



Homeschooling: An Educational option at UAE after the COVID-19 Pandemic

Nafla Mahdi Al Ahabbi, Ministry of Education-UAE, nafla.alahbabi@moe.gov.ae

Abstract- The pandemic of the COVID-19 has changed today's way of learning and teaching. Education and parents have been affected by the widespread prevalence of the pandemic. Students lost their social contact because of the abrupt closing of classrooms that are important for better grooming and learning while schools have established online classes. It has become a difficult routine for all the parents who work online from home since they need to maintain the education of their children. The present research was structured to explore the perceptions of homeschooling during the COVID-19 in the UAE to gain an insight into actual life experiences. Data from 130 parents falling under the criterion for inclusion was obtained. Because of the lockdown concern, the information was collected via the Google Docs forms concerning the COVID-19 and homeschooling. Quantitative figures found that parents were satisfied with aspects of online learning. Instead of males, female responses were high because mothers are more concerned about the education and health of children. Due to the need for time, parents show their satisfaction with online learning in the UAE. It was noticed that the academics throughout the world during the pandemic have come forward to home learning by promising to help parents to encourage home learning.

Key words: COVID-19, Homeschooling, Online learning, Parents, UAE

I. INTRODUCTION

The pandemic of the Novel Coronavirus Disease (COVID-19), has reached about 216 countries of the world, affecting 1,76,60,523 people and claiming 6,80,894 lives around the world (*World Health Organization*, 2020). The recession has turned into a financial and public sector shock. The economic consequences of COVID-19 are just beginning to be recognized, but many other problems have arisen and therefore need to be managed efficiently, such as the closing of schools and their effect on student learning and the pressure of schooling on students, teachers, and parents. As there is a risk of increased drop-out frequency around the globe, the implications of the COVID-19 outbreak have been overwhelming. Also, as a result of this pandemic, 63 million primary and secondary teachers, numerous educational support workers, early childhood educators, technical and vocational trainers, and higher education teachers are significantly affected (Habes et al., 2020; Habes, et al. 2020; Moopen, 2020).

Over 1.2 billion children worldwide are currently affected by closing schools due to the disease outbreak in 186 countries (Li, C., & Lalani, 2020). Because of the resulting sense of confusion and distress among students and faculty members, there is a good risk of worsening mental health. In these cases, students face substantial learning and teaching interruptions; graduations may also be postponed, not to mention the related economic difficulties (Habes, Alghizzawi, et al., 2020; Moopen, 2020). UNESCO has released several guidelines to ensure continuous teaching and learning, emphasizing preparation, data protection, the inclusion of services, psychosocial issues, course schedule, teacher and parent support, restricting the number of platforms/applications, tracking the learning process of students, identifying the length of distance learning, and improving the link between instructors (UNESCO, 2020a)

According to UNESCO report 2020 in the fight against the novel coronavirus disease 2019 (COVID-19), almost all countries have replaced conventional close schooling with online learning as a protective weapon. In an

attempt to contain the transmission of the COVID-19 outbreak, most governments all over the world have temporarily shut down the education system. Since the 2019 coronavirus disease outbreak (COVID 19), individuals have been affected in one way or the other. The eruption has also influenced the worldwide education system and has changed the lives of 1,576,021,818 students in 188 nations (UNESCO, 2020b) Collaborative work among the telecommunications sector, school networks at various levels, and with the education ministry is required to ensure that children's learning must be continued. Governments such as Saudi Arabia and the UAE have launched COVID initiatives for parents, teachers, students, and school administrators to raise awareness of homeschooling in times of COVID-19 campaigns (Chang & Yano, 2020).

During the Lockdown time, the closing of universities and schools had many detrimental effects on students, such as disrupted learning, resulting in students getting deprived of the available resources to develop and grow. Online education systems can therefore be beneficial in tackling this problem. In the course of the pandemic, e-learning instruments play a critical role. E-learning platforms help to organize, schedule, deliver and monitor the learning and teaching process for learners as well as teachers. In the Coronavirus Outbreak, it can help to ensure continuous learning (UNESCO, 2020a).

E-learning

E-learning does not have a concrete description. Over time, the meaning has evolved and has distinct variants. It is viewed by people in different ways. E-learning may be learning via an electronic means. In the course of the pandemic, e-learning instruments play a critical role. E-learning platforms help to organize, schedule, deliver and monitor the teaching-learning process for learners as well as teachers. In the Coronavirus Pandemic, this can help ensure continuous learning (Almaiah et al., 2020; Habes, Salloum, et al., 2018; Said A Salloum, Al-Emran, Khalaf, et al., 2019). E-Learning leads the use of ICT by students and instructors as it includes conventional activities such as lessons and formalization through the compilation of documents. E-learning may be defined as a teaching process whose development is through engagements with the digital content delivery, programs based on the platform, and assistance from instructors (Alenezi, 2020; Khadija Alhumaid et al., 2020; D. N. Tahat et al., 2020) An online education system with recommendations for parental support could help to strengthen the relationship between parents and children. (Habes, Alghizzawi, et al., 2020) When children and parents participate in learning activities because they are now spending more time together and bonding among children and parents increases. These instances enable parents to become the source of support in relieving pain and concern and to interact with the children in discussions to help them to relieve their anxiety. (Habes, Alghizzawi, et al., 2018) It has also been suggested that parents must be instructed on how to provide children with emotional support in times of confusion (K. M. Tahat et al., 2020; Wang et al., 2020).

Communication among learners, teachers, and the quality of learning is the most basic type of education. Studies have shown that, relative to those that are not, learners who are socializing learners are assumed to be active learners. This is both immediate and long-lasting, especially for populations that are more vulnerable and disadvantaged (Hurst et al., 2013). Whatsapp, radio, TV, mobile phones, satellite networks, network administration hardware, as well as numerous facilities available with them, like teleconferencing and online learning, are mainly used to ensure the contact between teachers and students as well as between other students in many countries (Habes, 2019; UNESCO, 2020b). Interactive-online classes provide social networking facilities and promote the continuity of education through remote learning for all. (Alhashmi et al., 2019; Said A Salloum et al., 2018).

In the UAE, parental participation in the level of education for their children is very mixed. For example, various factors such as the cultural context, the level of education of the parents, and the positions of helpers at home, the extent of the relationship between the school and the parent, play an important role in determining the level of parental support found in the UAE (Al Sumaiti, 2012). In the UAE, through their teaching platform called *madrassa.org*, over 50 million Arab students are offered free education (S. A. Salloum et al., 2017; Said A Salloum & Al-Emran, 2018).

