

**PSYCHO-SOCIAL AND ACADEMIC CHANGES  
OBSERVED IN SCHOOL- GOING TEENAGERS AFTER  
COVID 19 PANDEMIC**

**A Dissertation submitted to the University of Kerala in partial  
fulfilment of requirements for the Masters of Social Work  
Examination**

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## **CERTIFICATION OF APPROVAL**

This is to certify that this dissertation entitled “Psycho-Social And Academic Changes Observed In School- Going Teenagers After Covid 19 Pandemic” is a record of genuine work done by Ms. Anjali A. S., fourth semester Master of Social Work student of this college under my supervision and guidance and that it is hereby approved for submission.

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## **DECLARATION**

I, Anjali A.S., do hereby declare that the Dissertation titled “Psycho-Social And Academic Changes Observed In School- Going Teenagers After Covid 19 Pandemic” is based on the original work carried out by me and submitted to the University of Kerala during the year 2021-2023 towards partial fulfilment of the requirements for the Master of Social Work Degree Examination. It has not been submitted for the award of any degree, diploma, fellowship, or another similar title of recognition before.

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## **TABLE OF CONTENTS**

<b>CERTIFICATION OF APPROVAL .....</b>	<b>ii</b>
<b>DECLARATION .....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iv</b>
<b>TABLE OF CONTENT .....</b>	<b>v</b>
<b>LIST OF TABLES.....</b>	<b>vii</b>
<b>LIST OF FIGUREURES .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>x</b>
<b>CHAPTER 1: INTRODUCTION.....</b>	<b>1</b>
<b>1.1 Introduction .....</b>	<b>2</b>
<b>1.2 Statement of the Problem .....</b>	<b>2</b>
<b>1.3 Background of the Study .....</b>	<b>3</b>
<b>1.4 Relevance and Significance .....</b>	<b>9</b>
<b>1.5 Chapterisation .....</b>	<b>10</b>
<b>CHAPTER 2: LITERATURE REVIEW.....</b>	<b>11</b>
<b>2.1 Introduction .....</b>	<b>12</b>
<b>2.2 Review of Literature .....</b>	<b>12</b>
<b>2.3 Research Gap Analysis.....</b>	<b>21</b>
<b>CHAPTER 3: METHODOLOGY.....</b>	<b>22</b>
<b>3.1 Title of the Study .....</b>	<b>23</b>
<b>3.2 Objectives (General &amp; Specific).....</b>	<b>23</b>
<b>3.3 Hypothesis .....</b>	<b>23</b>
<b>3.4 Definition of Concepts.....</b>	<b>24</b>
<b>3.5 Pilot Study.....</b>	<b>25</b>
<b>3.6 Research Design.....</b>	<b>25</b>
<b>3.7 Universe and Unit of Study .....</b>	<b>26</b>
<b>3.8 Sampling Design .....</b>	<b>26</b>
<b>3.9 Data Collection .....</b>	<b>26</b>
<b>3.10 Pre-test.....</b>	<b>27</b>
<b>3.11 Data Analysis .....</b>	<b>27</b>
<b>3.12 Ethical Consideration .....</b>	<b>27</b>
<b>3.13 Assumptions, Limitations and Scope.....</b>	<b>27</b>
<b>CHAPTER 4: DATA ANALYSIS AND INTERPRETATION .....</b>	<b>29</b>
<b>4.1 Introduction .....</b>	<b>30</b>
<b>4.2 Socio-demographic Details of The Respondents.....</b>	<b>30</b>

4.3	Objective-wise Analysis and discussion.....	33
4.4	Testing Of Hypothesis .....	58
<b>CHAPTER 5: FINDINGS, SUGGESTIONS AND CONCLUSIONS.....</b>		<b>62</b>
5.1	Introduction .....	63
5.2	Findings and Discussion.....	63
5.3	Suggestions .....	66
5.4	Implications of social work.....	68
5.5	Conclusions .....	69
<b>REFERENCES.....</b>		<b>71</b>
<b>ANNEXURES.....</b>		<b>73</b>

