

# The Impact of Satisfaction through Online Teaching in Zambian Educational Context during COVID-19 Pandemic

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## Abstract

*Education is a means for disseminating information about both known and unfamiliar topics. It will create a human brain capable of comprehending known and unknown things in greater depth. During the COVID-19 situation made all the educational institutions going in line with online education system from the physical environment. The technological evolution is not new to the Zambian education system, but getting exposed to often and getting adopted towards the pandemic situation could be vulnerable among education professionals. The purpose of this study was to understand the satisfaction with online classes in Zambian Educational Context. The study revealed that to identify flexibility of teaching, job performance, quality outcomes, job satisfaction and commitment through online teaching method during pandemic situations. The researchers identified and depicts through theoretical framework of different variables to support the satisfaction of both faculties and students with online teaching methods. The suggestion of the papers which is strongly insists with the help of various sources of secondary data collections.*

**Keywords:** COVID-19, Education, Online classes, Satisfaction, Technology.

## INTRODUCTION

The coronavirus disease 2019 (COVID-19) escalated into a worldwide pandemic, the educations all over the world made challenging decision to locked their entrances forcing an unexpected and nearly global shift to distance learning that proved disruptive for educators, students and parents similarly. During this situation, all the educational systems faces educational crisis. For nearly 77 million children, the pandemic has taken away their classrooms for the past 24 months. Globally, the students had lost 1.8 trillion hours and counting of in-person learning due to COVID-19 lockdowns. The entire educational sector has moved their adapting system with the help of ICT technology by conducting

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online classes which is completely opposite to traditional learning system. But the online teaching learning system which has to adopt with familiarity towards technological requirements and dealing with technical constraints. This new adoption of online learning technology has affected the level of learning and understanding towards the subject contents. Moreover, sometimes the educators are failed to delivering their best possible insights to the students. The level of satisfaction for both the educators and the students

The satisfaction of an educators is not only for their financial benefits but it is also includes the

fulfillment of their work. The work satisfaction is one of the most important factors for their work environment. The impacts of work satisfaction towards online learning methods which makes to increase the level of productivity, efficiency, relationship, loyalty, responsibility etc. The research paper concerned to understand the level of satisfaction towards online teaching method in Zambian Educational context and the study were completely over to secondary data collection methods.

## **BACKGROUND OF THE STUDY**

Faculty members' job satisfaction is derived from the lectures they deliver to students in the classroom; their primary responsibility is to deliver the content they have prepared in relation to the subject; however, faculties also motivate students and involve them in the subject through discussion forums and making learning interactive in the classroom. Faculty members are aware of their students' behaviours in a physical class in terms of their attention levels, which aids in the improvement of the learning process for both faculty and students.

However, during the COVID-19 epidemic, the educational system has been drastically altered, with pupils being urged to take online tests and enrol in online classrooms. Faculty members, as well as students, encounter challenges with online classes. Here, we try to focus on changes in faculty satisfaction levels in order to better understand the factors that contributed to the shift in satisfaction levels during the pandemic. Furthermore, how universities are arranging facilities for faculty to use ICT technology to study the distribution of information to students.

### **Introduction to Traditional Teaching**

Face-to-face interaction between faculty and students to learn through cognitive growth abilities such as critical thinking, decision-making, and problem-solving is the conventional teaching technique. It is also suggested that a constructive teaching strategy entails interaction, student-faculty collaboration, and similar activities. Because the epidemic is pressuring teachers to adopt current teaching methods, many are unaware, and satisfaction levels are declining. Traditional education has its own set of advantages and disadvantages. However, professors tend to stick to what has been done for years and find comfort in the traditional teaching technique. When it comes to modern teaching and learning, traditional teaching is entirely successful; it involves trial and error, and the expense of education will be more reasonable.

