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## **The Functioning of the Family in the COVID-19 Pandemic. The Educational Context**

**ABSTRACT:** The occurrence of the COVID-19 pandemic disrupted the daily functioning of societies and individuals, introducing a threat to health and life. The article presents the results of a survey conducted among 358 parents of children in classes 1–6 of primary school. The project addresses the issue of family functioning in selected areas of its daily activity in the face of conditions resulting from the COVID-19 pandemic situation. Difficulties in the implementation of the economic, psychohygienic, caring, upbringing, socialization and educational function were taken into account. On the basis of statistical analysis, an indicator of the challenges of everyday family functioning was developed and its correlation with sociodemographic data and the amount of time spent by parents on the remote education of the child were examined.

The results obtained show that almost all family functions correlate with sociodemographic variables. Let the educational function, which is positively related to age, education and the number of children learning in grades 1–6 stand out. The analysis of the results shows that the time spent helping a child learn has a significant impact on the daily functioning of the family.

**KEYWORDS:** social pedagogy, COVID-19, family functions, remote education.

The fulfilment of the family function requires the consideration of a wide range of determinants that affect the family's everyday life. When they are stable and foster development, the psychosocial condition of the family is good. This condition determines the mental state of the family members, the climate, emotional attitude towards the surrounding world and the future, and ways of dealing with everyday life (Doniec, 2018). When circumstances become less favourable, there appears a need to adapt to new conditions of functioning.

Such circumstances include the situation of the COVID-19 pandemic which to a large extent changed the conditions of functioning of Polish (and not only) families. Unexpectedly, it turned out that their daily life had to be reorganised due to the threats and restrictions caused by the pandemic. Parental tasks inevitably underwent modifications that made it possible to face the difficult challenges, such as isolation, changed form of education, changes in the parents' professional activity, changed daily routines, an imminent danger to health and life, uncertainty or the novelty of experience. It is the scope and characteristics of these changes that constitutes the area of the author's research, the aim of which is to show the fulfilment of selected family functions in the face of the existing difficulties, with particular emphasis on the educational context.

### **A theoretical approach to family functions**

An important concept related to the everyday existence of the family is its functioning. Both in sociology and psychology, different functions of the family are listed, named and classified; their ranges are also given (Błasiak, 2010). Also in pedagogy, the notion of functions of the family is of great importance. It can be assumed that family functions are the aims and tasks of the family fulfilled for the benefit of its members, satisfying their needs and those of the society. Thus, a function is an activity aimed at achieving a specific purpose and constituted within the social structure (Adamski, 2006).

Maria Ziemska specified five basic functions of the family, i.e. procreation, production, service and care, socialising and psycho-hygienic (1986). Stanisław Kawula points out four basic functions of the family, i.e. biological and care, cultural and social, economic, and upbringing (2007). The author defines the relation between the care function and the biological function, which is not limited to giving birth to a child but continues during the subsequent years of its life. The main tasks that parents have to tackle in fulfilling this function include taking care to provide the child with appropriate conditions for physical development and protection from danger. The content of the economic function is comprised in meeting the material needs of the family members. No less important is the organisation of the cultural life as well as leisure and fun activities because the contact with cultural values and artefacts is an important part of the process of child development.

Franciszek Adamski applies a division of family functions into institutional and personal. The former ones include procreative, economic, care, integration, socialising and upbringing functions. The personal functions

concern the family, understood as a social group satisfying emotional needs, and include marital, parental and fraternal tasks (2006). The literature on the subject also distinguishes the procreative, earning, socialising, psycho-hygienic, and upbringing and care functions (Dąbrowska, Wojciechowska-Charlak, 1997). The first of them consists in passing on life and giving birth to offspring. The earning function includes running a household and professional work, which allows to meet the economic needs of the family. The socialising function is expressed in imparting the norms and patterns of social life to family members (Forma, 2012). The psycho-hygienic aspect of family functioning is expressed in shaping the emotional and mental maturity of family members and satisfying the need for love. The upbringing function includes activities aimed at individual personality development. Childcare is expressed in e.g. tasks undertaken to protect and support the child's health.

