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"STUDENT'S SOCIO-EMOTIONAL AND ACADEMIC ADJUSTMENTS DURING COVID 19"

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ABSTRACT

A record-breaking 1.1 billion children have dropped out of school owing to COVID-19 pandemic. Various measures are being taken by governments globally to help minimise the impact of the pandemic resulting from closure of schools and colleges; a disruption of the the conventional schooling. It is also observed that all nations are in the midst of the most severe economic crises we have ever witnessed, placing immense pressure on government budgets and personal incomes. The biggest sufferers were the students who had to adapt to the newly evolved virtual space in education. Transition from conventional modes of education, that is face to face in a physical classroom to virtual platform demanded immediate technology adaptation. An extensive study of the adjustments and challenges faced by the students is important in order to help the students to experience a smooth transition. A sample of 250 individuals was randomly chosen from ten higher secondary schools using the descriptive survey research technique. The research found that there is a favorable and substantial connection between social and emotional adjustment and academic performance of students and that Socio-emotional skill have to be enhanced to improve academic performance.

INTRODUCTION

During the COVID-19 pandemic, people from all strata, disciplines, sectors were impacted by looming uncertainty globally. Education sector suffered a setback and its stakeholders bore the impact. Schools and colleges were forced to readjust to continue their operations. Teaching and assessment, which are the two major components of curriculum delivery, were the focus of all readjustments. Curriculum needed curation to suit the virtual environment.

There is no doubt about the the impact of COVID 19 on the academic performance of

the students. However it is important to understand whether the students ability to make adjustments will become the underlying factor for their academic performance. It is also uncertain and unclear how the transfer of almost all teaching to an online platform would affect students' academic success. It is difficult to make educated choices about whether and when to return to in-person teaching since there is little evidence on how the virus affects student learning. Education professionals have to cope with the difficult decisions that can balance the risk of children's health while they are in the physical classrooms with the educational requirements of the students.

Educational organisations at all layers need to pay heed to not just learning but also focus on the impact the COVID-19 school closures on students' socio-emotional learning (SEL) by counting it as the pivotal aspect of learning which is relevant during and after the pandemic situation. COVID-19 pandemic has caused significant academic disruption for schools located in the rural parts. Both primary and secondary schools were shut during the lockdown. When disruptions to education take place, large gaps are formed in knowledge, which negatively affects the education in the students in villages. Transition from the conventional mode to virtual environment raises questions pertaining equity and accessibility. Students from such schools are left out. On the other hand, students in the urban areas can swiftly transit from conventional mode to the virtual school system with ready access to the internet and a wide array of electronic devices like cellphones, computers, and laptops. Schools are not only a place to enhance literacy and numeracy skills but also provide an environment to enhance student's social skills. Interpersonal and intrapersonal skills are encouraged for a holistic development of the students. Schools in the rural areas also provide healthcare and nutrition to their students. This support machinery for students was thrown off balance during COVID-19 pandemic.

GLOBAL SCENARIO

One of the most extensive education disruptions to date has resulted from the COVID-19 pandemic, which has impacted students, teachers, and learners all over the world, from pre-primary education to post-secondary education, technical and vocational education and training institutions, universities, adult learning, and skills development programmes. By the middle of April 2020, about 94% of the world's learners, from pre-primary to higher education, were afflicted by the pandemic, which affected around 1.58 billion children and youth, from pre-primary to higher education, in 200 nations.. (Figure 1)

