

Parental Care of Kindergarten Children During the Covid-19 Pandemic Lockdown in Jordan

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The study investigates the level of parental care provided to kindergarten children during the COVID-19 pandemic lockdown in Jordan, with particular attention to parents'

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academic qualifications, age, and gender. A descriptive survey design was employed, using a 30-item questionnaire developed in accordance with the study objectives. The instrument covered three dimensions of parental care: emotional, educational, and social. Data were collected from 350 parents in Amman, the capital of Jordan. The findings indicated statistically significant differences in the level of parental care associated with the examined research variables during the COVID-19 pandemic lockdown. In light of these findings, the study proposes relevant recommendations aimed at strengthening parental nurturing practices more broadly.

Keywords: Covid-19 Pandemic; Domain; Kindergarten Children Stage; Home Lockdown; Parental Care

Introduction

Relationships and context are now understood as the principal drivers of early human development (Osher et al., 2020), and meta-analytic evidence links parental involvement in the early years to measurable learning outcomes (Ma et al., 2016). The family represents the fundamental environment in which children receive educational, emotional, and social nurturing. Within this setting, children acquire the principles, values, customs, skills, attitudes, and behavioural patterns necessary for effective adjustment to life, while also developing their abilities, interests, and talents. Parents play a central role in shaping children's personalities and providing care during both ordinary circumstances and periods of crisis. The goals parents set for childrearing vary systematically across families and shape the practices they adopt (Ho et al., 2022). Their responsibilities extend to fostering the comprehensive development of their children across the different dimensions of personality.

Parental engagement at this stage has long been associated with children's educational outcomes Fasina (2011), and parents' awareness of readiness strategies varies considerably across families (Hazaimah, 2017). Kindergarten constitutes a critical stage of education, providing an essential foundation for children's overall development. Greater attention to this stage can yield more substantial long-term benefits for society. Its significance is comparable to that of subsequent educational stages, particularly because it is guided by its own distinctive philosophy and objectives. Accordingly, all stakeholders involved in kindergarten education should fulfil their respective responsibilities in strengthening children's fundamental cognitive, psychological, and social skills (Yoshikawa et al., 2020). Luthar et al. (2020) emphasised that children experiencing isolation, as occurred during the pandemic, require particular forms of emotional support. Although routine shopping activities can ordinarily

create opportunities for social interaction, fears of infection led many parents to restrict their children's contact with friends (Constance Shumba, 2020; Mathew et al., 2020).

It is important to identify children's talents at an early age so that these abilities can be appropriately nurtured, while also enabling parents to benefit from guidance provided by specialists. The study further advocated raising awareness of the significance of the kindergarten stage in children's lives and emphasised the importance of establishing bridges to kindergarten. Constance Shumba (2020) characterised social distancing as an "experience of bereavement... which could lead to emotional and psychological trauma" and social disturbances. Brooks et al. (2020) similarly observed that social isolation can affect the mental health of both parents and children, a perspective supported by Yoshikawa et al. (2020). The requirement for parents to undertake home schooling also affected their children's educational attainment. Consequently, Mathew et al. (2020) recommended that official authorities provide parents with training courses to strengthen their ability to support children in both online and offline learning activities.

Study Terminology

Parental Care: The approaches, whether appropriate or inappropriate and positive or negative, that parents employ when interacting with their children for educational purposes across different circumstances. Procedurally, it refers to the collection of practices adopted by parents to nurture their children within the educational, social, and emotional domains. It is operationally represented by the participants' overall scores on the parental care scale developed in accordance with the objectives of the study.

Covid-19: The designation assigned by the World Health Organization in its announcement of February 11, 2020, to the disease resulting from the corona virus. Its manifestations include fever, fatigue, cough, and other respiratory complications, with severe cases potentially resulting in death. The number 19 denotes the year in which the first case was identified (Brooks et al., 2020).

Kindergarten: According to the Jordanian Ministry of Education (JMOE), it refers to an educational institution in which children aged 4-6 years spend a substantial portion of their day participating in varied educational activities designed to promote their integrated social, intellectual, physical, and emotional development.

Statement of the Problem

Communication between parents and early childhood settings is itself a predictor of engagement quality (Coelho et al., 2019), and parents' experience of that engagement was substantially disrupted during the pandemic (Levickis et al., 2023). Kindergarten constitutes a significant stage of education during which children acquire experiences that contribute to their cognitive, psychological, physical, and social development, supported by informed parental involvement. The Covid-19 pandemic affected society broadly and necessitated the adoption of new measures to limit the transmission of the virus. These measures included home lockdowns and the closure of educational institutions, including kindergartens, which consequently increased the amount of time parents and children spent together. Such circumstances created a greater need for cooperation between educational institutions and children's parents. Bin Qamum's research recommended further investigation at the primary educational stage, given its crucial contribution to the development of children's personalities. In this context, the present study examines the degree of parental care provided to kindergarten children during the Covid-19 home lockdown in Jordan.