### **Introduction to Online Teaching**

An online learning environment, according to Siddiqui's encyclopaedia of educational technology, is defined as "online domains that allow synchronous, joint interaction among faculty and students, as well as providing asynchronous learning resources for students at times". It also introduces the concept of computer-assisted learning. Education and teaching will take place between teachers and students via the internet and technology via online teaching. eLearning is another term for online education. The majority of universities that offer distance learning courses focus on education in a remote setting. During a pandemic, schooling is supplemented via remote learning over the Internet.

Along with the technology offered by universities, each institution is attempting to adapt to the circumstances as much as possible in order to cover the syllabus and keep up with the flow of education among students learning. The job load on school faculty has never been higher, and there is a substantial risk of increasing stress and burnout as a result of the pandemic. Adoption of digital culture is becoming increasingly difficult, both for faculties and students. There is a physiological as well as a psychological effect.

Thousands of people are involved in online teaching, particularly during this pandemic. Both rewards are for a taker and a giver, a faculty and a learner to become qualified in their respective courses and for a giver to survive the pandemic. CDs, MP3 recordings, and interactive video conferencing in conjunction with the internet are three regularly utilised online education tools.

### **Introduction to Satisfaction with Online Teaching**

According to the Cambridge dictionary—Satisfaction is a “Pleasant feeling that you get something when you wanted, or when you have done something you wanted to do it”. A faculties is a person, helps a beginner to obtain information and virtue through all the ways like theoretical and practically wise, professional and life skills. The institution is considered to be a major institution to mold the person. The teaching profession holds with more responsibility and sensible comparing to all professions. The satisfaction towards the work is done great impact showed on the output. “Where the responsibility comes, needs the satisfaction also” either one drops the person will be facing the consequences through an imbalance in psychological and physiological aspects. The faculties had faced various challenges by online classes job satisfaction in terms of interaction, discussion, demonstration, communication, technology, internet etc.

The paper has an organized structure as it flows: a review of the literature on satisfaction towards online teaching methods in Zambian Educational context as well as to well developed the contents of discussion on theoretical review, conclusion and suggestions.

### **Educational Sector in Zambia during COVID-19 Pandemic Situation**

The COVID-19 pandemic situation compelled all the teaching professionals in Zambia to work from home and finding different ways to inculcate knowledge. It has changed the people life style, working style, gives mankind the wildest imagination, teaching and learning and like so. Many educational institutions in Zambia changed its teaching and working style in the track of imparting education among students. For critical issues in particular decades the faculties completely neglects in face-to-face teaching which is also called traditional teaching, teaching involves eye contact, direct discussion between faculties and students. Now, the situation made the faculties work from home that could be the future pedagogy in Zambia also.

### **REVIEW OF LITERATURE**

Learning satisfaction represents learners’ approaches and attitudes toward the learning process or the professed level of satisfaction attached to one’s desire to learn, caused by the learning experiences (Topala and Tomozii, 2014) [1]. In the online context, contentment has been found to be one of the most important considerations prompting the continuousness of online learning (Moore and Kearsley, 2011; Parahoo et al., 2016) [2, 3]. Prior research on online learning has shown that learners’ satisfaction is a precarious indicator of learning achievements and the success of online learning system execution (Ke and Kwak, 2013) [4]. To meet learners’ real learning needs and create an effective learning environment, a continues body of literature have been directed to examine different determinants of learner’s online fulfillment (Shen et al., 2013; Hew et al., 2020; Jiang et al., 2021) [5, 6].

Muilenburg and Berge (2005) [7] acknowledged eight barriers that prevent students from acceptable online education: administrative and practical issues, lack of academic and technical skills, interaction, motivation, time, and support for studies, and availability and manageably of Internet usage. Similarly, Baber (2020) [8] executed a comparative analysis to examine the determinants of students' learning gratification on undergraduate students from South Korea and India. The study exposed that the variables such as interaction in the classroom, student engagement, course structure, teacher awareness, and facilitation positively influence students' perceived learning satisfaction. Other factors, such as online support service quality, perceived ease of use and usefulness of online platform, computer self-efficacy, academic self-efficacy, earlier understanding, and online learning recognition, were found to ominously impression students’ online learning satisfaction (Lee, 2010; Jan, 2015; Jiang et al., 2021) [9, 10, 11].

