

**PARENTAL PERCEPTION AND ADOPTION OF ONLINE
LEARNING PLATFORMS DURING THE COVID-19
PANDEMIC: A QUALITATIVE CASE STUDY**

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ABSTRACT: The COVID-19 pandemic accelerated the adoption of online learning platforms, transforming educational practices worldwide. This qualitative case study examines parental perceptions of online learning platforms during the pandemic, focusing on 20 parents from a private secondary school in Ede, Osun State, Nigeria. Through semi-structured interviews, the study examines parents' perspectives on the benefits and challenges of online education, specifically in relation to digital literacy, affordability, and the reduced interaction between parents and teachers. The findings reveal mixed responses: while many parents recognized the flexibility and accessibility offered by online learning, others expressed concerns regarding its effectiveness and the technological barriers faced by students, especially in low-income households. The study highlights the importance of collaborative efforts among schools, policymakers, and families to promote the integration of e-learning and ensure equitable access to technology. Implications for future educational practices are discussed, emphasizing the importance of parental involvement and support in the online learning process.

Keywords: Parental Perception, Online Learning, E-Learning, COVID-19 Pandemic, Technology Acceptance

INTRODUCTION

The COVID-19 pandemic has accelerated the growth of online learning, with many educational institutions adopting digital platforms to deliver instruction (UNESCO, 2020). On the other hand, online learning platforms offer numerous benefits, including flexibility, accessibility, and personalised learning experiences (Picciano, 2009). Since the Covid-19 outbreak, all aspects of life have changed, without exception, in the education field. All academic practitioners worldwide are required to utilise online learning, also known as e-learning, which can be either synchronous or asynchronous (Talebian et al., 2014). In the education aspect, face-to-face learning classes are not as frequent. Over the past decade, the adoption of electronic tools as a learning medium has increased rapidly, as this type of learning promotes efficiency and a suitable approach in the digital era. However, not all educational institutions have utilised virtual learning (Sulisworo et al., 2016; Zhou et al., 2020).

E-learning offers a variety of highly effective teaching tools that enable students to engage actively in interactive classes and generate high-quality work (Ganie et al., 2014). The utilisation of electronic tools in the classroom facilitates the establishment of a learning model that generates

a new paradigm of IT, also known as E-Learning (Suryati et al., 2019). With the maturity of online learning system development, an increasing number of people view the Internet as a potential alternative to traditional study forms (Cheng et al., 2007). E-learning is not about integrating ICT in classrooms so that it can start replacing educators with advanced technologies. E-learning is a process on which the students' learning process can be easily solved. Therefore, learners may be able to gain knowledge quickly, while many virtual materials can be displayed through e-learning (Abdallah, 2018; Saputra et al., 2017). Parents can also be allowed to invite the digital site to view their children (Daniels et al., 2019). Educational institutions are implementing technology and information apps in the teaching-learning process to integrate curricula with technology (Al-Mubireek, 2019).

Additionally, e-learning involves students working together to solve real-world issues through the effective use of ICT (Cakrawati, 2017). The greatest question is how parents handle this learning model, since these emotional, educational, and soft skills are not ready for all aspects. Parents are better equipped to understand their children's needs and personal traits, enabling them to become successful users of limited learning technology (Fedina et al., 2017). Ultimately, the parents' perspective on the implementation of any available online learning platform during the coronavirus pandemic should be established. It is interesting to know what kind of limitations parents face and how they manage to overcome this phenomenon.

Statement of the Problem

The COVID-19 pandemic necessitated a rapid shift to online learning, presenting both opportunities and challenges for students, parents, and educators. Despite the growing adoption of online learning platforms, a significant gap remains in understanding parental perceptions and experiences with online learning during this unprecedented time. This qualitative case study aims to explore parental perceptions and adoption of online learning platforms during the COVID-19 pandemic, shedding light on the factors influencing their decisions, challenges faced, and potential implications for future educational practices.

Research Questions

The following research questions will guide this study. These include:

1. To what extent did parents perceive the effectiveness of online platforms learning during the COVID-19 pandemic?
2. What factors motivated parental adoption or rejection of online learning platforms?
3. How did parental attitude impact students' engagement and performance in online learning?
4. What difficulties did parents encounter in supporting their children's online education?