Post COVID-19 Education in UAE

On March 22, 2020, to prevent the spread of the COVID-19, the UAE government announced the closure of all schooling throughout the emirates. The state has instructed that online education should begin across all schools to ensure that learning continues throughout the temporary shutdown. The Ministry of Education has worked closely with all private schools and schools under this UAE-wide guidance to ensure that they are trained and equipped with the correct tools to introduce online learning for all students in the UAE context (Zaman, 2020).

The switch to online education was made by all of the country's universities that put all educational institutions in a dilemma of coping with the electronic delivery of lessons. Adobe Connect was adopted by Zayed University, whereas Chalkboard systems are used by the University of Sharjah and United Arab Emirates University, and the Visual learning tool is used by Heriot-Watt University Dubai. Across all universities, though, Hamdan Bin Muhammad Smart University was the first institution with comprehensive online professional experience and was able to promote the effective introduction of online courses for most of the educational institutions (Crawford et al., 2020).

During the first period of the 2020-21 academic year, policymakers in the UAE stated that they expected integrated teaching delivery while waiting for an official policy decision. KHDA, ADEK, WHO, UNICEF, and several other international organizations have released hundreds of recommendations and manual booklets for educational partners, students, and to assist parents, teachers, and practitioners in this time of uncertainty. Also, stakeholders have been helped to draw lessons from such an extraordinary crisis and to create sustained long-term stability in education systems (Muhaisen et al., 2020; Wang et al., 2020).

Khalifa University-trained the faculty and employees on instruction for online distribution tools. An online learning environment focused on four interlinking layers has been developed by the university. They first assured that both staff and students were all on the same page for online education. Second, a Learning Management System was introduced to link faculty with learners to exchange course materials, perform online discussions, assessments, quizzes, projects, and input implemented. The university launched interactive classroom systems like Blackboard Link, Big Blue Button, and MS Teams at the third level, and eventually compiled a range of curriculum creation and management resources to ensure that faculty create their classes without obstacles (Salama, 2020).

Challenges to homeschooling

In addition to suffering the non-cooperative instructors and the lack of positive and individualized input that can discourage and negatively impact them, online learning is not the best delivery platform for all circumstances as learners in online learning environments may face loneliness, social development slip, language difficulties, technological problems, and security and health issues. Another major danger is an increased risk of parental mental distress, domestic violence, and child maltreatment. (Muhaisen et al., 2020) This can be a very difficult time, especially for children with special needs or disadvantages, like illnesses, trauma, psychological difficulties, immigrant origins, and low socio-economic position (Fegert et al., 2020). Online education requires computers and the internet to be accessible at precise hours. If the parents are working from home or workplaces, and have had their schedules to meet, it is also extremely difficult. Holding their kids in line all the time becomes difficult now that home support is not accessible and parents end up encouraging the kids to do it (Lobell, 2020).

Homeschooling's detrimental consequences are likely to have a long-term influence and lead to increased inequality. Considering that school closures are perceived to be less successful than other social distancing initiatives, governments need to carefully consider the consequences of homeschooling during the COVID-19 pandemic and possible pandemics (Thorell et al., n.d.). Parents have faced increased responsibility to work from home, to maintain jobs and companies going, and to take care at the very same time of educating children at home (Fegert et al., 2020).

II. LITERATURE REVIEW

2.1: Homeschooling

Homeschooling is particularly advantageous for young children as it makes them more active in the learning experience by learning in a home setting in which the child is familiar. Homeschooling can prevent the child from learning terrible conduct from ill-mannered classmates, it can deprive him/her of the chance to learn to deal with individuals from the varied socio-cultural background. For this purpose, they need to allow some level of freedom to interact with other children in the neighborhood, even as parents chose to homeschool their children (Abuzandah, 2020). Homeschooling is just where children benefit from their community's rich resources and through contact with other families who also practice home-schooling. It is a global, radical movement in which parents chose not to send their kids to a conventional public and private educational institution. Parents are the most important provider when one chooses to follow home-school in directing the education of children.

2.1: Benefits of homeschooling

Home-schooling has many advantages. One is the opportunity to instruct one-on-one., children can only be supported on their own when do not recognize a certain definition. The instructor only continues when the child succeeds in grasping the principle that teaches the latter. This portrays true learning that occurs between the students and teachers(Brewer, T. Jameson, 2017)supporting this idea in that home-schooling instead of collective good makes education personalized or individualistic good. In this educational environment, an individual child is more centered on learning compared to when he or she is studying in a group.

2.1: Parents Perspectives on homeschooling

The research found that some parents accepted home-schooling because they were dissatisfied with schools' online education and would prefer to carry on those duties themselves. However, some parents felt that the shutdown era was the perfect time for children to engage in various artistic activities. (Abdallah, 2018) performed a UAE research and found that parents in Abu Dhabi were not pleased with e-learning, nor were they familiar with e-learning, and also was one of the suggestions for educational stakeholders and researchers to conduct further studies on how to enhance the quality of learning and engagement of students in online education. Investigators also find it important to examine the opinions of parents on online education in the framework of the UAE, particularly during the COVID-19 disease outbreak, as parents have been highly involved in online education during this crucial duration of time; this study should be carried out to identify gaps and deficiencies in online learning (Abdallah, 2018).

2.1: Government Response

During COVID-19, education challenges and lockdowns have placed an unimaginable burden on government agencies to ensure active learning, and many countries take various steps to resolve the education crisis. Education ministers as well as other stakeholders have made a stand at the national scale to resolve the problems of the epidemic, like that of the educational sector. Countries like Italy, Egypt, the United States, France, and the United Arab Emirates (UAE) use online and online continuing education sites to seek distance learning methods (Chang & Yano, 2020).

In August 2020, the Ministry of Education (MoE) of the UAE conducted an online survey in which nearly 59 percent of parents prefer online learning. Even though face-to-face contact was more successful and had more advantages than online learning, most parents accepted that the need for a healthy and secure atmosphere outweighed any concerns that distance learning should proceed for the first academic session at least. In this study, parents were allowed to choose the attendance method of their adolescents for the first term, face-to-face at school or via distance education (Serkal, 2020).

Objectives

1. How the school UAE parents see the option of choosing home education?
2. What are the benefits of homeschooling in terms of children's emotions, academic, financially and social interaction?

3. What kind of challenges children may face in homeschooling?
4. Is homeschooling in UAE is a good alternative as compared to the traditional schooling system?

III. METHODOLOGY

The current research is aimed at examining the perspectives of parents during COVID 19 about home learning and management.(Alhawamdeh et al., 2020) Quantitative study studies enable researchers, in various situations and contexts, to analyze the phenomenon from the personal experiences of an individual.(Said A Salloum, Al-Emran, Habes, et al., 2019) The quantitative descriptive design was used to conduct this study so that sufficient answers could be found in COVID 19 to gain knowledge about the real perceptions of parents.

