaviour as a result of parental guidance propounded by the schools.*

**Keywords:** family guidance, crisis, child's areas of development, Arab sector

### **1. Introduction:**

Crisis devastatingly affects people, especially children and their development needs. Children during crisis experience difficulties and challenges in understanding and effectively communicating their needs (Imran et al., 2020). Moreover, they experience changes in their emotions, behaviours and routine activities (eating, sleeping, studying, and body care routines). For this, schools and parents are more concerned with addressing the gaps in child development needs in times of crisis to provide children with a prosperous life ahead (Tokatly Latzer et al., 2020). This research study is primarily focused on addressing child areas of development in times of crisis with the help of supreme guidance

to parents by the respective schools. To develop an understanding of the topic, understanding the key terms and variables is primarily important. Hence, this chapter of the dissertation provided a background of the study in understanding the terms and variables, outlined the research gap along with the research aim, objectives, questions, as well as significance of the study.

### **1.1. Child development**

Child development refers to a sequence of changes happening from a child's birth to early adulthood in their speech and language, cognitive abilities, emotional aptitudes, sensory awareness, and physical abilities (French, 2019). During early child development, the child learns how to behave with the people living in a society. They learn the native language, social interaction, and awareness of their surrounding. A study by Bekir (2020) inferred that behaviours and learning developed in the child during early childhood shaped their opinions, beliefs, values, and personalities in adulthood.

Child development is significantly influenced by genes (passed from parents to offspring), parental upbringing, events happening during prenatal life, a child's learning, and environmental factors as well. The early years of a child's life are noteworthy for their healthy development. The healthy development encompasses children with abilities and disabilities are looked after in a way that grows them emotionally, physically, psychologically, cognitively, as well as satisfying their all educational needs (Meloy & Schachner, 2019). Likewise, a mother's healthy diet during pregnancy, strong immune system, balanced nutrition, a cooperative and encouraging family environment, and high-quality education are the determinants of healthy child development. Moreover, these determinants ensure strong cognitive and problem-solving skills of the child in its adulthood. To ensure the healthy development of their child, parents have prime responsibility towards them, such as providing quality education, developing better moral values, enhancing intellectual abilities, arranging for their physical and health development.

However, the determinants of unhealthy childhood development are largely attributed to crises, disasters, and terrorist attacks which children experience during their childhood. These unhealthy determinants cause stress and anxiety during children's normal working attitudes and behaviours. Moreover, they even result in cardiovascular diseases

and neurological illness that leads towards effective and healthy children development due to experiencing severe stress. Although, the stress could be dealt with by the adequate support and caregiving of the parents and families, who with the feelings of affection impair the weak development needs of the children effectively.

### ***1.1.1. Crisis***

Parental responsibilities in child development and growth become doubled as well as tough during times of crisis. A crisis is an event or a situation that leads to disastrous results, including damaging human lives and the environment as well. They are, in fact, an uncertain situation that negatively disrupts the ecosystem and routine activities (Wenzel et al., 2020). In any of the economic, social, and health crises, children and adolescents are the most vulnerable population group that becomes severely disrupted. For instance, with economic disruptions caused by the health crisis COVID-19, 1.5 billion children have been affected worldwide by the closure of educational institutes (day-cares and schools) and recreational facilities (Szmigiera, 2022). Hence, crisis negatively disrupts children and their areas of development.

Similarly, the COVID-19 has caused a large number of deaths and illness issues that pose a threat to the healthy development of the child. Children worldwide have experienced severe developmental problems due to their parental stress (loss of job, savings, or increased expenditures), closures of schools, isolation, and deficiency in nutrition exposed to serious developmental issues in children (Araújo et al., 2021). Moreover, another prominent factor that has affected the child's development during the health crisis of COVID-19 entails a lack of physical and recreational activities and parental support that could prevent children from stress and anxiety issues and lead towards the healthy development of the child (Jalongo, 2021). Hence, crises influence child development from early childhood to adulthood.