## LIST OF TABLES

	Page number
Table 4.1: H1-ANOVA test	58
Table 4.2: H2-ANOVA test	58
Table 4.3: H3-ANOVA test	59
Table 4.4: H4-ANOVA test	59
Table 4.5: H5-ANOVA test	60
Table 4.6: H6-ANOVA test	61

## LIST OF FIGUREURES

	Page number
Figure 1: Age of The Respondents	30
Figure 2: Gender of The Respondents	31
Figure 3: Type of School	31
Figure 4: Years of Experience	32
Figure 5: Increased Gadget Usage in Classroom.	33
Figure 6: Increased Substance Usage Cases in School.	34
Figure 7: Ambition Change	34
Figure 8: Planning for The Future	35
Figure 9: Motivation	36
Figure 10: Growth of New Hobbies	36
Figure 11: Hesitation to Remove, Mask If Needed	37
Figure 12: Shivering and Anxiousness While Removing The Mask In Public	38

Figure 13: Grief on The Unexpected Death Of Loved Ones	38
Figure 14: Exhibited Self-Centered Behaviours	39
Figure 15: Dependent Nature in Teenagers	40
Figure 16: Irritability in Teenagers	40
Figure 17: Loneliness in Teenagers	41
Figure 18: Isolation in Teenagers	41
Figure 19: Suicidal Episodes in Teenagers	42
Figure 20: Involvement in Negative Thoughts	42
Figure 21: Communication Challenges	43
Figure 22: Communication with Peers and Teachers	44
Figure 23: Participation of Teenagers in Daily Activities at School	44
Figure 24: Participation of Teenagers in Athletic, Sports and Games Events	45
Figure 25: Participation of Teenagers in Arts and Cultural Events	45
Figure 26: Physical Contact (Hug, Handshakes, Sitting Together) Between Teenager	46
Figure 27: Teenagers Concern About the Society	47
Figure 28: The Helping Mentality of Teenagers	47
Figure 29: Child Marriages- (Elopement - Minors-Minor or Minor-Major) Among Teenagers	48
Figure 30: Sexual Abuse Cases Reported	49
Figure 31: Negative Response Towards Teachers	49
Figure 32: The Level Of Connection And Relationship between Teacher And Students	50
Figure 33: Teamwork Skills of Teenagers In Class	50



Figure 34: Frequency of Teenagers Coming to School	51
Figure 35: Eagerness to Come to School	52
Figure 36: Attendance Level of Each Teenager Present In The Classroom	52
Figure 37: Maintaining Classroom Decorum	53
Figure 38: Punctuality Among Teenagers	53
Figure 39: Comparing School Teachers with Teachers Of Other Online Platforms	54
Figure 40: Teachers' Presence in The Classroom	55
Figure 41: Difficulty in Completing Homework	55
Figure 42: Difficulty in Reading	56
Figure 43: Listening Difficulty	57
Figure 44: Writing Difficulty	57

## ABSTRACT

The COVID-19 epidemic has created previously unheard-of difficulties in a number of spheres of human existence, having a significant negative effect on teenagers' mental health and conduct. The goal of this research project is to thoroughly evaluate the psycho-social and academic changes occurred because of the pandemic on teenagers who are enrolled in school in the Thiruvananthapuram area from the perspective of teachers. This study provides light on the complex transformations caused by the pandemic and its possible consequences through a thorough investigation of several elements of teenagers' life, including psychological changes, social behaviours, academic skills, volition, academic performance, and etiquette.

This study used a quantitative methods strategy to collect information from 60 High school and higher secondary school teachers from Government, Aided and Private schools (20,20,20) using questionnaires. The study in the perspective of teachers, indicates a notable rise in gadget usage (76%), coupled with concerns regarding substance abuse (53%). An evident shift in ambitions (65%) and a decrease in future planning (61%) among teenagers point towards transformative psychological effects. Communication challenges (71%) and forgotten communication skills (68%) are noteworthy post-pandemic observations, while decreased participation in activities (55%) and engagement (40%) highlight potential impacts on social and physical aspects. Reduced teacher-student connection (60%), and diminished teamwork skills (53%), suggesting altered classroom dynamics. Reduced punctuality (80%) and comparisons with online platforms (68%) might shape perceptions of learning environments. The results show a wide range of significant findings, such as changes to psychological well-being, deviation in social interactions and relationships, variations to academic performance and abilities, changes in volition and attitudes, and alterations in etiquette. The findings underscore the urgency of tailored interventions to support adolescents as they navigate these unprecedented times. By embracing these insights, social workers can actively promote the well-being and positive development of the younger generation in the face of adversity.

