

The Distance Learning as the Reason of Child Abuse under Pandemic of COVID-19

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Abstract: Researches suggest that child abuse is related to a previous history of violence within the family setting and the evolution of the learning process. The current study was aimed to investigate the exposure of child abuse in the case of distance learning and its relationship to some variables of the social-cognitive processing among parents who potentially assaulted their children. The survey research method was applied. The questionnaire consisted of three blocks of questions: socio-demographic block, parents' impressions of distance learning at school, violence, and parents' aggression towards children. The sample included 308 primary school children's parents from the Zakarpatska region (Ukraine). Results show that parents' reaction to learning difficulties is not always constructive because most stressful situations provoke verbal aggression and physical violence towards the child. Distance learning and related difficulties have become a major factor in violent and aggressive behavior towards children during quarantine. Most parents who allowed maltreatment toward their children before pandemic COVID-19 also demonstrated it during distance learning. Our study found a link between parents' use of physical violence and verbal aggression with the following variables: duration of lockdown, the function of the teacher in distance learning, parents' assessment of the process and learning outcome, qualitative changes in the relationship between parents and children during quarantine. The study of violent situations against children during distance learning will provide an opportunity to develop effective preventive and corrective measures. The process of informing about situations of violence against children can have a psychoprophylactic effect.

Keywords: Child abuse, distance learning, primary school, COVID-19, quarantine.

INTRODUCTION

In Ukraine, the first case of the disease was recorded on March 3 in Chernivtsi region. Due to the high rate of spread of COVID-19, the absence of vaccines, treatments, and proven drugs with proven effectiveness in almost all countries, including Ukraine, quarantine restrictions were introduced in the fight against the pandemic: providing the possibility of providing administrative services, solving social issues and performing many types of work online, organization of distance learning. The main tasks for the government were to overcome the negative consequences of the pandemic. The mental health impact of COVID-19 shows substantial variation across individuals, contexts, and time [1]. Quarantine restrictions have caused a surge in demand worldwide for electronic devices, gadgets, and software products designed not only for distance work or study but also for leisure and entertainment [2].

Powerful socio-psychological challenges for humans have been caused by the COVID-19 pandemic, the consequent quarantine restrictions, and the change in the usual algorithm of life [3]. At the same time, this situation not only became an indicator of problems and vulnerable social and mental

processes in relationships, social institutions, and society as a whole but also exacerbated these problems [4, 5].

Today, distance education in Ukraine has demonstrated several difficult challenges for all participants in the educational process - from the lack of quality digital content and Internet coverage, especially outside big cities, to the unwillingness of some parents to do what only teachers have always done. Unfortunately, most participants in the educational process were not ready for such rapid development. Teachers, parents, and students are nervous about the introduction of distance learning [6].

The study aims to determine the role of child abuse in the relationship between parents and children in the new life circumstances caused by the pandemic of COVID-19 and to find out how the distance learning process has affected it.

Sociological and psychological sciences are looking for answers to the challenges of the COVID-19 pandemic. Along with the term epidemic psychology [7], pandemic sociology arose thirty years later [8]. The urgent task is to divide politician talks (Who is guilty?) and strategic plans for salvation lives.

A study of psychological distress among different social groups in Ukraine during the COVID-19 pandemic identified five key stressors that determine

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the level of psychological distress during the COVID-19 pandemic: self-assessment of the likelihood of contracting coronavirus, frequency of checking news about coronavirus, the frequency of diseases over the past six months, the level of tension in relations with cohabitants and assessment of the complexity of permanent isolation. The new social reality for parents and children, primarily related to distance learning, had a potentially high-stress level [9].

The results of studies of psychological reactions during the COVID-19 pandemic "reveal conditions that contribute to the growth and escalation of domestic violence and child abuse" [10]. In conditions of lockdown restrictions, the most vulnerable groups are families with children. Potentially the most dangerous in terms of violence and aggression is the situation of distance learning in primary school. Parents are actively involved in this situation, as these children cannot learn on their own yet.

Fear is obvious for them: fears of catching the coronavirus and passing it on to others, fears for the safety of older relatives and one's children, fear that governments simply do not care about who lives and dies. Child abuse and many other problems are out of focus.