Throughout the history of Israel, large-scale events are happening, such as the Arab-Israeli War from 1948-49, the 1960's crisis of crystallisation of conglomerates, and the Israel-Palestine War. These catastrophic events have severely disrupted the children's health, growth, and development as well in the country (Bishara, 2022). In 2020, with the advent of the COVID-19 novel virus, children's health and well-being were exposed to

significant risks as it led to the deaths of 316 thousand people in Israel from February to November 2020 (Statista, 2022). The scope of the pandemic disruption is unparalleled, and the effects retrieved from it in the sectors of education, health, and economy are long-term, influencing children's development. Another, Statista report (2022) exhibited that 40% of children, adults, and youth were affected in the following year of COVID-19 in Israel. Hence, it is inferred that children experience traumatised and psychological effects due to crisis and whose impacts are long-lasting from early childhood to adulthood.

Shah et al. (2020) found that following the crisis, children could experience psychological problems such as distress, anxiety, bipolar disorder, depression, and post-traumatic disorder that could affect their early behavioural, emotional, and cognitive development. A report by WHO (2022) stated that 22% of children exhibit symptoms of psychological problems in their adulthood who have experienced severe crisis, conflicts, or wars in their early childhood. However, some children will improve over time with psychological services provided by their parents, families, educational institutes, government, and social organisations. Unfortunately, these psychological services only protect the child from short-term stress problems and could not protect them from long-term post-traumatic disorder. Fan et al. (2015) have inferred in their study that after two years of the Wenchuan earth-quake, 10% of children and adolescents have experienced the long-term severe post-traumatic disorder. There is a possibility that in a family system, any of the parent experiencing post-traumatic disorder due to crisis and its interaction could negatively disrupt the atmosphere of the home. This negative atmosphere could lead to consistent distress symptoms in the children (Choi et al., 2019). Therefore, it is vital for parents to understand that psychological problems are barriers to their child's development. Furthermore, the best environment for child development involves a low-stressed facility that is ideal for physical and cognitive development. Hence, parents should provide and arrange for a stress-free environment for their children to develop them effectively in times of crisis.

## **1.2. Parenting**

Parenting refers to supporting a child's emotional, intellectual, physical and physiological development from infancy to adulthood (Patrick et al., 2019). It involves activities and practices parents perform in supporting, raising, and socialising them

throughout their lives. Moreover, parenting includes the subjective well-being of the children, including emotional, physical, mental, and life satisfaction (Nomaguchi & Milkie, 2020). The understanding of social aspects and the well-being of parents is important as it has wide implications for children's growth and development. The higher the social aspects and well-being of the parent, the higher they invest in the growth and development of their children. Similarly, the low well-being of the parent is attributed to low efforts in child development (Crowell, 2019). Hence, it is concluded that parents' well-being and social aspects are the determinants of children's development.

Children during the early years of life need proper parenting attention in developing their health, cognitive, behaviour, language, and socio-emotional development as well. Similarly, a child during a crisis needs emotional and physical presence from their parents and families. The emotional presence entails the availability of a parent during good, bad, or sad situations with the children (Griffith, 2020). On the other hand, physical presence involves emotional presence, active listening, participation in activities, and orientation in new things. They require from their parents to provide them with extra caregiving and support. However, due to any of the reasons, including job nature or house activities, if parents fail to be emotionally responsive to their children or physically absent from them could have a negative effect on their development (Nomaguchi & Milkie, 2020). Moreover, there is a possibility that a child develops low social interaction or cognitive abilities by depriving them of their parent's emotional and physical presence. Hence, parents should be emotionally as well as physically available to their children in times of crisis to nourish their development and growth effectively.

Likewise, children at a younger age need companions in enhancing their intellectual, imaginative, and creative abilities. For children, the excellent companions are their parents, who foster their child's development needs and are concerned for their well-being (Luo et al., 2019). By forming a partnership with their parents, children provide due diligence and attention in playing with their toys, amusement, or recreational activities. Parents during companionship with their children play multi roles, including "play-mate", "play manager", and "play enhancer" as well (Garcia & Serra, 2019). Hence, it is inferred that a parent's presence largely matters in child development.

Although, disruptions of the crisis affect the child's areas of development as during the crisis, parents reluctantly provide attention to their children and address their development needs. The parents and families are involved in combating the negative effects of the crisis on them and their children instead of fulfilling their development and nourishment needs (Berthelon et al., 2020). However, their parents have to thoughtfully recognise their child's behaviour, help them to solve problems, protect them from any ambiguous situation, identify their needs, and respond to their requests as well. Moreover, they have to provide support and due diligence to take care of their child in times of crisis (Masten & Palmer, 2019). Hence, parenting is a significant factor in healthy child development, especially in times of crisis.