LITERATURE REVIEW

The pandemic accelerated the global transition to online learning, highlighting inequalities and revealing technological gaps (Crawford et al, 2020). Research has demonstrated that parental involvement is a critical factor in students' academic success (Epstein, 2001). During the COVID-

19 pandemic, parents were required to adapt to new roles as facilitators of home-based learning. Similarly, Dong et al (2020) posited that parents felt overwhelmed and underprepared for this new responsibility, while others appreciated the flexibility it offered. Osorio-Saez et al. (2021) conducted an international survey (4,600 parents from 19 countries) and found that parental engagement in remote learning was significantly associated with technological confidence and structured school support. Similarly, social influences from parents, teachers, and peer groups also played a strong role in driving acceptance.

Online learning presents a challenge for digital leaders of the 21st century, which is particularly effective to implement during the work-from-home (WFH) period due to the COVID-19 outbreak (Darmalaksana et al., 2020). E-learning, or distance learning, appears to be an essential educational tool; however, several obstacles exist to effectively incorporating educational concepts and achieving predetermined goals and objectives. Distance learning was deemed the only viable option for continuing education when COVID-19 disrupted the international education landscape. Nevertheless, adequate human resource management and operational readiness are necessary (Khan, 2020). A similar study conducted by Basri et al. (2020) found that limited internet access was one of the most crucial issues that needed to be solved when introducing asynchronous learning (Screencast-O-Matic and Google-Form apps). ScreencastO-Matic and Google Forms have drawbacks in virtual classes; however, they also have more advantages. Many respondents felt that it is stronger compared to its drawbacks. In a majority of respondents, the internet and information technology (IT) helped EFL students acquire linguistic knowledge related to writing skills.

The effect of school-disrupted learning can be reduced by introducing online learning. This article discusses online preparation for the COVID-19 outbreak. The study results showed that preparation is a necessary, clear step in applying online learning, the teacher's role, the student's role, the strength of online courses, and resolving online learning constraints (Verawardina et al., 2020). Appropriate advice should be provided to support the Students' mental health and well-being. Authorities must take responsibility for ensuring that international students have access to food and accommodation. Members of the faculty should carefully incorporate technology and students' experiences to make learning productive and successful. Sahu (2020), Using "School Out, But Class On," has been a beneficial opportunity to improve the integration of innovative technology and education and modernise the instructional system of teaching in a new setting. Nonetheless, online education also represents other issues in the implementation process. For instance, in online education, some teachers copy teaching material for online teaching, ignoring subjective instruction and the lack of contact between the teacher and the student, as well as poor teaching performance. Simultaneously, some students lacked a face-to-face teacher or parental guidance due to a lack of self-control and self-learning capacity. The overall impact of independent learning has not been workable (Zhou et al., 2020). In addition, Husain et al. (2020) claim that the majority of the teachers used various platforms to prepare themselves during the lockdown. Single teaching or mixed teaching can lead to the maximum and best results in instructional activities. Nine advantages of e-learning were discussed, but there were also seven downsides to e-learning. Educators were proposing new ideas to help many of the students become more competitive.

Another prior research has been done by Smith et al., (2016); this study highlights how to best help school officials and online learning providers for parents and students with disorders; Improving guidance for both parents and students with special needs: clarifying the roles of parents and teachers; understanding the crucial elements of accomplishments in a wholly digital context; responding to the demands of parents and their children with special needs, as well as any need for regular home-school interaction; And mandate training programs to ensure that parents have the qualifications they need to take an active part in their child's schooling through this online platform. Besides, Fedina et al. (2017) try to compare the outcomes of urban and rural areas using e-learning. The percentage of people who expressed an intention to use such e-learning implementation methods is much higher in the city. It was also demonstrated that a relatively limited proportion of the parents interviewed work with the PEI website. This may mean that, to date, parents have not used the websites as a basis of educational information. Specialised online classes with a professor/specialist are the most common way for remote learning in both the city and the country. Abdallah (2018) also conducted a study on the perception of parents in the United Arab Emirates regarding the implementation of e-learning. The analysis reveals significant gaps in parents' views on e-learning in Abu Dhabi, spanning both public and private schools. Therefore, private schools need to focus more on e-learning, and ADEK should adopt and monitor it. This refers to the perception of parents, who are not satisfied with e-learning, whereas most target respondents are unaware of it. Culture affects the understanding of parents; in fact, e-learning may inhibit society's culture.