First, the high level of tension associated with the pandemic. Secondly, the need to perform a large number of household chores related to family nutrition and cleaning. Thirdly, the need to engage with children on their own, which requires a significant amount of scarce time, competence, and pedagogical skills. Of course, such an uncomfortable situation provokes aggression (as an indicator of social and individual unhappiness). Thus, distance learning in a COVID-19 pandemic is included in the system of factors that predict aggressive and violent behavior towards children.

METHODS

In order to deep study the socio-psychological phenomena associated with distance learning in the relationship between parents and children, we conducted a survey twice: during the first lockdown in Ukraine in August 2020 and again after the second lockdown in January 2021.

The target group of our study was exclusively parents whose children study in primary school, live with their children, and are direct participants in the

process of distance learning at school during the COVID-19 pandemic. The study involved 308 parents of primary school students.

We have previously selected recruiters at the residence place so that the respondents involved by them proportionally reflect the demographic distribution in Zakarpatska region of Uzhhorod - city - village.

Sampling Method - Respondent-Driven Sampling (RDS). Primary respondents who were recruited by representatives of educational institutions - primary school teachers (first lockdown - 5 people, second lockdown - 6 people) and parents of primary school students (first lockdown - 5 people, second lockdown - 6 people) - chairmen of parent committees, who answered the questions and asked the parents of the class to answer the questionnaire, i.e., at the same time acted as recruiters. The selection of respondents by recruiters was carried out randomly, as our chosen sample design does not allow full control of the second wave of involvement of respondents in the study. However, when repairing the sample, we considered it necessary to take into account certain socio-demographic characteristics when involving respondents in the study, namely: age, gender, professional qualifications, gender, and age of the child. The questionnaire contained a paragraph in which the parents agreed to process the information provided and publish/publish it in a generalized form. The questionnaire was approved at the Department of Sociology and Social Work of the Uzhhorod National University with the participation of professional sociologists, psychologists, educators with practical experience.

The study was conducted using Google Forms. To form a sample, the questionnaire was posted on the pages of the social network "Facebook" and in groups of parents of junior classes "Viber" with a request from the recruiters. It should be noted that parents from the city were more willing to answer the questions than respondents from the village, who treated this method of the survey with distrust and apprehension. Although the questionnaire was anonymous, as noted many times, as well as emphasizing purely scientific interest in the problem, some were afraid to be identified. The questionnaire consisted of three blocks of questions: socio-demographic block, parents' impressions of distance learning at school, violence, and parents' aggression towards children. Data were processed using SPSS Statistics 22. The authors analyzed descriptive statistics (mean, standard deviation).

Pearson's correlation analysis method was used for statistical analysis too.

RESULTS

With the start of quarantine, the population's dependence on IT solutions in the field of Internet shops, telemedicine, telecommunications, distance learning systems, cybersecurity, etc., has significantly increased. Thus, the organization of distance learning in Ukraine turned out to be a difficult task. Although in previous years, experts have stated its existence, in practice, it turned out that it was more about the usual provision of information using information technology and full-fledged distance learning we have yet to create.

Table 1 demonstrates the demographical and social characteristics of respondents and their children.

As a result of our study, it was found that the vast majority of parents evaluate the results of distance learning negatively, of which 40% are rather negative,

33% extremely negative, 19.1% difficult to answer, 2.6% evaluate learning outcomes very positively; rather positive - 5.2%.

The vast majority also found negative assessments of the mutual learning process with the child during quarantine restrictions. 36.5% rather negative 20% extremely negative, 27.8% difficult to answer, 13.9% rather positive, 1.7% - very positive. As we can see, assessing the mutual learning process with the child is no longer as categorical as the learning outcomes. The percentage of parents who are hesitant in their assessment has increased. We can assume that in the construction of parents, the concept of distance learning outcomes includes, first of all, the role and contribution of the teacher: the organization of distance learning, pedagogical skills and inventiveness, honesty and obligation to perform their functions, interest in the process and learning outcome. This assumption is confirmed by the correlation between the assessment of learning outcomes and the assessment of the role of the teacher in the process of distance learning $r =$