Among the different factors that influence learners’ online learning fulfillment and academic outcome, contact in online learning can be seen as the key constituent, and its importance and efficiency have been also highlighted by the theory of transactional distance (Moore, 1993; Benson

and Samarawickrema, 2009) [12, 13]. Even though previous studies have confirmed the covered impact of communication on online learning satisfaction, the instrument behind this relationship has not been well addressed in the literature. Palmer and Holt (2009) [14] stated that the ability and the assurance to learn from online courses and connect and engage with others were the main reasons in explaining online learners' satisfaction. In this regard, this study argues that students' academic self-efficacy and appointment in online classes may explain the relationship between interaction and online learning satisfaction.

### **CHALLENGES FACED TO ADAPTING ONLINE TEACHING AND LEARNING**

COVID-19 pandemic has also pushed face-to-face teaching at educational institutions to transfer to distance and virtual learning. This presents a new challenge to high-quality education as a social practice requiring routine human communication (Béteille et al., 2020) [15]. The challenges has been particularly intense because educators have had no time to prepare “to adapt to the modalities of virtual and distance teaching, managing virtual spaces and classes, charming students in new and innovative ways of learning” (ILO, 2020, p. 2) [16]. Converting face-to-face classes to a virtual mode has created a steep learning curve for many professors, discouragement the quality of learning in some cases (UNESCO IESALC, 2020) [17]. The situation is degraded by the fact that, for the learners, pedagogical continuity under these circumstances favours the numerically literate, with physical and economic access to virtual learning. In Africa, the percentage of households with internet connectivity is very low, at 20% (UNESCO IESALC, 2020). The proportion of learners with internet access in sub-Saharan Africa is even lower, at 18%, while those with access to household computers are a mere 11% (UNESCO, 2020b) [18]. At the same time, parents, whose technical, technological and academic capacities vary considerably, also have to play greater roles to support their students to learn through distance and virtual education (ADEA, 2020). These digital splits have prompted student builds such as the South African Students Congress (SASCO), the University of Malawi Students Union (UMSU) and the Zimbabwe National Students Union (ZINASU) to discard e-learning as the educational solution in Africa (Mukeredzi, Kokutse & Dell, 2020).

In some cases, facilitated community learning has been encountering online learning challenges as painted earlier and demonstrated by Zimbabwean and Zambia experiences. The challenges include lack of capacity to do online learning, and lack of required equipment and structure to support online learning. This has meant that community members who cannot access online learning are being left behind.

### **BENCHMARKS FOR SUCCESS IN ONLINE LEARNING**

In 2000, The Institute for Higher Education Policy established twenty-four benchmarks for achievement in online learning. These standards are separated into seven categories: institutional support, course development, teaching and learning, course structure, student support, faculty support, and evaluation and assessment (Policy, 2000) [19]. The twenty-four benchmarks for success are outlined in Table 1. The seven principles were good practice in student education were established in 1987.

### **SATISFACTION ON ONLINE TEACHING IN ZAMBIA**

World Vision (2020), in Zambia, some of areas had lack of electricity to power electronic gadgets further reduces access to online learning platforms. The risk of gaps widening in learning is higher now among students from families that can afford and those that cannot afford to access facilities that enable online learning modalities. Poor and vulnerable students will continue to lag in education to access [20, 21].

