

**“Teacher’s perspective on the impact of Covid- 19 among
students in Ernakulam district”**

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CHAPTER 1

INTRODUCTION

INTRODUCTION

The study of Teacher's perspective on the impact of COVID-19 among students after Covid 19 in Ernakulam district understands the socio-demographic background of the respondents, their perception behind changes in students including their academic performance, relationship with teacher and also to understand the perception of teacher's on changes in students after Covid 19 pandemic in Ernakulam district.

The rapid and unplanned change to teaching and learning in the online format brought by COVID-19 has likely impacted many, if not all, aspects of students' lives worldwide. To contribute to the investigation of this change, this study focuses on the impact of the pandemic on students well-being, which has been found to be as important to student lifelong success as their academic achievement. Student well-being has been linked to their engagement and performance in curricular and extracurricular activities, intrinsic motivation, satisfaction, meaning making, and mental health. The purpose of this study is to examine how teacher's perceptions on changes in students after the Covid 19 pandemic.

Gurukul was more prevalent during the Vedic age where students were taught various subjects and about how to live a cultured and disciplined life. At the Gurukul, everyone was treated equally, and both the shisya (student) and the guru (teacher) lived in the same home or close by. Since the bond between the guru and the disciples was so revered, no pupils were charged.

Academic performance of students

Education is essential for providing skilled labour that drives economic growth and addresses a community's pressing issues. Additionally, students must dedicate a significant amount of their time to their studies in order to graduate with high academic standing. A growing number of students commit readmission, indicating that they did not perform well in their academics, and the trend of graduating students is not equal to the growth of enrolled students. Therefore, the goal of the study was to pinpoint the factors that influence academic performance among university students in Southern Ethiopia.

Academic performance of students is the centre around which the whole education system revolves. The success and failure of any educational institution is measured in terms of academic performance of students. Not only the schools, but parents also have very high expectations from students with respect to their academic performance, as they believe that better academic results may lead to better career options and future security. Academic performance refers to the knowledge attained and designated by marks, assigned by teacher. Academic performance is the educational goal to be achieved by a student, teacher or institution over a certain period and is measured either by examinations or continuous assessments and the goal may differ from one individual or institution to another. Academic performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals (Narad and Abdullah, 2016). Education is the most important weapon to bring changes in the society by removing orthodoxy and superstitions, and make people wise and rational. It is the prime equipment to make the people of a state or country skilled and civilized, and leads the development of a nation through individual development of its citizen.

Academic performance is the extent to which a student, teacher, or institution has attained their short or long-term educational goals and is measured either by continuous assessment or cumulative grade point average (CGPA) good academic achievements have higher income, better employment benefits, and more advancement opportunities . Besides, academically successful students have higher self-esteem and self-confidence, low levels of anxiety and depression, are socially inclined, and are less likely to engage in substance abuse, i.e., alcohol.

Role of teacher in the academic

The best role models for students are the teachers. There will almost certainly be a teacher who speaks to pupils because they interact with a variety of teachers during their academic careers. For certain pupils who might not otherwise have that stability, the teacher-student relationship is vital. Even when things may appear bleak, teachers will remain upbeat for the benefit of their students. A superb teacher is always considerate of their pupils' needs, aware of their personal situations, and proud of their academic accomplishments. Teachers set excellent examples for kids, encourage them to work hard and aim high. One of the most important parts of teaching is having dedication. Teachers not only listen, but also coach and mentor their students. They are able to help shape academic goals and are dedicated to getting their students to achieve them. Teachers have patience for their students and are understanding when a concept isn't taking. Teachers work because they desire to be of service to others. They are passionate about

educating children, not because they want recognition or a compensation. Teachers often teach because they believe in the value of education and the necessity of giving kids positive role models. They have a passion for the issue.

Role of a teacher in personality development of students

Education is not only about learning history and geography lessons in classrooms. It is much more than that. Mahatma Gandhi said that education is drawing out the best in a man's body, mind, and spirit; therefore, education develops a student's social, mental, physical, and psychological skills.

Most of the personality development for the youth begins in their schools. Nevertheless, it is impossible to provide students with extra classes that solely focus on personality development skill-building. It is rather indirect. Students who spend a large part of their days at school learn personality traits from what they see and do. At a young age, they tend to get influenced by their teachers.

Consequently, it is indispensable for teachers and professors to behave and act to facilitate personality development among students. We have mentioned some personality development tips that can help teachers with efficacious personality development among their children at school.

Changes in students

The educational institutions in the impacted areas are looking for temporary fixes to keep operating, but it's crucial to remember that the effectiveness of digital access and efficiency affects the quality of learning. Regarding learners' motivation, happiness, and interaction, the online learning environment is very different from a regular classroom setting.

Behavior issues at school disrupt classes and bother other pupils. Many times, these issues overwhelm teachers, especially inexperienced ones, and some people view them as the most challenging part of a teacher's workday. Children with behavioral issues usually demand extra care, which puts stress on teachers and slows down the delivery and completion of instruction.

Students who are not paying attention often lag behind their peers unless suitable measures are taken. Students can experience attention deficit hyperactivity disorder, which makes it difficult

for them to manage their behaviour. These pupils have trouble staying focused and managing their schoolwork. They have trouble starting initiatives, and even straightforward academic assignments overwhelm them. Normal classroom lessons take longer to complete since these pupils frequently need more attention from teachers, and students who don't have learning disabilities or other behavioural issues get bored and frustrated.

A helpful and secure learning environment is disrupted by aggressive behaviour, which is a severe issue. Even with young kids, physical antagonism can be intense, and both students could suffer injuries. In the classroom or on the playground, fighting among pupils disrupts all other activities and has a bad impact on teachers and other students. The impacts of physical fighting persist with sensitive students and interfere with their academic day, in addition to the initial interruption.

It is challenging for pupils to benefit fully from their education when there are communication difficulties in the classroom. Some teachers have trouble coming up with interesting lessons and making personal connections with each student. Untreated language or speech issues often make it difficult for students to interact with their teachers and peers. Peer pressure and personality differences add to the mix, making some classroom encounters feel forced or unpleasant.

Intellectual capacity entails the ability to reason critically when learning, planning, and carrying out plans. Intellectual capacity is comparable to microprocessors or operating systems in that it enables people to accomplish more in a given amount of time while using less energy. Intellectual aptitude is the ability of a person to pick up new skills from their surroundings and put them to use. Complex math computation and the capacity to do fine arts are signs of intellectual strength. Additionally, doing things that encourage high-level thinking strengthens a person's intellect. Consistent learning, reading, being physically active, broadening one's horizons of thought, and being imaginative are all ways to display intellectual capacity.

The importance of student-teacher relationship

A student-teacher relationship in the classroom is a positive relationship between the teacher and the student in efforts to gain trust and respect from each other. This relationship may consist of getting to know your students better, providing choice and encouraging the students to become stronger learners everyday. By doing this teachers are showing respect to their students, valuing their individuality and being polite. Having a positive relationship with your

students helps them become more successful in the classroom as well as makes your classroom a safe and welcoming environment for all.

Inclusive healthy schools are committed to provide a learning environment for a healthy development and optimal learning support for all students, regardless of their performance, language, learning and behavior disposition or disability. In order to achieve this goal, the relationship between teacher and students is crucial. Research in this area has shown the importance of emotional aspects as a mark of quality of teacher-student relationships, recognizing them as strong predictors for better achievement, compared to professional and subject-related aspects of teaching.