Objectives of the Study

The study seeks to accomplish the following objectives:

- To assess the degree of parental care provided to kindergarten children during the Covid-19 pandemic lockdown in Jordan.
- To examine the degree of parental care in relation to parents' academic qualifications.
- To determine the degree of parental care with respect to parents' age.
- To assess the degree of parental care according to parents' gender.

Questions of the Study

The study addresses the following research questions:

1. What is the degree of parental care provided to young children during the home lockdown imposed in Jordan throughout the Covid-19 pandemic?
2. Are there statistically significant differences (at the function level $\alpha \geq 0.05$) in the responses concerning parental care that can be attributed to parents' academic qualifications?
3. Are there statistically significant differences (at the function level $\alpha \geq 0.05$) in the responses concerning parental care in relation to parents' age?

4. Are there statistically significant differences (at the function level $\alpha \geq 0.05$) in the responses concerning parental care according to parents' gender?

Significance of the Study

The significance of the study is reflected in the anticipated outcomes, which are expected to provide the following benefits:

- By focusing on the early childhood stage, the study is expected to strengthen attention towards parental care and its contribution to the development of children's personalities across different domains.
- The study will assess maternal effectiveness in providing care across the various dimensions of children's development.
- The findings are expected to support the identification of suitable and effective approaches for parental training.

The study may stimulate researchers to undertake further investigations into the role of parents and their influence on children's lives.

Literature Review

Fasina (2011) examined parental education in Nigeria through a self-administered questionnaire. The findings demonstrated that the emotional care provided by parents had a substantial influence on children's educational development. However, the residential setting was not found to be associated with children's educational performance. The study further established the importance of parental involvement in kindergarten education, as such involvement can expand children's perspectives, strengthen their social relationships, and foster both self-esteem and self-efficacy.

During the pandemic, 24% of parents took leave from employment to provide care for their children, whereas 5% indicated that their financial circumstances were satisfactory because their children were attending development centres. In contrast, 63% experienced difficulties in meeting basic financial needs (Massimiliano Tani, 2020). Some parents consequently had to reduce the quantity of food they could afford. Furthermore, the closure of facilities and the disruption of family routines generated tension between parents and children, who were adversely affected by these circumstances. The lockdown was also associated with excessive activity among children, reduced concentration, and alterations in cognitive development. The closure of facilities made it more difficult for parents to interact with and understand their children. During this period, children exhibited greater levels of anxiety and fear, experienced

emotional outbursts more frequently than usual, and demonstrated a decline in social skills.

Parents additionally observed changes in children's sleeping patterns, with 72% reporting insufficient physical activity (Spinelli et al., 2020). Sleep-related difficulties affected 41% of children and included problems falling asleep, inadequate sleep, nightmares, talking during sleep, and interrupted sleep. Eating-related difficulties were another prominent concern reported by parents and children. Approximately 50% of children developed eating problems, including excessive consumption of fast food and sweets or refusal to eat, behaviours that had not been observed before the pandemic. More than 75% of children experienced loneliness and expressed a longing for their friends and school. These difficulties became particularly pronounced when a family member contracted Covid-19, in which case the previously reported percentages relating to eating, sleeping, and other behaviours doubled.

Roos et al. (2021) indicated that approximately one-third of parents had neither completed their children's essential vaccinations nor undertaken regular assessments of their growth and development. Most parents associated this situation with fear of the virus, the closure of clinics, or other related factors. This pattern was consistent with wider regional evidence (Constance Shumba, 2020), which indicated that 75% of 82 countries worldwide had reduced the provision of basic childhood vaccinations during the pandemic. This reduction contributed to the re-emergence of infectious diseases, including measles, whooping cough, mumps, and others. Approximately two-thirds of parents chose not to take their children to public places or shopping centres because of concerns about the pandemic, and an equivalent proportion continued to experience such fears. Despite the psychological, sensory, and behavioural difficulties experienced by children, 82% of parents did not seek assistance from school-based or external psychologists because they were unaware of the need for such support.

Regarding distance education, 65% of parents expressed satisfaction with its level, whereas 35% were dissatisfied. Parents, particularly mothers, reported that distance learning increased their burdens, especially when supporting younger children. Difficulties with Internet connectivity were also reported, alongside challenges associated with managing large numbers of children in different locations. Moreover, Internet-based learning could not reproduce the sensory and educational functions provided through face-to-face instruction. Finally, 63% of parents acknowledged that the pandemic and its consequences could produce long-term effects (Luthar et al., 2020).