Parents are embracing the changes presented to them with COVID-19 disruptions. Schools, public places, and recreational facilities get closed during pandemic and parents are entrusted with tough responsibilities to play their role as parents, educational institutes, and recreational facilities simultaneously to fulfil the development needs of their children (Benner & Mistry, 2020). Parents were adjusted to the new normal by keeping their children warm, occupied, and with safe feelings. It was a difficult situation, but parents helped their children to not lose focus by reinforcing a sense of control. Moreover, they have assured their children that the situation will be better and things will get smooth soon. It is considerably significant to acknowledge that children seek learning from their parent's first, then with their schools or educational institutes, and the environment as well in reacting to a certain situation, certain or uncertain (Whittle et al., 2020). So, concerning for children's development without getting stressed and panicked could reduce the severity of the crisis. Similarly, teaching children positive things such as preventive measures, collaborating with them in problem-solving activities, talking and removing their fears, and providing them authority, could reduce the anxiety and depression in them caused by disruptions of the crisis (Conti, 2020). Hence, parents have tremendous opportunities to develop their children effectively during crisis with problem-solving activities, collaboration, and by spending time.

COVID-9 has significantly altered the routine activities that are deemed to be considered priority for individual health. Furthermore, it should be acknowledged that children have to grow and develop. In such a scenario, the challenging thing is to reduce

the negative disruptions caused by the crisis on the children's development (Morelli et al., 2020). To address this issue, parents should develop productive strategies for their children's development that could not only impair them but ensure a healthy and productive population group in both the short-term and long-term as well. However, the new normal thing after COVID-19 has exhibited that parents cannot fully develop their child's cognitive, emotional, language, and social skills, but they require supreme assistance from school leaders (Tokatly Latzer et al., 2021). The school leaders, with their necessary expertise and skills, guide parents about when, how, and what to develop in their child. Hence, it is revealed that school plays an important role in providing thorough guidance to parents in addressing their child's areas of development.

### **1.3. School guidance**

Israeli government opted for a lockdown and closure of schools strategy during the COVID-19 pandemic to reduce or even limit the spread of the virus. This strategy is even implemented worldwide by the countries where there was a high number of cases of COVID-19 or is subject to the severe spread of the virus (Hanushek & Woessmann, 2020). The child development needs have been largely affected by the Israeli government's announcement of a national lockdown throughout the country on 11<sup>th</sup> March, 2020 (AlKhalidi et al., 2020). Schools immediately adjusted to synchronous learning for their students without disrupting them badly in case of a long-durational lockdown. COVID-19 was not the first outbreak in Israel that has forced the closure of schools. In the past, schools were getting closed mainly due to strikes of teachers, the Israel-Palestine War, natural disasters, and political unrest in the country (Kelcey, 2019). The effects of such school closures were devastating for child mental, physical, and health development as they deprived them of cognitive, emotional, and intellectual skills development by schools during team-working. A research study by Gibbs et al. (2019) has indicated that the closure of schools has caused numerous losses to child development, such as in acquisitions of behavioural and cognitive skills sets. Moreover, long-term negative effects will be visible in children's development competencies, educational inequalities, and professional skill sets. Hence, school closure is negatively linked with child development.

During uncertainty or crisis, parents experience stress and anxiety due to health and safety concerns, financial issues, isolation, or providing home-based education to children

while managing work and home expectations that is ultimately translated into children's development and growth. Lee (2020) exhibited that more than 55% of parents expressed financial concerns during a crisis. A research study by Michigan State University (2020) has revealed that 80% of children experiencing physical or psychological burnout are due to their parent's stress during the crisis and unexpected events. Moreover, instead of enhancing children's emotional, behavioural, and cognitive abilities in children, physical and psychological burnout significantly diminishes their development and growth as well. To address this situation, providing guidance by the schools to parents is helpful. Schools with clear communication counsel the parents that in these stressful situations, belongingness, love, spending time, collaborative activities with their children not only reduce their stress but positively linked with their children's development and growth.