There are many tips and tricks that can be used to build a strong student teacher relationship. One way that a strong student teacher relationship can be created is by making it apparent that the teacher cares about the students (“6 Ways to Build Strong Teacher-Student Relationships with SEL”, 2022). This can be done by talking with your students, such as asking about their day. Another way could be by listening to your students, this can be done by hearing their opinions, taking into account their interests, and by learning each student’s unique learning styles. As well you can develop mutual trust with your students, such as providing them with choices and always having their best interest in mind. In addition, you always have to be respectful and fair with each and everyone of your students. You can ensure this by not picking favorites and having the same corrected behavior for each student. Furthermore, you can get to know your students and their families. This can be done by paying attention to your students during class and offering them opportunities to talk or share what they want about their families. Lastly, by giving your students positive words of encouragement and constructive criticism This is important due to the fact that it creates trust with your students, as they know they can rely on you to be honest. Of course, there are many other alternative ways to build a positive student teacher relationship, but these are some great examples of how to start.

As stated, student-teacher relationships are highly essential in an effective classroom. Specifically, student-teacher relationships are important for students in their short term and long term education. Student-teacher relationships are important in the short term because it creates a thriving classroom environment, helps students develop self worth and improves student mental health (Buffet, 2019). In the same manner, these positive relationships may decrease behavioral problems and promote academic success. Student- teacher relationships help foster the academic success of students. With this being said, student-teacher relationships

assist students in the short term. These relationships support students for the specific year they spend in that educational setting with the educator (Buffet, 2019). Likewise, a positive student-teacher relationship is very important in the long term because it gives students confidence as well as ensuring that they know that their ideas are valuable. In turn, this allows students to carry this confidence throughout their future years pursuing academics. Also, this confidence and recognition of self-worth can be seen in social and emotional aspects of the students life. Another long term effect is that positive teacher relationships teach students that mistakes are an indication that they are learning. Learning is ongoing and students are able to identify this through the production of positive student-teacher relationships. This type of relationship will foster confidence in the long-term for the student.

In addition to academic learning, school provides opportunities for development, socialization, and connection with peers as well as emotional and academic assistance from teachers, all of which are crucial for children's psychological health and adjustment. The rigorous social isolation requirements that came with homeschooling under COVID-19 limited children's abilities to physically interact with friends and peers, even though they may not have followed these rules (strictly) There is evidence that during the epidemic, social isolation was linked to loneliness, adverse effects on mental health, and other health-related behaviors among kids.

Impact of Covid-19 in student's behavior

The COVID-19 pandemic led to numerous governments deciding to close schools for several weeks in spring 2020. Empirical evidence on the impact of COVID-19-related school closures on academic achievement is only just emerging. The present work aimed to provide a first systematic overview of evidence-based studies on general and differential effects of COVID-19-related school closures in spring 2020 on student achievement in primary and secondary education. Results indicate a negative effect of school closures on student achievement, specifically in younger students and students from families with low socioeconomic status. Moreover, certain measures can be identified that might mitigate these negative effects. The findings are discussed in the context of their possible consequences for national educational policies when facing future school closures.

COVID-19 also acted as a catalyst for digital adoption in school education. With schools reopening in many states, it is important that a careful strategy is built in to smoothen the transition of children back to school after more than 15 months of home-based learning. This

transition has to consider the learning losses which had happened over the previous year as well take a futuristic approach to build a resilient system which can withstand any future shocks.

CHAPTER 2

REVIEW OF LITERATURE

REVIEW OF LITERATURE

A literature review helps to create a sense of rapport with your audience or readers so they can trust that you have done your homework. The chapter's examination of the literature provides a thorough description of the various studies on the subject. These resources came from a variety of places, including books, online articles, and other sources. The review was methodically restructured to describe, summarise, critically assess, and provide clarification on the subjects that were first presented in the opening chapter. The section gives credit to other researchers who have published work on relevant subjects. To help readers understand the flow of the research and how this study fit into the broader context of the topic, this part simply provides an overview of related publications or studies that have been done in the field of COVID-19 and its effects on students. To make the problem description clearer, it will offer extra theoretical and practical support from a variety of sources.

REVIEWS RELATED TO WELL BEING OF STUDENTS

As more schools and universities throughout the world realise how crucial it is to strike a balance between the psychological, social, emotional, and physical components of students' lives, student well-being has become a major priority (e.g., Flinchbaugh et al., 2012; Mahatmya et al., 2018).

"Reduction in stress, enhanced experienced meaning and involvement in the classroom, and ultimately, heightened contentment with life" are some definitions of student well-being (Flinchbaugh et al., 2012, p. 191).

The notions of motivation, identity, self-esteem, self-efficacy, and self-regulation as they relate to studying and advancing through the programme to achieve a degree are included in the concept of student well-being (Willis et al., 2019).

According to research (Sortheix and Lönnqvist, 2015; Baik et al., 2016; Cox and Brewster, 2020), student well-being increases their participation in learning activities, meaning making, a sense of belonging, positive relationships with others, autonomy, and competencies while decreasing burnout, stress, frustration, dissatisfaction, and withdrawal from active learning (Flinchbaugh et al., 2012; Mokgele and Rothman, 2014; Yazici et al., 2016).

Therefore, student well-being not only promotes academic achievement but also equips them for long-term success (Mahatmya et al., 2018).

The epidemic, which has brought sorrow, frustration, discomfort, anxiety, loss, and other bad experiences and emotions, has definitely wreaked havoc on this poor condition of well-being among students. All across the world, students are suddenly expected to work and learn online, which calls for connectivity, access to quality IT infrastructure and equipment, and a variety of digital and cognitive skills. Students' worries about their degree completion and job after graduation, which already had an impact on their wellbeing before the pandemic, are in addition to the infection risk (Moate et al., 2019).

Since the Covid-19 outbreak, studies have examined the psychological effects of the pandemic on college students as well as coping mechanisms. For instance, the Covid-19 epidemic has caused academic process disturbances that have exacerbated student anxiety (Wang et al., 2020), especially for students who lack sufficient social support (Cao et al., 2020).

There have been reports of eating disorder symptoms, alcohol and drug use, and depression among German university students (Kohls et al., 2020).

As a result, students who are less mentally healthy are more stressed out about their schoolwork and have lower levels of self-efficacy, contentment with their education, and a sense of belonging at their university (Capone et al., 2020).

Resources, psychic earnings, and subjective well-being are in a dynamic balance, claim Headey and Wearing (1991). "Physical well-being, plenty of physical resources, absence of exhaustion, psychological well-being and even temper, freedom of movement and effectiveness in action, and pleasant interactions with other people" are all parts of this equilibrium (Herzlich, 1974, p. 60). From this angle, the equilibrium between a person's resource pool and their current problems could be described as their level of well-being (Dodge et al., 2012; Chen et al., 2015).

Some kids will be more negatively impacted by the COVID19 pandemic and its economic and societal effects than others. In particular, COVID-19 increases the likelihood that children will experience maltreatment, domestic violence, and poor nutrition, and lockdown procedures lessen the chances that kids will engage in extracurricular activities, interact with caring adults at school and in the community, and have access to the legal system and child protection services. These problems overlap to varied degrees with income poverty and substandard housing, with the unifying factor being that children from poorer homes are more vulnerable. (Combatting COVID-19's Effect on Children, n.d.)