Maha Yousef Abu-Rabba examined online learning in Jordanian

kindergartens during the Covid-19 pandemic, focusing on the extent to which this form of learning was utilised from teachers' perspectives. The study involved 225 female teachers working in both public and private schools. Data were collected through a survey developed around three dimensions: teaching, communication, and technological competencies. The findings indicated that teachers perceived the utilisation of online learning in kindergartens as moderate, although its application was more effective in private schools. Associations were also identified between teachers' years of expertise, academic qualifications, and employment in private education. The challenges posed by Covid-19 to education, together with countries' difficulties in containing and controlling its spread, necessitated precautionary measures intended to limit transmission and mitigate its adverse consequences for health, economic, and educational systems. Most countries declared states of emergency and introduced measures including home quarantine, while factories, companies, schools, and universities were closed. These interventions adversely affected educational systems worldwide (Mathew et al., 2020). School closures consequently produced substantial social and educational consequences. To maintain educational continuity, schools and families were required to respond rapidly by adopting online learning approaches in place of conventional forms of education (Andrew et al., 2020).

Novianti and Garzia (2020) examined the challenges and limitations associated with online learning in kindergartens during the pandemic. The study employed a descriptive analytical approach and included 100 female teachers. The findings showed that teachers employed a range of online learning methods, including e-mail, digital platforms, and social media. The principal challenges identified included some teachers' limited ability to use technology and the difficulty of developing certain skills among children when face-to-face instruction was not available. Alharthi (2023) investigated the challenges associated with online learning during the Covid-19 pandemic in Turkey by conducting open interviews with 65 teachers. Their findings revealed that teachers encountered difficulties related to Internet access, inadequate infrastructure, and the management of classroom and human resources. The study further showed that students were insufficiently prepared for online learning and that there was limited implementation of technological applications, online learning practices, and training support. In addition, students lacked adequate knowledge and experience of online learning.

Several researchers reported that online learning was ineffective for kindergarten education and advocated a return to conventional classroom instruction. Parents also expressed negative perceptions regarding the value

system and benefits associated with online learning (Le et al., 2025). Nevertheless, findings from a study conducted in Cyprus challenged this position. Toran et al. (2024) identified several advantages associated with online learning for kindergarten children. According to Lam et al. (2022), kindergarten teachers considered online learning capable of supporting children's psychomotor development, curiosity, and self-confidence. Technology-mediated learning could also make the learning experience more enjoyable. Similarly, Madigan et al. (2019) found that children demonstrated considerable interest and strong competencies in using digital technology, while experiencing enjoyment and successful engagement in digital activities.

Consistent with Toran et al. (2024), Griffith et al. (2022) found that online learning in preschool environments offered considerable potential for engaging children in creative and thinking-oriented activities. The quality of these experiences, however, depended partly on the support available to children. Family assistance during online learning can facilitate children's acquisition of knowledge and skills and encourage positive attitudes towards this form of learning (Kuhfeld et al., 2020). Online learning also provides children with diverse opportunities to encounter new concepts through unconventional approaches and enables them to participate more actively in the educational process through modern technological methods and resources, thereby reducing individual differences among students. In addition, the incorporation of audio and visual media can enhance the effectiveness of delivering knowledge and experiences to students through online learning (Lawrence & Fakuade, 2021).

The number of children using online tools has increased rapidly alongside the development of touchscreen technologies and expanded Internet access, a trend that has prompted concern about the developmental consequences of early screen exposure (Madigan et al., 2019; Oswald et al., 2020), about parental attitudes to young children's device use (Papadakis et al., 2019), and about the balance of distance learning and screen time reported by parents during class suspension (Lau & Lee, 2021) and about parents' capacity to mediate it (Toran et al., 2024). Given that children had limited prior experience with online learning (Lam et al., 2022), strengthening instructors' competencies became necessary to support effective teaching within online environments. When designing educational activities, teachers should account for individual differences in children's abilities and interests. This requires communication with families to understand children's tendencies and collaboration with parents in developing activities that correspond to their needs and support appropriate skill development. Teachers should also monitor children's progress, obtain feedback

from their families, and continuously evaluate each child's learning process Novianti and Garzia (2020).

The integration of digital technology and online learning into kindergarten education presents considerable challenges because teachers require appropriate knowledge and skills to use technological tools and deliver lessons effectively (Novianti & Garzia, 2020). Teachers have a significant role in encouraging children's participation in online learning, while their technological competence contributes to improving the effectiveness of this approach. However, research conducted in Jordan found that kindergarten teachers lacked a clear understanding of the benefits of technology use among young children. Alan similarly reported that kindergarten teachers require technological competencies. Effective use of online learning requires teachers to hold positive attitudes towards this approach and possess appropriate digital skills (Kuhfeld et al., 2020).

Kindergarten teachers also need access to interactive resources, the capacity to operate educational platforms designed for children, and the ability to communicate with parents regarding suitable learning resources (Alharthi, 2023). Among the competencies required for online learning at the kindergarten level are the ability to respond to technological developments and to employ technological capabilities relevant to teaching and learning. These include designing simple and engaging educational videos through different programmes and technologies. Teachers must also utilise communication through telephone and computer applications to establish effective interaction among teachers, parents, and children, while providing educational and recreational activities that approximate the experience of traditional face-to-face education (Griffith et al., 2022).