In classifications of family functions, the educational function is relatively rarely distinguished. It is derived from the socialising and upbringing functions (Dybowska, 2018). Katarzyna Wałęcka-Matyja defines the educational function of the family as follows: *'The educational function of the family includes the processes of upbringing in natural and institutional environments, both intentional and unintentional'* (p. 8). Bożena Sieradzka-Baziur gives a whole range of educational activities present in the everyday life of the family. Among them, she mentions learning the first language, creative education, developing spirituality, religious education, helping with the homework, education on health, nutrition, sex, motor skills and human relations, as well as developing interests and abilities, learning about the media (2018). The educational tasks facing parents are to a large extent carried out in collaboration with educational institutions. The issue of collaboration between the home and the school is an important pedagogical matter. Its beneficiaries are children, parents and teachers (Ziółkowski, 2016).

### **The functions of the family during the pandemic**

The functioning of each family encounters various types of adversity. Among them we can distinguish those that have a particular impact on everyday family life. One such factor is the occurrence of the COVID-19 pandemic in 2020. It has disrupted the everyday functioning of societies and individuals, posing a threat to health and life. In order to prevent the spread of the coronavirus, legal acts and recommendations regulating social life were passed (Serwis Rzeczpospolitej Polskiej, 2020). The functions performed by families have acquired new aspects, and some of them have gained new

ways of fulfilment, e.g. by increasing the scope of remote work, exclusion of educational institutions from childcare, more time spent by family members with each other, and participation of parents in the child's education to an unprecedented extent. Under the influence of these stressors, pressure was exerted on families to bring about changes in the family system in terms of thinking, behaviour and habits. As a result, this pressure may lead to a crisis in the functioning of the family (Lachowska, 2019). The adaptation measures that were intended to allow families to adapt to the new situation actually became a great challenge for many Polish families. One of the areas particularly affected by the coronavirus pandemic is education which is now in the form of remote education (Rozporządzenie Ministerstwa Edukacji Narodowej, 2020).

Until 2020, distance learning essentially covered a small area of education in Poland. It was present mainly at the level of higher education, and also as an extension of the educational offer of schools (Michałowski, Myka, 2014). The changes brought about by the pandemic made it necessary to use distance learning as the basic and obligatory form of education. It has become a great challenge for families who, without adequate preparation, equipment or experience, have unexpectedly become the basic environments for implementing the process of educating their children. The persons that were to a large extent charged with the responsibility for supporting children were their parents (Ministerstwo Edukacji Narodowej, 2020).

### **Methodological assumptions of own research**

The research addresses the issue of the functioning of the family in selected areas of its everyday activity in the wake of the conditions resulting from the COVID-19 pandemic. It takes into account the difficulties in the fulfilment of the economic, psycho-hygienic, care and educational functions, with particular emphasis on the latter.

In the course of the research an attempt was made to respond to the research problems formulated. The first research problem was focused on examining the relation between socio-demographic variables and the challenges of the everyday family functioning in the coronavirus pandemic. The second research problem examined the relation between the time spent on helping a child with schoolwork and the challenges of the everyday family functioning in the coronavirus pandemic.

To this end, an own index of challenges in the daily functioning of the family was developed based on a statistical analysis of the impediments to the fulfilment of the above-mentioned family functions. The research is a part of

a project that aims to explore and explain the problems of the functioning of a family participating in remote learning in a pandemic situation. As part of the project, an own questionnaire was developed, entitled 'Remote teaching of primary school pupils in the COVID-19 pandemic situation'. It contained 43 questions, which mainly concerned the determinants of family life during the pandemic, the fulfilment of selected family functions and involvement in remote teaching and its evaluation. An analysis was performed of the respondents' answers to the questions using a scale of the degree of difficulties caused by the pandemic, ranging from 'not burdensome at all' to 'burdensome to a large degree'. The study was carried out in April 2020 by means of a survey technique with the use of an electronic questionnaire addressed to parents whose at least one child is educated at primary school forms 1–6. The age limit for the pupils is based on the assumption that at this age children need a particularly high level of learning support from their parents.