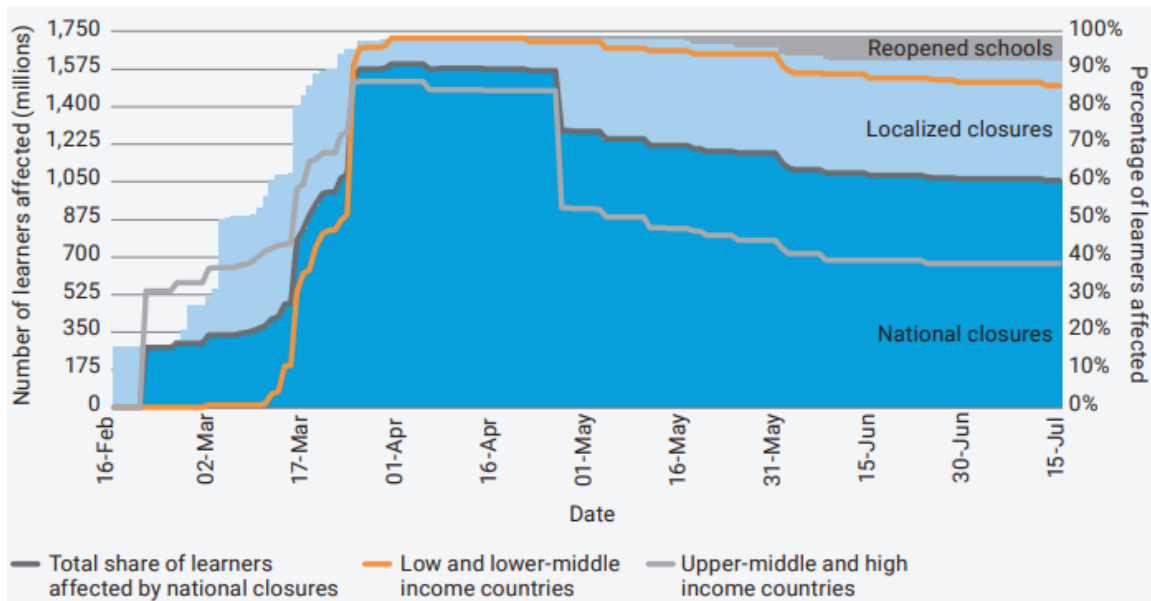


Figure 1: Number of children affected by school closures globally

Short-term and long-term learning loss is anticipated to be significant. Based on research in India, it is estimated that the skill gap would more than double because of the epidemic. First, the World Bank identifies three possible scenarios of loss of learning (Figure 2): either a reduction in the overall level of learning for all students, a distributional widening in which poorer populations experience larger reductions in learning than richer populations, or a significant increase in the number of students who fall significantly short of expectations because of drastic decreases in their enrollment. While only 25% of children will have fallen below their baseline level of competence to engage effectively and productively in society, this indicates that in the future, this percentage will increase to about 25% as a consequence of the school closures.

When students are in the primary years of their schooling, the effect will be greatest. It appears that simulations conducted on developing countries that participate in the Programme for International Student Assessment indicate that without remediation, students may lose three months of learning by the time they are in the third grade. During a student’s lifetime, the economic loss may exceed \$16,000 in missed wages, which is equivalent to \$10 trillion in lost profits across the globe.

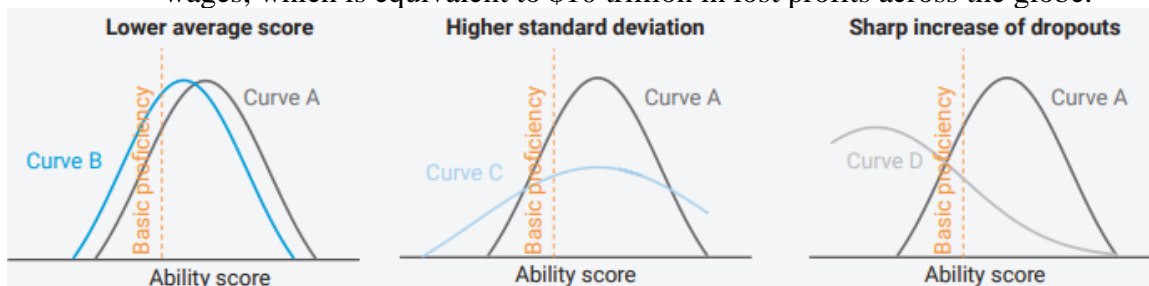


Figure 2: Scenarios on learning post-covid-19: a lower average, a higher standard deviation, or a sharp increase of dropouts

SIGNIFICANCE OF SOCIO-EMOTIONAL LEARNING

Social-emotional learning is students' development of several capabilities, skills, and characteristics considered important to their learning. While numerous

framework options make it possible to have flexibility when formulating ideas, they may also cause problems when trying to interact meaningfully with stakeholders, including academics, policy makers, and practitioners. The EASEL taxonomy (Harvard.edu) describes these major categories as related to several of the current frameworks. These aspects are relevant for students' academic success, well-being, and mental health throughout COVID-19, they are critical for their learning, mental health, and well-being.