Table 1: Demographical and Social Characteristics of the Sample

Variable	First lockdown		Second lockdown	
	Percentage 100	Frequency 115	Percentage 100	Frequency 193
Status				
Mother	91,3	105	88,6	171
Father	8,7	10	11,4	22
Age				
24-30	20,9	24	25,9	50
31-35	38,3	44	33,7	65
36-45	38,3	44	34,7	67
45 and older	2,6	3	5,7	11
Place of residence				
Uzhhorod	48,7	56	33,7	65
City	10,4	12	6,2	12
Village	40,9	47	60,1	116
Grade				
1	26,5	30	33,2	64
2	30,1	34	2,1	4
3	19,5	22	39,8	77
4	15	17	7,8	15
5	8,8	10	17,1	33
Gender				
Girl	53	61	47,2	91
Boy	47	54	52,8	102

Table 2: Analysis of the Correlations between Parents' Assessment of the Process and Learning Outcomes with other Variables

Indicators with which correlation is found	How do you assess the mutual process of distance learning with the child? (first lockdown)	How do you evaluate the results of distance learning? (first lockdown)	How do you assess the mutual process of distance learning with the child? (second lockdown)	How do you evaluate the results of distance learning? (second lockdown)
How do you evaluate the results of distance learning?	0,609**	1	0,764**	1
How did the relationship with your child change during the distance learning period?	0,508**	0,399**	0,445**	0,388**
Have you ever applied criticism and shouting to a child during distance learning?	-0,384**	-0,420**	-0,365**	-0,281**
Has physical violence been used against a child during distance learning?	-0,214*	-0,191*	-0,199**	-0,671*
If distance learning at school is continued, which options will you prefer?	-0,150	-0,197*	0,359**	0,330**

0.291; $p < 0.01$. Assessing the mutual distance learning process with a child is already an assessment of their role in this process. Even more delicate was the issue of changes in the relationship with the child during quarantine restrictions: 47% said they had not changed, 30.4% said they had deteriorated sooner; 15.7% said they had improved rather than deteriorated, 3.5% had significantly improved, and 3.5% had significantly deteriorated. During the second research, these indicators are a little different: did not change in any way - 63.7%, rather improved - 16.1%, rather worsened - 10.9%, considerably improved - 6.7%, considerably worsened - 2.6%. The results show that the negative effect of distance learning is partially offset over time. As expected, a correlation was found between the assessment of changes in the relationship with the child during quarantine and the assessment of the joint learning process $r = 0.508$; $p < 0.01$ (after the first lockdown) and $r = 0.445$; $p < 0.01$ (after the second lockdown) (Table 2).

According to the results of the study during the first lockdown, it should be mentioned that most parents identified the role of the teacher in the process of distance learning as active, but only 10.4% reported that the teacher conducted lessons online in the usual way. 33.9% noted that the teacher sent assignments and commented in detail on the work done; 31.3% - sent tasks but provided support online; 17.4% - only sent tasks, but constantly; 7% - only sent tasks from time to time. The specificity of the teacher's participation in distance learning is related to the respondents' place of residence ($r = -0.267$; $p < 0.01$). The activity of teachers during the second lockdown

increased significantly: 32.6% conducted lessons online, 33.2% sent assignments with detailed comments, 19.2% sent assignments but commented online, 14% only sent assignments, 1% - only sent tasks from time to time, i.e., in the city teachers were more active in distance learning, which, in our opinion, not only improved the process and learning outcomes but also reduce emotional stress and fear of parents during the process of preparing lessons. We describe in detail the results regarding the role of the teacher in the process of distance learning as the inverse relationship of this circumstance with the use of both physical violence ($r = -0.365$; $p < 0.01$) and psychological violence ($r = -0.208$) was revealed. ; $p < 0.01$), studies after the second lockdown also found a significant association with child aggression in response to a difficult situation ($r = 0.295$; $p < 0.01$). The more actively the teacher was involved in the distance learning process, the lower the level of violence was against children during the mutual task preparation process.