The survey involved 337 women and 21 men. The average age of the respondents was 37.91 years ( $SD = 5.37$ ). The respondents had basic vocational education, 6.4%, secondary education, 31.8%, higher vocational education, 10.6%, and higher education with master's degree, 51.1%. More than half of the respondents (58.4%) live in the countryside, 13.1% in a small town and 28.5% in a large city. As far as the number of children is concerned, 15.9% raise one child, 52.2% two, 24.0% three, and 7.9% four or more. Of this, the percentage of parents whose child is educated in forms 1–6 is 73.2% (one child), 23.7% (two children), 2.5% (three children), and 0.6% (four children).

In order to obtain answers to the research problems raised, statistical analyses were carried out using the IBM SPSS Statistics package, version 26. It was used to analyse basic descriptive statistics and to analyse correlations with Pearson's  $r$  and Spearman's  $\rho$  coefficients. The level of statistical significance was assumed to be the classic threshold  $\alpha = 0.05$ .

## **Analysis of own research results**

### **Basic descriptive statistics of the measured quantitative variables together with a normality test**

In the first step of the analysis, outlier observations, exceeding the third standard deviation in terms of age and challenges of the everyday family life, were removed. Then the distributions of the quantitative variables were checked. For this purpose, basic descriptive statistics were calculated together with the Kolmogorov–Smirnov test which examines normality of the distribution. The results of the analysis are presented in Table 1.

Table 1. Basic descriptive statistics with the Kolmogorov–Smirnov test result

	<i>M</i>	<i>MED</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>Min</i>	<i>Max</i>	<i>D</i>	<i>p</i>
Age	37.91	38.00	5.37	0.09	-0.14	22.00	55.00	0.06	0.003
Number of children in forms 1–6	1.30	1.00	0.54	1.82	3.53	1.00	4.00	0.44	<0.001
<b>Challenges of the daily functioning of the family</b>									
Overall score	47.23	47.00	11.73	0.20	-0.19	20.00	82.00	0.05	0.015
Challenges of the economic functioning of the family	10.54	10.00	3.83	0.37	-0.45	3.00	20.00	0.09	<0.001
Challenges of the psycho-hygienic functioning of the family	4.19	4.00	1.92	0.77	0.00	1.00	10.00	0.17	<0.001
Challenges of the socialising functioning of the family	7.38	7.00	1.88	-0.36	-0.59	2.00	10.00	0.12	<0.001
Challenges of the care and upbringing functioning of the family	12.89	13.00	3.63	-0.14	-0.63	4.00	20.00	0.10	<0.001
Challenges of the educational functioning of the family	12.34	12.00	4.76	0.59	-0.24	5.00	25.00	0.10	<0.001

*M* – mean; *MED* – median; *SD* – standard deviation; *Skew* – skewness; *Kurt* – kurtosis; *Min* and *Max* – the lowest and highest values of the distribution; *D* – Kolmogorov–Smirnov test result; *p* – significance

Source: own study.

The results of the Kolmogorov–Smirnov test are statistically significant for all the variables. This means that the distributions of the variables analysed are distant from the normal distribution. On the other hand, the skewness for the age variable and indicators of challenges of the daily functioning of the family does not exceed an absolute value of 1, which indicates a slight asymmetry of their distribution. Therefore, the analyses were based on parametric tests provided that their other assumptions were met. In the case of the number of children in forms 1–6, it was decided to use non-parametric tests due to the significant skewness.

### **Correlation between sociodemographic variables and the challenges of the daily functioning of the family in the coronavirus pandemic**

In the next stage of the statistical analysis, correlation analyses were carried out with both Pearson's *r* and Spearman's *rho* coefficients to check whether there was a link between the sociodemographic variables in the study group and their challenges of the daily functioning of the family in the coronavirus pandemic.

Initially, correlation analyses were performed with Pearson's *r* coefficient between the age and the challenges of the daily functioning of the family. According to the analyses, only statistically significant, positive correlation between age and the challenges of care and upbringing functioning of

the family was observed (weak correlation). This means that the older the respondents, the greater the challenge for them is the care and upbringing functioning of the family in the coronavirus pandemic. The other correlations are not statistically significant; and the results of all the correlations are presented in Table 2.