Figure 3: Socio-Emotional learning

LITERATURE REVIEW

Matthew H. E. M. Browning et. al. (2021) Students at universities are widely regarded as a vulnerable demographic, especially when it comes to experiencing mental and physical health problems including anxiety, depression, drug misuse, and eating disorders. The associations found among women, non-Hispanic Asians, those in poor health, of below-average family income, and who knew someone infected with COVID-19 indicated that women, non-Hispanic Asians, those in poor health, of below-average family income, and those who knew someone infected with COVID-19 all had higher levels of psychological impact. When additional risk factors were included, multivariate mixed-effects logistic regression (mixed-effects logistic regression) indicated that a woman's age, health status, daily screen time, and familiarity with a someone with a STI predicted a greater psychological impact than did individual risk factors.

Dhawan Shivangi (2020); The researcher states that there are only conventional educational institutions in India. Despite a lot of academic organisations are beginning blended learning, there are still a lot of organisations cught up in outdated methods. The global education system was put to the test in this circumstance, and instructors were compelled to change to an online model of teaching overnight. EdTech startups have grown amid crises like the 2014-15 influenza pandemic and recent natural catastrophes, as well as a recommendation for academic institutions on how to cope with the difficulties that accompany the increased use of online learning has been highlighted. Health crises will see an emergence of new technologies and and will result in a shift .

Min Luo et. al. (2019) "Psychological effect from the 2019 coronavirus pandemic has been widespread". The systematic review and meta-analysis included articles

published between November 1st, 2019 to May 25th, 2020 that reported on the effect of COVID-19 on healthcare professionals, the general public, and patients with a greater COVID-19 risk. A total of 62 studies (representing more than 162,639 individuals from 17 countries) made it into the preliminary analysis of 9207 studies. The pooled prevalence of anxiety and depression was at 33% (95% confidence interval: 28% to 38%).

Muralidharan et al. (2019) "Utilizing technology-assisted a customised teaching system in the delivery of education is effective at increasing overall productivity". When addressing national-scale adaptive technology, particularly when fundamental enabling conditions have been met, promising outcomes may be found. The researchers quoted a research conducted in Uruguay which indicates that using an adaptive math platform has a favourable impact on the development of mathematics learning by a 0.2 standard deviation. In addition, pupils from lower socioeconomic level had greater benefits. A shift towards technological advancements and innovations can be beneficial.

OBJECTIVES

The current study is focused on the following objectives

1. Highlight the impact of COVID-19 pandemic on the school level education
2. Highlight the socio-emotional and academic adjustments made by students

METHODOLOGY

In this research, the investigator utilised a descriptive survey technique to gather information for the study. In the current research, a stratified random sampling method was used to collect data from a total of 250 students, of whom 144 rural students and 106 urban students made up the sample. To measure how children have performed on previous year's tests, the investigator utilised the scale established by Najam and Simeen (1991) as well as an adapted and updated version of it created by the investigator and for the previous year's testing purposes.

A content analysis was performed to analyse the various data sources used for this study, and the study employed descriptive research. The qualitative elements of the research study have been taken into account. The results of this research are entirely dependent on secondary data. A systematic review was conducted in great detail for the literature that was collected. Data utilised in the study is drawn from journals, reports, search engines, business websites, and academic publications.