3.1: Participants

In particular, during COVID-19, when people are much more subjected to the global trauma of internalized anxiety and fear, the most successful option for the collection of responses of parents was a questionnaire survey.A total of 130 people participated to be part of that study in which female participation was high rather than males.

3.2: Questionnaire Survey

The data collection sections included demographics of Home Learning in Times and thirty Likert-type questions regarding financial requirements for homeschooling, etc. The majority of parents chose to receive the online form and opted to fill it out using Google Docs forms. For many factors, parents preferred the choice of form filling, from which computer accessibility and disturbance at home were the most widely mentioned ones. Because of the COVID outbreak, the researcher decided for all the participant parents to e-mail the word form link.

3.3: Questionnaire description

As the Coronavirus (covid-19) has disrupted the work of schools during the academic year 2020, So, as a researcher, I would appreciate your feedback on the online learning during the locking down of the schools due to pandemic problems, and your perceptions about the students learning at home in case of any future external threats leading to the temporary closure of schools in the UAE.With 290 million children worldwide, currently out of school due to the coronavirus, we are keen to ensure that we can provide home learning resources to our UAE's student community, in case we encountered the same challenge again. So, one of the proposed options is Homeschooling as an alternative option for school attendance. The meaning of homeschooling is to teach and educate your child in his/her home by providing them the necessary help to get based on the desired educational outcomes and meet all the requirements of MOE policies and standards. I would appreciate your feedback in this questionnaire, which has been built based on the fact that other education options are not prevalent in public education, whereas the option of home-schooling one of those options and available in western countries and some developing countries. Therefore, how would you the necessity and the importance of introducing the home-learning or home-schooling in the UAE education system? The questionnaire was designed to check the perceptions of parents as an interview was not possible during this Pandemic due to safety concerns. The first part of the questionnaire elicits parental demographic data that consists of ten categorical-type questions, such as gender, nationality, marital status, number of children, age, education level, Emirates you live, occupation, and kids curriculum approach. The second part consists of four Likert-type questions (e.g., 1= strongly agree; 2= agree; 3= neutral; 4= disagree 5 = strongly disagree) that concern the Current education solutions. The third part consists of eleven Likert-type questions that concern Motivation reasons for homeschooling. The fourth part consists of six Likert-type questions that concern if you agree on homeschooling as an option within other education options, what do you think the benefits of homeschooling? The fifth part consists of nine Likert-type questions that concern what do you think is the expected challenges that would face the home schooling?

IV. QUANTITATIVE DATA ANALYSIS AND RESULTS

In order to test the importance of homeschooling as an educational option at UAE after the COVID-19 Pandemic, the data was collected from 130 respondents of the UAE and residents. The demographic test has been applied by using frequencies and its percentage, results showed the characteristics of the respondents as given below in table 4.1

Table 4.1 Characteristics of the respondents

Gender	Frequency	Percentage
Male	23	17.7
Female	106	81.5
Missing	1	0.8
Total	129	100
Nationality		
UAE	64	49.2
Resident	64	49.2
Missing Value	2	1.5
Total	130	100
Marital Status		
Married	112	86.2
Single	17	13.1
Missing Value	1	0.8
Total	130	100
Number of children		
1-3	98	75.4
3-5	16	12.3
more than 5	4	3.1
System	12	9.2
Total	130	100
Emirate you live		
Abu Dhabi	64	49.2
Dubai	27	20.8
Other Emirate	38	29.2
Missing Value	1	0.8
Total	130	100
Occupation		
an employee in the Government	6	4.6
An employee in the private Sector	14	10.8

	Retired	1	0.8
	business man	1	0.8
	get social Security	1	0.8
	Other	1	0.8
	Missing Value	106	81.5
	Total	130	100
Age			
	20-35	81	62.3
	35-55	44	33.8
	55-65	3	2.3
	Missing Value	2	1.5
	Total	130	100
The curriculum for your children:			
	Ministry curriculum	18	13.8
	American Curriculum	68	52.3
	British curriculum	17	13.1
	international baccalaureate	11	8.5
	Multidisciplinary	15	11.5
	Missing Value	1	0.8
	Total	130	100

Results showed that 129 respondents answered for the first question about the gender (23 male and 106 female). Nationality was measured with UAE and residents and the results was given by 128 individuals (64 from UAE and 64 were Residents with 50%). Marital status was answered by 129, 112 were married while 17 were single with 86% and 14%. While more, 118 people answered about the number of children and 12 people did not mention their number of children. 98 people have 1 to 3 children, 16 people have 3 to 5 children and people have more than 5 children. Level of the education of the respondents were discussed by 129 people. Only 24 people answered about their occupation and 128 people mentioned their age. Other demographic was the curriculum for your children and 129 people answered for this question. Other demographics were also mentioned in table with frequencies and percentage.

Secondly the descriptive test applied to find the answer between two variables (home schooling and care from Covid-19 spread) as given in table 4.2

Table 4.2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
1. During the Corona pandemic, How do see the education in the school is it an a good choice	130	1	4	2.15	0.706
Was the option of online-learning during the Corona-pandemic is it an a good choice	130	1	4	2.35	0.852

In general, how confident are you in your capabilities as a parent in supporting your child's learning at home	130	1	4	1.88	0.859
Do you support the option of "homeschooling" - or educating the child at home – to be one among the other educational pathways should be available in the educational system in UAE?	130	1	4	2.15	0.683
What is the school's cycle that you think that home education can fulfill its requirements	130	1	5	2.32	1.41
If you like homeschooling as an option to be available, what are your motivations for that? (You can choose more than one options	130	1	5	2.44	1.324
If you chose homeschooling because of the lack of academics in the school, what subjects did you worry about?	130	1	5	3.83	1.221
If you agree with the idea of homeschooling as an option among other education options, what are the benefits of homeschooling	130	1	5	2.65	1.328
What do you think are the expected challenges that will face homeschooling?	130	1	4	2.03	0.906
Do you recommend homeschooling as a good alternative to traditional school education?	130	1	3	1.77	0.71

These are the responses of 10 questions (4 items related to the home schooling, and 6 items were about motivation of homeschooling in covid-19). 130 people respond to these 10 questions, the minimum and maximum value shows that the answers were between these two ranges. Mean of the answers showed that the responses of the respondents were on average and standard deviation values discussed the deviation of the responses. In order to find the structural relationships between latent constructs and measured variables, Structural equation modeling has been used. SEM divided into two models. In first model we have tested the reliability and validity between the items and constructs. In second model we have analyzed the relationship between the constructs. In this study we have ten items to measure the covid-19 spread and homeschooling strategies.

