



Exploring the Distance Learning Experience by Parents and Teachers of Students With Disabilities During Covid-19: A Case Study

Original scientific paper

Naila Tallas-Mahajna

Special Education and Developmental Language disorder, Al-Qasemi Academic College of Education

Received: 2023/09/14

Accepted: 2024/02/01

Abstract

This study examined the experiences of Palestinian parents (n=105) and teachers (n=99) for students with disabilities by the shift to distance Learning during Covid 19, in focusing on communication, student progress, support services, and stress levels. Participants answered a Likert scale questionnaire and three open questions. Findings revealed no significant differences between parents and teachers related to the examine parameters but it is indicated the gender as a significant factor in stress levels. Males, whether parents or teachers, reported less stress. Mothers expressed the least satisfaction with support services, contrasting with female teachers. This highlights possible disparities for mothers in accessing vital support during remote learning. Distance learning introduces distinct challenges, with both teachers and parents highlighting the need for proficiency in online platforms. Emphasizing tech-savviness is crucial in today's educational setting. Both groups stressed the importance of emotional support, extending this need to everyone involved. The conclusion underscores the importance of joint solutions tailored to the specific requirements of students, parents, and teachers.

Keywords: *Distance Learning, Students with Disabilities, COVID-19 pandemic, parents, teachers*

The onset of the COVID-19 pandemic ushered in unprecedented challenges across various sectors, with education witnessing one of the most profound transformations. As schools worldwide closed their doors in response to the pandemic, there was a swift pivot to distance learning. While

the transition to online education was challenging for many, Students with Disabilities (SWD) and their support systems faced unique hurdles. (Agaton & Cueto, 2021).

The transition to remote learning posed unique challenges, with the success largely

Correspondence to: Naila Tallas-Mahajna, PhD. Special Education and Developmental Language disorder, Lecturer in Special Education, Al-Qasemi Academic College of Education
Email: nailaml@hotmail.com

dependent on technological infrastructure and accessibility (Onyema et al., 2020). While countries with advanced tech infrastructure like China adapted effectively, regions with limited resources, especially those serving low-income or rural populations, grappled with inequalities in access (World Bank, 2020; Fry-Bowers, 2020). Additionally, Distance education threatened the goals of inclusive education and the Individualized Education Program (IEP). The pandemic underscored the need for tailored support for students with special needs and their families, addressing challenges like resource accessibility, IEP implementation, and the unique stressors of distance learning. (Yazcayir & Gurgur, 2021).

This study delves into the experiences of both parents and teachers of SWD during the COVID-19 pandemic, aiming to shed light on the challenges, successes, and lessons from this global experiment in distance learning. By understanding their perspectives, to offering insights that could inform future educational strategies, ensuring inclusivity and effectiveness in online education. The primary objective of this study is to delve deeply into the experiences of Palestinian parents and teachers in Israel amidst the COVID-19 pandemic, with a particular emphasis on the distance learning paradigm and its repercussions for SWD in inclusive environments. The research endeavors to explore diverse facets of the distance learning approach, encompassing aspects such as communication, student progress, support services, and stress levels, in order to better understand the challenges and opportunities presented by the pandemic and inform future approaches to inclusive education.

Literature Review

Distance learning, though offering the advantage of continuity in education during crisis periods, often assumes a one-size-fits-all approach. However, SWD require specialized instructional strategies, tailored resources, and individualized support to thrive academically (Yazcayir & Gurgur, 2021). The rapid shift to remote learning posed questions regarding the accessibility and effectiveness of online platforms for these students. Parents, often the primary caregivers

and immediate support for SWD, found themselves navigating the complexities of online education, striving to adapt to new roles, and seeking ways to ensure their children's educational needs were met (Ortiz et al., 2021). On the other hand, educators, especially those specializing in special education, grappled with the challenge of delivering quality instruction without the traditional face-to-face interaction, a cornerstone of personalized support for SWD (Karasel Ayda et al., 2020).

Glessner and Johnson (2020) examined special education teachers' perceptions and experiences as they transitioned to distance learning during the COVID-19 pandemic, their pointed out that the educator's experiences were marred by feelings of detachment from students and colleagues. However, as they settled into routines, they found joy in establishing communication and rapport. While they initially grappled with redefining their teaching effectiveness and adapting to the virtual setting, they sought and found support from administration, technology resources, and peers. By the end of the 2019-2020 academic year, these educators not only embraced the advantages offered by technology but also acknowledged the overarching lesson of the pandemic: the importance of adaptability, care for others, and continuous connection with students and families.