The concept of learning outcomes includes a system of knowledge, skills, and abilities that the child has acquired in distance learning. Table 2 shows that the evaluation of the results of distance learning is related to the evaluation of its results ($r = 0.609$; $p < 0.01$). We will refrain from analyzing causation in this case, as it is a matter of parental assessment. The obviousness of the direction of communication is likely to be misleading, as it is unknown whether the process of distance learning leads to a negative assessment of the consequences or negative impressions of the distance learning level in the imagination of parents learning outcomes.

Table 3: Analysis of the Correlations between Types of Behavioral Reactions Towards the Child with other Variables

Types of behavioral reactions towards the child to difficult situations are related to learning.	How did the relationship with your child change during the distance learning period? (first lockdown)	How did the relationship with your child change during the distance learning period? (second lockdown)	Have you ever applied criticism and shouting to a child during distance learning? (first lockdown)	Have you ever applied criticism and shouting to a child during distance learning (second lockdown)	Has physical violence been used against a child during distance learning? (first lockdown)	Has physical violence been used against a child during distance learning? (second lockdown)
I support the child	-0,310**	-0,213**	0,214*	0,284**	0,258**	0,229**
I pause to calm down	0,121	0,024	-0,02	-0,186**	-0,054	0,153
It does not manifest in any way	0,276**	-0,045	-0,419**	0,216**	-0,269**	0,095
The tone becomes stricter	0,120	0,079	-0,111	-0,211**	-0,052	-0,105
I make remarks and criticize more often	-0,20	0,299**	0,011	-0,407**	0,064	-0,198**
I shout	0,220*	0,192**	-0,256**	-0,387**	-0,170	-0,371**
I insult	0,415**	0,019	-0,400**	0,033	-0,383**	-0,289**
I throw notebooks and other items	0,165	0,214**	-0,206*	0,129	-0,051	-0,208**
I push, shake the child	0,229*	0,019	-0,176	-0,048	0,078	-0,128
I beat the child	0,204*	X	-0,152	X	0,044	X

Table 4: Analysis of the Correlations between Parents' Reactions during Distance Learning with other Variables

	Have you ever had to apply criticism and shouting to your child during distance learning? (first lockdown)	Have you ever had to apply criticism and shouting to your child during distance learning? (second lockdown)	Has physical violence been used against a child during distance learning? (first lockdown)	Has physical violence been used against a child during distance learning? (second lockdown)
How do you evaluate the distance learning results?	-0,420**	-0,281**	-0,191*	-0,167**
How do you evaluate the common distance learning process with your child?	-0,384**	-0,365**	-0,214*	-0,199**
How has the relationship with your child changed during the quarantine period?	-0,389**	-0,377**	-0,201*	-0,226**

However, it was found that the assessment of the mutual distance learning process with the child is more related to how the relationship changed during quarantine ($r = 0.508$; $p < 0.01$ first lockdown; $r = 0.445$; $p < 0.01$ second lockdown) than the assessment of learning outcomes ($r = 0.399$; $p < 0.01$ first lockdown; 0.388 ; $p < 0.01$ second lockdown).

An inverse relationship was found between assessing learning outcomes and manifestations of verbal aggression: shouting, criticism, name-calling ($r = -0.420$; $p < 0.01$). That is, the more verbal aggression

and physical violence parents used during the quarantine, the more negatively parents assessed learning outcomes and the learning process. The connection with the use of verbal aggression is more pronounced. Interestingly, the assessment of learning outcomes is more related to the use of verbal aggression and the assessment of the distance learning process with the use of physical violence.

We also asked parents, "If distance learning at school is continued, which options will you prefer?" and offered 5 options. The answers of the respondents

Table 5: Frequencies of Cases of Physical Violence and Criticism Against a Child during the First Lockdown and the Second Lockdown