We must be aware of students' emotional wellbeing because COVID-19 and school closings may have a variety of negative effects on them. We urge school districts to make the ideas and materials listed below available to their student body. If a parent or teacher is worried about a student's wellbeing, there are services accessible 24 hours a day, 7 days a week, in addition to educational materials. (Supporting the Emotional Well-Being of Students, n.d.)

Despite the paucity of the literature, it is crucial to take into account how other national and worldwide natural catastrophes and events have affected and are now affecting teenagers as we work to comprehend the potential effects of COVID-19 on youth mental health and well-being. Previous research in this field has a tendency to focus on dependable areas of developmental psychology investigation, such as the age and gender disparities that are typical in response to substantial stressors. (Just a Moment. .)

Students now experiencing the coronavirus have both benefits and drawbacks. I first welcomed the virus because it put India on lockdown, there were no schools or colleges, and I could spend the entire day playing games and watching movies from sunrise until night. For a split second, I believed there wasn't a movie I could watch. waiting for a meeting with friends and family circumstances. The situation has not yet been resolved enough to meet the friends and family. (Sai Prabhas Mallidi @Covid 19 Effect On Student Life Jul 23, 2020, 21:44 IST, 2020)

REVIEWS RELATED TO ACADEMIC PERFORMANCE

According to research by Aafreenet et al. (2018) on the impact of stress on academic performance of students in various streams, those majoring in science had higher levels of stress than those majoring in other fields. It has an impact on their mental, physical, and emotionally. Students experience anxiety and depression, which later causes reduced academic performance.

Sarwer (2019) conducted research on academic anxiety and English achievement in secondary school students and stated that the goal of the study was to determine how these two factors related to various demographic factors. Further, the Academic stress has a negative impact on secondary school pupils' English achievement estimated. The current study's overall sample size is 1007. Singh and others' academic anxiety tool

Gupta (2011) and the researcher's own development of an English proficiency exam were used for data gathering. The current study's findings showed significant variations in academic performance. Concerns about gender, type of school, and location among secondary school pupils living. Additionally, the study showed that academic anxiety made a small contribution, has adverse effect on students' performance.

Nogueira (2018) conducted an experiment on the relationship between academic success and socioeconomic status. The results of the Brazilian National High School Examination revealed that socioeconomic factors and students' final grades are correlated, with approximately 16% of the influence of the independent variables on the dependent variable ($R^2 = 0.16$). According to the study, mother education and family income have the highest correlations among the independent factors. According to empirical data, policies that support expanding female enrollment in higher education could help students' academic performance without causing the disputes that redistributive policies frequently do.

While researching study behaviours and attitudes among secondary school students with regard to gender, Laxmi and Kaur (2017) found that

Studying study habits and attitudes among secondary school students according to gender, Laxmi and Kaur (2017) found that P.S.E.B. and C.B.S.E. secondary school students differ significantly from one another. Furthermore, it was discovered that while there were no gender-related differences in the mean Study Habits and Attitude scores of PSEB secondary school students, there were gender-related disparities in the mean Study Habits and Attitude scores of CBSE secondary school students.

Research by Islam and Khan (2017) on the effects of socioeconomic status on academic performance among senior secondary school students indicated that the purpose of the current study was to evaluate and explore the effects.

Kalia and Sahu (2012) were used to gather information on socioeconomic status of pupils, and previous annual grades of the students regarded to be academic achievement were gathered from the office record book. Using IBM SPSS 20.0, the researcher performed statistical analyses on the data using Pearson's Correlation Coefficient and the t-test. The study's findings demonstrated a positive relationship between senior secondary school students' socioeconomic status and academic achievement. They also highlighted the significant differences in academic achievement between different SES groups. It also showed that there are no appreciable differences in academic achievement between male and female students.

Study habits have a major impact on how well students perform academically, according to research by Rabia et al. (2017) on study habits and student academic performance. A person's study habits reveal how much they will learn, how far they want to go, and how much money they want to make. All of these could be determined during the course of a person's life with the aid of their study habits. It follows that study habits are seen to be related to academic or scholastic success. The relationship between study practises and students' academic achievement is looked at in this study. Govt. AllamaIqbal College for Women and Govt. Technical College for Boys, both in Sialkot, provided a sample of 270 students. The connection

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Gudaganavar and Halayannavar (2014) looked into how study habits affected higher primary school pupils' academic performance and found no correlation between boys' and girls' study habits. On two dimensions—reading and note-taking habits and exam preparation—boys and girls differed significantly. There was a strong correlation between girls' study behaviours and academic success. Boys' study habits and academic achievement did not differ much.

Shakir (2014) conducted research on academic anxiety as a predictor of academic achievement, and the study's results showed a negative correlation (inverse link) between students' academic achievement and academic anxiety. Significant differences were discovered between the academic performance of students in high and low academic anxiety groups, as well as between male and female students in high and low academic anxiety groups, as well as between students in low academic anxiety groups and high academic anxiety groups.

Studying higher secondary school students' study habits in connection to their academic performance, Chaudhari (2013) discovered a substantial positive link between study habits and academic achievement on both an individual and dimension-by-dimension basis. Additionally, the overall study habits of students with high and low academic achievement differ significantly.

The current study was created to investigate the relationship between anxiety and achievement of high school students as well as to see the regional and gender differences on the basis of their anxiety. Singh and Thukral (2009) conducted an experiment on the role of anxiety in achievement. A sample of 400 high school students (200 boys and 200 girls) enrolled in the Xth grade in 8 different schools (4 urban and 4 rural) affiliated with the CBSE, New Delhi, participated in the study. The general anxiety scale for children developed by Sharma was used to assess anxiety, and the selected students' combined scores on the board exams were used to determine their level of achievement. According to the findings, there is a strong and negative

correlation between anxiety and success. On the basis of their levels of anxiety, students from rural and urban areas as well as boys and girls showed significant differences.

Satyarthi (2018) investigated whether secondary school students' socioeconomic status had any bearing on their academic achievement and found that it did not. The researcher had instead focused on the socioeconomic status of the students and looked at how it related to academic achievement in the social sciences (geography). 320 pupils from the ninth grade were included in the sample at random. All three schools belonged to the Uttar Pradesh Board of the Agra district in India. For this study, a descriptive research design was employed. In this work, SPSS was utilised for data analysis, and the t test and Pearson correlation approach were applied. The study revealed no correlation between academic achievement and socioeconomic level, and it found no discernible difference between secondary school children with high and poor socioeconomic status in terms of academic achievement.

Gobena (2018) conducted research on the impact of family socioeconomic status on students' academic achievement at the Haramaya University College of Education and Behavioral Sciences in Eastern Ethiopia. The findings revealed that family income did not significantly affect students' academic achievement; there was a statistically significant negative relationship between sex and academic achievement; and that family education level contributed 40.96% ($R^2 \times 100\%$) to students' academic achievement. Families should have access to education, it was said, to motivate their kids to attend school. In order to maintain the harmony among the children of the country, socioeconomic policies should be developed that give children from poor economic status the same opportunities as children from high economic parents.