Looking to the future, the literature points towards a need for more concerted efforts in terms of resources, training, and support. Karasel Ayda et al. (2020) provide a compelling argument for schools to ramp up their investments in educator training specifically focused on online instruction for SWD. They also emphasize the criticality of fostering collaboration among parents, teachers, and therapists. Such a collaborative approach, they argue, is essential to ensure that SWD receive comprehensive and tailored support, both during and post the pandemic era.

Lau and Lee (2020) studied the parents' perspectives on the distance learning experiences of kindergarten and primary school students, as well as the support required and screen time during COVID-19 class suspensions. Conducted three weeks post-class suspension in Hong Kong an online survey garnered responses from 6,702 parents, predominantly mothers. Key findings

include: a. most children struggled with distance learning tasks due to lack of interest and home environment challenges. B. Parents without access to online learning expressed more dissatisfaction compared to those with access. They sought more interactive online content, better support from schools, work flexibility, and government aid. C. Elevated screen time without parental oversight was observed during suspensions. Their results indicate the importance of refining distance learning policies and collaborating with families during suspensions. It emphasizes the need for a mix of online and offline learning activities and helping parents manage children's screen time.

Yet, amidst these challenges, the pandemic also illuminated the immense potential of assistive technologies. As Kan and Wang (2021) underscore, assistive technologies have emerged as a beacon of hope in these trying times. When wielded effectively, assistive technologies can play a pivotal role in bridging the accessibility gap, offering SWD a more independently learning experience. Despite these benefits, it seems as though there are still large perceived risks and fears that are not being completely alleviated.

While the Palestinian community in Israel is experiencing numerous socio-cultural transformations due to its exposure to Western influences, it continues to uphold its traditional values. This society emphasizes collectivism, a patriarchal family setup, and distinct gender roles. Furthermore, there's a strong connection to extended families, which sometimes restricts the autonomy of younger members, particularly females. Balancing these time-honored values while integrating newer societal norms poses intricate challenges for its members (Nasser-Abu Elhija & Israelashvili, 2021). Economically, the Palestinian community in Israel predominantly resides in peripheral, socio-economically disadvantaged areas, setting it apart from the Jewish community. This disparity extends to the education sector, especially in terms of digital access (Lissitsa, 2021). The digital divide between Palestinian and Jewish communities in Israel is pronounced, both in terms of infrastructure and digital proficiency. Roughly one-third of the Palestinian community lacks internet access, and where it exists, the connectivity quality is often subpar. (Lissitsa, 2021)

Method

Participants

The sample for this research was based on 105 parents and 99 teachers, among which around 80 percent were females (mothers and female-teachers alike). Table 1 provides descriptive statistics for background characteristics. The age of fifty (50%) percent of the parents ranged from 20 to 30, and another 36.2 percent were within the age range of 31 to 40, and the rest 13 percent were above 40 years of age. A small portion of the parents was unemployed (2.9 percent), while 31.4 reported being house keepers, 48.6 were employees, and 14.3 were either employers or self-employed. Among the parents, 57.1 percent had high school education or less and the rest had some extent of post high school education (e.g., academic or professional studies). The parents' sample covered 28.6 percent students from first and second grades, 42.9 percent from third and fourth grades, and 28.6 percent from fifth and sixth grades. Teachers did not report their age but their years of experience, which varied from less than three years (26.3 percent), between 3 to 9 years (31.3 percent) and 10 and above years of experience (42.4 percent). All teachers held an academic degree, but only 30.3 percent held an MA degree. The teachers' sample comprised of 27.3 percent students from first and second grades, 46.5 percent from third and fourth grades, and 26.3 percent from fifth and sixth grades. Most of reported students was diagnosed with some learning disabilities (parents' report: 67 percent; teachers' report: 71.7 percent), while others were diagnosed with autism to some degree (\approx 10 percent), or other impairments.

Tools

For this research, constructed a set of indicators to assess differences within parents (fathers vs. mothers) and teachers (males vs. females), as well as the interaction between these two explanatory factors (parents X teachers). Descriptive statistics for these indicators are provided in Table 2. All indicator items were measured on a discrete scale ranging from one to five. Table 2 presents means and standard deviations for each indicator, along with internal

consistency (Cronbach's Alpha).