**Key Words:** *COVID-19 Pandemic, Psycho-Social Changes, Academic Changes, Volition, Etiquette, Gadget Usage, Substance Abuse, Teacher-Student Connection, Teamwork Skills, Social Behaviours*

# **CHAPTER 1: INTRODUCTION**

## **1.1 Introduction**

Following the extraordinary COVID-19 outbreak, the globe saw a sea change in many facets of daily life. The current Covid-19 epidemic has significantly affected people's psychological and social well-being. The effects on psychological health of the most exposed populations, such as children, college students, and healthcare professionals, have been emphasized by research. These populations are more prone to have post-traumatic stress disorder (PTSD), anxiety, depression, and other distressing symptoms. Social distance and security precautions have an impact on how individuals interact with one another and how they see others (Saladino et al., 2020). In this chapter, statement of the problem, background of the study, relevance and significance and chapterization of the whole study are included.

## **1.2 Statement of the Problem**

Every element of life has been affected by the enormous changes that the COVID-19 epidemic has sparked throughout the world. Teenagers who are in school have been particularly impacted, having to deal with changes to their psycho-social well-being and academic schedules. The fabric of adolescence suffered a profound change when classrooms changed to virtual settings and social contacts were restricted. By examining the psycho-social and academic changes in school-going teens following the COVID-19 epidemic, this study aims to fill this research vacuum. Ultimately, research aids in a more comprehensive understanding of the post-pandemic teenage landscape and provides information for the creation of focused interventions to enhance their well-being and academic achievement.

With teachers' essential viewpoint, they provide a lens through which we may understand the complex web of adolescent experiences following the epidemic. Their perceptions, shaped by routine encounters and astute observations, can shed light on the many ways in which school-going youth have adjusted to, overcome, or succeeded in the face of these unanticipated difficulties.

### **1.3 Background of the Study**

COVID-19 has turned the world upside down. Everything has been impacted. How we live and interact with each other, how we work and communicate, how we move around and travel (UNICEF, 2020). The COVID-19 pandemic has provided unprecedented challenges to humanity worldwide, disrupting all aspects of life in a variety of ways. The outbreak of the COVID-19 pandemic, which triggered a cascade of unprecedented events that swept across every part of society, has marked a turning point in modern history. The world health organization defines a pandemic as an epidemic occurring worldwide, or over a very wide area, crossing international boundaries and usually affecting a large number of people. On January 30, 2020, the World Health Organization designated the outbreak a pandemic, then on March 1, 2020, it was modified to a public health emergency of worldwide significance.

Education systems across the world, which are forced to adapt swiftly to new realities of remote learning, social fragmentation and widespread uncertainty, have been among the most affected. In this complex tapestry of changes, at a time in which profound change was taking place, school-going teenagers were emerging as particularly vulnerable demographic groups and had been navigating the uncharted territory of adolescence. Young people represent a crucial period for growth and discovery, marked by profound cognitive, emotional, and societal transformations. The key role in shaping the psychosocial development of adolescents, as well as their path to higher education, is played by learning environments and peer interactions. But the pandemic had suddenly and radically altered their way of life by breaking down physical relationships between teenagers and peers and teachers, disrupting a routine that was critical to their development.

Our social and economic lives have been challenged by the COVID-19 worldwide pandemic and the ensuing public health social measures, with growing worries about possibly rising levels of social isolation and loneliness (O'Sullivan et al., 2021). The alterations brought about by the epidemic were extensive. Teenagers' social and emotional development was hampered by social isolation and a lack of in-person connections. Teenagers' capacity for flexibility and resilience was put to the test as a result of the rapid move to online schooling. The interruption of routines and extracurricular activities had an impact on the students' feelings of self and purpose.