Srinisha et al. (2018) researched the impacts of the economic crisis on school students' academic performance by a survey, and they found that the results of the survey indicate that the economic crisis has a negative impact on students' academic performance. Children who attend school have a variety of physiological and psychological diseases as a result of the economic crisis, which has a detrimental effect on their academic performance as well.

According to Tiwari and Panwar (2014), a study on the management of classroom behaviour issues at the secondary level came to the conclusion that the instructor is crucial to the

educational process. There are several behavioural issues that teachers see in actual classroom settings. The term "behaviour problem" describes a deviance from the schools' established rules and regulations. Bullying, fighting, teasing, theft, truancy, disobedience and insubordination, lying, cheating, being late, being rude, destructive behaviour, and drug or alcohol addiction can all be classified as classroom behaviour issues. The media, education, and families are just a few of the variables that might lead to behavioural issues in the classroom. Classroom behaviour issues have an impact on the teaching and learning process because they have an impact on the teacher's proficiency in managing the classroom setting. Present study is an empirical study with a view to identify the behaviour problem of the students and to explore different techniques or strategies that teacher employ to deal with such problems.

In an experiment, Kumari (2018) examined the relationship between adolescent mental health and academic anxiety. She discovered that there is a significant connection between these two variables. They have a negative correlation and are significant at the 0.01 and 0.05 levels.

(Sintema, 2020). Due to contact hours for students and a lack of teacher consultation when encountering learning or comprehension challenges, the quality of academic performance of the students is expected to decline for the classes offered for both year-end assessment and internal examination (Sintema, 2020).

Global organisations like UNICEF and UNESCO have expressed worries throughout the pandemic about how it will negatively effect children's education because of the predicted 1.5 billion students who will have their schools closed globally (Gustafsson 2021; UNESCO 2021).

In Carter (1958). Academic achievement, according to Carter, is "knowledge obtained or abilities developed in the school disciplines, typically designed by the test scores, by marks assigned by teachers, or both" (Carter, 1958, p. 30).

(MOORE, 2011), Online learning, according to Moore, Dickson- Deane & Galyen, is instruction delivered over internet networks that are flexible, accessible, and enable a range of learning experiences. (2011) (MOORE, p.2)

(HINSON & Associates, 2007–2014) While the United States has historically experienced many natural disasters and economic crises, none have required widespread transition to remote learning, nor has the technology infrastructure previously been available to support this mandate. The global pandemic and school closures mandated in 2020 have no precedent. Research on the difficulties of remote instruction for K–12 children during prolonged school closures is scarce. In times of emergency, such as during natural disasters, the capacity to use technology to instruct learners at a distance has proven extremely crucial (HINSON ET AL, 2007,2014, pp. 54, 55), yet fully operational emergency online schools can only be created before a disaster happens. The challenges of online learning are numerous, thus this planning is necessary.

REVIEW RELATED TO TEACHER-STUDENT RELATIONSHIP

A commitment to provide a learning environment for a healthy development and the best learning support for all students, regardless of their performance, language, learning and behaviour disposition, or disability, is made by inclusive healthy schools (Keller et al., 2020).

One of the fundamental components of inclusive schools is the teacher's capacity to provide each student with individualised help. Individual support depends on an in-depth understanding of each student's unique learning needs, the ability to sense that student's emotional and motivational states, and the ability to see that student's potential (Krammer, 2009; Brühwiler, 2014).

These factors are made more significant by the fact that adolescence is a time of emotional instability and that social inclusion is crucial for identity formation (Hartup, 1989; Deci and Ryan, 1993; Larson et al., 2002).

Students must see schools as dependable institutions of learning and support in order to feel socially included, and this perception is dependent on the calibre of their interactions with classmates and teachers. This is particularly crucial for students with special needs because they are more likely to experience victimisation and isolation (Murray and Pianta, 2007; Pijl et al., 2008; Koster et al., 2010; DeVries et al., 2018).

Lack of positive relationships at school might cause pupils to feel excluded and like undesirable outsiders (Skinner et al., 2014).

Behavior issues, rejection, and alienation can result from encounters with insensitive or uncaring teachers, authoritarian classroom management, biased decision-making, or strict teacher behaviour (Jahnukainen, 2001; Baker, 2005; Cooper, 2006; Cefai and Cooper, 2010; Liesen and Luder, 2011).

Being guided by significant adults like teachers remains crucial, even in light of the age-typically increased urge for autonomy and orientation to peers. As long as educators continue to serve as mentors and are accountable for the growth and welfare of their adolescent pupils (Bauer, 2017; Bolz et al., 2019a,b).

As a result, teachers who engage with their pupils with empathy can better develop a thorough awareness of the various needs and potential of their students (Murray and Pianta, 2007; Lanfranchi, 2018).

At whatever level of education, the quality of the teacher-student interaction affects learning in this way. Therefore, if inclusive education at the secondary school level is to be successfully implemented, this factor should be borne in mind.

A significant body of research from the past 20 years has demonstrated that fostering strong relationships is one of the most significant and effective ways to foster development, both socially and in terms of learning and achievement (Roorda et al., 2011; Pianta et al., 2012; Allen et al., 2018; Bakadorova and Raufelder, 2018; Mainhard et al., 2018).

Holzberger et al., 2019; rd et al., 2018). However, there are a variety of obstacles that could prevent this kind of connection from developing at the secondary school level: (Mastropieri and Scruggs, 2001; Cefai and Cooper, 2010; Kiel and Weiß, 2015)

Teachers typically have a limited capacity for providing individualised support in the classroom. They are also more focused on advancing academic knowledge and expect more independence from their teenage students. According to empirical data, secondary school instructors struggle more to deliver more differentiated and student-centered classes (Löser and Werning, 2013).

Therefore, two essential components of inclusive support should be used if secondary school teachers appear very disconnected and are unable or unwilling to adjust to students' requirements (sensitivity and adaptiveness),

According to theories from interpersonal psychology, which sees behaviour in terms of transactional causation and reciprocal consequences, the quality of teacher-student relationships is thought to be a key factor in fostering motivation and enhancing learning (Strack and Horowitz, 2012; Lanfranchi, 2018). The attachment theory and the self-determination theory are two of the most frequently applied theoretical frameworks within the interpersonal psychology field to explain the significance of good teacher-student relationships (Davis, 2003; Pianta et al., 2003; Martin and Dowson, 2009; Roorda et al., 2011; Verschueren and Koomen, 2012).

The application of this idea to the classroom explains how high-quality relationships affect students' motivation for learning and academic success by showing how strong, emotionally connected relationships between teachers and students give students the self-assurance they need to foster a healthy academic curiosity and engagement with learning tasks (Roorda et al., 2011; Carmona-Halty et al., 2019).

Teachers give their students crucial psychological resources like hope, resilience, competence, and optimism via the calibre of their relationships with them (cf. Julius, 2008; Harwardt-Heinecke and Ahnert, 2013). As "Academic Psychological Capital," these resources are what are meant by effective learning and superior performance because they permit deep learning processes that in turn promote academic achievement (Carmona-Halty et al., 2019, p. 2).

According to the self-determination theory (Deci and Ryan, 1993), the satisfaction of three fundamental psychological needs—the need for attachment, the need for competence, and the need for autonomy—underpins the relationship between teacher-student interactions and successful school adaptation or academic motivation. Students' learning and achievement motivation will increase, which is linked to the learning progress, if a teacher meets these three basic needs of students by demonstrating commitment (for example, through caring behaviour or genuine interest), by ensuring clear structures, and by strengthening the autonomy of students (Roorda et al., 2011).