Two challenges emerged when constructing these indicators:

1. The items within each indicator were not identical for parents and teachers.
2. The internal consistencies were not consistently robust across all indicators, particularly for the parent-student communication indicator among parents.

To address the first challenge, compared the responses of parents (n=105) and teachers (n=99), given that the scales were consistent across all items. The identified mean differences in perceived students' progress and received services. Additionally, an item-by-item comparison highlighted differences between parents and teachers in eight out of the 27 comparisons. For instance, there were discrepancies in responses to items such as "I received social and emotional support" and "personalized educational plans for students" (refer to Table 5). Other items that showed differences included statements like "The management provides information about school plans, instructions, and resources."

The second challenge pertained to the parent indicator of communication with students.

Despite this, other consistencies were fair, if not high. Notably, the differences between parents and teachers in the communication indicator were not statistically significant, even with the low internal consistency.

Consequently, I opted to continue using both indicators in our analysis.

In order to examine the attitudes of teachers and parents regarding the challenges they faced during distance learning during the quarantine period and how they dealt with them, I added the following three open questions:

1. What are the challenges you have faced with distance learning during the Covid-19 period so far?
2. What kind of services or support do you consider necessary to deal with the challenges of the situation and distance learning?
3. What future concerns do you have regarding COVID-19, quarantine or school closures?

Table 1.

Descriptive statistics of Background Characteristics

Parents			Teachers		
	Count	Percent		Count	Percent
N	105	100	N	99	100
Gender			Gender		
Male	22	21.0	Male	19	19.2
Female	83	79.0	Female	80	80.8
Age			Tenue		
20-31	53	50.5	Less than 3 years	26	26.3
31-40	38	36.2	3-9 Years	31	31.3
41+	14	13.3	10+ Years	42	42.4
Job			Specialization in special education		
Employee	17	16.2	No	24	24.2
Works in an institution	34	32.4	Yes	75	75.8
Independent	15	14.3			
Housewife	33	31.4			
Unemployed	3	2.9			
Pensioner	3	2.9			
Years of education			Education		
Less than 12	16	15.2	BA	69	69.7
12	44	41.9	MA	30	30.3
13-16	25	23.8			
17+	20	19.0			
Gender of the student			Gender of the student		
Male	58	55.2	Male	47	47.5
Female	47	44.8	Female	52	52.5

Table 1. - continuum*Descriptive statistics of Background Characteristics*

Diagnosis of the student			Diagnosis of the student		
Learning disability	67	63.8	Learning disability	71	71.7
Autism	10	9.5	Autism	10	10.1
Intellectual disability	9	8.6	Intellectual disability	8	8.1
Visual impairment	4	3.8	Visual impairment	5	5.1
Hearing impairment	6	5.7	Hearing impairment	2	2.0
Other	9	8.6	Other	3	3.0
Grade			Grade		
1-2	30	28.6	1-2	27	27.3
3-4	45	42.9	3-4	46	46.5
5-6	30	28.6	5-6	26	26.3
Region			Region		
Haifa	16	15.2	Haifa	36	36.4
Center	67	63.8	Center	47	45.5
North	16	15.2	North	15	15.2
South	6	5.7	South	3	3.0

Table 2.*Descriptive statistics and reliabilities of research indicators*

Parents B		Teachers A		
Communication with Parents				t (189) = -1.79, p=.076
# Items	4	1		
Reliability	.668	Reliability	-	
Means	3.17	Means	3.40	
SD	0.82	SD	1.00	
Students' Progress				t (202) = -2.73, p=.007
# Items	5	5		
Reliability	.461	Reliability	.672	
Means	2.94	Means	3.21	
SD	0.70	SD	0.69	
Receiving Suitable Service				t (193) = -2.92, p=.004
# Items	9	8		
Reliability	.802	Reliability	.731	
Means	2.98	Means	3.31	
SD	0.90	SD	0.68	
Stress Level				t (202) = 1.40, p=.163
# Items	1	1		
Reliability	-	Reliability	-	
Means	3.76	Means	3.54	
SD	1.20	SD	1.11	
Parents'-Students' Communication				t (202) = -0.82, p=.415
# Items	3	4		
Reliability	.293	Reliability	.723	
Means	3.39	Means	3.48	
SD	0.77	SD	0.80	

Note. Degrees of freedom were smaller if Levene's test indicated group variance difference.