Table 2. Results of the analysis of correlation between the age of the respondents and the challenges of the daily functioning of the family

Challenges of the daily functioning of the family		Age
Overall score	Pearson's r	0.08
	Significance	0.151
Economic functioning	Pearson's r	0.06
	Significance	0.240
Psycho-hygienic functioning	Pearson's r	0.61
	Significance	0.354
Socialising functioning	Pearson's r	0.02
	Significance	0.745
Care and upbringing functioning	Pearson's r	0.14
	Significance	0.010
Educational functioning	Pearson's r	0.07
	Significance	0.203

Source: own study.

The family's care and upbringing function includes, among other things, endeavours to protect its members from loss of health or life. Responses to the question, *'To what extent is the risk of loss of health and life of your loved ones burdensome?'* showed that this risk is perceived by 21.1% of respondents as very burdensome, which, when combined with the answers given in the category *'burdensome to a large degree'* (25.6%), represents almost half of the responses. Only 7.9% of the respondents do not perceive the current situation as a burdensome threat to health. Higher age of the respondents is positively correlated with the perception of threats as difficult challenges of the everyday life.

Next, correlation analyses with Spearman's *rho* coefficient were carried out to check whether the other sociodemographic variables were correlated with the challenges of the daily functioning of the. The results of the analysis are presented in Table 3.

Table 3. Results of correlation analyses between the sociodemographic variables and the challenges of the daily functioning of the family

Challenges of the daily functioning of the family		Education	Place of residence	Number of children	
				in the family	in forms 1–6
Overall score	Spearman's $\rho$	-0.09	0.11	0.01	0.03
	significance	0.083	0.043	0.903	0.555
Economic functioning	Spearman's $\rho$	-0.10	-0.01	0.06	0.01
	significance	0.070	0.869	0.227	0.921
Psycho-hygienic functioning	Spearman's $\rho$	0.06	0.21	0.04	0.08
	significance	0.253	<0.001	0.503	0.122
Socialising functioning	Spearman's $\rho$	0.01	0.18	-0.06	-0.01
	significance	0.903	<0.001	0.221	0.849
Care and upbringing functioning	Spearman's $\rho$	0.05	0.17	-0.02	-0.02
	significance	0.375	0.001	0.771	0.663
Educational functioning	Spearman's $\rho$	-0.17	-0.03	0.01	0.12
	significance	0.001	0.615	0.799	0.020

Source: own study.

The overall indicator of challenges of the daily functioning of the family in the pandemic situation is weakly positively correlated and with the family's place of residence. This means that the overall functioning is more challenging for parents living in large population centres. An analysis of the individual fractions of the overall indicator makes it possible to see what the individual areas of family functioning look like relative to the place of residence.

The place of residence is positively correlated with psycho-hygienic, socialising, and care and upbringing functioning. All these correlations are weak. This suggests that the larger the city the respondents live in, the greater the challenge for them is the functioning of the family in these areas. It is worth noting that the percentage of respondents living in a large city is 28.5%, which is almost half the percentage of people living in the countryside (58.4%). It is easier for parents living in the countryside to meet the daily challenges of care and upbringing, psycho-hygiene and socialisation. In such conditions it is also easier to take care of the family's mental hygiene. The condition of the parents surveyed in this respect is relatively good – 68.2% of respondents do not perceive the risk of increased frequency of intra-family conflicts as particularly burdensome.

The co-occurrence of the place of residence and the socialising function of the family is expressed e.g. in greater difficulties mentioned by parents living in large cities with regard to establishing and maintaining social relations, built on the experience of interpersonal relations within the family. In this sense, the inability to move freely is perceived by 63.7% of respondents as a big or

very big hindrance. Although the difficulties resulting from social isolation also affect families living in the countryside, they are not as severe as those affecting inhabitants of large cities.