	Yes, every time	Yes, few times per week	Rarely	Once	Never
Has physical violence been used against a child during distance learning? (first lockdown)	0%	3,5%	7,3%	3,5%	80%
Has physical violence been used against a child during distance learning? (second lockdown)	0%	1,6%	13%	1,6%	89,6%
Have you ever had to apply criticism and shouting to your child during distance learning? (first lockdown)	12,2%	19,1%	47%	1,7%	20%
Have you ever had to apply criticism and shouting to your child during distance learning? (second lockdown)	2,1%	20,7%	34,2%	2,1%	40,9%

were distributed as follows: 27.8% will continue to study on their own; 5.2% will transfer some of the responsibilities related to education to other family members; 27% do not know what to do; 17.4% will ask the teacher to help more; 22.6% will contact a tutor. It should be noted that the choice of further strategy for distance learning by parents is primarily not related to the results after the first lockdown ($r = -0.197$; $p < 0.5$) or the learning process (no correlation is found here), but most likely financial ability and family situation. After the second lockdown, parents' choice of further strategies for distance learning is more related to the child's gender ($r = -0.206$; $p < 0.01$), parents' age ($r = -0.150$; $p < 0.5$), assessment of learning outcomes ($r = 0.330$; $p < 0.01$), assessment of the distance learning process ($r = 0.359$; $p < 0.01$) and the use of physical violence against the child to quarantine ($r = -0.143$; $p < 0.5$). Significantly, 105 women (91.3%) and only 10 men (8.7%) took part in the study, although answers were offered to all those involved in the process of distance learning of primary school children.

The results of the study confirmed the relationship of personal experiences during the tasks with the child in the process of distance learning with the assessment of the process ($r = 0.312$; $p < 0.01$) and the results of distance learning ($r = 0.401$; $p < 0.01$).

We suggested that quarantine violence could manifest itself in difficult learning situations. To the question "How do your reactions to difficult learning situations manifest themselves in relation to the child?" we provided the opportunity to give several answers and obtained the following results: 42.6% support the child; 44.3% take a break to calm down; 1.7% chose the option - does not manifest; 25.2% indicated that the tone becomes stricter; 34.8% more often make

remarks and criticize; 28.7% shout at the child; 4.3% call names, 2.6% push and shake the child and only 0.9% (one respondent) beats.

Thus, we can state that parents' reaction to learning difficulties is not always constructive because 67.8% of stressful situations provoke verbal aggression towards the child. A quarantine study that sought to synthesize evidence of the likely effects of quarantine on mental health and psychological well-being found that all quantitative studies examined only those who were quarantined and generally reported a high prevalence of symptoms of psychological distress and emotional disorder.

Many parents complain that distance learning and the difficulties associated with it have been a major factor in violent and aggressive behavior toward children during the quarantine. We assumed that most parents who allowed quarantine violence in their upbringing would also demonstrate it during distance learning. That is why the questions of the questionnaire are formulated as follows.

Our hypothesis has been partially confirmed. However, in our study, it is also worth noting the proportion of parents whose children may never have suffered from violence if not for the distance learning conditions. The results of the comparative analysis showed the following: the use of physical violence several times a week increased by 2.6%, once by 0.9%; Parental abuse of parents several times a week increased by 8.7% and shouting and criticism each time during distance learning almost doubled compared to the situation before the quarantine - by 6.1%.

But we are observing a significant reduction in aggression against children during the second

lockdown. Parental support for children during difficult situations related to distance learning increased by 19%, and criticism and remarks decreased by 9%. We see several reasons for this: the second lockdown was shorter than the first; the situation of the second lockdown was predictable and expected, therefore less stressful; higher level of competence of teachers and their readiness for distance learning, which improved and simplified the process; gained experience and a certain level of readiness of children for distance learning; the willingness of parents to seek help from a teacher or tutor.

DISCUSSION

Child abuse can be determined as a non-accidental behavior by adults (seniors, caregivers, etc.) that is outside the norms of behavior and may cause physical or emotional harm to a child. There are five main styles of child abuse: physical abuse, emotional ill-usage, neglect, sex offense, the witnessing of family violence [11]. Child abuse is the portion of harm to children that results from human activity that is proscribed, proximate, and preventable [12]. Child abuse should be considered any time neglect or emotional, physical, or sexual abuse is a possibility [13].

There is a wide range of short-term and long-term difficulties that are associated with child abuse and neglect. This variety of difficulties should be taken into account in approaching complex and multidisciplinary assessment and treatment [14].