Result

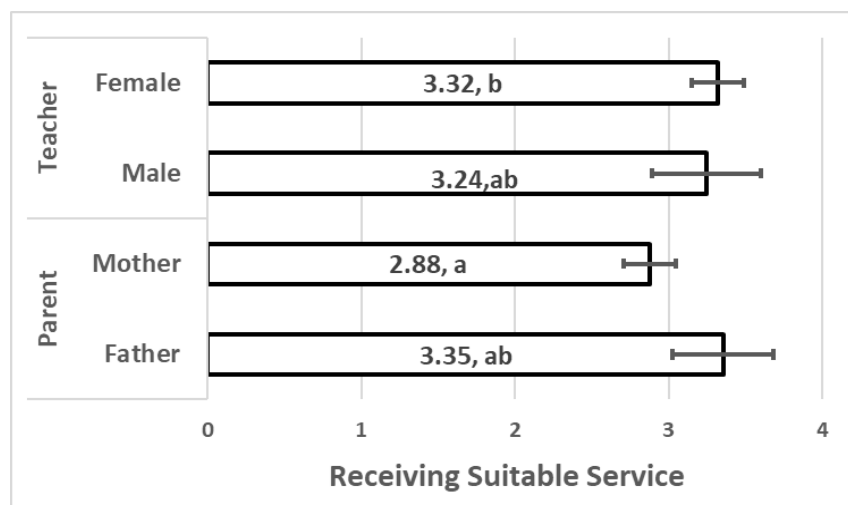
Table 3 presents the results from the Generalized Linear Model (GLM) for the five research indicators. The objective of these analyses was to discern the main effects of gender or respondent type and their interactive influence on the selected research indicators. Notably, male respondents, irrespective of being teachers or parents, reported diminished stress levels compared to females. No prominent main effects emerged, especially when contrasting teachers with parents. A significant interaction between

respondent type and gender influenced the perception of service received ($F=3.95$, $p=.048$). An analysis revealed that mothers registered the lowest mean value, standing distinct from female teachers. Conversely, no discernible differences were observed between fathers and male teachers. Figure 1 graphically represents these type*gender variances. It's pivotal to highlight that these differences hinge on fluctuations around the mean (standard errors), implying that female teachers exhibited variations from mothers, despite not recording the apex mean value.

Table 3.
Generalized Linear Model results, Main effects, and interaction

	Person X Gender				F η_p^2	Person Type		F η_p^2	Gender			
	Parents		Teacher			Parent	Teacher		F η_p^2	Male	Female	F η_p^2
	Father	Mother	Male	Female								
n	22	83	19	80		105	99		41	163		
Communication with Parents	3.43 (0.73)	3.11 (0.83)	3.21 (0.98)	3.45 (1.01)	F=3.15 $\eta_p^2=.016$	3.17 (0.82)	3.40 (1.00)	F=0.15 $\eta_p^2=.001$	3.33 (0.85)	3.28 (0.93)	F=0.07 $\eta_p^2=.000$	
Students' Progress	3.19 (0.81)	2.88 (0.66)	3.28 (0.62)	3.19 (0.71)	F=0.85 $\eta_p^2=.004$	2.94 (0.70)	3.21 (0.69)	F=2.80 $\eta_p^2=.014$	3.24 (0.71)	3.03 (0.70)	F=2.91 $\eta_p^2=.014$	
Receiving Suitable Service	3.35 ^{ab} (0.93)	2.88 ^a (0.87)	3.24 ^{ab} (0.79)	3.32 ^b (0.66)	F=3.95* $\eta_p^2=.019$	2.98 (0.90)	3.31 (0.68)	F=1.43 $\eta_p^2=.007$	3.30 (0.86)	3.10 (0.80)	F=2.06 $\eta_p^2=.010$	
Stress Level	3.45 (1.26)	3.84 (1.17)	3.00 (1.29)	3.66 (1.03)	F=0.47 $\eta_p^2=.002$	3.76 (1.20)	3.54 (1.11)	F=2.53 $\eta_p^2=.012$	3.24 ^a (1.28)	3.75 ^b (1.11)	F=6.93** $\eta_p^2=.033$	
Parents'-Students' Communication	3.35 (0.74)	3.40 (0.79)	3.66 (0.83)	3.43 (0.79)	F=0.98 $\eta_p^2=.005$	3.39 (0.77)	3.48 (0.80)	F=1.58 $\eta_p^2=.008$	3.49 (0.79)	3.42 (0.79)	F=0.40 $\eta_p^2=.002$	

*** $p < .001$, ** $p < .01$, * $p < .05$; η_p^2 Eta Partial Square for effect size. Latin letters for marginal mean ranking from "a" the smallest and onward.