The use of online tools among children has continued to expand rapidly as touchscreen technologies and Internet access have become more prevalent. Since children traditionally had little experience with online learning, this approach represented an unfamiliar mode of education for preschool children (Lam et al., 2022). Consequently, enhancing teachers' competencies was necessary to enable them to operate effectively within online learning environments. Educational activities should be designed with consideration of individual differences in children's abilities and interests. Teachers should communicate with families to understand children's tendencies and work collaboratively with children when developing activities that respond to their needs and support appropriate skill development. Continuous follow-up is also required, together with the systematic collection of family feedback and ongoing, daily evaluation of each

child's learning process.

Implementing digital technology and online learning in kindergarten education is a demanding process, requiring teachers to possess the knowledge and skills necessary to use technological resources and deliver appropriate lessons (Novianti & Garzia, 2020). Teachers are instrumental in promoting children's engagement with online learning, and technological competence can enhance the effectiveness of this mode of education. Nevertheless, research in Jordan found that kindergarten teachers lacked a clear understanding of the benefits of technology use among young children. Alan further emphasised the need for early childhood teachers to develop technological competencies. For kindergarten teachers to adopt online learning effectively, they need positive attitudes towards the approach and appropriate digital skills (Kuhfeld et al., 2020). Childhood teachers should also have access to interactive resources, be capable of using child-oriented educational platforms, and communicate with parents to familiarise them with learning resources suitable for their children (Alharthi, 2023).

Effective implementation of online learning at the kindergarten level requires teachers to be capable of responding to technological developments and exploiting the technological resources available for teaching and learning. A key competency involves producing simple and engaging educational videos through appropriate programmes and technologies. Teachers must additionally use telephone and computer applications to facilitate effective communication among teachers, parents, and children. They should also be able to provide educational and recreational activities that resemble, as far as possible, the learning experience offered through traditional face-to-face education (Griffith et al., 2022).

Brooks et al. (2020) showed that the challenges of Covid-19 in education, the increasing spread of the Covid-19 pandemic, and the inability of countries worldwide to contain and control the virus necessitated the implementation of precautionary measures designed to limit its transmission and mitigate its adverse consequences for health, economic, and educational systems. Consequently, most countries declared states of emergency and introduced restrictions, including home quarantine, while factories, companies, schools, and universities were closed. These measures negatively affected educational systems across the world. Bonal & González demonstrated that school closures generated substantial effects at both societal and educational levels. Schools and families therefore had to respond rapidly by adopting online learning approaches in place of traditional education to maintain continuity in the educational process.

Methodology

A quantitative research approach was adopted to fulfil the study’s goals and objectives, based on the premise that social reality comprises objective facts rather than subjective feelings and beliefs. This approach focuses on the systematic collection of data and is applicable to phenomena that can be represented in quantitative terms. It employs measurement instruments that demonstrate appropriate validity and reliability and administers them to a sample drawn from the population under investigation. The resulting data are analysed through statistical procedures, enabling findings to be generalised to the wider population with a specified level of confidence. Accordingly, the descriptive survey method was employed with a sample of participants, using a questionnaire developed specifically to address the objectives of the study.

Study Population

The descriptive survey method was employed through a 30-item questionnaire structured across three domains: emotional, educational, and social. The instrument was administered to a sample of 350 parents from Amman, the capital of Jordan. Its distribution across the identified demographic variables is presented in Table 1.

Table 1

Frequencies and Percentages of Study Sample Distribution According to Demographic Variables

Demographic Variables	Levels	N	Percentage
Parents' Academic Qualification	Diploma and Below	100	28.6
	Bachelor's Degree	203	58.0
	Postgraduate	47	13.4
	Total	350	100.0
Parents' Age	Less than 30 Years	196	56.0
	30 to 40 Years	102	29.1
	More than 40 Years	52	14.9
	Total	350	100.0
Parents' Gender	Father	69	19.7
	Mother	281	80.3
	Total	350	100.0

Study Tool

For data collection and the fulfilment of the study objectives, the questionnaire was developed in accordance with the study variables and

requirements, drawing upon findings and instruments from relevant previous studies. The questionnaire comprised three principal parts:

- Part One: 10 items addressing the Educational variable.
- Part Two: 10 items addressing the Social variable.
- Part Three: 10 items addressing the Emotional variable.

To assess the degree of parental care provided to kindergarten children during the Covid-19 pandemic, the researcher employed a 30-item questionnaire organised into three domains:

- 1- Educational - 10 items.
- 2- Social - 10 items.
- 3- Emotional - 10 items.

Tool Validity and Reliability

To establish the validity of the research instrument, the questionnaire was presented to a panel of nine university specialists for evaluation. All recommendations provided by the experts concerning revisions, additions, deletions, and other modifications were carefully considered and incorporated as appropriate.