Schools in times of crisis provide guidance to parents about positive parenting. Positive parenting refers to understanding the emotions of children by connecting with them, learning stories and rhymes, finding solutions for complex problems, listening to children, and playing games with them as well. A research study by Bath Spa University (2017) has indicated that positive parenting contributes to 79% improvement in child development and growth. Moreover, positive parenting is effective for children living in marginalised and poverty as it provides them support resilience. Schools also coach parents by teaching them the importance of providing a caring and supportive environment to children is effective through the crisis for their development and growth (Kelcey, 2019). Hence, the role of school in guiding parents about providing nurturing and safe environment contributes to positive parent for child development.

The role of guidance by the school to parents in times of crisis is significantly vital for child development. Schools and parents are both concerned for child safety, security, and a sense of belongingness in times of crisis so that child development needs can be effectively addressed. A research study by Gayatri (2020) outlined that schools and parents need to be in good communication for effective child development. If a school get closed during the crisis, then teachers need to establish open and clear communication with parents routinely through any convenient platform (Whatsapp, Phone calls, E-mails, or Skype meetings) to discuss and provide guidance in addressing weak and strong development areas of children. Moreover, as children are directly affected by the crisis,



schools should guide and train parents in providing emotional and mental health support that could directly overcome the weak development needs of children and cope with the fear and anxiety of them as well (Masten & Barnes, 2018). Hence, guidance by the school to parents plays an important role in addressing the development needs of children in times of crisis.

## **2. Significance of the Study**

The significance of this research study is manifold. The first significance is that it will provide a prominent role of school in times of crisis by guiding parents in addressing child's areas of development, which prior research studies have failed to identify. The second significance is that it will outline various ways of engaging parents and schools in developing comprehensive plans that could address the development needs of children in times of crisis without any consistent delays. The third significance is that it will explore the factors and provide necessary recommendations to schools in ensuring smooth communication with parents in fulfilling the development needs of their children. With all of these significance, the study will be a great contribution for academicians as it provides them comprehensive literature review and reliable findings on the topic under consideration. The school, parents as well as the society will benefit from detailed research, study results, and recommendations in addressing child areas of development in times of crisis (economic, social, and health crisis). Hence, this research study is significant for academicians, parents, schools, and the society as a whole.

## **3. Research Aim and Objectives**

The underlying aim of this research study is to thoroughly assess the effect of guidance provided to parents by the school in times of crisis for addressing child areas of development. To accomplish the aim of this research study, the problem statement is then translated into researchable objectives. These researchable objectives are discussed as below;

- To examine the association between times of crisis and a child's mental, physical, emotional, intellectual, social, speech and language, and moral development.
- To identify the association of positive parenting in times of crisis on a child's areas of development.
- To examine the possible association between providing guidance by the school to parents in times of crisis on a child's areas of development.

- To explore the ways of engaging schools and parents in times of crisis for a child's mental, physical, emotional, intellectual, social, speech and language, and moral development.
- To outline factors in times of crisis that makes communication persuasive between school and parents in addressing a child's areas of development.
- To provide recommendations to schools in making communication transparent and fair with parents in times of crisis for addressing child's areas of development.

#### **4. Material and methods**

The researcher has used a mixed-method study in this research. The significance of using a mixed-method study is that it addresses gaps involved in quantitative and qualitative studies and provides a more holistic picture of the research study's variable, which is difficult to achieve by using single research methods (quantitative and qualitative methods) (Brannen, 2017). Likewise, it provides practicality in results by considering multi viewpoints, subjective and objective data sets and biasness and un-biasness of the researcher, which helps in enhancing the reliability and validity of the study's findings (Gibson, 2017). Hence, it is obvious from the studies of (Brannen, 2017; Gibson, 2017) that using a mixed method is best suitable for this study as it helped the researcher in answering the research study's hypotheses and questions subjectively and objectively as well.

#### **5. Population and sample:**

The most appropriate target population for this study is the Arab Early Education college students in Israel. Different ethnic groups in this target population group (from which data is obtained) have been considered, including Christians, Druz, and Muslims, living in a geographical area of Arab in Israel. The suitable sample size of this target population group, Arab in Israel, for questionnaire data collection is 200 participants. For interviews, the sample size is about 30 participants.