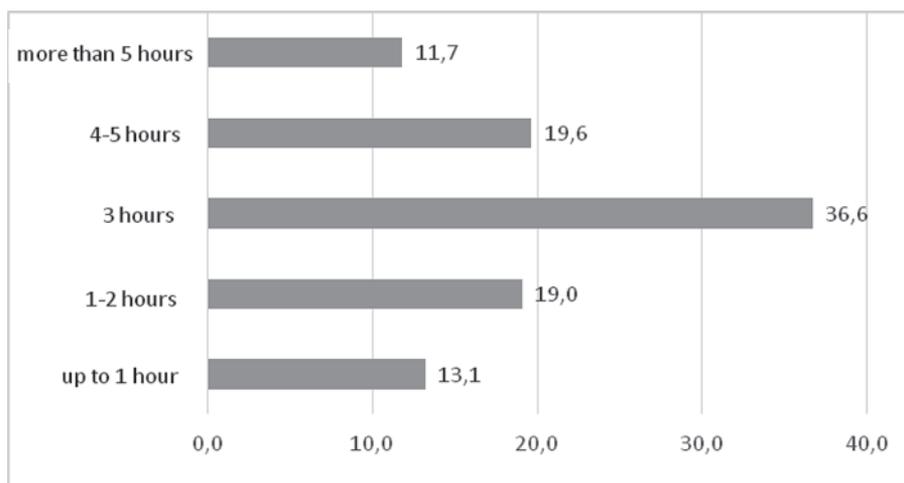
Interestingly, there is no correlation between place of residence and economic and educational functioning. This might be due to the remote form of carrying out these tasks as 69.4% of the working parents work remotely for part or all of the time. The whole process of education is carried out remotely, which eliminates any possible difficulties related to the necessity to move around.

The analyses carried out indicate two more links occurring in the fulfilment of the educational function of the family. It can be observed that this function is weakly negatively correlated with the level of education of the parents. It turns out that the higher the education level of the respondents, the less challenge for them is the educational functioning in the coronavirus pandemic. As indicated earlier, slightly more than half of the respondents have a master's degree, which in combination with higher vocational education amounts to 61.6%. The percentage of people with the lowest education is 6.4%. It can therefore be concluded that parents with higher education, not necessarily pedagogical, find it easier to cope with the daily educational tasks together with their children. For 76.3% of the respondents, the necessity to have up-to-date knowledge in order to complete the tasks is not a challenge described as 'big' or 'very big'.

Additionally, a statistically significant correlation was found between the number of children in the family attending forms 1–6 and the educational functioning. This is a weak and positive correlation, which means that a higher number of children in a family attending forms 1–6 translates into an increased sense of the challenges in the daily educational functioning of the family in the coronavirus pandemic. It should be added that 26.8% of the respondents have two or more children in this age range. For these families, participation in the education of a child becomes a difficult challenge. The reasons thereof probably include the need to devote more time and attention to education than in the case of working with one child only.

#### **Correlation between time spent on helping a child with schoolwork and the challenges of the daily functioning of the family in the coronavirus pandemic**

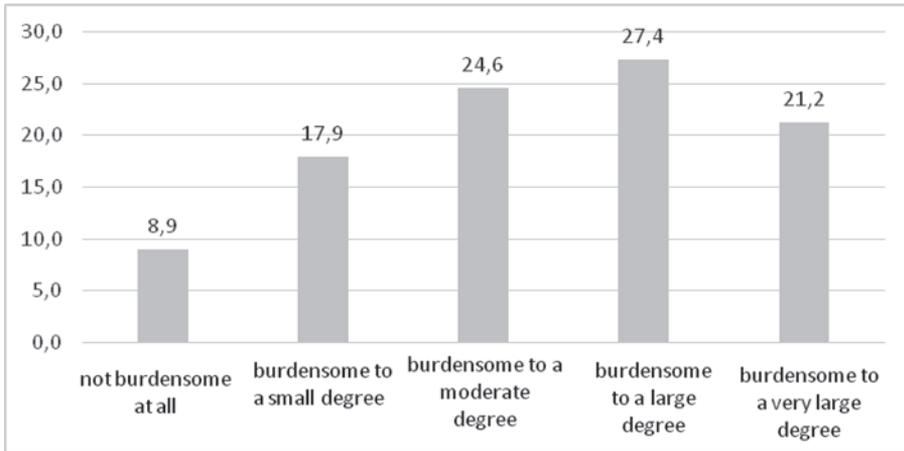
Taking into account the parents' statements, it is possible to show how much time they spend on participating in their child's (children's) remote education.