Further, online learning platforms currently, are working effectively in Private Universities and Schools, as most of the education adopted such measures early enough as the COVID-19 pandemic started. Moreover, Private Universities and Schools are better equipped to apply distance learning modalities because they generally have resources to fund access to online platforms. In Government

**Table 1.** The 24 Benchmarks for Success in Online Learning

1.	Institutional Support Benchmarks	<ul style="list-style-type: none"> <li>• A documented technology plan that includes electronic security measures is in place and operational to ensure both quality standards and the integrity and validity of information.</li> <li>• The consistency of the technology delivery system is as guaranteed as possible.</li> <li>• A centralized system delivers support for building/material and maintaining the distance education infrastructure.</li> </ul>
2.	Course Development Benchmarks	<ul style="list-style-type: none"> <li>• Guidelines regarding minimum standards are used for course development, design, and delivery, while learning outcomes—not the availability of existing technology—determine the technology being used to deliver course content.</li> <li>• Instructional materials are appraised from time to time to ensure they meet program standards.</li> <li>• Courses are designed to necessitate students to engage themselves in analysis, synthesis, and evaluation as part of their course and program necessities.</li> </ul>
3.	Teaching/Learning Benchmarks	<ul style="list-style-type: none"> <li>• Student interaction with faculty and other students is an essential characteristic and is facilitated through a variety of ways, including voice-mail and/or e-mail.</li> <li>• Feedback to student assignments and questions is constructive and provided in a timely manner.</li> <li>• Students are educated in the proper methods of effective research, including assessment of the validity of resources.</li> </ul>
4.	Student Support Benchmarks	<ul style="list-style-type: none"> <li>• Students receive information about programs, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services.</li> <li>• Students are provided in the beginning of their course with hands-on training and information to aid them in acquiring material through electronic databases, interlibrary loans, government archives, news services, and other sources.</li> <li>• The entire period of the course/program, students have access to technical support, including detailed directives regarding the electronic media used, hand book, practice sessions prior to the beginning of the course, and appropriate access to technical support staff.</li> <li>• Questions focused to student service personnel and common norms are also answered accurately and quickly, with a structured system in place to address student grievances.</li> </ul>
5.	Faculty Support Benchmarks	<ul style="list-style-type: none"> <li>• Technical support in course development is available to faculty, who are willing to use it.</li> <li>• Faculty members are supported in the transition from classroom teaching to online teaching and are assessed during the process.</li> <li>• Faculty training and assistance, including peer mentoring, continues through the progression of the online course.</li> <li>• Faculty members are provided with written material to deal with issues arising from student use of electronically-accessed data.</li> </ul>
6.	Evaluation and Assessment	<ul style="list-style-type: none"> <li>• The program of educational efficiency and teaching/learning process is assessed through an evaluation process that uses numerous methods and applies specific standards.</li> <li>• Data on registration, costs, and successful/innovative uses of technology are used to evaluate program effectiveness.</li> <li>• Intended learning outcomes are reviewed frequently to ensure clarity, utility, and appropriateness.</li> </ul>

*Source: Institute for Higher Education Policy: Quality on the line: Benchmarks for success in Internet-based distance education.*