Figure 1.*Receiving suitable service – GLM results for type and gender interaction*

Latin letters for marginal mean ranking from “a” the smallest and onward; Horizontal line for error bars.

Subsequent to initial analysis, delved into potential variations based on students' grade levels and other demographic attributes, which included gender, specific disability diagnoses (distinguishing learning from other types), and regional classifications (spanning Haifa, Center, North, and South). When assessing all outcome variables, no discernible main or interaction effects emerged for respondent types, with the exception of the grade*respondent type interaction concerning stress outcomes. To address these queries, employed a GLM analogous to the previous approach. The resultant data indicated that while both primary effects – grade level and respondent type – didn't significantly account for variations in means, the interaction effect was indeed significant (Wald=8.10, $p=.017$). A closer examination of this variance revealed that parents of 3rd and 4th graders distinctly differed from teachers of students in the

same grades (mean difference=7.19, $p=.034$). Notably, other stress level datasets, spanning grades and respondent types, exhibited uniformity on average. It is crucial to note that significance thresholds were modulated using the Bonferroni correction to account for multiple comparisons.

In the wake of assessing the support indicator for both teachers and parents, Table 4 offers a detailed, item-by-item analysis utilizing a t-test for independent group comparisons. It's important to highlight that, for these comparisons, items from the parents' and teachers' questionnaires were aligned, even though there were subtle differences in their presentation. Consistently, parents indicated lower levels across the six factor items when compared to the responses from teachers. This trend underpins the overarching disparity in perceived support, as previously illustrated in Table 3.

Table 4.*Parent-Teacher comparison of received support statements, Descriptive statistics, and independent t-test results*

	Statements	Parent Mean	SD	Teacher Mean	SD	t
Q1	P: I am satisfied with the services; my son/daughter receives in the classroom during distance learning during the Corona period. T: I am satisfied with the teaching I provide to the student in the classroom during the epidemic	3.16	1.25	3.60	1.08	-2.66**
Q6	P: I received appropriate social and emotional support from school staff during the pandemic in managing stress T: I received appropriate social and emotional support from the school administration during the pandemic to help me cope with stress	2.97	1.25	3.35	1.09	-2.32*
Q11	P: Does your child have an Individualized Education Program? T: The student has an individual educational program	2.79	2.50	3.48	0.91	-2.67**
Q14	P: I especially like the Zoom distance learning program T: I especially like the Zoom distance learning program	2.54	1.26	2.90	1.27	-2.02*
Q20	P: The school provides me with information about school programs, changing guidelines and resources during the Corona period T: The administration gives me information about school programs, changing guidelines and distance learning resources	3.13	1.24	3.53	1.08	-2.40*
Q22	P: In remote learning during the Corona period, my child acquired new skills that he could not do before T: During the Corona period and distance learning, the student acquired new skills that he could not do before	3.00	1.36	3.43	1.05	-2.55*

*** p<.001, ** p<.02, * p<.05; P for parent, T for teacher

Result of open questions

Parent

- The first question:** What are the challenges you have faced with your child with distance learning during the Covid-19 period so far?
The most of the answers focused on the aspect of changing the daily routine and accompanying the children throughout the lessons remotely. The second aspect is the children's difficulties in their ability to pay attention to deal with distance learning and the new technological means. Difficulty dealing with new technological means such as the Zoom application, in addition to the weak technological infrastructure.
- The second question:** What kind of services or support do you consider necessary to deal with these challenges of the situation and distance learning?

The parents suggested several aspects to improve the ability to deal with distance

learning in a crisis situation of the Covid-19 virus:

- Intensive counseling courses to deal with new technological means.
- Follow-up and continuous communication by teachers and the school with parents about students' progress.
- Adaptation of teaching methods proportionally to students' needs and difficulties.
- To provide a suitable technological infrastructure for distance learning
- Creating extracurricular activities for emotional and psychological support for students during distance learning.

- The third question:** What future concerns do you have regarding COVID-19, quarantine or school closures?

The majority of the parents' fears are focused on the decline in social skills and the loss of friends for their children, as well as the decline in educational skills and academic achievement. Some parents are worried about shifts in their children's behavior, especially

the shift to aggression.