Measurement model results:

In order to apply validity analyses (common process bias), confirmatory factor analyses (CFAs) were performed in the study to validate the distinctive characteristics of the variables in this study. The results indicate that the model suits well with the data (TLI = .91, IFI = .89, CFI = .92, RMSEA = .47). The satisfactory discriminant validity was verified by these CFA findings and the absence of traditional method bias was shown in table 4.3.

Table 4.3 Measurement Model

Model	RMSEA	TLI	CFI	IFI
Original Model	.17	.69	.72	.71
Revised Model	.045	.91	.92	.89

Validity test was applied to the scale and the results of factor analysis showed that 3 items were extracted having less factor loading value. The KMO value was high and significant (KMO=.69, sig=.032).

Reliability of the Scale:

The reliability was also tested by using SPSS on 10 items of the scale, and the value of Cronbach alpha showed that the scale was reliable.

Table 4.3 Reliability Statistics

Cronbach's Alpha	N of Items
.792	10

Correlation test was applied to find the relationship between the items and the results discussed in

Table 4.4 Correlations

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Q1	1									
Q2	0.081	1								
Q3	.220*	0.099	1							
Q4	0.116	.257**	.253**	1						
Q5	-0.087	0.020	0.037	-0.090	1					
Q6	0.080	0.081	-0.105	-0.003	-0.147	1				
Q7	0.047	0.013	-0.026	0.114	-0.063	0.070	1			
Q8	0.038	0.061	0.135	.244**	0.143	-0.081	0.050	1		
Q9	-0.019	0.036	0.084	0.055	.241**	-0.044	-0.051	.479**	1	
Q10	-0.056	-0.018	0.020	0.166	.253**	-0.122	0.160	.457**	.300**	1

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).

The correlation values shows the strength of relationship (strong, weak, or medium relationship) and direction of the relation (positively or negative linked) between the items (10 items were tested with each other). The results of the relationship between each item of the scale mentioned.

Structural model results

In order to measure the structural model, the relationship between latent construct have been tested. The results showed in table below:

Table 4.5 Regression test results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.244 ^a	.060	.052	1.293

a. Predictors: (Constant), total homeschooling effect

Finally the regression test was applied to find the link between homeschooling and Covid-19. The results of the regression test showed that .224 (22% which is also significant) homeschooling minimize the impact of Covid-19 spread. These results suggested that if homeschooling promoted in UAE so the effect of covid-19 spread can be prevented. People highly appreciated the homeschooling idea in UAE.

Appendix
Bar Chart of demographics

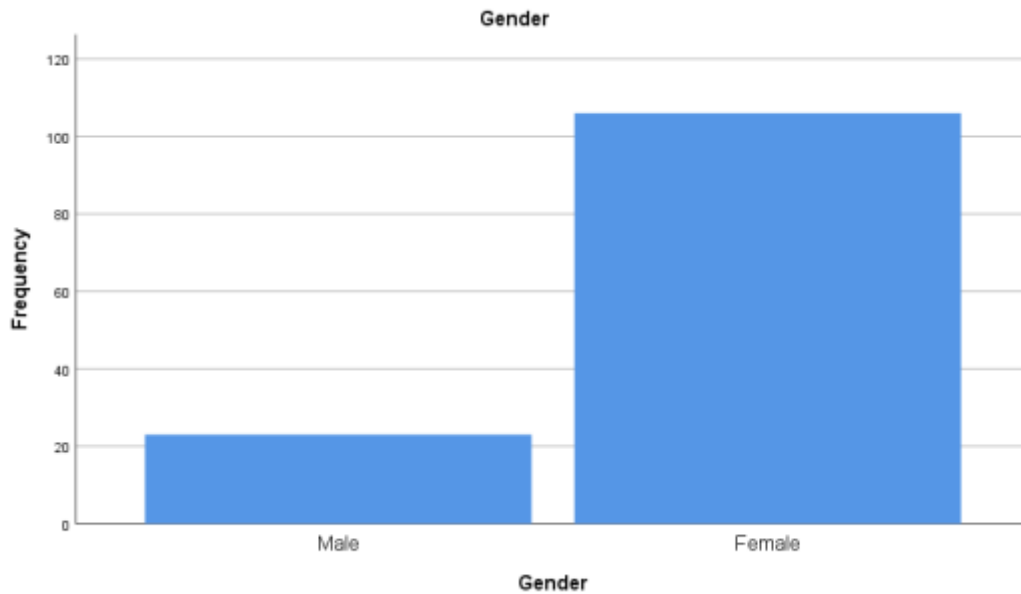


Figure 1.

This figure shows that male participated in this research were 18% (23) of total sample, and 82% (106) of the total population female participated.

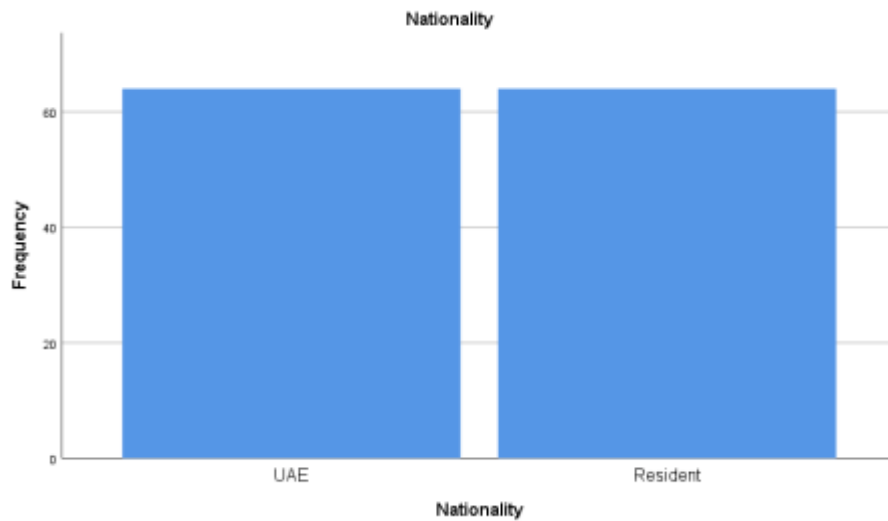


Figure 2.

This figure shows that participants of the study having nationality of UAE and resident with the equal participation of 50%. (64 were from UAE and 64 were resident).