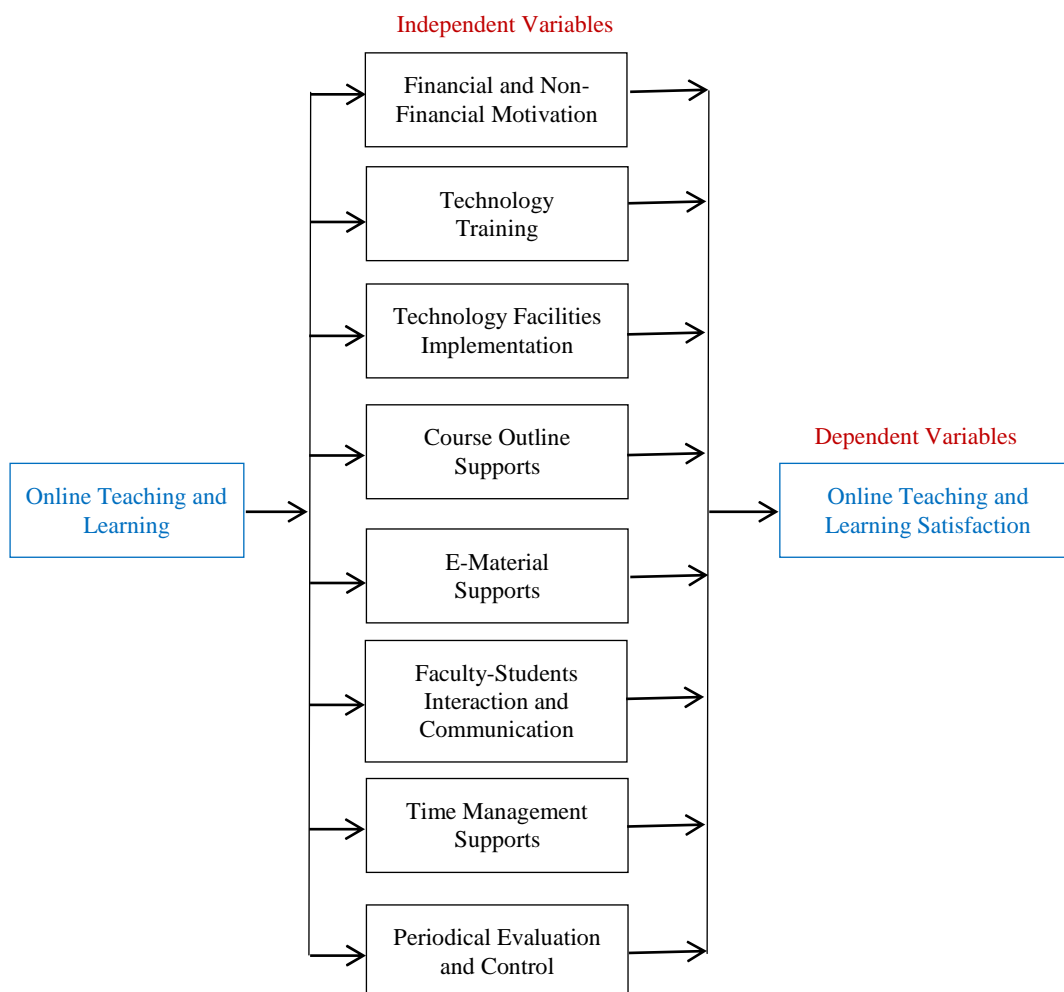
Universities and Schools, however, funds are limited to purchase computers and other equipment to support distance learning, particularly in rural areas. Further, there is no system in place to monitor the effectiveness of the lessons delivered among students to accessing online, Television and radio platforms.

Even most of the Zambian educations have not much aware about ICT technology. The Zambian's faculties/teachers had facing lot of challenges to using the ICT technology. Moreover, the faculties/teachers are not able to fulfill their productivity to the students. So many of the faculties/teachers are not much satisfied their online teaching and learning instead of traditional methods. The educators are engaged through monitoring and assessing progress without prior experiences can prove challenging. To overcome this, the educators will be trained on providing

support and tools, as well as engagement with students through online learning. Additional training on how to use simple technologies—including WhatsApp, SMS, and radio broadcast phone to monitor students' performance will allow for educators or instructors to connect with students.

### THEORETICAL FRAMEWORK OF SATISFACTION TOWARDS ONLINE TEACHING

The theoretical framework to this research paper had different factors to influencing the level of satisfaction towards online teaching mode. The focal concept of the study is to effectively measuring the satisfaction and influential factors that are related to affecting the satisfaction level in Zambian educational context. When the expected output is not balanced with the input level which is given by the individual creates a level discrepancy resulting in dissatisfaction of work which is directly related to reducing the productivity level of instructors/faculties. And theory followed by value theory which mainly focuses on one's desired expectations concerning the creates satisfaction. This theory framework invites the attention of Zambian institutions' management to those aspects of the students and faculties which cause dissatisfaction and transform them so that they feel to satisfied. The framework which is implies the different variables that include financial and non-financial motivation, technology training, technology facilities implementation, course outline supports, e-materials supports, faculty-students interaction and communication, time management, periodical support and control. The below framework helps in finding the equal balance of input and output which results in a sense of achievement, increases productivity and encouragement. These theories help in assessing the level of change in satisfaction of faculties and students in the new model of the online platform during the COVID-19 pandemic (Figure 1).



