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The challenges of motherhood in the context of the Covid-19 pandemic from a perspective pedagogical

The challenges of motherhood in the context of the pandemic of Covid-19 from a pedagogical perspective

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SUMMARY

The study brings experiences in the family and school context, facing the challenges and possibilities for improvements in teaching and learning in the remote teaching modality, in a reality imposed by the health crisis of the COVID-19 pandemic. The introduction covers the breakdown of general observations and the challenges faced by mothers in taking on several roles simultaneously, such as domestic work, educating their children through remote learning and also carrying out formal work. The first topic brings reports from mothers, which occurred in a public school, in the interior of Ceará, witnessed by the author of this work, a teacher at that school. Mothers spoke about their anxieties about their children's education. The predominant complaints are about the children's behavior when they have to teach school activities. It can be noted that mothers are very distressed because they do not master the skills necessary for teaching. However, they present inappropriate behaviors, often resulting from a lack of dialogue and the imposition of limits, when necessary. Based on these reports, we reflect on educational social skills and the importance of these skills in the training of educators, seeking to understand the demands that mothers began to receive regarding their children's formal education in the context of the pandemic. Finally, we discuss the role of schools and education professionals in promoting learning, looking at possibilities to alleviate the emotional impacts suffered by mothers, teachers and students.

Key words: Education. Pandemic. Family-School Relationship.

ABSTRACT

The study brings experiences experienced in the family and school context, in the face of the challenges and possibilities of improvements in teaching learning in the modality with remote education, in a reality imposed by the health crisis of the COVID-19 pandemic. The introduction contemplates the unfolding of the general observations and the challenges of mothers in assuming various functions simultaneously, such as domestic work, the education of children through remote education and still performing formal work. The first topic contains reports of mothers, which occurred in a public school in the interior of Ceará, witnessed by the author of this paper, a teacher in the said school. The mothers talked about their anguish with the education of their children. The predominant complaints are about the behavior of children when they must teach school activities. It can be noted that mothers are very distressed by not mastering the skills necessary for teaching. However, they present inappropriate behaviors, often arising from the absence of dialogues and the imposition of limits, when necessary. From these reports, we reflect on educational social skills and the importance of these skills in the education of educators, seeking to understand the charges that mothers began to receive on the formal education of their children in the context of the pandemic. Finally, we discuss the role of the school and education professionals in promoting learning, aiming at possibilities in softening the emotional impacts suffered by mothers, teachers, and students. **Keywords:** Education. Pandemic. Family-School Relationship.

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1 INTRODUCTION

This work is a reflective essay on teaching and learning processes involving institutions. family and school situations in the context of the pandemic, bringing reflections on the issues experienced by mothers, teachers and elementary school students, who face the remote teaching modality, which occurred in a public elementary school in the city of Catunda-CE.

This researcher who writes this research is a teacher at that school and I will discuss based on what I observed and I experienced it throughout 2020, the year in which the COVID-19 pandemic exploded across the world, which forced practically all cities on the planet to adopt social isolation measures.

Such measures impacted the way schools were operating, causing parents and teachers to look for ways to still offer children educational activities, but in a remote class format, which was and continues to be a great challenge for everyone, both fathers, mothers, teachers and students.

Thus, based on the experiences reported by mothers in my work as an elementary school teacher Throughout 2020, we will reflect on the responsibilities that mothers face in taking on several roles simultaneously, which consequently have led to dissatisfaction with the remote teaching modality, and I will discuss possible damage to the mental health of the mother and her/his) children).

Considering the seriousness of the COVID-19 epidemic that we are currently experiencing, it is essential that we educators understand the reasons why mothers find it so difficult to help their children with school activities. It is important to remember that this role of caring and educating has been attributed much more to the mother than to the father.

With this, we question what role the father plays in actively participating in their children's education, if the mother is already overloaded with other tasks, such as domestic work and, often in addition to this, working at a job; which constitutes a triple working day. Added to this triple journey is the charge for doing school activities with your children; therefore, we have a quadruple journey, which is unsustainable. As philosopher Márcia Tiburi observes:

> Even when they have a job outside the home, most women will work more than men who, in general, do not do housework. They will accumulate paid work with unpaid work. Third and even fourth shifts [...] never paid will make women slaves at home with little or no time to develop other aspects of their lives
> (TIBURI, 2018, p.14-15).