According to the ethological theory, the nature of child abuse resulting from aggression and violence lies in its identification with the inherited human natural aggression. From the perspective of ethological theory, violence and aggression are manifestations of innate human instincts to fight for survival [15]. They can be seen as contributing to the survival of communities and species. However, people show aggressive behavior not only in a situation of threat. Replenishing the behavioral repertoire with aggressive reactions is associated with the assimilation of negative, violent examples from the environment. However, examples of behavior are not necessarily from personal experience. Young people see the success of violence in the social environment and receive positive reinforcement. The problem of interpreting the situation that provokes aggressive, violent behavior is revealed in the concept of social learning [16]. Most often, aggressive behavior is shown by those people whose parents have a positive attitude to the aggressive behavior of their

children [17]. Those behavioral programs that one's studied at an early age control social behavior. The primary process based on which scenarios (cognitive scripts) are formed is observation. The blocks of the studied scenarios are transformed into guiding principles of social behavior. Before implementing the scenarios, the child assesses its compliance with social norms embedded in the mind and checks the possible consequences of reactions [18]. A person's cognitive abilities allow learning both from its own experience and in a vicarious way. Cognitive representations of future outcomes function as active motivators of behavior. Most of the actions we commit are designed by us to benefit and avoid difficulties in the future [19].

According to the concept of R. Collins, "violence requires certain situational conditions in which it can occur outside any cultural motivations" [20]. An important element of this concept is also the emotional barrier to violence, namely the barrier of confrontational tension and fear. Violence is possible if this barrier can be bypassed. The author identifies 5 tactics for overcoming the barrier, one of which is the search for a weak victim. In a situation of restricted freedom of movement, high stress and anxiety, reduced levels of constructive thinking, and indicators of emotional mastery, the process of joint distance learning with the child become potentially conflict-prone. After all, the conflict contains components of interaction potential: physical intimacy, experiencing similar emotions, the emergence of rhythmic inclusion (entrainment), physiological and mental intersubjectivity. The author defines violence as an attempt to establish a micro-situational advantage in a common situation.

Aggression and violence can be caused by frustration, according to Dollard and Miller [21]. Based on the concept of "aggression-frustration", parents found themselves in a complex construction of the negative impact of macro-, meso-, and micro factors, which were obstacles to any habitual pleasures.

It is worth commenting on the results of the study of the Ukrainian mentality [22] – in Zakarpatska region, women are equal to men in the labor market. However, the educational needs of children should be met only by women in the imagination of the region's residents. To better understand the results of our research, we present the data of a recent study of the Ukrainian mentality in the coordinates of the research program of G. Hofstede [23]. Zakarpatska region is united by researchers in a group with other regions of the western region of the country. Throughout its history,

Western Ukrainian lands were much more often than other regions subject to incorporation into various states. Therefore, the smallest parameters of the power distance (PDI) are typical for Western Ukraine (17.94). Western Ukraine, for which the status of an individualistic culture of the Western European model was entrenched in the public consciousness, showed a fairly moderate indicator (26.65). The Masculinity Index (MAS) reflects the traditional gender differences between men and women, which a particular culture translates into differences in social roles, functions, or positions. The average indicators of MAS (- 13.84) in Western Ukraine confirm the historical fact that its culture was distinguished by a special social role of women, which was reflected in special forms of entrepreneurship, emphasizing mutual dependence and service to each other. The Uncertainty Avoidance Index (UAI) measures a society's ability to cope with the anxiety and stress caused by uncertainty. The smallest parameter (-2.9) in Western Ukraine indicates that residents are characterized by low uncertainty avoidance. They are characterized by a high level of tolerance for uncertainty, acceptance of any changes and disagreements in their environment, high motivation to achieve, and a propensity to take risks. By the parameter "long-term orientation" (LTO), we have a 0.72 value of the indicator for the Western region. This characterizes a pronounced tendency to live in the present, which negatively affects the possibilities for sustainable socio-economic development [22].

Studies comparing post-traumatic stress symptoms of quarantined parents and non-quarantined children found that quarantined children were four times higher [3].

Most of the available research suggests a variety of negative outcomes among those exposed to physical, sexual, and emotional abuse, neglect, witnessing domestic violence, and multi-type childhood abuse. Specifically, there was evidence of significant short-term and long-term consequences encompassing physical and mental health difficulties, subsequent perpetrations, social and cognitive difficulties, and attachment. Activation of the educational community representatives in the conditions of quarantine and distance learning to improve the educational process is an important but insufficient step.