Additional sources of stress and anxiety were worries about one's health, the state of the economy, and the future. The COVID-19 epidemic has brought about several difficulties that have had a big influence on teenagers' psychological health. It was shown that COVID-19 had a considerable impact on the mental health and way of life of Italian teenage males. Using the survey questionnaire, data were gathered through a stated sampling (Buzzi et al., 2020). The pandemic caused a wave of uneasiness that included routine disruptions and health-related worries. As they deal with uncertainties regarding their health, the health of loved ones, and the future, teenagers may struggle with elevated levels of anxiety. Children and adolescents who are socially isolated during the COVID-19 epidemic are said to endure significant levels of stress and a variety of mental health issues. There hasn't been much work done lately to compile prior studies on gaming addiction in kids and teens during the COVID-19 epidemic (Han et al., 2022). Face-to-face social connections have decreased as a result of lockdowns, physical separation, and distant learning. Teenagers' mental and emotional health can be negatively impacted by this isolation, which can result in feelings of loneliness and alienation. Disruptions brought on by the pandemic may aid in the onset or worsening of mood disorders like depression. Sadness, despair, and a lack of interest in activities could become more overt.

Children and adolescents who have a mental disease, particularly female children and those with a depressive condition, are more likely to experience psychological discomfort related to the epidemic. Telepsychiatry and other suitable methods for mental health care are essential (Susanne et al., 2021). Stress levels may rise as a result of the change to online learning and the unpredictability of tests and results. Teenagers may have trouble juggling their academic obligations and adjusting to new learning styles. Teenagers may experience challenges with body image and low self-esteem as a result of routine changes, restricted physical activity, and changing eating patterns during lockdowns. Increased reliance on digital gadgets for social connection and distant learning can result in excessive screen time and even technology addiction, which can hurt mental health. Due to the epidemic, numerous teenagers have lost loved ones, had milestones (such as proms or graduations) interrupted, or have suffered changes in family relations, which have resulted in sadness and mourning. During lockdowns, teenagers may use drugs or alcohol as a coping method for stress, anxiety,

or boredom. Spending more time at home may result in arguments with parents or other family members, which might add to mental strain.

Teenagers' social interactions, interpersonal connections, and participation with the outside world have all changed as a result of the COVID-19 epidemic. Teenagers are more dependent on digital platforms for communication and engagement due to the move to distant learning and socialization. Social media, online courses, and virtual gatherings have all emerged as the main ways to communicate with friends and peers. Lockdowns and other physical barriers have made it harder for students to communicate with peers face-to-face. Teenagers' friendships may alter over time, which might affect the strength and calibre of their bonds. The epidemic has pushed the use of online networking services. Teenagers use social media challenges, online games, and virtual events to remain in touch with their peers. Sports, organizations, and arts programs were among the extracurricular activities that were affected during the epidemic. Opportunities for face-to-face contact and collaborative experiences have decreased as a result of this. Identity development is crucial during adolescence, and the restrictions on social connection may have an impact on how teens discover and express their identities. Lockdowns and remote learning have increased family time at home. Family relations may alter as a result, with possibilities including improved communication and bonding as well as potential tensions brought on by extended tight quarters. Teenagers' opportunities to give back and get involved in their communities through volunteer work, community service, and civic involvement have been impacted. Teenagers' experiences of making the journey to adulthood have changed as a result of the postponement or cancellation of significant occasions like proms, graduations, and celebrations. The epidemic has made it difficult for youngsters who are in romantic relationships to sustain and navigate relationships with restrictions on physical contact. Health disparities, inequities, and structural difficulties are only a few of the social and cultural concerns that the epidemic has raised people's awareness of. Teenagers could get more involved in conversations on these subjects. The globe is interrelated, as evidenced by the shared experience of a worldwide epidemic. Teenagers could acquire a stronger sense of global awareness and citizenship.

