

**Parental Challenges in
the Era of COVID-19**

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Abstract

Learning begins before a child first walks into a classroom, and so can lifetime advantages and disadvantages be worked on. The skills developed in early years of childhood, forms the basis for future learning and labour market success, making early childhood a critical time of human capital accumulation. Researchers in early childhood argues that investment in ECE should be viewed as a public good with higher rates of return than interventions directed at older children. Advocates of the child argue with increasing evidence that ECE should be a major priority on a country's development agenda, at home as well as in class. Although early childhood is a period of great potential for growth and development, it is also a time when children are especially vulnerable to being left behind or on their own. Despite the overwhelming case for building strong early foundations, ECE remains a peripheral concern within education systems and virtually everywhere, characterized by insufficient resources and fragmented planning, Household poverty, low levels of parental education and lack of parental involvement in children's education are three of the most critical barriers to early childhood programmes. Holistic development and early interventions are the most cost-effective measures that a child can be given during this stage of child's growth and development. Such measures minimize the need for special interventions, have the most significant impact on children's development and learning and have a decisive and lasting influence on how children grow to adulthood. The longer the parents and the society waits to intervene in the life cycle of a disadvantaged child, the more costly it is to put right.

Key words: education, parental challenges, ECE