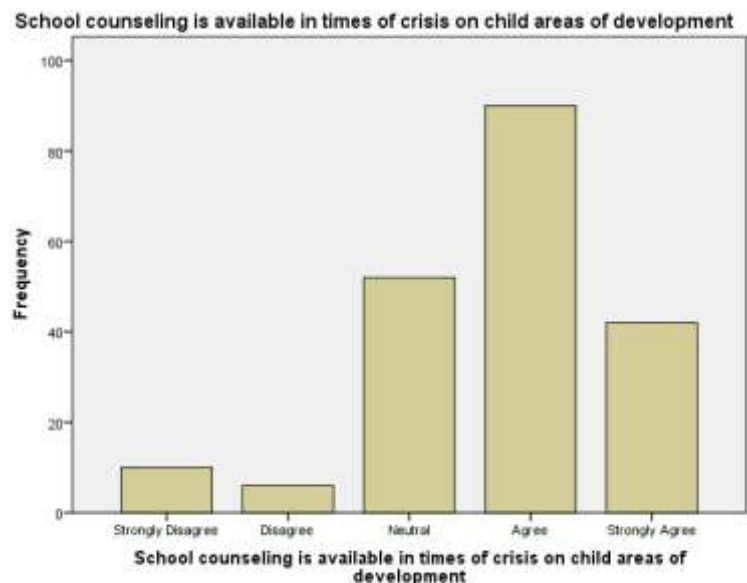
#### **6. Results:**

- ***H1:*** Guidance by the school to parents in times of crisis has a positive and direct relation with a child's areas of development.
- ***H1<sub>0</sub>:*** Guidance by the school to parents in times of crisis has not a positive and direct relation with a child's areas of development.

*Table 1 School counseling is available in times of crisis in child areas of development*

		Frequency	Percent	Valid Percent	Cumulative Percent
<i>Valid</i>	Strongly Disagree	10	5	5	5
	Disagree	6	3	3	8
	Neutral	52	26	26	34
	Agree	90	45	45	79
	Strongly Agree	42	21	21	100
			200	100	100

The frequency distribution of school counseling available in times of crisis in child areas of development is shown in Table 1 and the graph above. According to the table, 45% of respondents agree that school counseling is available in times of crisis in a child's areas of development. Furthermore, 26% of the respondents are also neutral about this statement that school counseling is available in times of crisis in a child's areas of development. While 21% of participants strongly agree with that as well. Furthermore, 5% of participants strongly disagree with the statement that school counselling is available in times of crisis in a child's areas of development. Moreover, 3% of the participants disagree with this statement. According to the analysis, the majority of participants agree with the statement that school counselling is available in times of crisis in child areas of development.

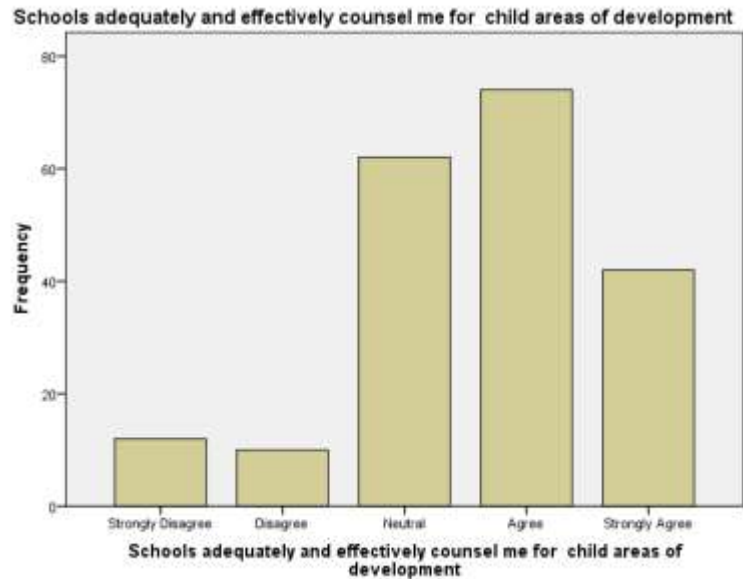


*Table 2: Schools adequately and effectively counsel for child areas of development*

		Frequency	Percent	Valid Percent	Cumulative Percent
<i>Valid</i>	Strongly Disagree	12	6	6	6
	Disagree	10	5	5	11
	Neutral	62	31	31	42
	Agree	74	37	37	79
	Strongly Agree	42	21	21	100
			200	100	100

The frequency distribution of schools adequately and effectively counseling for child areas of development is shown in Table 2 and the graph above.