On the Likert Scale score, the responses ranged from completely agree to completely disagree, and each was assigned a score from 1 to 5. In proportion to the group that the question is part of, scoring was turned around (positive or negative emotion). Scores for each part were summed up and assessed in groups that were defined based on different characteristics. Hence, the range of scores was 8 to 40 for good emotions, and 11 to 55 for negative emotions. SPSS Inc.'s SPSS version 26.0 was used to conduct all of the statistical analyses.

Issues and Challenges in Education during COVID-19 Lockdown

Student community along with the teachers have faced many challenges during the pandemic. The most prevalent issues are related to the access to internet connectivity to avail the online education. Poor IT infrastructure, both at homes and

schools have been a major barrier in the conduction of the education operations. This has drastically affected the students from rural areas. Inavailability of IT infrastructure resulted in challenges not only pertaining the academic performance and achievement but also psychological and emotional. The results of the survey conducted as a part of this research show that 87% of the respondents strongly believe that the pandemic has adversely affected the school education globally. 72% of the respondents strongly agree that students affected by the poor IT facility and 87% believe that all students have made social adjustments. The survey also projects that the students' have become more active on social media to enhance social engagement. Although social media activity has gone up, the quality of this engagement is poor and does not reinforce any positive motivation. 87% respondents also support the fact that physical classrooms and engagement create positive bonding between the students and the teachers which is lacking during the virtual teaching and learning.

Relationship between Socio-Emotional Adjustment and Academic Achievement

Table 1 Results of research related to the connection between socio-emotional adjustment and academic performance.

Table 1

Variables	N	Mean	S.D	Correlation Value	Significance level
Academic Achievement	250	55.94	3.47	.625*	0.00
Socio-emotional Adjustment		71.12	13.63		

Mean academic performance of pupils was 55.94, whereas mean socio-emotional adjustment was 80.37. To determine the connection among the variables, the coefficient of correlation was computed, which included finding the mean. The correlation came out to be 0.625, which calculates to a significance value of 0.00 when the SPSS significance coefficient is used. This example demonstrates that academic success is positively associated with socio-emotional adjustment, showing that the relation is important.

Predicting Academic Achievement by Socio-Emotional Adjustment

Socio-emotional adjustment to academic success has been demonstrated to have an impact on student academic results in Table 2.

Academic achievement (the dependent variable) was measured using a linear regression. The model's regression analysis is laid forth in Table 2.

The analysis in Table 2 shows a regression coefficient (R) of 0.625, which suggests a relation between independent variable (socio-emotional adjustment) and dependent variable (academic achievement). Of the observed variance in academic performance of the students, 39.1% can be explained by the independent variable, Socio-emotional adjustment.

Table 2: Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.625	.391	.388	.388
Predictor: (constant) Socio-emotional Adjustment				
Dependent variable: Academic Achievement				

Table 2.1: ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	304665.77	1	304665.77	159.17	.000 ^a
	Residual	474672.12	248	1914.00		
	Total	779337.90	249			

Predictor: (constant) Socio-emotional Adjustment

Dependent variable: Academic Achievement

From the results in Table 2.1, we can see that there is an F value of 159.17, and a p-value of 0.000 (or less) provides high statistical significance. This indicates that the regression model is accurate, reliable, and appropriate for usage.

CONCLUSION

Every student is anticipated to have encountered a setback in academic owing to pandemic. While online education is being used by schools, student achievement will not be the same as when schools were following the conventional modes of delivery. Virtual learning has emerged as a solution in the crisis management of the pandemic which will have longterm impact on education systems globally. All aspects of virtual teaching and and learning must be studied in depth and new models have to evolve to provide same if not better engagement to the students. Socio-emotional aspects of teaching and learning processes have be focused upon to understand the degree of adjustments that students make to attune to the new environments. Modifications in the exististing or adaption of new variants affects the academic engagement and achievement. Results of the research show that socio-emotional adjustment has a favourable and substantial connection to academic performance in students. The aptitude and attitude of students and teachers is crucial to return to the focused, connected, and self-regulated academic engagement. Schools must focus on the effective and methodical implementation of Socio-emotional skill enhancement to rebuild strong school communities. Students can thus be capctated with increased social and emotional, and academic capabilities.

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