The attachment theory is used by self-determination theorists to define "commitment" as an emotional aspect of interactions between teachers and students. As a result, the idea of emotional safety and the fundamental desire for attachment are strongly related (Roorda et al.,2011).

This idea holds that the satisfaction of the aforementioned three basic requirements, which support one another and ensure the best, healthiest growth, is a good indicator of the quality of teacher-student relationships (Bakadorova and Raufelder, 2018).

Research on shared attention has a long history in the fields of developmental and cognitive psychology, where investigations of learning processes are particularly prevalent (Moore and Dunham, 1995). The capacity to coordinate attention with an interaction partner in a way that activates crucial learning processes is referred to as "joint attention" (Tomasello et al., 2005; Mundy and Newell, 2007). To achieve a so-called "cultural cognition," Tomasello and colleagues place more emphasis on shared intentionality than just shared attention (2005). They emphasise how every process of learning and growth in people's ability to Understand and share intentions. (shared intentionality).

In many schools, kids depend on their professors for more than just academics, including a sense of security and comfort. However, when communication between students and teachers must rely on technology, the relationship is changing in ways that some teachers find unsettling. (Strauss, 2020)

Additionally, aggressive kids having positive ties with teachers are more likely to be accepted by their peers than aggressive students without such relationships. (Dixson & Worrell, 2016)

Covid-19 and students

The epidemic presented both public and private schools with a number of difficulties, including an increase in dropouts, learning losses, and the digital divide. The epidemic raised concerns about the viability of private schools as well as the preparedness of the institutions, especially teachers. However, COVID-19 also served as a catalyst for the implementation of digital learning in the classroom. With many states' schools about to reopen, it's critical to plan carefully for how to help kids adjust to going back to class after more than 15 months of home-

based education. (The Impact of COVID-19 on School Education and the Road to Recovery, 2021)

The idea of promoting student learning underpins the significance of the student-teacher interaction. It is essential to their academic achievement, professional interactions with superiors, and even social development. In schools, the connections between students and teachers should receive more attention since they can spur improved academic performance. (Dhamayanthi G, 2021)

Creating a supportive learning atmosphere makes it simple to build a strong rapport between a student and teacher, a process that initially appears challenging. Learning is a two-way street; a productive learning environment is one in which everyone participating gains knowledge from one another. While teaching a particular subject, a teacher also learns from the students how to make the classes more engaging and enhance her teaching techniques. As a result, both parties benefit from one another. (Staff, 2022)

An unprecedented 1.4 billion pupils were kept out of their pre-primary, primary, and secondary classrooms across more than 190 nations due to significant disruption caused by Corona. Children were confined to their homes and schools were shuttered. Around 360 million pupils' education was impeded in India alone. (India, 2022b)

In addition to having a significant effect on people's health, the current coronavirus (COVID-19) pandemic is also changing how individuals learn, work, and live. One of the most significant issues raised by COVID-19 is how to modify an educational system based on conventional schools. At its height, more than 188 nations, or almost 91% of all enrolled students globally, stopped their schools in an effort to stop the virus' spread. (The Impact of COVID-19 on Student Equity and Inclusion: Supporting Vulnerable Students During School Closures and School Re-openings)

CHAPTER SUMMERY

The chapter contain the important literature reviews based on the topic. The literature review mainly focused on the three components of the study. The first session deal with the reviews related to well being of students. Then the second session focuses on the reviews related to the academic performance of the students, then comes the third session, which focuses on reviews

related to teacher-student relationship . And finally deals with the reviews related to Covid- 19 and students.

CHAPTER 3

RESEARCH METHODOLOGY

TOPIC: Teacher's perspective on the impact of Covid- 19 among students

INTRODUCTION

The study of Teacher's perspective on the changes in students after Covid 19 in Ernakulam district understands the socio-demographic background of the respondents, their perception behind changes in students including their academic performance, relationship with teacher and also to understand the perception of teacher's on changes in students after Covid 19 pandemic in Ernakulam district.

The rapid and unplanned change to teaching and learning in the online format brought by COVID-19 has likely impacted many, if not all, aspects of students' lives worldwide. To contribute to the investigation of this change, this study focuses on the impact of the pandemic on students well-being, which has been found to be as important to student lifelong success as their academic achievement. Student well-being has been linked to their engagement and performance in curricular and extracurricular activities, intrinsic motivation, satisfaction, meaning making, and mental health. The purpose of this study is to examine how teacher's perceptions on changes in students after the Covid 19 pandemic.

STATEMENT OF THE PROBLEM

The world is facing serious issues due to COVID-19 pandemic that is influencing economic, social and lifestyle of the people. The educational system and institutions are affected by the issue badly as classroom activities are stopped due to nationwide closure. The spread of the virus is increasing and having a significant impact on economic and educational activities. The research is focusing on issues of COVID-19 on the education system and institutions. This is a very serious issue as it is not only affecting the students but also the teachers and families. Moreover, it will have far-reaching economic and societal consequences, including student debt, digital learning, food insecurity, housing and internet. Now, the research about issues related to effects of this pandemic on the whole education system and institution will help to improve the understanding of the short and long term issues as well as approaches that could be used for overcome and help in managing the effectiveness for professional learning. The educational institution will be going to face various issues related to managing the learning activities and engaging the students. As per the views of Karalis (2020), the online learning is special kind of methodology and will have lack of acceptance from teachers and students as all are not ready for the sudden transition from classroom learning to online. The online platforms like Skype, Zoom and Google Duo are not sufficient for offering the learning and engaging the students. The lack of internet facility, devices and environment for online learning from home or other places will hurt the learning approaches of institutions and influence the knowledge of the students to understand the concepts and content of the course.

SIGNIFICANCE OF THE STUDY

The corona virus attack has a significant impact on the education system and structure as a lack of operational activities, and closure of educational institutions has affected the progress. The education sector in India, which was hitherto slow to change, has been witnessing a massive transformation recently with changing job landscape, technological disruptions, demand for quality education and the implementation of National Education Policy (NEP) 2020. The pandemic caused further shocks to the system with schools forced to shut down during the lockdown period, and the transition of students and teachers to online teaching-learning. In India, around 250 million students were affected due to school closures at the onset of lockdown induced by COVID-19. The pandemic posed several challenges in public and private schools which included an expected rise in dropouts, learning losses, and increase in digital divide. The pandemic also called into question the readiness of the systems, including teachers to address such a crisis and sustainability of private schools.

GENERAL OBJECTIVES

This study focuses on the impact of Covid-19 among students in Ernakulam district.

SPECIFIC OBJECTIVES

- To study about the factors influencing student's behaviour
- To study the impact of COVID-19 among students
- To identify the significance of student-teacher relationship
- To provide a solution- oriented approach to improve student's behaviour

THEORETICAL CONCEPTS

Impact

Impact is the 'action of one object coming forcibly into contact with another' and 'a marked effect or influence'. Impact statements demonstrate how our work makes a difference in the

lives of people, communities, and the environment. Impact is the ultimate effect of the program on the problem or condition that the program or activity was supposed to do something about. Impact may be intentional or unintentional, desired or undesired, positive or negative.