According to the table, 37% of respondents agree that schools adequately and effectively counsel for children's areas of development. Furthermore, 31%



of the respondents are also neutral about this statement of schools adequately and effectively counsel me for child areas of development. While 21% of participants strongly agree with that as well. Furthermore, 6% of participants strongly disagree with the statement that schools adequately and effectively counsel for children's areas of development. Moreover, 5% of the participants disagree with this statement According to the analysis, the majority of participants agree with the statement that schools adequately and effectively counsel for child areas of development.

*Table 3 Schools and Teachers play an important role in guiding families*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	5	5	5
	Disagree	14	7	7	12
	Neutral	54	27	27	39
	Agree	84	42	42	81
	Strongly Agree	38	19	19	100
		200	100	100	

The frequency distribution of schools and teachers plays an important role in guiding families is shown in table 3 and the graph above. According to the table, 42% of respondents agree that schools and teachers play an important role in guiding parents. Furthermore, 27% of the respondents are also neutral



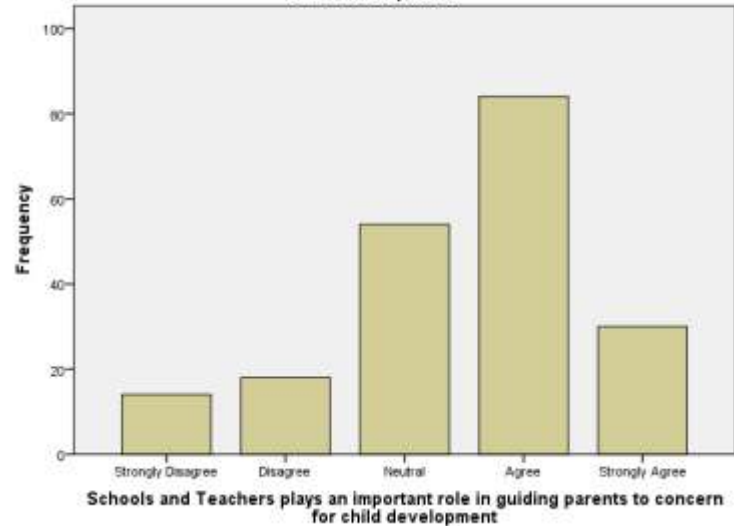
about this statement of schools and teachers play an important role in guiding parents. While 19% of participants strongly agree with that as well. Furthermore, 7% of participants disagree with the statement that schools and teachers play an important role in guiding parents. Moreover, 5% of the participants strongly disagree with this statement. According to the analysis, the majority of participants agree with the statement that schools and teachers play an important role in guiding parents.

*Table4: Schools and Teachers play an important role in guiding parents to be concerned for child development*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	7	7	7
	Disagree	18	9	9	16
	Neutral	54	27	27	43
	Agree	84	42	42	85
	Strongly Agree	30	15	15	100
		200	100	100	

The frequency distribution of schools and teachers plays an important role in guiding parents to be concerned for child development as shown in table 4 and the graph above. According to the table, 42% of respondents agree that schools and teachers play an important role in guiding parents to be concerned for child development. Furthermore, 27% of the respondents are also neutral about this statement of schools and teachers play an important role in guiding parents to be concerned for child development. While 15% of participants strongly agree with that as well. Furthermore, 9% of participants disagree with the statement that schools and teachers play an important role in guiding parents to be concerned for child development. Moreover, 7% of the participants strongly disagree with this statement. According to the analysis, the majority of participants agree with the statement that schools and teachers play an important role in guiding parents to be concerned for child development.