Graph 1. Amount of time devoted daily to helping the child (children) with schoolwork  
Source: own study.

Graphical presentation of the results of the data analysis shows two regularities: symmetry of the distribution of responses along the '3 hours a day' axis and the possibility of distinguishing three subgroups of respondents with similar distribution of responses. Almost a third of the respondents spend up to two hours a day helping their child with schoolwork. A similar percentage of parents devote 3 hours a day, and 31.3% work with children for more than 3 hours. Each of these groups experiences difficulties in fulfilling their duty to work with children but in the last-named group these difficulties accumulate. It is worth noting that the study group includes a percentage of respondents (13.1%) who are only to a small extent burdened with their children's education (up to 1 hour). Among the responses quoting this time range, 10.9% are from parents with one child in forms 1–6. For comparison, parents with more children in these forms account for 2.2% of the responses calculated with reference to the whole study group. The percentage distribution of responses specifying the degree of burdensomeness perceived due to this obligation is presented in Graph 2.

The new situation in which parents found themselves in the coronavirus pandemic and after the introduction of mandatory remote teaching is generally perceived by them as difficult. The necessity to devote a lot of time to this process is perceived by almost half of the respondents as being burdensome to a large or very large extent. Considering that 67% of the respondents have jobs, finding additional time for children is quite a challenge. It is also necessary



Graph 2. Degree of burdensomeness perceived due to devoting much time to educating a child (children)  
Source: own study.

to notice a group of parents who have a different opinion. For 26.8% of the respondents, this task does not cause any major difficulties. The time spent on a child’s education is not a significant burden for them.

In the next stage of the statistical analysis, the correlation analysis with Spearman’s *rho* coefficient carried out again. It was decided to check whether the time spent by the respondents on helping the child with schoolwork is correlated with the challenges of the daily functioning of the family. The results of these analyses are presented in Table 4.

Table 4. Results of the analysis of correlation between the time spent on helping the child with schoolwork and the challenges of the daily functioning of the family

Challenges of the daily functioning of the family		Time spent on helping the child with schoolwork
Overall score	Spearman’s <i>rho</i>	0.32
	significance	<0.001
Economic functioning	Spearman’s <i>rho</i>	0.19
	significance	<0.001
Psycho-hygienic functioning	Spearman’s <i>rho</i>	0.16
	significance	0.002
Socialising functioning	Spearman’s <i>rho</i>	0.18
	significance	<0.001
Care and upbringing functioning	Spearman’s <i>rho</i>	0.08
	significance	0.113
Educational functioning	Spearman’s <i>rho</i>	0.43
	significance	<0.001

Source: own study.

The analysis of the results shows that the time spent helping a child with schoolwork is positively correlated with the economic, psycho-hygienic, socialising and educational functioning of the family, as well as with the overall indicator of the challenges of the daily functioning of the family during the coronavirus pandemic. Only the educational and overall functioning is moderately correlated with the time spent on helping the child with schoolwork while the other correlations are weak. It follows that the longer the respondents devote their time to helping the child with schoolwork, the greater the challenge for them is the functioning of the family in the aforementioned areas.

In analysing the educational function of the family, it is also important to assess the quality of the remote education process. The analyses indicate a statistically significant, negative correlation relationship between the time spent on helping children with schoolwork and the evaluation of the process of remote teaching of children (weak correlation:  $r_s = -0.16$ ;  $p = 0.002$ ). This means that the more time the respondents spend on helping their children with schoolwork, the lower ratings they give to their children's process of distance learning. It can be assumed that the low ratings are not only due to fatigue but above all the factual evaluation of this process based on personal experience of participating in the educational process. As many as 67.5% of the respondents have a negative or neutral opinion on the implementation of this form of education. Only 5% of the responses gave a rating in the very good category. The evaluation of the individual components of remote education, i.e. contact with teachers, teaching materials, online classes or educational programmes, is also varied. Most high ratings were given by the respondents to good and very good quality contacts with teachers (67.1%). A slightly lower, but still high rating was given to good and very good evaluation of online teaching (58.8%). Teaching materials sent by the teachers were much less popular with 47.8% of ratings in the insufficient and sufficient category.