**Figure 1.** Theoretical Framework of Satisfaction towards Online Teaching.

### **NEED FOR THE STUDY**

Exchanging education, knowledge has taken a top seat during the earliest period. Though insight learning might give a solution on hand, the devastation and period were enormous. The people started gaining the knowledge for survival and attaining their primary needs like–Food, Water, Shelter and safety. However, people started utilizing the resources around them for their own needs.

As pandemic situation, technology advances and user experience improves, so too does the popularity of online education. It's been confirmed to be a successful method of learning and offers a number of different benefits when compared with traditional education. While it is beneficial, it also has certain challenges. Understanding the advantages of online learning is important because it could help you make big decisions regarding your or your student's education. In this research paper to discuss the importance of online teaching and satisfaction level of virtual teaching methods.

### **OBJECTIVES OF THE STUDY**

- To know the existing level of situation regarding online teaching in Zambian Educational Context during pandemic situation.
- To know the effects of online teaching mode during COVID-19.
- To understand the satisfaction level with online teaching method in Zambian Education.
- To construct the theoretical framework of different variables that makes to support the satisfaction level through online teaching.
- To implies the suggestion and conclusion through secondary data collection methods.

### **RESEARCH METHODOLOGY**

This research paper explored the methods used in data collection and their justifications as well as the problems that were encountered at the time the research was carried out. The research paper is completely implies to the secondary collection of data method that was used from published research articles of reputed journals by connecting the relativity of the topics supporting the study. The paper is a part of a research conducting in Zambian Educational Context to understand the level of satisfaction towards online teaching methods. Through the various collection of data from different sources of official websites, books, publications, newspapers etc. The purpose of the research is to getting awareness towards the advantages and disadvantages of online teaching practices done by Zambia Education. Through the comments, the public and private institutions have to take the necessary solutions to remove the barriers faced by the faculties and students.

### **CONCLUSION**

Various variables were discovered to be responsible for the shift from conventional to modern teaching approaches during the COVID-19 epidemic, according to the study. The study's research paper aided in identifying the important factors influencing faculty satisfaction in the Zambian educational system. The research insists on identifying the various aspects that influence faculty/instructor satisfaction, such as stress, accessibility, and adaptation to technology requirements, lack of motivation, student involvement level, technical limits, and lack of training, among others. It was also discovered that having the correct resources in terms of technology innovation, the right mindset, and attitude boosted faculty satisfaction in terms of achieving higher efficiency standards by lowering stress levels. The conceptual investigations were utilised to help identify the characteristics that influence people's motivation and satisfaction with the relevant professions stated in the study. Therefore, change in the normal way of work due to environmental changes has a direct impact on the level of satisfaction of the faculties and the students.

### **SUGGESTIONS**

The COVID-19 pandemic has thrown the world into disarray and altered the way we live and work. Because the globe is in the midst of a pandemic emergency, social distance has become necessary. Zambian education systems have been moving from traditional teaching methods to online teaching

methods for decades. In this situation, new forms of modern technology are also bringing beautiful knowledge imparting, particularly in logical-oriented subjects, where visualisation techniques and making conceptualization videos are among the best ways of teaching technique to reach the students in better and deeper ways.

Instead of government institutions, private institutions have been making strenuous efforts to give sessions via the internet via faculty or instructors. Even private universities have implemented strong technology implementation facilities, such as technology-assisted training, internet access, e-material support, faculty-student contact, time management, periodic evaluation and control, and so on. Another issue is teacher satisfaction with online instruction. The productivity will be enhanced if the faculties are given sufficient encouragement, training, psychological education, and incentives. The study shows how different variables such as financial and non-financial motivation, technology training, technology facility implementation, course outline supports, e-materials supports, faculty-student interaction and communication, time management, periodical support and control help to support the satisfaction level with online teaching method for both faculty and students. Secondary data gathering approaches were used to look into the various variables of suggestion.

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