As we observed with the mothers at the school where I work, there were many reports that they had to dedicate themselves to household chores and their children's education, and their expressions showed emotional exhaustion, fatigue, stress, some with a feeling of guilt and others with feelings of indignation. In other words, when listening to them at parent-teacher meetings, we noticed that they were already experiencing a situation of chronic stress, as in addition to the double shift (domestic work and formal work), some of them had a triple shift (domestic work, formal work) and child care), in addition, they now need to help with their children's school activities, which was even more aggravated for mothers who had two or more children.

Considering this context, we hope that this study can sensitize readers with empathetic reflections, especially the school in demanding greater commitment from fathers and mothers in conducting pedagogical activities in the school. current pandemic context. We hope to be able to reflect on collaborative proposals between school and family, until the need for social isolation imposed by the pandemic is resolved and school life returns to in-person classes.

two REFLECTIONS ON FAMILY INTERACTION AND ADHERENCE TO REMOTE LEARNING WITH YOUR CHILDREN

The child's socialization process, when it is not an institutionalized child such as in orphanages, in

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much of it comes from living with their parents, and later, from living with other children and teachers at school. As Silva (2000) points out:

> The way parents interact and educate their children is crucial to promoting socially appropriate behaviors or behaviors considered by parents and/or teachers to be inappropriate, which are understood as "behavioral deficits or surpluses that harm the child's interaction with peers and adults around them" (SILVA, 2000, p. 1).

According to Silva (2000), in this interaction between parents and children, socially appropriate behaviors can be constructed, but there are possibilities of deviating conduct, which many exceed in the relationship, thus damaging social coexistence. In this sense, it becomes difficult for a mother to adequately guide her children's behavior, without the existence of more flexible actions, that is, relaxation in imposing limits on decision-making, or often making decisions coercively (based on threats, punishments or even physical aggression).

According to Del Prette and Del Prette (1999), there is a relationship that we need to observe between the educational practices of parents and the social behavior of their children. Bolsoni-Silva, Silveira and Ribeiro (2008) draw attention to cases of child behavior problems, observing that the family encourages these behaviors through inconsistent discipline, little positive interaction, little monitoring and insufficient supervision of the child's activities. Parents tend to be non-contingent in the use of positive reinforcement for prosocial behaviors (ignoring them or responding inappropriately) and frequently employ punishments for behaviors that deviate from what is expected by family customs.

> The family is the main means of socialization as it introduces beliefs, culture and ways of thinking, building subjects and citizens. It is there that the first relationships and identifications with important figures occur and, therefore, where the child's first behaviors occur (Amazonas, Damasceno, Terto, & Silva, 2003; Gomide, 2004; Kreppner, 2000). (ROHENKOHL; CASTRO, 2012, p. 439)

In our experience as an elementary school teacher, in a public school in the interior of Ceará, throughout 2020, when communicating with mothers in social isolation, through distance communication cell phone applications, we constantly witnessed through audio , a series of complaints reported by mothers, who are experiencing a new and challenging experience, as they do not have the skills to teach their children. Many said, and in fact complained, how they were unable to teach their children activities, how they encountered many difficulties with the remote teaching modality, how they did not know how to make their child concentrate on the tasks assigned by us teachers, nor how to get them to pay attention in remote classes. Many said that they ended up fighting with their children, trying to force them to do activities and to keep looking at the cell phone or computer screen when it was class time.

This situation reported by mothers is delicate and deserves attention, as Rohenkohl and Castro (2012) point out that, generally, in the school context, externalizing behavior is more easily identified, probably because it has greater visibility and interferes with classroom dynamics. "In this way, the school becomes an important space for prevention, with the teacher having the fundamental role of identifying students with difficulties and, thus, enabling them to develop social and relational skills (Ferriolli, Marturano, Puntel, 2007)." (ROHENKOHL; CASTRO, 2012, p. 441).

In this sense, the school makes a difference in the school life of children, providing specific skills in identifying learning difficulties, thus making it more viable to carry out the intervention in a satisfactory manner and promoting more stimulus to learning. According to Rohenkohl and Castro (2012)

> . . . Among the possible causes of emotional and behavioral problems in preschool children are family factors, separations, psychiatric illnesses in one of the spouses, size and aggression within the family, parents' difficulty in establishing limits, important events in the child's life, neglect, communication and harmony between parents and children, among others (ROHENKOHL; CASTRO, 2012, p. 440).