Covid-19

COVID-19 is caused by the SARS-CoV-2 virus. COVID-19 can cause mild to severe respiratory illness, including death. The best preventive measures include getting vaccinated, wearing a mask during times of high transmission, staying 6 feet apart, washing hands often and avoiding sick people.

Student's behaviour

Student Behavior . Students are expected to conduct themselves in an appropriate and respectful manner. There is no running, screaming, or horseplay allowed. Students should refrain from touching the mirrors, hanging from the barres, or disrespecting staff or peers.

OPERATIONAL CONCEPT

Impact

Impact in the study deal with the impact of Covid-19. It possess a powerful effect on somebody or something. However, Covid has had an impact on students' academic as well as social lives. can also have an impact on their behaviour and health.

Covid -19

Covid-19 affect the student's behaviour including social, physical, mental. As well as it negatively affect the student's academic performance and relationship with teacher

Student's behaviour

An individual student's attitude is their propensity to react in a particular manner to anything. The student's response can, of course, range from positive to negative or from good to awful.

RESEARCH DESIGN

Quantitative(descriptive); Helps to know the overall summary of the study variables

UNIVERSE

Teachers who teach students with a primary and secondary schools in Ernakulam district

SAMPLING PROCEDURE

- Simple random sampling
- Sample size: 100

INCLUSION AND EXCLUSION CRITERIA

Inclusion criteria

- Students who study in primary and secondary schools in Ernakulam district are included
- Only 100 teachers who can answer the questionnaire properly

Exclusion criteria

- Teachers from other district are excluded
- In Ernakulam district, Teachers who teach students with a graduation level are excluded

TOOLS OF DATA COLLECTION

Self-prepared questionnaire and student-teacher relationship scale was used to collect the data.

METHOD OF DATA COLLECTION

Researcher used questionnaire as a method for collecting data.

DATA ANALYSIS AND INTERPRETATION

The research focuses on the impact of Covid-19 among students . Though it is a quantitative research with descriptive research design, SPSS software will be used for interpretation and analysis of data to draw conclusion

LIMITATIONS

The research scholar could not approach the teachers and interact as a directly. Because in the background of covid, the education sector of the children was very backward and all the teachers were busy with it.

CHAPTER IV

DATA ANALYSIS,

AND

INTERPRETATION

INTRODUCTION

The analysis and interpretation of the data obtained using the suggested methods in the previous chapter are summarised in this chapter. A separate coding sheet was created for items that were created by the researcher, and the data was coded and recorded in accordance with the scoring parameters of the STUDENT-TEACHER RELATIONSHIP SCALE. Software called SPSS was used to examine the data. In the following framework: sociodemographic profile of respondents, present state of students' academic achievement, and STUDENT-TEACHER RELATIONSHIP scale, this chapter would explain the significant findings and interpretation of analysis. The examination of the data gathered from 50 Respondents is covered in the chapter on data analysis and interpretation. This includes information about the respondents' sociodemographic characteristics, students' academic performance, and their relationships with their student teachers.

4.1 SOCIO DEMOGRAPHIC PROFILE OF THE RESPONDENCE

4.1.1 Age of the respondents

		Age
N	Valid	50
	Missing	0
Mean		32.060
Std. Deviation		8.0240
Range		31.0
Minimum		21.0
Maximum		52.0

The age of respondents varies from the minimum value of 21 to maximum value of 52. Among the 50 respondents, the range of the age of respondents are 31. And the standard deviation are 32.060 of the respondents.

4.1.2 Gender of the respondents

	Frequency	Percent
Valid Female	40	80.0
Male	10	20.0
Total	50	100.0

Based on the above table 4.1.2., majority (80%) were female, that means most of the respondents were females who teach in primary and secondary school compare to male respondents. The study shows that 80% of respondents female and 20% of the respondents are male.

4.1.3 Religion of the respondents

	Frequency	Percent
Valid Christian	34	68.0
Hindu	15	30.0
Muslim	1	2.0
Total	50	100.0

The above table 4.1.3 shows the religion of the respondents. 68% of the respondents are belonging to the Christian religion, 30% of the respondents belongs to Hindu religion and 2% as Muslims. The vast majority of the respondents in the current study were Christians.

4.1.4 Marital status of the respondents

		Frequency	Percent
Valid	Married	28	56.0
	Single	22	44.0
	Total	50	100.0

The marital status of the respondents is displayed in the table above. According to the table 44% of respondents are single and 56% of respondents are married. Most of the respondents in this table are married and other 44% are single.

4.2 ACADEMIC PERFORMANCE OF THE STUDENTS

4.2.1 Impact of COVID 19 in education system

	Frequency	Percent
Valid Agree	24	48.0
Disagree	1	2.0
Neither agree or disagree	2	4.0
Strongly agree	22	44.0
Strongly disagree	1	2.0
Total	50	100.0

In the above table shows that 48% respondents agree the statement that Covid-19 affect the all education system. Among the respondents 44% are strongly agree. This table shows that Covid-19 has an impact on the educational system. The Covid-19 pandemic negatively affect the education system.

4.2.2 Concentration capacity

	Frequency	Percent
Valid	1	2.0
Agree	31	62.0
Disagree	1	2.0
Neither agree or disagree	5	10.0
Strongly agree	11	22.0
Strongly disagree	1	2.0
Total	50	100.0

According to the above table majority of the respondents agree that concentration capacity has decrease in child after Covid-19. 22% of the respondents are strongly agree the statement that concentration capacity has decrease in child after the pandemic. In this table represents concentration capacity of a child has decrease after Covid-19.

4.2.3 Students are disappointed

		Frequency	Percent
Valid	No	15	30.0
	Somewhat	11	22.0
	Yes	24	48.0
	Total	50	100.0

In the above table shows that 48% of respondents agree that students are disappointed about their future after Covid. The 30% of respondents states that students are not disappointed about their future rather than 48% of respondents. 22% of respondents belongs to somewhat. According to this table the majority of the students are more disappointed about their future after Covid-19 pandemic.

4.2.4 Physical stress while studying

	Frequency	Percent
Valid No	11	22.0
Somewhat	8	16.0
Yes	31	62.0
Total	50	100.0

This table 4.2.4 represents 62% of respondents are under the option of yes. 22% of respondents are says no. In this table presented majority of the respondents have physical stress while studying. Other 16% of them are somewhat. The majority of the students have physical stress while studying.

4.2.5 Concentration and causes mental stress in students

	Frequency	Percent
Valid Agree	29	58.0
Disagree	2	4.0
Neither agree or disagree	8	16.0
Strongly agree	11	22.0
Total	50	100.0

In this table states that concentrating too much on studies at a given time causes mental stress in students. 58% of the respondents are agree with this statement. 22% of respondents are strongly agree. 16% of them are neither agree. The 4% of respondents are disagree with this statement. Concentrating too much on studies at a given time causes mental stress in students.

4.2.6. Academic performance and career

	Frequency	Percent
Valid Agree	22	44.0
Disagree	8	16.0
Neither agree or disagree	8	16.0
Strongly agree	12	24.0
Total	50	100.0

In the above table states that after Covid-19 students are more worried about their academic performance and career. The 44% of respondents are agree with this and 24% of the respondents are strongly agree. 16% of them are disagree and other 16% of respondents are

neither agree. According to this table after corona students are more worried about their academic performance and career.