Teachers

1. **The first question:** What are the challenges you have faced with distance learning during the Covid-19 period so far?
Most of the teachers focused on the difficulty verifying of access to the attention and interaction of all students within the lessons during distance education. They faced difficulty dealing with new technological applications such as the Zoom, in addition to the weak technological infrastructure
2. **The second question:** What kind of services or support do you consider necessary to deal with the challenges of the situation and distance learning?
Most of the teachers suggested to providing emotional and psychological support to all the partners in the educational activity, including teachers, students and parents and others. In addition, they are adding the importance of the supporting and training in the using of technological means.
3. **The third question:** What future concerns do you have regarding COVID-19, quarantine or school closures?
Teachers indicated their fear of students' educational decline, and their inability to provide educational materials appropriately

Discussion

The focus of this research is to intricately explore the experiences faced by parents and educators of SWD during the unprecedented times of the COVID-19 pandemic. By delving deep into their narratives, our objective is to unearth the multifaceted challenges, celebrate the unexpected triumphs, and discern the lessons derived from this unforeseen foray into distance learning. By documenting and understanding these intricate perspectives, we aspire to cultivate a repository of insights. These insights are envisioned to shape and refine future pedagogical strategies in online education, placing a premium on both inclusivity and efficacy.

Central to our research is the quest to holistically understand the lived experiences of Palestinian parents and educators residing in Israel during this global health crisis. Especially poignant is the exploration of how the abrupt transition to distance learning has molded the educational landscape for SWD situated within inclusive educational settings. The study is meticulously designed to dissect various dimensions of this new mode of education. We analyze facets such as communication methodologies adopted, the trajectory of student progression, the efficacy of support services, and the psychological stress indicators associated with this paradigm shift. By doing so, we aim to construct a comprehensive picture of the challenges and potential avenues of improvement that the pandemic has highlighted. This, in turn, serves as a beacon to guide the evolution of future inclusive educational practices.

Utilizing the Generalized Linear Model (GLM), our methodology is structured to pinpoint the primary effects and intricate interactions between gender and respondent type (be it an educator or a parent) on our key research variables. One of the standout discoveries was the stark gender difference in reported stress levels. Males, irrespective of their professional affiliation as educators or their personal roles as parents, consistently reported diminished stress when juxtaposed with their female counterparts. Such findings instigate a deeper introspection into the underlying reasons for this observed gender disparity in stress levels. Factors ranging from societal expectations, gender-specific stress coping mechanisms, or other external determinants potentially play a pivotal role in this dynamic.

Furthermore, a compelling interaction was discerned between the category of respondent and their gender, specifically concerning their satisfaction quotient with educational services rendered. Mothers, in particular, exhibited the lowest satisfaction levels. This sentiment stood in sharp contrast to the feedback provided by female educators. The absence of a pronounced difference in satisfaction levels between male parents and male educators warrants a deeper, more nuanced exploration. Such findings propel us to probe into the intricate web of gender-based anticipations and expectations interwoven within the broader

fabric of educational support systems. Our observations regarding the gender-driven variance in stress levels find resonance with the scholarly findings of Federkeil et al. (2020). Their research insinuates that societal conventions and pressures might exert a more pronounced strain on females. The unique adversities and challenges that female educators and mothers navigate, as spotlighted by Federkeil et al. (2020), could potentially amplify these stress levels. In our bid to evaluate and juxtapose the perceived support levels among educators and parents, a recurring and unmistakable pattern crystallized: parents, almost uniformly, conveyed lower satisfaction levels. This divergence in perception could be rooted in the parents' direct, unfiltered involvement and their firsthand observation of their child's tribulations and triumphs in the virtual learning milieu. On the flip side, educators, fortified by their pedagogical training and experience, might adopt a more rose-tinted perspective, exuding confidence in the robustness and comprehensiveness of the support mechanisms they deploy. Such divergent perceptual prisms between these two pivotal stakeholders are not a unique phenomenon to this context. Drawing from the insights of Karasel Ayda et al. (2020), it can be postulated that the specialized and professional vantage point of educators may predispose them towards a more favorable, and perhaps optimistic, evaluation of the support systems in place. In stark contrast, parents, with their finger on the pulse of their child's day-to-day academic and emotional journey, might possess a heightened sensitivity to gaps, inadequacies, or areas ripe for enhancement.

In-depth Examination of Stakeholder Perspectives:

In a bid to procure a more granular understanding of the challenges and responses during the distance learning epoch induced by quarantine measures, the meticulously integrated a triad of open-ended queries. The objective behind this approach was to garner in-depth qualitative responses that could shed light on the multifaceted experiences of the involved stakeholders.