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According to Weber, Viezzer and Brandenburg (2004), the emotions a person feels are not decisive totals of how she will act in a situation, but can be said to alter the probability of how she will act. For example, a person feeling angry due to an event they have suffered will not necessarily hit someone, but they will be more likely to act aggressively. Thus, it is understood that when parents are irritated and nervous due to a conflicting situation in the family or at work, they are more likely to fight or even hit their children just for a small amount of inappropriate behavior on the part of the child. In this case, corporal punishment is characterized as a lack of parental self-control and can be considered a case of physical aggression (WEBER; VIEZZER; BRANDENBURG, 2004).

> Skinner (1953/1976), already in the 1950s, was against the use of corporal punishment to teach appropriate behavior. Although corporal punishment produces an immediate effect that maintains the use of this educational practice, there are harmful effects, such as emotions of anger and fear and avoidance behaviors towards the person who punishes (WEBER; VIEZZER; BRANDENBURG, 2004, p. 228).

Another aggravating factor is the availability of the tool, such as a cell phone or computer, as not everyone has access and control, and when they have a device, it is to be shared with other members of the house. A mother once said: “While one does the activity, the other waits for their turn. This hinders my son’s [academic] performance and it bothers me because it takes up a lot of my time and delays my tasks.”

> Benedito and Castro Filho (2020) warn that, although remote teaching has been adopted by managers in Brazilian states as a measure to alleviate and even solve problems in the educational area brought about by the pandemic, it is necessary to consider that the use of digital technologies in the educational area it is not yet a reality in most of Brazil, especially in less developed regions. Within this reality, it is common for students to share cell phones with their families (BENEDITO; CASTRO FILHO, 2020; PERES, 2020). (BARROS; VIEIRA, 2021, p. 836).

It is known that these skills require knowledge and practice, and we understand that many mothers have not had academic training in the pedagogical area, so they do not know what to do or look for alternatives. However, this situation may be contributing to the mother's nervousness. Therefore, care for harmony in the relationship between family and school must come from the school itself, because most parents have little knowledge or even no knowledge of the characteristics of the child's cognitive, psychic and motor development, much less how learning, which is why it is so difficult to participate in their children's school lives. We understand that the school must establish partnerships with families, taking their needs into account.

> Students and teachers become disembodied in virtual schools. Their presence needs to be recovered through new languages, which represent and identify them to everyone else. Languages that harmonize disciplinary proposals, virtually reincorporate their authors and create a climate of communication, harmony and aggregation among participants in the same course (KENSKI, 2004, p. 67).

Miranda, Lima, Oliveira and Telles (2020) observe that during the social isolation faced during the COVID-19 pandemic,

> Family members are confined at home, often causing stress and even physical and/or psychological violence. Parents encounter several difficulties in teaching school activities, which is made difficult by the level of family education, especially parents of public school students (ALVES, 2020, p. 5).

It is understood that the situations experienced during this pandemic period have been interfering with family relationships.

liar, which is possibly due to the parents' level of education, because they do not have specific skills in dealing with situations of this nature, and often due to the lack of dialogue between the children. It is believed that the practice of dialogue is a reference for building emotional bonds by establishing the HSE, necessary in the education of children.

> Silva (2000) states that the HSE [Educational Social Skill] dialoguing with children is very important in the educational context, as it refers to the initial repertoire for the development of all other skills.

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> HSE, such as asking questions, expressing feelings, expressing opinions, and setting limits. These HSE help parents transmit cultural standards, values and norms of behavior to their children, which, according to Biasoli-Alves (1994), is part of the role of the family, as the child's first socializing environment (BOLSONI-SILVA; MARTURANO , 2002, p. 229).

The mothers add in their speeches that there is a lack of control over their children, in not obeying the rules, where they often lie to them and the teacher in order to escape their responsibilities, which is studying. We noticed in our work at school, throughout 2020, that, often, to the mother, the child says that they have already done the activities, but to the teacher they say that they don't know where they kept these activities.

There are many factors that influence behavior, and which could probably be contributing to such difficulties for mothers. Issues of this nature have already become commonplace, as many families have to take on this new pedagogical role in addition to already being responsible for other functions.

There are mothers who show irritability when they are approached by the school. A mother once said: "I can't stand fighting with [child's name] anymore! He doesn't want anything!" And when we teachers or coordinators try to get in touch to find out how they are doing, because the child continues to perform below average at school, they shy away from receiving us, they don't answer their cell phone.