Gaps in Literature

According to UNESCO (2021), students in rural or low-income regions often lack stable internet, digital devices, and the income necessary for subscriptions. This world identifies areas of disparities such as access to devices, internet connectivity and digital literacy. This report also reveals that over 1.6 billion learners are affected by school closures; the poorest regions suffered most from access and quality gaps. In the same vein, World Bank (2022) observes that many households have to share one device among multiple learners or rely on smartphones, which are limited for full-scale learning. World Bank (2022) recommends investments in digital infrastructure and blended learning to close post-pandemic education gaps.

Furthermore, both students and parents in some regions lack the skills to navigate online platforms (Zhao et al, 2020). These scholars further identified varying degrees of parental ability or willingness to support children in online learning. Some parents are bereft of the technical skills or time due to work commitments. Additionally, educational background also influenced how confidently parents could assist with their children's learning. Dong et al (2020) found that students with less involved or less educated parents received less academic support at home. Chiu (2021) points to the core area of motivation. He argues that many students reported boredom, fatigue, and a lack of motivation to complete online tasks. He adds that the lack of real-time interaction with teachers and pupils weakens engagement. There is also an issue of pedagogical gap, which rests on the ill-prepared attitude of many educators for effective digital instruction. In other words, teachers lacked training in using online platforms for interactive or inclusive teaching and learning. It has also been noted that there is difficulty in accurately assessing student performance online. This brings us to the core issues of integrity, cheating, and plagiarism, which

will be challenging to control, as well as the need for timely and personalised feedback, and the issue of inaccurate assessment of learning outcomes, among others. Chiu (2021) students reported declining academic motivation and higher dropout intentions during prolonged online learning.

Theoretical Framework

This study is grounded in the Technology Acceptance Model (TAM), which posits that the adoption of technology is influenced by two primary factors: perceived usefulness and perceived ease of use (Davis, 1989). The model suggests that parents' perception of online learning platforms will influence their intention to adopt this platform. This model suggests that Perceived Usefulness and Perceived Ease of Use significantly influence users' acceptance of technology. Parents are more likely to support online platforms if they find them beneficial and easy to navigate.

It is worth noting that the Technology Acceptance Model (TAM) by Davis (1989) has long been used to explain user adoption of technology, positing that perceived usefulness and ease of use are key determinants of acceptance. Applying TAM to parents' use of online learning platforms denotes that technical familiarity and perceived educational value shaped their willingness to support online learning.

FACTORS INFLUENCING PERCEPTION AND ADOPTION:

1. **Perceived Usefulness:** Parents' perception of the usefulness of online learning platforms will influence their adoption decisions. If parents believe that these platforms can improve their children's academic performance, they are more likely to adopt them.
2. **Perceived Ease of Use:** The ease of use of online learning platforms will also influence parents' adoption decisions. If parents find these platforms user-friendly and easy to navigate, they are more likely to adopt them.
3. **Awareness and Knowledge:** Parents' awareness and knowledge of online learning platforms will influence their adoption decisions. If parents are aware of the benefits and features of these platforms, they are more likely to adopt them.

METHODOLOGY

Research Design

This study used a quantitative research design, which is an organized approach that measures and analyses data, often through statistical models, experiments, or surveys, to examine the parental perception and adoption of online learning platforms during the COVID 19 pandemic. A survey used for data collection, survey is a research method involving the use of questionnaire to gather information from a group of respondents and it will be effective for collecting objective data on attitudes and opinion. This method is well-suited to the study because it enables the collection of data through structured questionnaire, providing objective measurements of parental perceptions and adoption behaviours. Furthermore, quantitative design allows for the generalization of findings to a broader population, which is essential for understanding the parental perceptions and adoption behaviours.

Population of the Study

The population of this study consists of the Parents of students who attend Rakoye Private School, Oke Iresi, Ede, Osun State. Rakoye Private School comprises a team of learned and information-seeking staff who train students in the digital age, enabling them to utilise online platforms effectively in their learning activities.