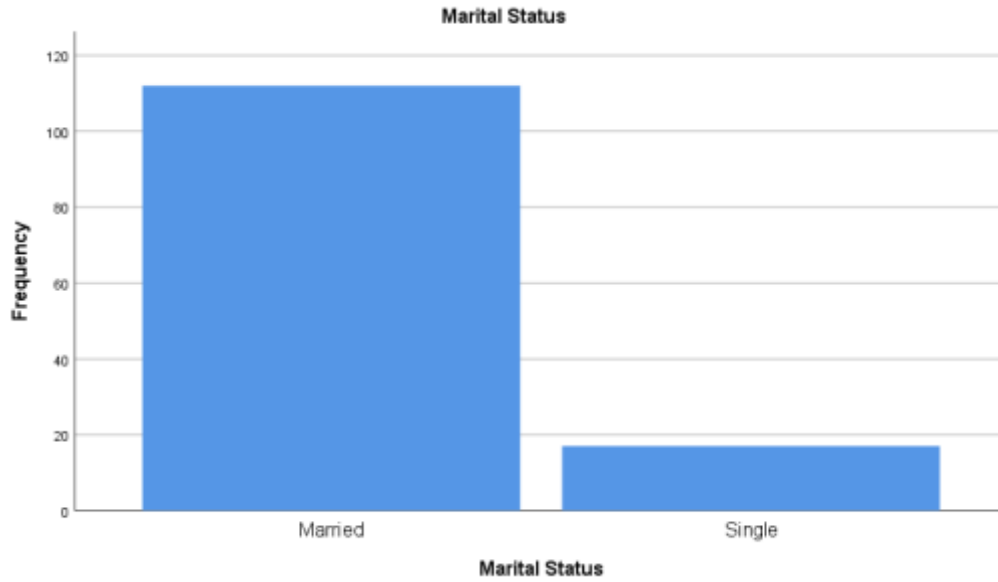


Figure 3.

The participants were from both marital status (single and married) with the percentage of 86% (married) and 14% (single).

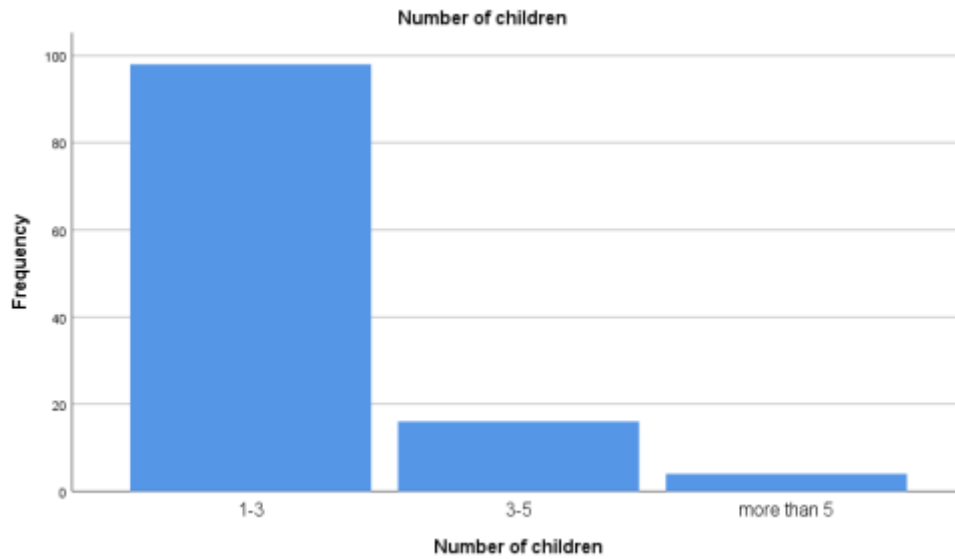


Figure 4.

These participants having children was categorize into three groups 1-3, 3-5, and more than 5. People having 1 to 3 children were 98 participants with the 75%. The participant having children 3-5 were 16 (12%) and participants having more than 5 children were 4 (3%).

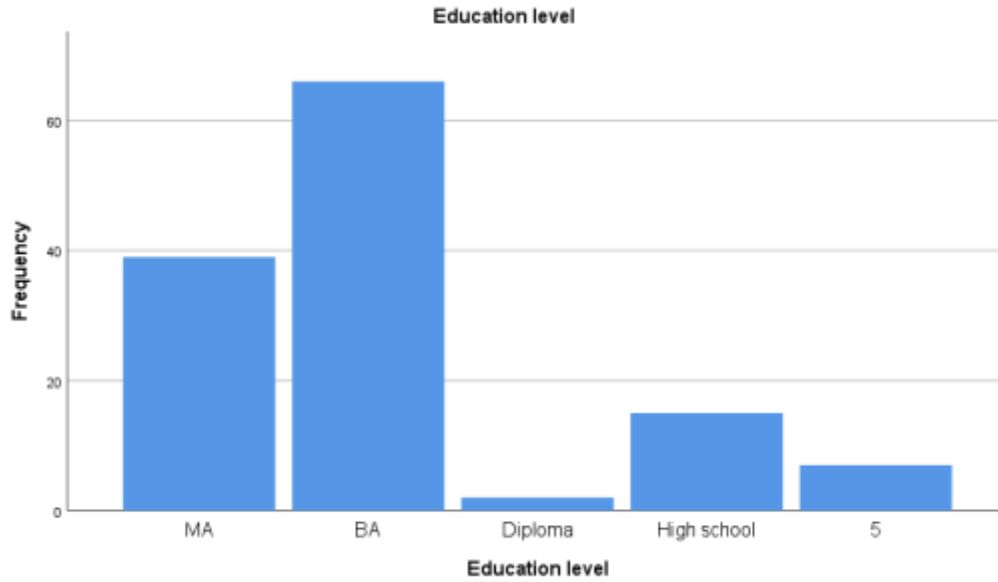


Figure 5.

Figure shows that participants having MA level education (30%), BA (51%), Diploma (1.5%), high school (11.5%) and other education (Ph.D.) were (5%).