A Qualitative Exegesis on Distance Learning's Conundrums:

Both the teachers and parents candidly underscored the labyrinthine challenges associated with mastering emergent virtual platforms. This observation substantiates the surging imperative of fostering technological sagacity within the evolving educational paradigm. Their shared perspectives illuminate the pressing necessity for a fortified, resilient, and user-friendly digital infrastructural matrix in contemporary pedagogical landscapes. Parents offered profound insights, delineating the manifold challenges they grapple with daily. These encompass orchestrating structured learning schedules whilst simultaneously catering to their offspring's vacillating attention spans and emotional needs. Such intricate revelations illuminate the multifarious dimensions embedded within online pedagogy, which straddle both technologically-driven and behavioral facets. In stark juxtaposition, pedagogues shed light on the herculean task of fostering sustained pupil engagement in a milieu devoid of traditional classroom dynamics and face-to-face interactions.

- The technological impediments highlighted resonate profoundly with the insights proffered by Alea et al. (2020); Ferri. et al (2020) . Their scholarly discourse underscores the quintessential role of a robust technological framework in the successful implementation and efficacy of remote pedagogy. (Kim & Fienup, 2022)
- The behavioral challenges, especially those accentuated by parents, are eerily reminiscent of the apprehensions propounded by Kan and Wang (2021). Their academic treatise elucidates potential pitfalls of a wholly virtual educational milieu, especially for pupils with distinctive requisites or vulnerabilities.

Essential Support Mechanisms in a Pandemic-Induced Pedagogical Landscape:

The collective discourse from both stakeholder cohorts elucidates the pressing desideratum for a deeper and more nuanced indoctrination in digital apparatuses. This sentiment reiterates the irrefutable centrality

of technological erudition and dexterity in contemporary educational praxis. Parents, with a palpable sense of urgency, accentuated the dire need for enhanced and streamlined pedagogical communication channels. Their discourse underscores the pivotal role of transparent, iterative, and prompt feedback mechanisms. In a more holistic vein, they emphasized the exigency for comprehensive emotional and psychological scaffolding for pupils, which sheds light on the far-reaching psychological and emotional ramifications engendered by the pandemic.

Educators, while echoing the sentiment of emotional scaffolding, expanded its ambit to incorporate the entire spectrum of stakeholders - from pupils to parents, and importantly, to their own professional cadre. Their perspective underscores the pandemic's pervasive and profound psychological reverberations across the educational ecosystem.

- The unanimous clarion for bolstered digital acumen is harmonious with the postulations of Zhou et al. (2020); Haleem et al. (2022). Their academic discourse serves as a clarion call, emphasizing the salience of technological dexterity within the ambit of state-of-the-art pedagogical praxis.
- The collective aspiration for fortified emotional and psychological underpinning echoes the sentiments propounded by Onyema et al. (2020). Their discourse underscores the pandemic's expansive challenges, transcending mere academic conveyance, touching the very essence of human psyche and well-being.

Anticipated Pedagogical Implications in the Post-COVID Epoch:

Both pedagogues and parents vocalized their apprehensions vis-à-vis potential academic lacunae and disruptions emanating from the intricacies endemic to remote pedagogy. The overarching concern revolves around the long-term repercussions of these academic discontinuities.

Parents, with a discernibly heightened sense of concern, proffered anxieties pertaining to their progeny's evolving social acumen. They ruminated on the potential for eroding social bonds, behavioral shifts,

and the long-term implications on socio-emotional development. This sentiment underscores educational institutions' quintessential role as bastions of socio-interpersonal maturation, beyond their scholastic mandate.

Pedagogues, meanwhile, expressed nuanced reservations about their efficacy in transmitting educational content in this unprecedented milieu. Their perspectives shed light on the internal battles and cognitive dissonance they grapple with, as they strive to adapt to this novel educational landscape.

- The shared concerns about potential academic regressions resonate with the prognostications of the World Bank's (2020) dossier. Their meticulous analytical purview indicates potential perennial repercussions on scholastic outcomes due to pandemic-induced discontinuities.
- The emphasis by parents on schools' roles as irreplaceable crucibles for social and emotional growth finds poignant resonance with the insights of Fry-Bowers (2020). Their research spotlights the multifaceted and holistic contributions of educational institutions to a child's overall growth and development.