The COVID-19 epidemic has disrupted old educational structures and necessitated adjustments to new modalities of learning, resulting in a variety of academic changes and problems for teenagers. As schools closed, there was a quick transition to remote

and online learning. Teenagers had to adjust to using digital tools and attending classes online, which called for new study techniques. Not every teenager has access to technology, reliable internet connections, or supportive family circumstances for studying. Existing educational inequities were made worse by socioeconomic differences. The absence of an organized learning environment caused adjustments to study habits. The flexible nature of remote learning required teenagers to develop self-discipline and time management skills. While certain teenagers struggled with interest and motivation, others thrived in the online learning environment. Lack of face-to-face contact with instructors and classmates may have an impact on motivation levels. Project-based assessments or open-book examinations were frequently changed or substituted for the traditional techniques of assessment, such as tests and quizzes. Teenagers' prospects for experiential learning, skill development, and personal growth were impacted by the disruption of several extracurricular activities or their online relocation. It's possible that different kids' academic performance was impacted differently by the shift to remote learning. While some people would have benefited from the online format, others might have had trouble because of distractions or a lack of support. Teenagers may find it more difficult to ask questions, get answers to their queries, and get prompt feedback if they don't meet with professors in person. Losses in learning time and curriculum coverage might have occurred as a result of the pandemic's interruptions, which included school closings and adjustments to the academic calendar. Teenagers' cognitive ability, focus, and memory may have been impacted by the stress and uncertainty brought on by the epidemic, which might have had an impact on how well they performed in school. Hybrid approaches, which integrate in-person and online learning, have been embraced by certain institutions. Teenagers have to deal with the difficulties of switching between several learning contexts. Teenagers' choices for further education, job options, and goals may have been impacted by the uncertainties and interruptions caused by the epidemic. The epidemic has caused a great deal of uncertainty and upheaval, which affects teens' capacity to think forward and make plans for the future.

The updated analysis shows that many millions of children still have not had the chance to return to school. In the second year of COVID-19, children are being denied the opportunity of in-person or remote instruction in many countries. Schoolchildren around the world have lost an estimated 1.8 trillion hours<sup>3</sup> – and continuing– of in-



person learning since the onset of the COVID-19 pandemic and subsequent lockdowns. As a result, young learners have been cut off from their education and the other vital benefits schools provide. Every hour in school is precious, and every child should be given the opportunity to go back to school. As countries return from academic break, no effort should be spared to reopen schools, as schools are critical for children's learning, safety, health and well-being (UNICEF, 2021).

Setting and achieving long-term objectives has become difficult due to the constantly shifting conditions, which include school closings, limitations on extracurricular activities, and uncertainty about future employment and college admissions possibilities. For teenagers preparing for college entrance, the epidemic has presented particular difficulties. The college admission process has become more unclear as a result of the cancellation of standardized examinations, modifications to grading systems, and changes to application procedures. Teenagers' capacity to make educated judgments about their educational routes may be hampered by limited access to college fairs and information sessions, limited opportunity for on-campus visits, and other factors. The pandemic's economic effects have created uncertainty and difficulties in the employment market. The accessibility of internships, part-time employment, and other possibilities that advance their professional growth may worry teenagers. Teenagers may need to reevaluate their professional goals and adjust to new realities due to changing work market requirements and industry developments. For teenagers, the unpredictability and disruption of their future goals and aspirations can have negative emotional and psychological effects. Their general well-being may be impacted by the stress, worry, and disappointment brought on by modifications to long-held plans and uncertainty about the future. Teenagers could feel dejected, annoyed, or worried about their prospects. While the epidemic has caused difficulties, it has also given youngsters a chance to grow resilient and adaptable. The capacity to navigate uncertainty and setbacks helps develop flexibility, adaptability, and problem-solving abilities. Teenagers may become more inventive, resilient, and capable of finding other ways to accomplish their objectives. Teenagers are among those who have been driven to reassess their objectives and values by the epidemic. Some teenagers have considered their plans after the crisis has disrupted their plans for school, their personal lives, and their careers. This introspection could cause individuals to reevaluate what's important to them, which might cause a change in their goals and objectives for the future.