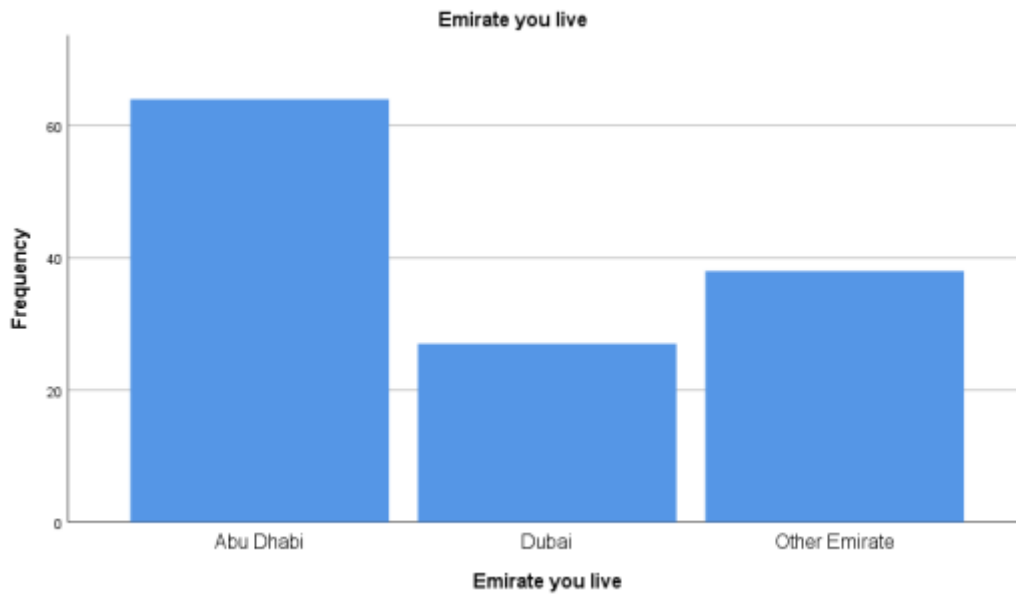


Figure 6.

This figure represent that the participant were live in Abu Dhabi (49%), Dubai (21%) and other Emirate (29%).

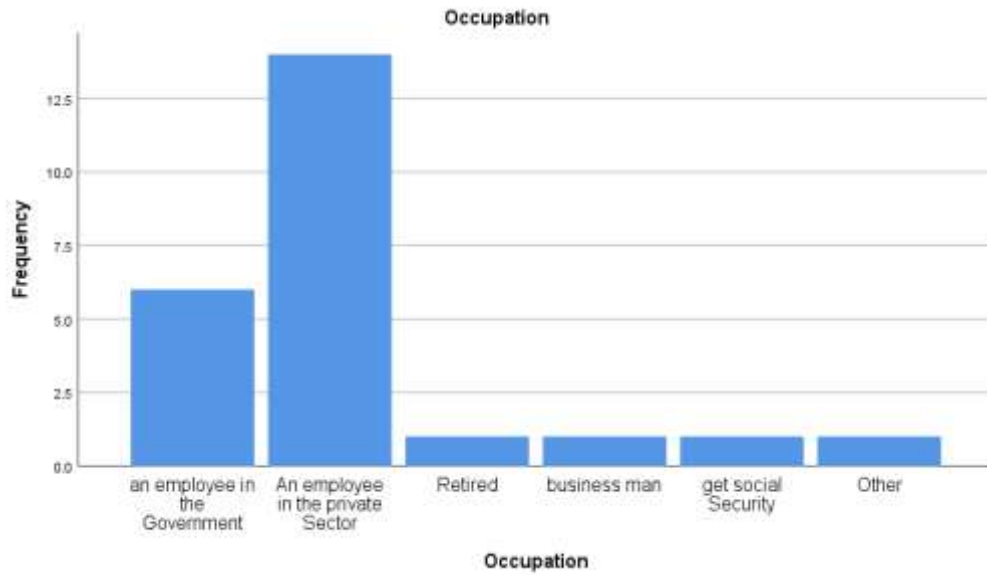


Figure 7.

The participants were belong to different occupation employees in the Government (5%), An employee in the private Sector (11%), Retired (1%), business man (1%), get social Security (1%), Other were (1%).

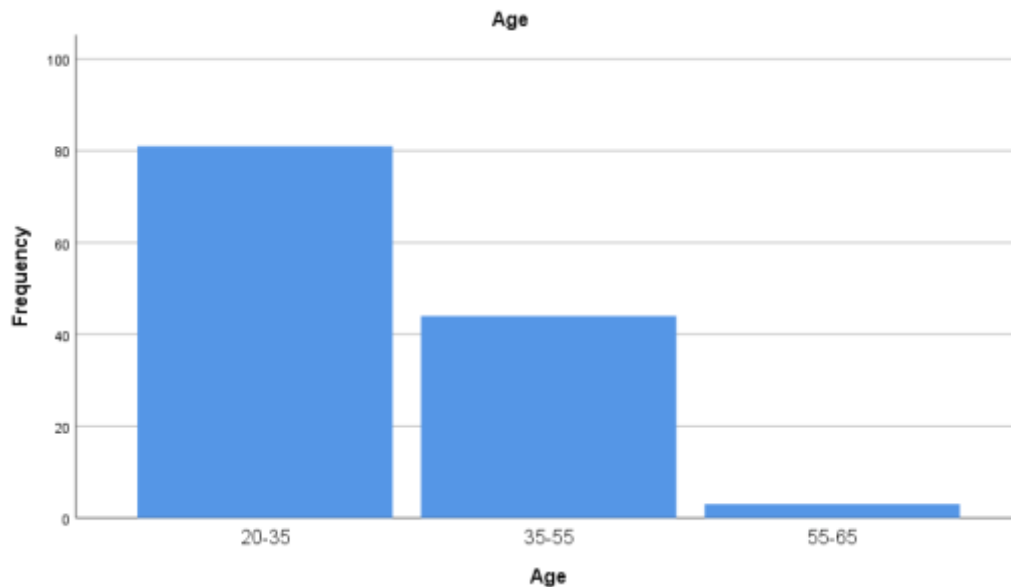


Figure 8.

The age of the participants were from 20 to 65. The participants between the age of 20-35 were 62%. Participants between the age of 35 to 55 were 34% and participants between the age of 55 to 65 were 2%.

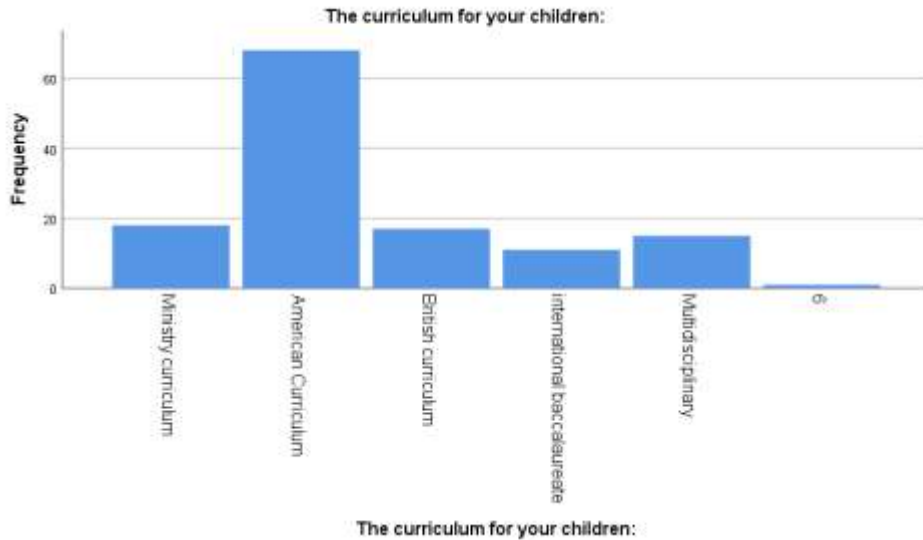


Figure 9.