Tool Reliability

To establish the reliability of the study instrument, the researcher administered the questionnaire to a pilot sample of 32 parents. Cronbach's alpha was employed to assess the reliability coefficients across the three domains. To determine the consistency of the instrument, internal consistency coefficients were calculated using Cronbach's alpha for all dimensions of the study. This procedure assessed the consistency of respondents' answers across all items of the scale, with the resulting coefficient indicating the degree of internal consistency among responses. The coefficient ranges from 0 to 1, with a value of 0.70 regarded as an acceptable level of reliability. The samples were drawn from the exclusion zones in Jordan with the approval of the Ministry of Education.

Study Variables

Demographic Variables

- Parents' academic qualification: Diploma and Below, Bachelor's degree, Postgraduate.
- Parents' age: less than 30 years, 30 – 40 years, more than 40 years.

- Parents’ gender: male and female.

Dependent Variable

The degree of parental care provided to kindergarten children during the Covid-19 home lockdown in Jordan, as reflected in the participants’ responses to the questionnaire items across its respective domains.

Data Analysis

Statistical Package for the Social Sciences: SPSS software was employed to analyse the data relevant to the study questions. The data were analysed using the following statistical procedures:

- 1- Descriptive statistics, including means, standard deviations, frequencies, and percentages.
- 2- Independent-samples t-test.
- 3- One-way analysis of variance (ANOVA).
- 4- Scheffé post hoc test.

Results

Results Pertaining to the First Question

“What is the degree of parental care for young children?”

To address the research question, the means and standard deviations were calculated for the responses across the questionnaire domains, together with the overall questionnaire score. The results are presented in Table 2.

Table 2

Means, Standard Deviations, Degrees, and Ranks of Responses on the Domains and the Total Score of the Questionnaire					
No.	Domain	M*	SD*	Degree	Rank
3	Emotional Domain	3.80	.59	High	1
1	Educational Domain	3.65	.64	Mid	2
2	Social Domain	3.62	.63	Mid	3
	Total Score of the Questionnaire	3.69	.59	High	

*out of 5

Table 2 indicates that the emotional domain attained the highest rank, followed by the educational domain, while the social domain occupied the third position. Across all domains, the participants’ responses produced an overall mean of 3.69 and a standard deviation of 0.59. To further examine the participants’ responses to the individual questionnaire items, the means,

standard deviations, scores, and ranks were calculated, with the results presented in Table 3.

Table 3

Means, Standard Deviations, Degrees, and Ranks of the Domain Items

No.	Educational Domain	M	SD	Degree	Rank
2	I keep in touch with my children’s teacher to ask about various educational subjects.	4.27	.71	High	1
3	I teach my children how to maintain personal cleanliness.	4.01	.75	High	2
9	I teach them good values and manners.	3.87	.78	High	3
6	I teach them positive habits like cooperation with family members.	3.74	.95	High	4
1	I encourage them to read picture books and stories.	3.71	.83	High	5
4	I provide activities to support their mental development.	3.50	.745	Mid	6
8	I help them develop communication skills.	3.48	.77	Mid	7
7	I help them develop talents like drawing and singing, etc.	3.40	.84	Mid	8
5	I encourage them to use language correctly.	3.37	.80	Mid	9
10	I encourage them to evaluate and review their behavior.	3.15	.83	Mid	10
Social Domain					
16	I encourage them to talk in front of others.	4.09	.70	High	1
19	I teach them to respect others regardless of age.	4.00	.91	High	2
17	I am always a model for them.	3.89	.90	High	3
20	I don’t use violence to discipline them.	3.88	.82	High	4
18	I teach them to cooperate with and help others.	3.73	1.00	High	5
13	I teach them how to protect themselves.	3.59	.84	Mid	6
14	I teach them how to protect the environment.	3.34	.88	Mid	7
12	I develop in them a sense of belonging to their family, society, and country.	3.29	.88	Mid	8
11	I teach them to accept others irrespective of race or colour.	3.19	.84	Mid	9
15	I develop saving habits in them.	3.17	.72	Mid	10
Emotional Domain					
30	I encourage my children to express themselves freely.	4.28	.74	High	1
24	I encourage them to do physical exercises and games.	4.21	.73	High	2
26	I spend as much time as possible with them.	4.20	.76	High	3
25	I develop feelings of love and acceptance for them.	4.19	.74	High	4
27	I provide them with healthy food.	4.09	.74	High	5
29	I start a dialogue and listen to them for many hours daily.	3.60	.90	Mid	6
28	I provide them with a safe setting at home.	3.52	.87	Mid	7
23	I develop their self-confidence and encourage them to shoulder responsibility.	3.39	.83	Mid	8
22	I develop their self-control and personal behavior.	3.30	1.00	Mid	9
21	I satisfy their need for safety, acceptance, nurture, love, and respect.	3.19	.77	Mid	10

With respect to the findings for the educational domain, item 2 achieved the highest rank, followed by item 3, whereas item 9 occupied the third position.