Research Instrument

The instrument used in this research employed interviews with open-ended questions designed to address the study's objectives, gathering data to answer the research questions. Ten items were asked of the students' parents. The number of interviewees was 20 parents.

Sampling and Participants

The sampling technique used was purposive sampling to select 20 parents from a mix of urban and semi-urban households whose children attend the private schools that switched to online learning during the pandemic. The sample included a diversity of socio-economic backgrounds.

Data Collection

Data were collected via semi-structured interviews conducted through Zoom and WhatsApp voice calls. Each interview lasted approximately 30-45 minutes and was recorded with participants' consent.

Data Analysis

Thematic analysis was employed to identify patterns and key themes from the data. Transcripts were coded manually, and emerging themes were refined iteratively.

RESULT AND DISCUSSION

In this study, four key themes emerged from the data: perceived effectiveness of online learning, technology literacy and accessibility, increased parental workload, and attitudinal influence on student engagement.

1. Perceived Effectiveness of Online Learning: It has been demonstrated that most parents were sceptical about the academic rigour of online learning. They also asked whether their children were genuinely engaged. As one parent once observed, "My child just stares at the screen. I do not think she is learning as much as she would in school."
2. Technology Literacy and Accessibility: This portrayed that parents with higher digital literacy and access to multiple devices found it easier to adapt. Conversely, parents with limited access or low computer literacy are bedevilled with frustration, leading to rejection of online methods.

3. Increased Parental Workload: Several parents are overwhelmed by the expectation to supervise lessons. For instance, working-class families, who juggle work and support their children's learning, often face challenges.
4. Attitudinal Influence on Student Engagement: This suggested that children of parents who displayed a supportive attitude were more likely to stay engaged. This supports Bronfenbrenner's assertion, which opined that proximal environmental factors significantly influenced behaviour.

The findings align with Davis' TAM, which argues that parents who found online learning useful and easy to manage were more likely to support it. At the same time, those who were confronted with technological or instructional barriers were less accepting.

In this research, 10 items were asked by the students' Parents; based on the interviews, various answers were given by the interviewees. The number of items will be displayed in the table below:

Table 1: The Items of the Interview

NO.	The Items of the interview
1.	Schools' policy on implementing e-learning in teaching-learning activities
2.	Parents control their children while the learning process takes place.
3.	The parents' proficiency in operating electronic devices
4.	The limitations are faced by the parents when guiding their children's learning through ICT.
5.	The solution to tackle those limitations
6.	The conveniences of e-learning during the pandemic
7.	The extent of e-learning applications conducted by the schools before the existence of the pandemic
8.	The parents' understanding of the materials given by the teachers that are being taught to the children
9.	The parents' perception of traditional learning and e-learning
10.	A cooperative relationship between parents, students, and teachers

When the first question was asked, the interviewees had different responses. The first problem was to recognise the approach of schools in the area of online learning in teaching. Numerous parents had a positive mindset when educational institutions announced that they would use e-learning during the COVID-19 pandemic; most of them felt that learning practices had to adapt in an era of pandemics and that e-learning was the best option. However, e-learning brought new ICT knowledge to students. They believe that schools should incur additional e-learning costs and that the school and government should establish sufficient Internet access to make the e-learning process effective. They also claimed that teachers should monitor the e-learning processes as closely as possible, as most students noticed that the Internet was being used excessively for social media and not for learning purposes.

The second element was the monitoring of the parents towards their children during the learning process. During the e-learning cycle, more than half of the interviewees reported that they fully

control their children. Control systems began with the brainstorming stage, continued through the materials delivery stage, and culminated in the assignment stage. The parents' greatest desire was to know the child's success in every subject the teachers gave. Furthermore, parents must monitor their children during the e-learning process to ensure they remain focused on the topics. The remaining parents replied that the children were not under control due to too much homework.

Based on the interviewees' responses to the third question, 62 per cent of parents were familiar with electronic equipment and, in fact, with ICT. They thought it was easy to operate technology devices. Sadly, the rest are not acquainted with ICT, and they are listed as technologically backwards.