Schools and Teachers plays an important role in guiding parents to concern for child development



## 7. Discussion:

Since the aim of this research was to assess the effect of guidance provided to parents by the school in times of crisis for addressing children's areas of development. In order to involve parents in their children's education, it is important for teachers, staff, and administration to build strong, long-lasting relationships. The notion that parents should feel appreciated when teachers offer help was backed up by Rapp and Duncan's (2012) research. Parental involvement is encouraged through accessible parenting workshops, conferences, and training; effective family communication; and the creation of engaging volunteer opportunities (Verjans-Janssen et al., 2018). According to Jeynes (2012), scheduling home visits, developing supporting events and activities to enhance learning at home, starting a training programme for cultural sensitivity, and participating in

practices that enhance parenting knowledge would all encourage parental involvement. According to Fajoju et al. (2016), working together and cooperating with the school while playing a significant role in the decision-making process, as with parental outreach like open houses, affiliation with the school board, networking and collaboration with the community will boost parental knowledge. The community system, which pairs new parents along with the existing active parents, and recruiting parents to coach, volunteer, and does school outings could all be helpful for parents. Additionally, promoting forums and open dialogue for parents and personally reaching out to inactive parents would be helpful (Ho and Cherng, 2018). Additionally, partnering with surrounding groups and local businesses to support projects and school initiatives like service learning and guidance for parents, parent education programmes, and rewards like gifts will foster parental participation (Amponsah et al., 2018).

- To improve parental involvement in their school, the school staff can implement the following advised tactics or recommendations:
- At the community level, there are programmes that test an individual's proficiency. More initiatives can be made to highlight the value of child development knowledge and motivate parents to practice more activities that foster their children's development, particularly under trying circumstances.
- Promoting understanding of child development can be greatly helped by social, print, and other media.
- The child development issues need to be dealt with at the policy level in order to establish a national standard that will place an emphasis on raising parents' understanding of child development through parenting classes, workshops, training, and home visitation services.
- Working together with parents, employers, and parents more during the parental meeting
- Establishing a new form of timetable that gives working parents the option of attending meetings at alternate times and on Saturdays in the morning and the afternoon.

- Consulting with parents to learn about, comprehend, and meet their requirements and communicating with and translating information for them during meetings employing paraprofessional educators.
- Looking for and making use of the resources offered by the school to better connect with the parents.

Besides, the researcher's proposals are generated from the teacher participants' perspectives on how to increase parental knowledge at the local research site. These perspectives are reflected in the aforementioned advice that is given. The staff or administrators of the school can consider implementing the suggestions to encourage parental involvement in the academic lives of the children in their institution. Since many parents cited a lack of transportation as a reason they were unable to attend the parent meeting, it might be helpful for the parents if the school staff worked with them to arrange for transportation services, as four of the five participants believed that transportation was a good way to increase parental involvement. For the purpose of getting the parents to the parent meeting, the school staff members may employ the same buses and drivers who pick up the pupils. In addition to transportation issues, a lot of parents cited their jobs as a barrier to attending the parent-teacher conference. As a result, school staff members may consider working in the workplace since one participant suggested that the parents' places of employment might be able to assist in the situation. In light of the importance placed on education, it was discovered during the interviews that the workplace must be understanding toward the parents or permit the parents to take time off for school events. Furthermore, given that many parents may not work on Saturdays, the school staff may give the parents some alternate times to attend the meeting. During the meeting, the school staff members may spend some time speaking with or consulting with the parents to learn about any potential issues they may be facing as well as any help that they might require to address such issues.

## **8. Conclusion**

It is concluded from the results that the school system, as well as parents, have a significant impact on children's development at every level i.e. mental, physical, emotional, intellectual, and social development, speech and language, as well as their moral



development. Even if the effects of the school and peers are there when they begin school, the family's influence is still seen during middle childhood age. The family can aid in the pupils' proper social development by supporting and working with the school. When educational activities are developed to promote social contact between students, their collaboration, in particular, can be shown. The role of the teacher in creating the courses that need to be enhanced with activities that promote collaboration and mutual respect between students is particularly crucial. The instructors of the workshops that promote social development must have a humanistic, holistic approach that fosters healthy interpersonal connections. Since middle childhood is the time when the first friendships are formed, peer effect on social development during this period is crucial. In light of the aforementioned, it is becoming increasingly important to promote education based on interaction and communication that is linked with interpersonal relations, quality communication and coordination, as well as cooperative readiness.

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