I also highlight another report from a mother who reacts with impatience in accompanying her child during school activities. She has a high school education, is the mother of 2 children, one aged 11 and the other aged 8. And when she goes through activities, she often gets stressed. Mom told me in a virtual parent meeting: "*The one that gives me the most work is the eight year old, it's the one that demands the most attention. I help, but he doesn't have the initiative to do the activities without me being around to ask him. Generally, during class time in the morning, he wakes up feeling unwell, follows classes via video call, guided by the teacher, who indicates which page he will study. It doesn't take long, he forgets everything the teacher told him, he wanders around the room [at home], waiting for me to complete my tasks so I can help him..*" This mother also said that her son ends up leaving his cell phone, that is, class, and gets distracted by watching cartoons on TV. Then she says she gets irritated by his escapes and gets upset to the point of acting violently, trying to make him pay attention in class. She said that one day, she even threw her cell phone on the floor out of anger. *"I try to be more understanding, but sometimes I can't because he doesn't obey me."* Thus, the mother tries to justify her use of punitive behavior. "*I don't understand my behavior, I do this because I understand that the commitment to continue following the teacher's instructions should come from it. Then I regret not having patience with him, but then I try to forget, especially because I get busy with other things..*"

We highlight this story because it is a very common story, which we heard from many other mothers. And this may suggest that it is something natural and correct, however this type of practice needs to be rethought, because, according to Weber, Viezzer and Brandenburg (2004), corporal punishment is a form of oppression and coercion of the child, being unjustifiable from the point of view. from an ethical, moral, social, psychological and scientific point of view, because it perpetuates a vicious circle in which the victim can become an aggressor. The authors cite an alarming fact: "In a recent meta-analysis that examined 88 studies, Gershoff (2002) studied positive and negative behaviors associated with corporal punishment in childhood and found a strong association between corporal punishment and childhood aggression and antisocial behavior" (WEBER ; VIEZZER; BRANDENBURG, 2004, p. This is because when suffering such aggressions, the child learns this type of treatment as a model of how to act in similar situations, a learning process called modeling.

behavioral, made possible by the human capacity for learning via imitation.

3THE IMPOSITION OF EDUCATIONAL PRACTICES IN TIMES OF PANDEMIC

The epidemic context forced us to reinvent new educational practices, even though the protagonists, teachers, parents and students were not prepared to deal with the challenges of technological tools, it was possible to create possibilities and enter a new era. And, we question ourselves about its social function in the face of challenges and possibilities,

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in the midst of this pandemic context that we are experiencing.

> Melo (2020), reports that despite not being prepared, the fact is that teachers were forced to abruptly transform their teaching strategies and did not have support from governments to qualify them. Thus, from one moment to the next, teachers had to abandon their usual traditional practices of teaching classes, such as the chalk or brush board or the slide projector and began to worry about preparing classes using other resources, languages and to a lesser extent time, recording classes, instructing families and interacting virtually with students, even though they themselves were not familiar with online drives and virtual platforms (VALENTE, et al., 2020). (BARROS; VIEIRA, 2020, pp. 838-839).

We teachers are always concerned with the interface, promoting learning in a safe and efficient way, and ensuring that the family assumes a pedagogical role, without compromising their mental health. To understand the context, we need to know what skills the mother, in this role as educator, needs to engage in to carry out school activities, discovering and reinventing new practices.

> Melo (2020) also highlights that even with all their emotional issues, educators have to support students, who also have their emotional problems. Considering this reality, Lima (2020), carrying out a study based on Vygotsky's historical-cultural theory, which understands learning as the result of the student's interaction with the environment in which they live, states that affectivity in the educator and student relationship is relevant in any learning situation, with it being extremely important for the teacher to seek to understand the students' difficulties (BARROS; VIEIRA, 2020, p. 840).

Based on the sociointeractionist conception, its mediation process occurred in the teacher\student relationship, It enables the promotion of learning, as well as the establishment of emotional bonds, the ability to favor emotional aspects, in order to strengthen bonds of friendship and trust. Therefore, during the pandemic period, the possibilities of reinventing new practices, adapted to the virtual system, have increased. It is believed that this process is enriching for both the student and the teacher.

> Oliveira (2020) and Teixeira, et al. (2020), also reflecting on the difficulties faced by teachers during the pandemic period, point out the need for teachers to reinvent themselves in the profession. Teixeira, et al. (2020) describe that this is yet another challenge that has arisen for educators, who must take advantage of the new proposed teaching model, remote, to adapt their pedagogical resources to virtual classes, often without having the training for this, and still guarantee learning that enables an emancipatory training for students (BARROS; VIEIRA, 2020, p. 840).