Teachers are extremely important in the lives of teenagers and have a significant influence on their growth and well-being. Teenagers' teachers are in charge of providing them with information, skills, and academic supervision. To assist students in achieving academic success, they develop interesting classes, foster a supportive learning atmosphere, and offer feedback. Teachers encourage intellectual curiosity, create a love of learning, and assist teenagers in accomplishing their educational objectives. For teenagers, teachers act as mentors and role models. They offer direction, inspiration, and assistance in overcoming obstacles and reaching crucial life decisions. Teachers may encourage their pupils to pursue their interests, have high objectives, and have faith in their abilities. Teachers serve as role models for students by being dedicated and professional in their conduct. Teachers are essential in promoting the social and emotional health of teens. They establish a secure and welcoming learning atmosphere where pupils experience a sense of worth, respect, and support. When students are experiencing personal hardships, stress, or emotional difficulties, teachers cultivate close connections with them and provide a listening ear, empathy, and assistance. Teenagers' sense of self-worth, confidence, and general mental health may all be profoundly impacted by their presence and support. Teenagers' values and character are shaped by their teachers. They impart crucial life qualities including empathy, perseverance, cooperation, and honesty. Teachers encourage moral conduct, critical thinking, and a feeling of social responsibility via their lessons. They encourage youngsters to build their moral character and to live morally upright lives. Teachers provide teenagers with important life skills in addition to academic teaching. They instruct students in efficient problem-solving, time management, cooperation, and communication techniques that are crucial for success in both personal and professional settings. Teachers also provide students with the chance to develop their leadership skills, which helps them gain self-assurance and reach their full potential. Teachers frequently act as teenagers' champions, making sure their needs are addressed and their concerns are heard. They work together with parents, administrators, and other professionals to provide a system of support that caters to the unique requirements of each student. Teachers support programs, adjustments, and interventions that help adolescents succeed academically, socially, and emotionally. Teachers may inspire a love of study and introduce youngsters to a variety of employment options. They offer advice on prospective career pathways and educational alternatives while assisting students in discovering their interests, abilities, and strengths. Teenagers' job

development can be facilitated by teachers by introducing them to relevant resources, mentoring programs, and internships.

#### **1.4 Relevance and Significance**

Within the changing contexts of schooling, adolescent development, and social well-being, this study on psycho-social and academic changes in Teenagers after covid 19 pandemic is of utmost importance. Teenagers' psycho-social and academic well-being have been severely impacted by the pandemic's special problems. This study offers a thorough and nuanced picture of how these issues have appeared and how teens have responded by concentrating on instructors' observations. Such insights delve into the qualitative facets of the adolescent experience, going beyond quantitative statistics. Teachers are important observers of the everyday activities and changes that teenagers who attend school go through. Their viewpoints provide a useful prism through which to understand the complex aspects of psycho-social and academic developments. By recognizing and amplifying the voices of educators, this study makes sure that their profound insights may be used to make wise decisions. The results of the study can be used to guide the creation of focused educational approaches that cater to the changing requirements of teenagers.

Educators and decision-makers may create interventions that promote resilience, engagement, and successful learning outcomes by having a thorough awareness of the unique obstacles teens have experienced and the adjustments they have undertaken. The teenage years are a crucial time for psycho-social development, and the pandemic's disturbances may have long-lasting consequences. This study can inform the development of support systems that foster teens' mental health, emotional well-being, and social relationships by identifying the psycho-social changes that instructors have noticed. The study aids in the creation of advocacy campaigns and evidence-based policies. Its findings may be used as a platform for promoting better programs, facilities, and laws that cater to the particular requirements of youth in a post-pandemic society.