Conclusion

The results from this study, when viewed in conjunction with previous research, underscore the multifaceted challenges posed by distance learning during the COVID-19 pandemic. As echoed by various scholars, addressing these challenges requires a comprehensive approach that encompasses technological, academic, and emotional facets. The converging views of stakeholders, as highlighted both in this study and prior research, emphasize the need for collaborative solutions that cater to the unique needs of students, parents, and educators.

References

- Agaton, C. B., & Cueto, L. J. (2021). Learning at home: Parents' lived experiences on distance learning during COVID-19 Pandemic in the Philippines. *International Journal of Evaluation and Research in Education*, 10(3), 901-911.

- Bank, T. W. (2020). *World Bank Education and COVID-19*. The World Bank.
- Fry-Bowers, E. K. (2020). Children are at Risk from COVID-19. *Journal of Pediatric Nursing*, 53, A10–A12. <https://doi.org/10.1016/j.pedn.2020.04.026>
- Kan, C.-W. R., & Wang, C.-Y. (2021). Expounding the rehabilitation service for acquired visual impairment contingent on assistive technology acceptance. *Disability and Rehabilitation: Assistive Technology*, 16(5), 520–524. <https://doi.org/10.1080/17483107.2019.1683238>
- Glessner, M. M. & Johnson, S. A. (2020). The experiences and perceptions of practicing special education teachers during the COVID-19 pandemic. *The Interactive Journal of Global Leadership and Learning*, 1(2), 1-41.
- Lissitsa, S. (2021). Effects of digital use on trust in political institutions among ethnic minority and hegemonic group – A case study. *Technology in Society*, 66, 101633-. <https://doi.org/10.1016/j.techsoc.2021.101633>
- Karasel Ayda, N., Bastas, M., Altinay, F., Altinay, Z., & Dagli, G. (2020). Distance Education for Students with Special Needs in Primary Schools in the Period of CoVid-19 Epidemic. *Propósitos y Representaciones*, 8(3), 1–8. <https://doi.org/10.20511/pyr2020.v8n3.587>
- Nasser-Abu Alhija, F. & Israelashvili, M. (2021). Introduction: Education in Arab society in Israel. In: *idem* (eds), *Education in Arab society in Israel*. Mofet Institute, 5-19. [in Hebrew]
- Onyema, E. M. et al. (2020). Impact of Coronavirus pandemic on education. *Journal of education and practice*, 11(13), 108-121.
- Ortiz, K. R., Rice, M. F., Curry, T., Mellard, D., & Kennedy, K. (2021). Parent Perceptions of Online School Support for Children with Disabilities. *The American Journal of Distance Education*, 35(4), 276–292. <https://doi.org/10.1080/08923647.2021.1979343>
- Federkeil, L., Heinschke, F., Jungmann, T., & Klapproth, F. (2020). Teachers experiences of stress and their coping strategies during COVID - 19 induced distance teaching. *Journal of Pedagogical Research*, 4(4), 444–452. <https://doi.org/10.33902/JPR.2020062805>
- Alea, L. A., Fabrea, M. F., Roldan, R. D. A., & Farooqi, A. Z. (2020). Teachers' Covid-19 awareness, distance learning education experiences and perceptions towards institutional readiness and challenges. *International Journal of Learning, Teaching and Educational Research*, 19(6), 127-144.
- Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online Learning and Emergency Remote Teaching: Opportunities and Challenges in Emergency Situations. *Societies (Basel, Switzerland)*, 10(4), 1-18. <https://doi.org/10.3390/soc10040086>
- Kim, J. Y., & Fienup, D. M. (2022). Increasing Access to Online Learning for Students With Disabilities During the COVID-19 Pandemic. *The Journal of Special Education*, 55(4), 213–221. <https://doi.org/10.1177/0022466921998067>
- Yazcayir, G., & Gurgur, H. (2021). Students with Special Needs in Digital Classrooms during the COVID-19 Pandemic in Turkey. *Pedagogical Research*, 6(1), 1-10. <https://doi.org/10.29333/pr/9356>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275-285.
- Zhou, L. et al., (2020). School's out, but class's on, the largest online education in the world today: Taking China's practical exploration during the COVID-19 pandemic prevention and control as an example. *Best Evid Chin Edu*, 4(2), 501-519.
- Lau, E. Y. H., & Lee, K. (2021). Parents' Views on Young Children's Distance Learning and Screen Time During COVID-19 Class Suspension in Hong Kong. *Early Education and Development*, 32(6), 863–880. <https://doi.org/10.1080/10409289.2020.1843925>