### **Analysis and interpretation of the results**

The purpose of the survey of parents' opinion on the implementation of remote learning in the pandemic is to involve parents in the providing opinions on the course of education so that they become unities jointly creating education. Their voices show what the process is determined by, in which areas remote education works well and where there are shortcomings (Mann, 2020). Taking these assumptions into account, the first research problem was clarified, which was focused on examining the correlation between the sociodemographic variables and the challenges of the daily functioning of the

family in the coronavirus pandemic. Most of the correlations between the components of the overall family functioning factor and the sociodemographic data were observed with regard to the place of residence of the respondents. The psycho-hygienic, care and upbringing and socialising functions of the family are positively correlated with this variable. This is likely to be due to the larger living space than in the city, the opportunities for recreation activities without breaking the rules of isolation, as well as the care and upbringing assistance resulting from the cohabitation of multigenerational families.

The educational function shows slightly different correlations. It is positively correlated with age, education and the number of children in forms 1–6. This indicates that further research into remote education should aim at exploring these areas and building support networks. Older, less educated parents who participate in the education of more than one child in forms 1–6 constitute a group who may be provided with support by strengthening their knowledge and pedagogical skills, as well as relieving them of their educational responsibilities towards children. Providing parents with pedagogical skills should imply more than just an *ex-cathedra* knowledge transfer. It is an opportunity for an exchange of information about the child, a joint search for solutions to problems in the area of upbringing and the general functioning of the family (Ziółkowski, 2016).

The results of the research suggest that the participation of parents in a child's education can be considered in terms of the typology of parental involvement in this process. Referring to the research conducted by Katarzyna Kurzyca, four patterns of parents' participation in their children's education can be specified, i.e. parent being a director, a prompter, a spectator or an ignorant person (Kurzyca, 2017). In subsequent studies, it would be reasonable to empirically check the validity of this typology in the pandemic situation.

The other research problem concerned the correlation between the time spent helping the child with schoolwork and the challenges of the daily functioning of the family in the pandemic situation. It was found that the study group was varied with regard to spending time with the child and could be divided into three subgroups of similar sizes, i.e. parents spending up to 2 hours a day, 3 hours and more than 3 hours. The results can be referred to the results of the research conducted by the LIBRUS educational website in the first days of April 2020, on a sample of 20,989 parents (LIBRUS, 2020). According to the researchers, 21% of parents admit that doing schoolwork with their children takes them five or more hours a day. According to 18% of the respondents, they spend 4 hours a day carrying out the teachers' instructions. In the opinion of 20% of parents, it is three hours, while 15% state it is two hours

while 6% of the respondents spend less than one hour with their children by (LIBRUS, 2020). The results presented are not fully comparable; however, similar tendencies can be observed where respondents choose the number of three hours spent on education and a very similar number of responses from parents spending 1–2 hours on education with their children. All in all, the amount of time spent by parents and the number of parents involved in education is much higher compared with the pre-pandemic period (TNS Global, 2014).

The analysis of the results shows that the time spent on helping the child in their learning has a significant impact on the daily functioning of the family. Remote education interferes with professional work which is to a larger extent done remotely during the pandemic than before. For 18% of the respondents, this generates a problem with providing an adequate number of computers in the family. Time spent on education limits the possibilities of building social contacts, and also affects the psychophysical condition of family members.

In order to optimise the quality of the analysis of the research material, an own indicator of the challenges of the daily functioning of the family was developed and it proved to be a useful tool. Its general and fractional indications allowed to describe the situation of families involved in remote education of their children. The poor involvement of fathers in the research is a shortcoming although this fact also has its interpretative significance. It may reflect to some extent the percentage of fathers and mothers involved in a child's education but this assumption requires empirical verification.

The coronavirus pandemic has disrupted the functioning of humanity in many dimensions of social life. It has also affected the shape of education and pushed it to paths that have so far been rarely or not at all frequented. New educational prospects have thus opened up but dangers have also emerged. The current state of affairs inevitably imposes numerous obligations and tasks on children, parents and teachers. Nevertheless, the scope and forms of their implementation require deep reflection which will allow Polish and worldwide education to enter the post-pandemic era not as a time of great awakening but as the next stage of an uninterrupted process of development.

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