During April-May 2020, NGO "La Strada-Ukraine" and the United Nations Children's Fund (UNICEF) organized a webinar for teachers "Countering and

responding to child abuse in distance learning during COVID-19". The participants of the webinar discussed the challenges of distance learning for children and adults, the identification of cases of domestic violence against children during the educational process in the context of distance learning; identified the causes of domestic violence and the signs by which the teacher can detect it in quarantine; developed an algorithm for responding to cases of domestic violence against children (or threats of its commission) and referral of children affected by violence during the educational process in the context of distance learning.

CONCLUSION

The situation in Ukraine does not differ from global trends: tensions in families, and with it, the number of cases of violence is growing while narrowing the possibilities of self-help, reporting, and responding to such cases.

The study revealed an inflated level of verbal aggression and physical violence against children by parents. Unfortunately, during distance learning, violence against children was a vital tool for communicating with children. In the challenging conditions of the pandemic, distance learning provoked emotional outbursts, the victims of which were children. Most parents find themselves in a situation of frustration because they cannot explain the material to their children, taking into account the various provocative reactions of children: negativism, resistance, crying, shouting, accusing, complaining, etc. According to the concept of frustration, aggressive and violent reactions can also be avoided for fear of punishment or equal confrontation. Again, children are the "most comfortable" object from this point of view. The main micro-factor that acts as a direct voltage, so to speak, the trigger, is the situation of distance learning. We found a link between distance learning and parents' use of physical violence and verbal aggression with the following variables: duration of lockdown, the function of the teacher in distance learning, parents' assessment of the process and learning outcome; qualitative changes in the relationship between parents and children during quarantine. It is necessary to accent the factor of active participation of teachers in the process of distance learning in primary school as an opportunity to reduce child abuse during quarantine restrictions related to SARS COV-2 COVID-19 and in any other similar situations.

The study results during the second lockdown in January 2021 showed positive dynamics in improving the relationship between parents and children in the process of distance learning during the COVID-19 pandemic. Comparing the role of child abuse during the two lockdowns, we noticed that the level of violence decreased and violence became less threatening to children. During the first lockdown, the most noticeable link was found between violence and parents' distance learning assessment. Unexpectedly for the authors, the result was that no connection was found between the evaluation of the process and the result of distance learning and verbal aggression during the second lockdown.

The use of child abuse in educational activities in most cases refers to the so-called "socialization" violence, the purpose of which is the adaptation and integration of the child into society and social requirements by outlining the necessary rules, norms, restrictions, and ways to meet needs. The means of such violence are punishment and reward. "Socialization" violence refers to implicit forms of violence that are not reflected but legitimized by culture.

Domestic violence has the highest level of latency. That is why it is so difficult to detect and recognize child abuse. The ideal model of relationship with parents is based solely on their own experience. The personal reality of children is formed by parents and significant adults. In most cases, the child does not understand that a violent act has been committed against him/her. This way of communication between parents is perceived by children as the norm. It seems possible to understand the cause-and-effect relationships in violent and aggressive parental behavior situations by identifying the underlying correlations. However, we see the danger of falling into the so-called causal traps.

The results of this study are useful for the educational communities of those countries that have similar mental traits. In the Zakarpatska region of Ukraine, the educational needs of children are mostly satisfied by women, despite the dominance of the egalitarian type of marriage. Therefore, the feminization of the educational process in Ukraine is obvious. This is also reflected in the forms of child abuse.

Based on the results of our study, we proposed two strategies to improve the quality of distance learning and prevent child abuse. The first strategy is to free the teacher from unnecessary bureaucratic procedures and

increase the teacher's autonomy, simplifying the algorithm for teaching students new learning materials and homework. The second strategy is to involve parents less closely in children's distance learning, increase their tolerance for learning without the physical presence of teachers and parents with a child. Webinars with parents, workshops on violence prevention, parent meetings, etc., will be effective in this regard. Our primary hypothesis about strategies to improve the relationship between parents and children in the process of distance learning has been confirmed. More active participation of teachers in the process of distance learning and the possibility of reducing parental involvement have led to improved child-parent relations and reduced violence against children.

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