4.2.7 Covid and student's mental health

	Frequency	Percent
Valid Agree	28	56.0
Disagree	3	6.0
Neither agree or disagree	5	10.0
Strongly agree	14	28.0
Total	50	100.0

The table represents 56% of respondents are agree with Covid is affecting student's mental health. 28% of respondents are strongly agree, 10% of them are neither agree. Other 6% of respondents are disagree. According this table Covid-19 is affecting student's mental health

4.2.8 Learning and overall progress of students

	Frequency	Percent
Valid Agree	32	64.0
Disagree	3	6.0
Neither agree or disagree	7	14.0
Strongly agree	7	14.0
Strongly disagree	1	2.0
Total	50	100.0

According to this table the 64% of respondents are agree with after Covid, learning and over all progress of students slowed down considerably. The 14% of the respondents are strongly

agree and neither agree. 6% of them are disagree. Other 2% of the respondents are strongly disagree with this statement. It presented after Covid, learning and overall progress of students including social and cultural skills, fitness etc. slowed down considerably.

4.3 STUDENT- TEACHER RELATIONSHIP SCALE(STRS)

Examines the interactions between teachers and one particular student in the classroom (Planta 2001). The 15 question, 5-point scale generates scores on closeness and conflict, has high psychometric qualities across studies and samples (Planta, 1992), including internal consistency from 86 to 89 in the MTP sample, and predicts children's classroom behaviour, school retention, and academic outcomes.

Response scale

Please consider how much each of the following assertions pertains to your interaction with this student at the moment.

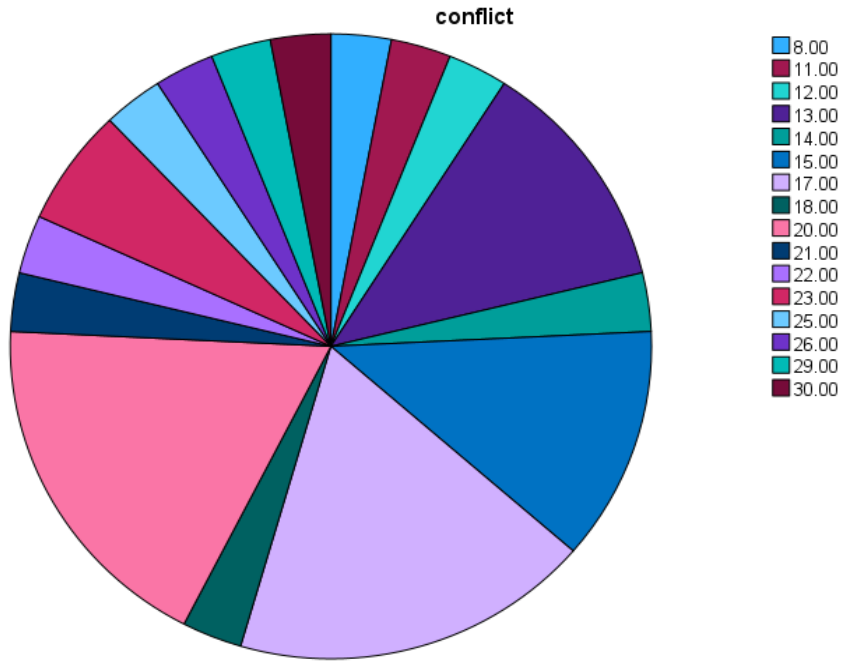
1= Definitely does not apply

2= Not really

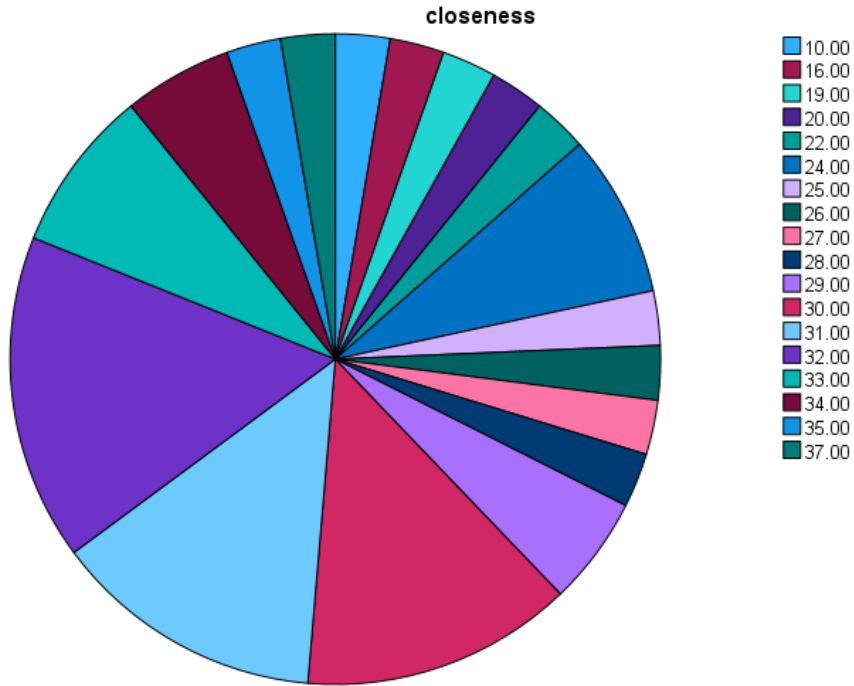
3= Neutral, not sure

4= Definitely applies

4.3.1 Conflict



4.3.2 Closeness



CHAPTER V

FINDINGS

SUGGESTIONS

AND

CONCLUSION

Chapter v

Findings, suggestions and conclusion

5.1 Introduction

According to the responses to the question, “IMPACT OF COVID-19 AMONG STUDENTS”, various effects of Covid-19 on students have been observed, according to the study on teacher’s perspectives in Ernakulam. Each of the study’s goals can be used to differentiate the findings. The focus on the session is on the research findings that were discovered from the responses of all 50 respondents in Ernakulam district of Kerala state.

5.2 Major Findings

- Majority respondents were females who teach in primary and secondary school compare to male respondents.
- respondents 48% agree the statement that Covid-19 affect the all education system.
- Majority of the respondents agree that concentration capacity has decrease in child after Covid-19.
- Majority of the students are more disappointed about their future after Covid-19 pandemic. 48% of respondents agree that students are disappointed about their future after Covid.
- The majority of the students have facing physical stress while studying.
- The large number of respondents (58%) agree that concentrating too much on studies at a given time causes mental stress in students.
- The most of the respondents (44%) agree that after corona students are more worried about their academic performance and career.

- 56% of respondents are agree with Covid is affecting student's mental health. But just 28% of respondents are strongly agree to this statements.

5.3 Suggestions

- Covid-19 affect the all education system. It affect the student's quality of learning. It bring lot of impact in an individual such as decline learning, lack of communication with teachers, negatively affect their academic performance also. The public education system consists of all the necessary components for educating children. Students and learners at the local, state, and national levels are taken into account by this system. So through improve skill based learning, teacher training and develop infrastructure helps will improve education system.
- The majority of the students have facing physical stress while studying. There is a lot of school stress among pupils everywhere. The well-being of students worldwide may be impacted by this stress, which can also have an impact on exam performance and class participation. In order to avoid assigning too much homework on the same nights or scheduling tests on the same day, teachers might collaborate to prevent it. No of their age, children can benefit from getting up and moving around the classroom, taking stretching breaks, etc. According to studies, music promotes calmness and concentration.
- The concentration capacity has decrease in child after Covid-19. Teachers work together as a team to improve concentration capacity of the students through

interventions such as physical activities, adjust time frames, remove visual distractions, play memory games etc.