Figure 9 shows the curriculum for your children as listed. Children of the participants with Ministry curriculum were 14%, American Curriculum (52%), British curriculum (13%), international baccalaureate were (8.5%), and Multidisciplinary were (11.5%).

V. DISCUSSION

Because of the implementation of lockdown initiatives, the COVID-19 pandemic prompted millions of parents across the world to teach their kids at home. Homeschooling is particularly advantageous for young children as it makes them more active in the education process by learning in a home setting in which the child is familiar. In this study, 130 people of UAE and residents were surveyed. 50% UAE people and 50% resident's responses were recorded in which above 49% responses were from Abu Dabhi, 21% from Dubai and 21% from other Emirate. We observed that instead of males, female responses were high because mothers are more concerned about the education and health of children. 86% responses were recorded from married respondents and 24% from single persons and 75% responses were from the parents having 1-3 children. Results were very significant and revealed similarities but also comparisons in the responses of the parent. In order to cope with education of their children in an online format, quantitative statistics showed that more than 70% of the participants had the requisite educational backgrounds, and mostly were working in private and government sector and 52% were using American Curriculum. Parents demonstrate their comfort with online learning if their kids seem to find the process simple. Our results were similar to (Habes, Alghizzawi, et al., 2020), (Abadallah, 2020) results in which he studies the parent's perception on online learning and found that people were satisfied with online learning in UAE. (K Alhumaid, 2020; Khadija Alhumaid et al., 2020; Habes, Alghizzawi, et al., 2018) Results from regression analysis suggested that people liked the idea of homeschooling in the UAE because it can prevent the spread of COVID-19. Online learning satisfaction, for sure, is influenced by its accessibility and ease, and this is reinforced by the outcomes of online learning and this statement is supported by the results of (Goldsteen, 2014). Throughout the analysis mostly parents agreed in their answers that online learning was the only convenient option for their kids to continue their studies across the pandemic.

VI. CONCLUSION

The study shows that the coronavirus pandemic has an adverse impact on the worldwide education system. The physical learning setting is the most affected front. There are several conclusions taken from the results. Quantitative data showed that parents in the UAE were pleased with online learning. Working parents were highly satisfied with the online learning and they understand that it is helpful to prevent the spread of the

Corona Virus. Parents who were satisfied with homeschooling were educated and they were well known about the importance of homeschooling during the crisis. Findings revealed that mothers were more satisfied with online learning than fathers from homeschooling. Our results were also similar to the results of previous studies because previous studies were also conducted through online forms and some of them by interviews also and all reveal that parents are worried for childrens and they shows their concern of homeschooling for their childrens, Although it was a tough time for all but they were aware from the situation and they are satisfied because atleast childrens are engaged in studies.

VII. RECOMMENDATIONS

This study offered a deeper understanding of the views of parents on online learning during the COVID-19 pandemic in UAE. Home learning has emerged as a replacement for traditional methods of education, which can be made successful by supplying children at home with critical learning skills using the limited resources available. Online tools tailored to the standards of the program may be incorporated at home. The program should include carefully curated online courses that include physiological and psychical elements other than academic goals. In an attempt to acquire a deep understanding of the parents' perceptions of online learning during the COVID-19 pandemic in the UAE, studies should gather wealthier and deeper quantitative and as well as qualitative data using substitute methods such as focus groups and interviews. It is strongly recommended that educational stakeholders take into account the responses of the parents in order to fulfill the educational and personal needs of the students in online education and to support the parents.

REFERENCES

1. Abdallah, A. K. (2018). Parents Perception of E-Learning in Abu Dhabi Schools in United Arab Emirates. *IJASOS- International E-Journal of Advances in Social Sciences*, *IV*(10), 30–41. <https://doi.org/10.18769/ijasos.415513>
2. Abuzandah, S. (2020). Social Skills for Homeschooling Students. *Creative Education*, *11*(07), 1064–1072. <https://doi.org/10.4236/ce.2020.117078>
3. Al Sumaiti, R. (2012). Parental Involvement in The Education of Their Children in Dubai. *Policy Brief*, *30*(30), 1–8.
4. Alenezi, A. (2020). The role of e-learning materials in enhancing teaching and learning behaviors. *International Journal of Information and Education Technology*, *10*(1), 48–56. <https://doi.org/10.18178/ijiet.2020.10.1.1338>
5. Alhashmi, S. F. S., Salloum, S. A., & Abdallah, S. (2019). Critical Success Factors for Implementing Artificial Intelligence (AI) Projects in Dubai Government United Arab Emirates (UAE) Health Sector: Applying the Extended Technology Acceptance Model (TAM). *International Conference on Advanced Intelligent Systems and Informatics*, 393–405.
6. Alhawamdeh, A. K., Alghizzawi, M., & Habes, M. (2020). The Relationship Between Media Marketing Advertising and Encouraging Jordanian Women to Conduct Early Detection of Breast Cancer The Relationship Between Media Marketing Advertising and Encouraging Jordanian Women to Conduct Early Detection of Breast Canc. *European Journal of Business and Management*, *May*. <https://doi.org/10.7176/EJBM/12-12-11>
7. Alhumaid, K. (2020). The use of mobile technology for teaching and learning. *International Journal of Education*, *5*(1), 1–18.
8. Alhumaid, Khadija, Ali, S., Waheed, A., Zahid, E., & Habes, M. (2020). COVID-19 & Elearning : Perceptions Of Teachers Towards E- Learning Acceptancein The Developing Countries. *Multicultural Education*, *6*(2), 100–115. <https://doi.org/10.5281/zenodo.4060121>
9. Almaiah, M. A., Al-Khasawneh, A., & Althunibat, A. (2020). Exploring the critical challenges and factors influencing the E-learning system usage during COVID-19 pandemic. *Education and Information Technologies*, *25*(6), 5261–5280. <https://doi.org/10.1007/s10639-020-10219-y>
10. Brewer, T. Jameson, and C. L. (2017). *Homeschooling in the United States : Examining the Rationales for*. *2*(83), 21–38.
11. Chang, G.-C., & Yano, S. (2020). How are countries addressing the Covid-19 challenges in education? A