These findings indicate that parents gave considerable attention to meeting various educational needs that their children were unable to address independently for different reasons. Teaching children practices related to personal cleanliness was among the priorities identified by parents. The fifth-place ranking of item 1 within this domain may be attributable either to parents' extended working hours or to their perception that responsibility for this aspect should be undertaken by educational institutions. These findings are consistent with Hazaimah (2017), who recommended strengthening relevant strategies and methods of implementation to establish appropriate language behaviour. They are also in agreement with Alharthi (2023), who stressed the importance of raising parents' awareness of appropriate educational and nurturing practices.

Regarding the social domain, item 16 obtained the highest rank, followed by item 19. The findings suggest that parents attach substantial importance to developing their children's communication skills, together with fostering values associated with respect and acceptance of others. These aspects are fundamental to the development of children's personalities within their social environments and may have implications for their subsequent development. Fasina (2011) highlighted the significance of parental involvement in developing such skills among kindergarten children, noting that this involvement can broaden children's horizons and strengthen their social relationships. In relation to the emotional domain, item 30 ranked first, recording a mean of 4.28 and a standard deviation of 0.74, followed by item 24 and item 26, respectively. These findings correspond with Qamum, who emphasised the significant role of the family in providing an environment characterised by warmth, security, and protection. Such an environment constitutes an appropriate context in which children can gradually modify, develop, or reject behaviours until they attain independence. Previous studies have also indicated an association between personal style and parental methods. The position attained by item 24 may be explained by parents' occupational and social commitments, which can limit the amount of time available for interaction with their children.

Fasina (2011) pointed out that parental participation in developing these skills is particularly important at the kindergarten stage, as such involvement can broaden children's horizons and reinforce their social ties. The same study further emphasised the importance of parental participation in fostering communication skills among kindergarten children, noting that such

involvement may broaden children’s horizons and strengthen their social relationships, both of which are important for their overall development. The emphasis placed on communication skills and social values is consistent with research on child development, which underscores the significance of social interaction and relationships in shaping children’s personalities and influencing their future development. Effective communication skills enable children to establish positive relationships with peers, teachers, and other adults, while also potentially supporting their subsequent academic and career development.

Overall, the findings indicate that parents recognise the significance of communication skills and social values in their children’s development and consequently give priority to cultivating these competencies. These findings may provide a basis for educational initiatives designed to support parents in strengthening effective communication and social skills among their children. Regarding the results of the second question, which concerned the educational qualifications of the children’s parents, means and standard deviations were calculated for each domain as well as for the overall score. The results are presented in Table 4.

Table 4

Means and Standard Deviations for Each Domain in Addition to the Total Grade
Pertaining to the Parents’ Qualifications

Domains	Educational Qualifications	N	M*	SD*
Educational Domain	Diploma or Less	100	3.27	.47
	Bachelor’s Degree	203	3.61	.50
	Higher Studies	47	4.66	.42
Social Domain	Diploma or Less	100	3.27	.55
	Bachelor’s Degree	203	3.57	.49
	Higher Studies	47	4.56	.44
Emotional Domain	Diploma or Less	100	3.51	.60
	Bachelor’s Degree	203	3.77	.50
	Higher Studies	47	4.52	.39
Total Grade	Diploma or Less	100	3.347	0.508
	Bachelor’s Degree	203	3.65	0.447
	Higher Studies	47	4.581	0.39

*out of 5

Table 5 shows that there are significant differences at $p \leq 0.05$ between the means of participants’ responses in the various areas and the total grade of the questionnaire pertaining to the educational qualifications of the parents. To test the sources of these differences, a Scheffé test was used. The results are shown in Table 6. Moreover, Table 6 indicates statistically significant differences at $p \leq 0.05$

between parents holding postgraduate qualifications and those with a bachelor's degree or a diploma or below, with the higher scores consistently favouring parents with postgraduate qualifications across all domains. The findings further demonstrate statistically significant differences between parents with a bachelor's degree and those with a diploma or below, with the former group recording higher scores across all domains and in the overall score.

Table 5

One-Way ANOVA Test Results for the Differences Between Means of Each Domain and the Total Grade of the Questionnaire Pertaining to the Educational Qualifications of the Child's Parents

Domains	Source of Variance	Sum of Squares	df	Mean of Squares	F	P
Educational Domain	Between Groups	18.15	2	9.075	137.500 [*]	.000
	Within Groups	22.93	347	0.066		
	Total	41.08	349			
Social Domain	Between Groups	15.40	2	7.700	108.451 [*]	.000
	Within Groups	24.62	347	0.071		
	Total	40.02	349			
Emotional Domain	Between Groups	9.51	2	4.755	64.257 [*]	.000
	Within Groups	25.64	347	0.074		
	Total	35.15	349			
Total grade	Between Groups	126.90	2	63.45	117.500 [*]	.000
	Within Groups	187.30	347	0.54		
	Total	314.20	349			

