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The research report introduces the research paper titled. “She didn't know how to go back: School attendance problems in the context of the COVID-19 pandemic - and a multiple stakeholders' qualitative study with parents and professionals”. Authored by Brunty MacDonald, Catherine J. Lester, and Daniel Michaelson and published by the British Psychology Society in 2021. This research topic emerged from a growing need to understand how digital tools can improve care home management. It was developed through observations in real-world settings and conversations with staff looking to streamline their workflows.

Children faced significant barriers to learning during COVID-19 pandemic, with many regressing in basic skills and showing reduced stamina in reading and writing. Some experienced emotional distress while children with SEND were particularly affected due to reduced access to support services. Concerns also grew for children who became out of sight during school closures, with fewer referrals to social care teams (**Ofsted, 2020**). The main idea of this study is to understand the challenges surrounding school

attendance problems that emerged during the COVID- 19 pandemic. The research explores how various stakeholders, including parents and professionals in educational and social care settings, managed the barriers to regular school attendance and how these experiences affected children's education and well bring.

This topic is markedly important in the context of post-pandemic recovery. **(Bacon and Frankel, 2024)** reported that BBC News reports during school reopening offer focused on fear, risk and confusion. Schools were shown as unsafe and children were mostly. Portrayed as passive and needing school to learn. Media messages suggested learning only happens in classrooms and used images of happy children to create a sense of loss. These representations shaped how the public understood childhood and schooling during the pandemic.

The **NSPCC** report shows that many children faced emotional difficulties, increased stress, and reduced access to support services during COVID – 19 **(NSPCC,2020)**.

The research was carried out by using **qualitative, quantitative, and mixed-methods research**. **Cross (2024) explains that** Qualitative research involves collecting non- numerical data and analysing it statistically. It focuses on non-numerical data, aiming to understand people's experiences, emotions and behaviours in depth. It uses methods such as interviews and focuses on the groups to explore why and how certain phenomena occurred. For example, during the COVID-19 pandemic, qualitative studies by health researchers understood how teachers and students felt about online learning and school closures.

According to **Research Prospects (2024)** Quantitative research, on the other hand, is the systematic collection and analysis of non-numerical data such as words, images, audio and observations to understand how and why people think, feel and behave in real world contexts. It focuses on meaning, lived experience, and interpretation rather than measurement.

The third main method highlighted in this research is the mixed-methods approach. From the University of Birmingham, (Harper, 2022) defines Mixed – Methods research is an approach that combines both qualitative and quantitative techniques to deliver a clearer and more complete understanding of the topic. Moreover, it allows researchers to compare numerical trends and personal experiences. Combining attendance data with interviews about emotional well-being, this approach was widely used in COVID-19 studies to understand both the impact and the human experience of educational changes. During the pandemic, researchers used these methods to study how teaching, learning and attendance were affected.

According to Popa et al. (2020), the study explores how teaching and learning changed when universities moved online during the COVID-19 crisis. The researchers used a mixed-methods design, combining quantitative surveys with qualitative interviews to understand experiences from 427 participants across several countries. The survey included closed questions as well as open-ended items, while the interview allowed participants to explain their views in more detail. The results showed clear differences between professors and students in areas such as adaptability, creativity, and the need for support. However, both groups shared similar opinions about the advantages and disadvantages of online learning.

Moreover, participants highlighted the challenges, such as Internet problems, limited interaction, and low digital skills. The qualitative analysis also showed some teaching. Practises worked well, such as uploading materials and using video conferencing. In addition, the study concludes that improving the quality of online teaching should be a product priority for universities during crises.

To gain a deeper understanding of how researchers gather evidence and support their findings, it is essential to explore the fundamental approaches used for data collection. These include both primary and secondary methods, each offering distinct advantages and challenges, particularly within the context of COVID-19 research. According to the **UK Data Service**, Primary Research involves collecting new data directly from people through surveys or interviews, in contrast to secondary research, **Saunders, Lewis and Thornhill (2023)** explains that secondary research uses existing data collected by other researchers or organization to develop

new insights. Moreover, during COVID-19, research relied more on Secondary data because restrictions made direct data collection difficult. Secondary data was used particularly because collecting new primary data was difficult due to lockdown restrictions.

The data for this report was gathered through semi structured interviews which were well known as a suitable qualitative method for understanding poor people's personal experiences, emotions and perceptions. These interviews allowed participants to share, in their own words, the challenges they faced when returning to school after the COVID-19 pandemic. Unlike structured questionnaires, this method gave the researchers the flexibility to ask to follow up questions, helping them gain a deeper understanding of the social, emotional and educational factors that influenced school re - engagement.

According to Whitaker et al., (2025) COVID-19 research made-up a small but significant share of global scientific output between 2020 and 2022. Preprints on COVID-19 rose sharply early in the pandemic but later declined, while journal articles state studies preference were less likely to become peer reviewed publications, especially those release in early 2020 dot. COVID-19 Papers. Receipt for far more media and social media attention than non-COVID-19 papers, with preprints attracting the highest levels of interest. Uh, not. The strong link between social media attention metrics and citations shows that public attention closely matched scientific attention during the pandemic.

COVID-19 education research grew rapidly, with more than 4000 studies published worldwide. The authors used mixed methods analysis, combining, bibliometrics, topic modelling, and qualitative review to understand key themes. They used three major topic groups. General education issues, the shift. To online learning, and diverse challenges such as well-being and equality. Overall, the study shows that although a huge amount of research was produced, much of it lacked depth due to the urgency of the pandemic **(Saqr et al., 2023).**

In conclusion, this report highlights how the COVID-19 pandemic transformed teaching and learning practises across different educational settings. The studies reviewed show that both qualitative and quantitative methods were used to understand people's experiences and identify key themes such as adaptability, creativity, and digital challenges. The analysis revealed that communication,

technology skills, and emotional support were vital for maintaining effective education during this period. Overall, the findings suggest that the pandemic encouraged innovation and collaboration in education, while also exposing areas they need improvement in to ensure inclusive and resilient learning in the future.

Through writing this report, I have learned how to analyse research more carefully and present findings clearly. I now understand how data collection thematic analysis work together to build strong evidence. This process has improved my research skills, especially in organising information and using credible academic sources. In future reports., I will plan my time better, check my references carefully, and avoid rushing or repeating ideas. I will also use digital tools to make my work more accurate and authentic. Although I may not be perfect, I aim to keep improving and produce well structured, professional reports.

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