Faced with this situation, the school must seek to offer meaningful strategies, guaranteeing and respecting its values in ensuring learning, with a certain commitment from the family to look for the school, and take the activities to be carried out at home, according to the scheduled dates.

At the school where I work, for example, during this period of pandemic and social isolation throughout 2020, it was agreed that every Tuesday mothers should come to school, hand in activities already completed and bring new activities. This method was a way that the school found to help students who do not have access to technological tools.

Considering the researcher's reflections in the school environment, we recognize that, even with this support, the family still encounters many difficulties in managing pedagogical practice, related to students' lack of motivation, and in establishing limits for the construction of educational social skills, which many mothers, on the one hand, do not

They are able to impose limits when necessary and on the other hand they are unable to accommodate their children's difficulties.

> Peres (2020) says that the pandemic brought the challenge of living with concerns related to physical and emotional health and the sudden change in the educational environment. Pretto, Bonilla and Sena (2020) point out that in a pandemic context, the problem of remote teaching is not limited only to the teacher, as Arruda (2020) describes, but extends to their families, who have also suffered all these changes arising from the pandemic (BARROS; VIEIRA 2020, p. 840).

In everyday experience, the school seeks other resources that will help students, who find themselves

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with this difficulty, even though they are not as effective, but the school seeks to resolve the issues reported by mothers, seeking to provide methodologies consistent with reality in coping with remote teaching, with the reduction of activities that are more simplified and easy to understand (BARROS ; VIEIRA, 2020). It is also worth remembering that parents need to balance their work and family life in the same physical space, which can compromise their productivity, and thus they may not be able to help their children with different tasks assigned by different teachers (BARROS; VIEIRA 2020).

FINAL CONSIDERATIONS

The conceptions identified by teachers during the COVID-19 pandemic period reflected serious educational problems in 2020, and practically throughout the first half of 2021. The reality we experienced during this period was exhausting for both families and schools, because everyone had to reinvent themselves. Regarding the pedagogical aspect, this suffered irreparable damage, as did families in their routine.

It is worth noting that the present study demonstrates a reality of families with the difficulties imposed, but we believe that it is possible to reconcile their work with school activities as long as the school adapts them appropriately, that is, adapted, simpler activities would possibly make it easier for mothers to accompany their children with school activities, and reconcile their tasks and educational knowledge, during this period of the COVID-19 pandemic, without perhaps compromising emotional factors.

This study provides us with a reflection on the teaching-learning process during the period of the COVID-19 pandemic, and we, teachers from the municipal network of a city in the interior of the state of Ceará, identified a deficit in our students' learning. And we feel powerless about this reality, as all the desired objectives were reduced by the inefficiency of work imposed by an epidemic reality we are experiencing. In this sense, we sought to provide strategies that would add to the experiences of educational practices, in alleviating the impacts suffered by students and teachers, in times of pandemic, guaranteeing the quality of teaching and learning, with the use of complementary alternatives to assist in their progress.

Institutions were harmed, parents, students and teachers had to reinvent themselves. We come across several remote communication and information technologies, online platforms and computer and cell phone programs that before we didn't even know it would be possible to enter the universe in a virtual way. Being an unusual experience, it showed how the importance of technological advances changes people's lives. We recognize that all creative knowledge comes from necessity. Before, the classroom dilemma was to prohibit students from using their cell phones during class; Today, ironically, our challenge is to encourage students to use their cell phones to follow remote classes. It is an experience that revolutionized educational practices, from the most basic to the most complex, such as in Higher Education.

Another aspect identified is in relation to the teacher's workload, exceeding the limits, as there were no reserved for their rest, at any time of the day there were students calling or sending text messages to ask questions, either due to difficulties in understanding or because they were not paying attention during class.

In 2020, the challenges faced were related to the implementation of technologies and ensuring their accessibility, resulting in many difficulties with the teaching modality, for mothers, teachers and students. In this year 2021, difficulties persist, but with other aggravating factors, demotivation on the part of everyone. Few student participation, many appear exhausted, with no certainty as to when they will return to classes face-to-face.

Considering that this situation is challenging for both families and schools, it is understandable that they are relevant reflections for education, and that this interaction is constituted in a shared relationship between parents, students and teachers, where everyone is learning together.

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