*significant at $p \leq 0.05$

Table 6

Scheffé Test Results for the Differences Between the Means of Each Domain and the Total Grade Related to the Educational Qualifications of the Child's Parents

Dependent Variable	(I) Educational Qualification	(J) Educational Qualification	Mean Differ. (I-J)	Std. Error	P
Educational Domain	Higher Studies	Diploma or Less	1.399 [*]	.085	.000
		Bachelor's Degree	1.058 [*]	.078	.000
	Bachelor's Degree	Diploma or Less	.340 [*]	.059	.000
Social Domain	Higher Studies	Diploma or Less	1.285 [*]	.088	.000
		Bachelor's Degree	.987 [*]	.081	.000
	Bachelor's Degree	Diploma or Less	.299 [*]	.061	.000
Emotional Domain	Higher Studies	Diploma or Less	1.016 [*]	.090	.000
		Bachelor's Degree	.747 [*]	.082	.000
	Bachelor's Degree	Diploma or Less	.269 [*]	.062	.000
Total grade	Higher Studies	Diploma or Less	1.234 [*]	.081	.000
		Bachelor's Degree	.931 [*]	.074	.000
	Bachelor's Degree	Diploma or Less	.303 [*]	.056	.000

*significant at $p \leq 0.05$.

Results of the Third Question

“Are there statistically significant differences at the level $p \geq 0.05$ between the degree of parental care related to parents’ age?”

To address this question, the means and standard deviations were calculated for each domain, together with the overall questionnaire score, according to the parents’ age. The results are presented in Table 7.

Table 7

Means and Standard Deviations for Each Domain and the Total Degree Pertaining to Parents’ Age

Domains	Age of the Child’s Mother	N	M*	SD*
Educational Domain	Less than 30 Years Old	196	3.45	.55
	30 to 40	102	3.80	.66
	More than 40	52	4.11	.61
Social Domain	Less than 30 Years Old	196	3.46	.57
	30 to 40	102	3.71	.66
	More than 40	52	4.05	.57
Emotional Domain	Less than 30 Years Old	196	3.66	.58
	30 to 40	102	3.84	.59
	More than 40	52	4.22	.42
Total Grade	Less than 30 Years Old	196	3.52	.53
	30 to 40	102	3.78	.61
	More than 40	52	4.13	.51

*out of 5

Table 7 demonstrates variations in the means for each domain and in the overall questionnaire score across the different age groups of the parents. To determine whether these observed differences were statistically significant, a one-way ANOVA was conducted, with the results presented in Table 8.

Table 8

One-Way ANOVA Test Results for the Differences Between the Means of Each Domain and the Total Grade Related to the Parents’ Age

Domains	Source of Variance	Sum of Squares	df	Mean of Squares	F	P
Educational Domain	Between Groups	6.083106	2	3.041551	30.159	.000
	Within Groups	34.99546	347	0.100851		
	Total	41.07856	349			
Social Domain	Between Groups	4.534234	2	2.267117	22.168	.000
	Within Groups	35.48765	347	0.102269		
	Total	40.02189	349			
Emotional Domain	Between Groups	3.760731	2	1.880366	20.784	.000
	Within Groups	31.39303	347	0.090469		
	Total	35.15376	349			
Total Score of the Questionnaire	Between Groups	42.19969	2	21.09984	26.914	.000
	Within Groups	272.0361	347	0.783966		
	Total	314.2358	349			

*significant at $p \leq 0.01$

Table 8 indicates statistically significant differences at $p \leq 0.05$ among the responses across the domains and in the overall questionnaire score according to the parents' age. To identify the specific sources of these differences, the Scheffé test was subsequently conducted. The results are presented in Table 9.

Table 9

Scheffé Test Results for the Differences Between the Means of Each Domain and the Total Grade Related to Parents' Age

Dependent Variable	(I) Parents' Age	(J) Parents' age	Mean Differ. (I-J)	Std. Error	P
Educational Domain	More than 40	Less than 30	.66 [*]	.09	.000
		30 to 40	.31 [*]	.10	.011
	30 to 40	Less than 30	.35 [*]	.07	.000
Social Domain	More than 40	Less than 30	.60 [*]	.09	.000
		30 to 40	.35 [*]	.10	.003
	30 to 40	Less than 30	.25 [*]	.07	.003
Emotional Domain	More than 40	Less than 30	.56 [*]	.09	.000
		30 to 40	.38 [*]	.10	.000
	30 to 40	Less than 30	.18 [*]	.07	.037
Total Grade	More than 40	Less than 30	.61 [*]	.09	.000
		30 to 40	.35 [*]	.09	.001
	30 to 40	Less than 30	.26 [*]	.07	.001

^{*}significant at $p \leq 0.05$

Table 9 indicates statistically significant differences at $p \leq 0.05$ between parents over 40 years of age and those younger than 30 years or between 30 and 40 years, with the higher results favouring the former group across all domains and in the overall score. The findings also demonstrate statistically significant differences at $p \leq 0.05$ between parents aged 30-40 years and those younger than 30 years, with the former group obtaining higher results across all domains and in the overall score. These findings may be attributed to the greater experience of parents over 40 years of age, as they are more likely to have raised more than one child. Their higher level of knowledge may also have developed through exposure to relevant parental care programmes. In addition, parental maturity and heightened awareness of their responsibilities towards children, particularly during the formative period of personality development, are likely to contribute to preparing children for a more favourable future.