- snapshot of policy measures. *World Education Blog*.
12. Crawford, J., Henderson, K. B., Rudolph, J., Malkawi, B., Glowatz, M., Burton, R., Magni, P. A., & Lam, S. (2020). Journal of Applied Learning & Teaching COVID-19 : 20 countries ' higher education intra-period digital pedagogy responses. *Journal of Applied Learning & Teaching*, 3(1), 1–20.
 13. Fegert, J. M., Vitiello, B., Plener, P. L., & Clemens, V. (2020). Challenges and burden of the Coronavirus 2019 (COVID-19) pandemic for child and adolescent mental health: A narrative review to highlight clinical and research needs in the acute phase and the long return to normality. *Child and Adolescent Psychiatry and Mental Health*, 14(1), 1–11. <https://doi.org/10.1186/s13034-020-00329-3>
 14. Habes, M. (2019). The influence of personal motivation on using social TV: A Uses and Gratifications Approach. *International Journal of Information Technology and Language Studies*, 3(1).
 15. Habes, M., Alghizzawi, M., Ali, S., SalihAlnaser, A., & Salloum, S. A. (2020). The Relation among Marketing ads, via Digital Media and mitigate (COVID-19) pandemic in Jordan. *International Journal of Advanced Scienc*, 29(7), 2326–12348.
 16. Habes, M., Alghizzawi, M., Khalaf, R., Salloum, S. A., & Ghani, M. A. (2018). The Relationship between Social Media and Academic Performance: Facebook Perspective. *International Journal of Information Technology and Language Studies*, 2(1).
 17. Habes, M., Ali, S., Salloum, S. A., Elareshi, M., Ziani, A.-K., & Manama, B. (2020). Digital Media and Students' AP Improvement: An Empirical Investigation of Social TV. *International Conference on Innovation and Intelligence for Informatics, Computing and Technologies (3ICT) Program*.
 18. Habes, M., Salloum, S. A., Alghizzawi, M., & Alshibly, M. S. (2018). The role of modern media technology in improving collaborative learning of students in Jordanian universities. *International Journal of Information Technology and Language Studies*, 2(3).
 19. Hurst, B., Wallace, R., & Nixon, S. B. (2013). The impact of social interaction on student learning. *Reading Horizons*, 52(4), 375–398.
 20. Li, C., & Lalani, F. (2020). *The rise of online learning during the COVID-19 pandemic | World Economic Forum*.
 21. Lobell, K. O. (2020). *Accommodating Working Parents During the COVID-19 Pandemic*.
 22. Mohammed Habes, Said A. SalloumMokhtar, ElareshiMokhtar Elareshi, Seyedeh Fatemeh Ghasempour Ganji, Abdulkrim Ajmi Ziani, M. E. (2020). The Influence of YouTube Videos on ELA During the COVID-19 Outbreaks in Jordan. *International Conference on E-Learning to Take Place on 6th-7th December 2020At: Bahrain*, December 2020.
 23. Moopen. (2020). *Mental health in the time of COVID-19 outbreak | Op-eds – Gulf News*.
 24. Muhaisen, O. Al, Habes, M., & Alghizzawi, M. (2020). An Empirical Investigation the Use of Information , Communication Technologies to English Language Acquisition : A Case Study from the Jordan,. *International Journal of Innovations in Engineering and Science*, 7(5), 261–269.
 25. Salama, S. (2020). *Coronavirus UAE: E-learning could continue into next academic year if COVID-19 crisis goes on | Education – Gulf News*.
 26. Salloum, S. A., Al-Emran, M., & Shaalan, K. (2017). Mining Social Media Text: Extracting Knowledge from Facebook. *International Journal of Computing and Digital Systems*, 6(2), 73–81. <https://doi.org/10.12785/ijcnds/060203>
 27. Salloum, Said A, & Al-Emran, M. (2018). Factors affecting the adoption of e-payment systems by university students: extending the TAM with trust. *International Journal of Electronic Business*, 14(4), 371–390.
 28. Salloum, Said A, Al-Emran, M., Habes, M., Alghizzawi, M., Ghani, M. A., & Shaalan, K. (2019). Understanding the Impact of Social Media Practices on E-Learning Systems Acceptance. *International Conference on Advanced Intelligent Systems and Informatics*, 360–369.
 29. Salloum, Said A, Al-Emran, M., Khalaf, R., Habes, M., & Shaalan, K. (2019). An Innovative Study of E-Payment Systems Adoption in Higher Education: Theoretical Constructs and Empirical Analysis. *International Journal of Interactive Mobile Technologies*, 13(6).
 30. Salloum, Said A, Al-Emran, M., Shaalan, K., & Tarhini, A. (2018). Factors affecting the E-learning acceptance: A case study from UAE. *Education and Information Technologies*, 1–22.
 31. Serkal, A. M. M. (2020). *59% of UAE parents prefer distance learning for first academic term 2020/21 | Education – Gulf News*.
 32. Tahat, D. N., Tahat, K. M., & Habes, M. (2020). Jordanian Newspapers Coverage of Cyberbullying during COVID 19 Pandemic. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(7), 15390–15403.

33. Tahat, K. M., Habes, M., & Tahat, D. N. (2020). Towards Employing New Media in Journalism Major: A Cross Sectional Study at Yarmouk University, Jordan. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(7), 15404–15422.
34. Thorell, L., Skoglund, C. B., Peña, A. G. de la, Baeyens, D., Fuermaier, A., Groom, M., Mammarella, I., Oord, S. Van der, Hoofdakker, B. van den, Luman, M., Miranda, D. M. de, Siu, A., Steinmayr, R., Idrees, I., Soares, L. S., Sörlin, M., Luque, J. L., moscardino, ughetta, Roch, M., ... Christiansen, P. D. H. (n.d.). *Psychosocial effects of homeschooling during the COVID-19 pandemic: Differences between seven European countries and between children with and without mental health conditions*. <https://doi.org/10.31234/OSF.IO/68PFX>
35. UNESCO. (2020a). *COVID-19 Educational Disruption and Response*.
36. UNESCO. (2020b). *School closures caused by Coronavirus (Covid-19)*.
37. Wang, G., Zhang, Y., Zhao, J., Zhang, J., & Jiang, F. (2020). Mitigate the effects of home confinement on children during the COVID-19 outbreak. *The Lancet*, 395(10228), 945–947. [https://doi.org/10.1016/S0140-6736\(20\)30547-X](https://doi.org/10.1016/S0140-6736(20)30547-X)
38. *World Health Organization*. (2020).
39. Zaman, S. S. R. (2020). *Coronavirus: Schools in the UAE all set for remote learning from Sunday, March 22 / Education – Gulf News*.