- Covid is affecting student's mental health. The mental health and well-being of many children and adolescents were damaged by COVID-19 and school closings. It is crucial for teachers to pay attention to their pupils' worries and to show empathy and understanding. Give your kids the chance to speak with you one-on-one to rekindle their relationship and address any issues that may have come up while their school was closed. And use the child safeguarding or protection processes in place if a kid discloses anything that is very alarming.
- The students are more disappointed about their future after Covid-19 pandemic. Teachers play a critical role in shaping students' professional and personal growth trajectories. Schools must prepare students for success and a happy, fulfilling life by developing the necessary skills and by offering guidance and direction. Schools are merely the beginning of a student's journey.
- Developing effective classroom communication is a great way to get to know your students better and establish a genuine personal connection. Good communication skills are essential for students' academic performance as well as their career and personal success. Teachers should provide students more spoken instructions in the classroom. Students who are taught by a teacher with weak communication skills may not learn and may not advance academically.

5.4 Social work implications

Millions of people around the world have seen significant life changes as a result of the present COVID-19 issue. Specialized professionals must be involved when a scenario that poses a risk to a community or a sizable population arises, whether it be a social or health emergency or a disaster. Due to the complexity and aspects of reality that exist in society, social work specialists can carry out a variety of tasks. Their actions are concentrated on addressing social issues and bringing about social change, which is a vast field of intervention, prevention, and support. The coronavirus epidemic has made addressing the social needs of the populace more urgent than ever, and social workers are crucial in this emergency scenario in all sectors, including education.

For many students who are vulnerable, being confined might mean losing their peer group, their social network, and their access to the services and safety that the school provides. In order to secure the student's welfare, the social worker must conduct an individual follow-up of the issue. Work that is efficient will be required, including but not restricted to the following elements:

providing ongoing support to students who are experiencing difficulties entering, remaining in, or moving forward in the educational system due to social, economic, cultural, or racial factors; taking part in the psycho-pedagogical assessment of students with specific support needs and special educational needs; and working with agents, institutions, and socio-educational, judicial, and health care professionals to address the social needs of students in educational settings.

putting developing and carrying out programmes and actions with the teaching teams to identify abuse or vulnerable situations and be able to remove obstacles to students being included in society and education.

maintaining communication with families to inform them about social interventions and support measures adopted, providing guidance on aspects of the family environment that can improve student learning, working with agents, and organising and implementing actions and programmes for the detection of situations of abuse or vulnerability and being able to remove the barriers to the social and educational inclusion of the students.

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APPENDIX

Topic: Teacher's perspective on the impact of Covid- 19 among students in Ernakulam district

Socio demographic questions

1. Email*

2. Age*

3. Gender*

a. Male

b. Female

c. Other:

4. Religion*

a. Christian

b. Hindu

c. Muslim

d. Other:

5. Qualification*

6. Teaching experience year*

7. Marital status*

a. Married

b. Single

c. Divorced

8. Covid-19 pandemic has affected all level of education system. Do you agree with

this argument?*

a. Strongly agree

b. Agree

c. Neither agree nor disagree

d. Disagree

e. Strongly disagree

9. Concentration capacity has decreased in child after corona?*

a. Strongly agree

b. Agree

c. Neither agree nor disagree

d. Disagree

e. Strongly Disagree

10. Do you feel that children are disappointed about the future after corona?*

a. Yes

b. No

c. Somewhat

11. Do they show any physical stress while studying?*

a. Yes

b. No

c. Somewhat

12. Concentrating too much on studies at a given time causes mental stress in students*

a. Strongly agree

b. Agree

c. Neither agree nor disagree

d. Disagree

e. Strongly disagree

13. After corona, students are more worried about their academic performance and career*

a. Strongly agree

b. Agree

c. Neither agree nor disagree

d. Disagree

e. Strongly Disagree

14. Corona is affecting student's mental health*

a. Strongly agree

b. Agree

c. Neither agree nor disagree

d. Disagree

e. Strongly Disagree

15. After corona, learning and overall progress of students including social and cultural skills, fitness etc. slowed down considerably*

a. Strongly agree

b. Agree

c. Neither agree nor disagree

d. Disagree

e. Strongly Disagree

Student teacher relationship.

Student, teacher relationship scale (STRS)

16. I share an affectionate, warm relationship with this child*

- a. Definitely does not apply
- b. Not really
- c. Neutral, not sure
- d. Applies somewhat
- e. Definitely applies

17. This child and I always seem to be struggling with each other*

- a. Definitely does not apply
- b. Not really
- c. Neutral, not sure
- d. Applies somewhat
- e. Definitely applies

18. If upset, this child will seek comfort from me*

- a. Definitely does not apply
- b. Not really
- c. Neutral, not sure
- d. Applies somewhat
- e. Definitely applies

19. This child is uncomfortable with physical affection or touch from me*

a. Definitely does not apply

b. Not really

c. Neutral, not sure

d. Applies somewhat

e. Definitely applies

20. This child values his/her relationship with me*

a. Definitely does not apply

b. Not really

c. Neutral, not sure

d. Applies somewhat

e. Definitely applies

21. When I praise this child, he/she beams with pride*

a. Definitely does not apply

b. Not really

c. Neutral, not sure

d. Applies somewhat

e. Definitely applies

22. This child spontaneously shares information about himself/herself*

a. Definitely does not apply

b. Not really

c. Neutral, not sure

d. Applies somewhat

e. Definitely applies

23. This child easily becomes angry at me*

- a. Definitely does not apply
- b. Not really
- c. Neutral, not sure
- d. Applies somewhat
- e. Definitely applies

24. It is easy to be in tune with what this student is feeling*

- a. Definitely does not apply
- b. Not really
- c. Neutral, not sure
- d. Applies somewhat
- e. Definitely applies

25. This child remains angry or is resistant after being disciplined*

- a. Definitely does not apply
- b. Not really
- c. Neutral, not s
- d. Applies somewhat
- e. Definitely applies

26. Dealing with this child drains my energy*

- a. Definitely does not apply
- b. Not really
- c. Neutral, not sure
- d. Applies somewhat
- e. Definitely applies

27. When this child arrives in bad mood, I know we are in for a long and difficult day*

- a. Definitely does not apply
- b. Not really
- c. Neutral, not sure
- d. Applies
- e. Definitely applies

28. This child feelings toward me can be unpredictable or can change suddenly*

- a. Definitely does not apply
- b. Not really
- c. Neutral, not sure
- d. Applies somewhat
- e. Definitely applies

29. This child is sneaky or manipulative with me*

- a. Definitely does not apply
- b. Not really
- c. Neutral, not sure
- d. Applies somewhat
- e. Definitely applies

30. This child openly shares his/ her feelings and experience with me*

- a. Definitely does not apply
- b. Not really
- c. Neutral, not sure
- d. Applies

e. Definitely applies