Results Pertaining to the Fourth Question

“Are there with statistically significant differences at the level $p \geq 0.05$ related to parents' gender?”

Table 10 indicates statistically significant differences at $p \leq 0.05$ between the responses across the different domains and in the overall score according to parents' gender, with the higher results favouring the child's mother. This finding may be explained by the influence of instinctive maternal care, together with the traditions, customs, and cultural practices within Jordanian society concerning equality between males and females. These factors may have contributed to parents adopting positive approaches to dealing with their children, thereby supporting the achievement of psychological balance. The study findings demonstrate that statistically significant differences existed in the degree of parental care provided to kindergarten children during the Covid-19 pandemic.

Table 10

Means, Standard Deviations, and T-Value for the Differences Between Each Domain and the Total Grade Related to Parents' Gender

Dependent Variable	Gender	N	M	SD	t-value	df	P
Educational Domain	Mother	281	3.71	.62	3.50*	348	.001
	Father	69	3.41	.68			
Social Domain	Mother	281	3.69	.59	4.34*	348	.000
	Father	69	3.33	.73			
Emotional Domain	Mother	281	3.86	.55	3.74*	348	.000
	Father	69	3.56	.69			
Total Grade	Mother	281	3.75	.56	4.07*	348	.000
	Father	69	3.43	.67			

*significant at $p \leq 0.05$

Conclusion and Recommendations

Parental stress during the outbreak was closely associated with children's emotional and behavioural problems (Spinelli et al., 2020), while parental resilience operated as a protective factor for the parent-child relationship (Russell et al., 2022). The study establishes that parental care provided to kindergarten children during the COVID-19 lockdown in Jordan was moderate overall, with the emotional domain ranked highest and the educational domain lowest. Statistically significant differences were identified according to parental academic qualification, age and gender, indicating that parental capacity to sustain children's development during prolonged school closure was unevenly distributed across the population. These findings are consistent with international evidence that home learning conditions diverged sharply during lockdown Andrew et al. (2020) and that the resulting disruption

to early cognitive and social-emotional development was substantial (Le et al., 2025; Yoshikawa et al., 2020).

Several recommendations follow from these findings. Parenting education programmes should be developed to equip parents with the knowledge and practical skills required to support their children's social, emotional and educational development, delivered through workshops, seminars or online resources addressing child development, effective parenting strategies and the balancing of work and family responsibilities; such provision should give particular attention to parents under thirty years of age, among whom the study recorded the lowest levels of parental care. Schools and educational institutions should strengthen family involvement by creating structured opportunities for parents to participate in school activities and to remain informed about their children's progress, since parental involvement is itself a determinant of children's engagement with learning (Alharthi, 2023; Novianti & Garzia, 2020). Parents should be encouraged to sustain positive interactions with their children through communication, expressions of affection and opportunities for play and exploration, and to exercise informed judgement over the quality rather than merely the quantity of children's screen exposure (Griffith et al., 2022; Ponti, 2023). Employers should be encouraged to offer flexible working arrangements, which reduce parental stress and facilitate positive parent-child interaction (Massimiliano Tani, 2020; Roos et al., 2021). Families of children with special needs or learning difficulties should receive additional support, including specialised programmes, counselling services and parent support groups. Within the educational domain, where the study found the weakest provision, parents should be supported in developing children's capacity to evaluate and review their own behaviour, and within the social domain in developing skills such as saving habits and acceptance of others irrespective of gender or background. Finally, further research should evaluate parental care in light of subsequent developments, since the conditions examined here were specific to an exceptional period.

Limitations of the Study

The findings of this study should be interpreted in light of several limitations. In objective terms, the research was confined to assessing the degree of parental care provided to kindergarten children during the COVID-19 home lockdown in Jordan, and specifically to the domains addressed by the study instrument, so that dimensions of parental care falling outside those

domains were not captured. Geographically, the study was restricted to Amman, the capital city, and its findings therefore cannot be generalised without qualification to rural governorates or to other national contexts in which lockdown conditions, school provision and family circumstances differed. Temporally, data were collected during the second semester of the 2020/2021 academic year, a period of exceptional disruption; the levels of parental care recorded here reflect the conditions of that moment and may not describe parental practice under normal circumstances. Methodologically, the study relied on a self-report questionnaire administered to a single cross-section of parents, which establishes association rather than causation and may be subject to social desirability bias. Future research employing longitudinal designs, wider geographic sampling and observational or mixed-method data would address these constraints.

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