

# FAMILIES' PERCEPTION OF CHILDREN'S ACADEMIC PERFORMANCE DURING THE COVID-19 LOCKDOWN

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## INTRODUCTION

**Socioemotional impact,** the consequences that most affect the physical and psychological well-being of the population during confinement are the loss of habits and routines, and psychosocial stress.

**School performance,** in many countries, children were deprived of the possibility of attending school, thus changing their habits and routines, attendance at extracurricular activities.

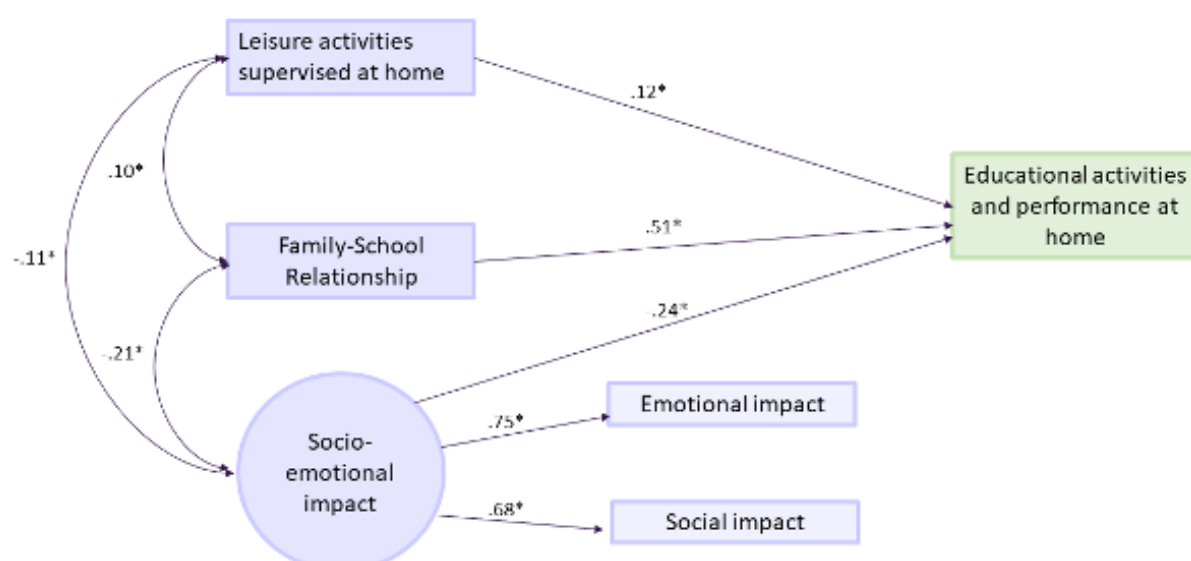
**COVID-19,** this situation of confinement led to a decrease in the academic motivation of students, especially the younger ones.

## OBJECT AND METHODOLOGY

To study parents' perception of the impact of the COVID-19 lockdown on the family-school relationship, emotional impact, healthy and supervised leisure activities, social impact, and academic performance at home.

529 participants

Educational Impact on Children Questionnaire



## CONCLUSIONS



Results from longitudinal studies indicate that parental beliefs about achievement in early childhood education may be predictive of achievement even in higher education at university.



The impact of COVID-19 brought with it an increase in time at home that parents had to structure in ways that ensured the socio-emotional well-being of their children.



Parental practices that can limit the socio-emotional impact and favour a beneficial adaptation in crisis situations become relevant.

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