Interviewees on the fourth item responded to varying responses. Over half of the parents claim they are low-income families. However, the high cost of the Internet is a significant problem, and e-learning often requires personal high-tech education. The other disadvantages of the e-learning model included poor internet connections in some areas, as well as the tendency for students to rely heavily on this learning model. Some of the parents assumed that their children were not prepared to change their learning style at the same time.

Based on the parents' reactions to the fifth item, it was analysed that they offered a variety of solutions to overcome this phenomenon. They believed that there was a need for cooperation between local authorities and educational institutions to support this learning model, such as providing free internet access and preparing good internet connections. In addition, it is essential for teachers to visit students' homes regularly to monitor their condition, situation, and progress.

The sixth item focused on the numerous conveniences of e-learning. 99% of the family members agreed that it has brought benefits to the students. Most of them did not explain the benefits of online learning, but several of them claim that it has recently opened the students' understanding of the utilisation of electronic devices, as well as the mastery of soft skills. One per cent of parents argued that there were no other advantages provided by e-learning.

From the seventh item answered by the participants, 38 per cent of respondents noticed that e-learning was adopted by schools a few years earlier. Google Classroom Platform was one of the favourable software used by students. Ironically, the use of e-learning before the COVID-19 pandemic did not optimise. During the Coronavirus era, 62% of parents thought that e-learning was introduced at 100%.

The eighth item concerned the parents' understanding of the materials given by the teachers to the children. 19% of participants said they did not understand the materials taught to their children by the teachers. They prefer to hand over all of the learning activities to the teachers because they consider it the teachers' obligation. The rest of the parents argued that they understood the subjects and materials taught by the teachers because they were teachers.

Based on the respondents' arguments on the ninth item, it was identified that 99% of parents agree that conventional learning was effective compared to electronic learning. The parents put forward some reasons; for instance, the students' learning style was considered. However, for students who

tend to an anaesthetic learning style, they found it difficult to follow the virtual class. In addition, the face-to-face classroom promotes social interaction for students; on the other hand, it reduces antisocial characteristics in children, encourages students to be creative, fosters honesty about homework, and motivates students to study hard and learn quickly. Conversely, 1% of the respondents believed that both electronic and conventional learning were effective.

76% of parents claimed that the relationship between parents, students, and teachers was uncooperative. Parents have taken the initiative to control their children only if they want their children to understand the material. Twenty-four per cent of parents believed that it fostered a cooperative relationship, although parents held full control during the online home study. On the other hand, parents were an extension of the teacher, so that teachers would actively guide parents on what to do during the e-learning process.

Conclusion

It has been demonstrated that parents exhibited variant responses to the utilisation of e-learning during the pandemic era. It included both positive and negative responses. Positive responses can be listed: Online learning brought new ICT knowledge to students; parents fully control systems of e-learning, it began from the brainstorming stage, while the materials were delivered, until the assignment stage; the parents were familiar with electronic equipment; during the coronavirus era, e-learning was introduced at 100%; the majority of parents have a job as teachers, so it was easy for them to teach their children; numerous apps were implemented in the e-learning class. The most favourable was the WhatsApp device. On the other hand, the teachers utilised more than one app for virtual classrooms, for instance, Messenger and Google Classroom. However, e-learning brought some disadvantages for the parents, such as; the role of the teachers as educators have diminished due to almost all the teachers' role have been replaced by parents; 99% of parents agree that conventional learning was effective compared to electronic learning; 76% of parents claimed that the relationship between parents, students, and teachers was uncooperative; over half of the parents claim they were low-income families.

However, the high cost of the internet is a significant problem, and e-learning often requires personal high-tech education. The other disadvantages of the e-learning model included poor internet connections in rural areas, as well as the tendency for students to prefer this learning model. Some of the parents assumed that their children were not prepared to change their learning style at the same time. Additionally, the parents offered a range of solutions to address this phenomenon. They believed that there was a need for cooperation between local authorities and educational institutions to support this learning model, such as providing free internet access and preparing good internet connections. In addition, teachers need to visit students' homes regularly to monitor their condition, situation, and progress. Additionally, this study provides a foundation for other researchers interested in conducting similar research with different variables. Besides, this study can be a benchmark for the local government, in particular, educational principals to take out policy by considering those obstacles of e-learning

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