While other studies have looked at a variety of effects of the epidemic on teenagers, this study provides a unique perspective by concentrating on instructors' perceptions. The study contributes to the academic conversation on the post-pandemic experiences

of school-age teenagers by filling a significant vacuum in the literature. The importance of this study goes beyond its local setting. Its conclusions can aid in the creation of frameworks and models that can be modified to accommodate crises or disruptions in the future, ensuring that educators and other stakeholders are better prepared to help youngsters during trying times. The study's relevance and importance essentially rest on its ability to promote a more knowledgeable, sympathetic, and accommodating approach to aiding teenagers as they cope with the difficulties of a post-pandemic environment. The study adds to a comprehensive understanding that takes into account both the academic and emotional components of students' well-being by amplifying instructors' voices and shedding light on the psycho-social and academic changes seen in school-going youth.

## **1.5 Chapterization**

The whole study is divided into five chapters and they are as follows,

- Chapter 1: Introduction- The chapter gives an overview about the statement of the problem, background and significance of the study.
- Chapter II Literature Review: The chapter summarizes the findings from different studies based on similar themes. It also includes theoretical framework which supports the study.
- Chapter III Methodology: The methodology followed in the present study is given in this chapter including the aim, objectives, universe and unit, details on data collection and analysis etc.
- Chapter IV Data Analysis: The results of analysed data are presented in this chapter as tables and Figures. Socio-demographic details, psychological changes, social changes and academic changes, testing hypothesis are included in this chapter.
- Chapter VI Findings, Suggestions and Conclusions: The chapter summarizes major findings of the study. It also put forwards suggestions and implications of social work for further research. Conclusion of the whole research is also given.

## **CHAPTER 2: LITERATURE REVIEW**

## **2.1 Introduction**

A literature review aids in establishing the context and history of the research problem that is studying. In order to assist the researcher, comprehend the significance and relevance of your work within the greater academic discourse, it presents an overview of the information, ideas, concepts, and research that are currently known about the subject. This chapter was produced to examine earlier research based on related issues in order to prove the necessity of the current investigation. To perform a review of the literature, thematic analysis is utilized, and the many subjects included in the study of the literature include

- Psychological changes
- Social changes
- Academic changes

## **2.2. Review of Literature**

### **Psychological Changes**

In 2021, Daniunaite et al, the studied by the health of teenagers may be greatly impacted by the spread of the COVID-19 coronavirus illness and the associated countermeasures. There aren't many long-term studies that can explain how teenagers could grow socially, emotionally, and behaviourally. From pre-pandemic to peri-pandemic assessments, we sought to first detect possible shifts in adolescent psychosocial functioning and, second, to pinpoint particular patterns of change. The 331 teenagers in the Lithuanian community sample who were 12–16 years old at T1 ( $M = 13.87$ ,  $SD = 1.59$ ) served as the basis for this longitudinal research. T2 data gathered during the COVID-19 epidemic (October 2020) were compared to T1 data collected before to the pandemic (March–June 2019). The Strengths and Difficulties Questionnaire (SDQ) was used to evaluate psychosocial functioning. To find patterns of change, multivariate latent change modelling and latent class change methods were applied. Even after correcting for resilience, a history of maltreatment, and socio-demographic circumstances, we discovered a modest but substantial rise in emotional symptoms, hyperactivity/inattention, and prosocial conduct from before to after the epidemic. In the latent change analysis, three change profiles were discovered: (1) the majority

(70.7%) experienced a significant increase in psychosocial problems; (2) a smaller subgroup (19.6%) only experienced an increase in peer problems; and (3) a small group (9.7%) exhibited no negative change and an increase in prosocial behaviour. The study discovered signs of good social growth in a small number of teenagers as well as a considerable detrimental impact of the COVID-19 pandemic on the majority of adolescents' mental health. These results underline how critical it is to recognize and assist teenagers during the epidemic in a more efficient manner. Understanding how the coronavirus affects people, especially in young people, is essential for society's readiness for pandemics in the future (Daniunaite et al., 2021).

In 2022, Martinsone has studied the effects of ongoing limitations associated to the COVID-19 pandemic, a hot subject. The goal of the study is to examine how teenagers' social emotional development, resilience, and behavioural issues have changed over time. Additionally, the study looks at how social emotional learning affects changes in teenagers' resilience and behavioural issues over the length of the pandemic's seven-month duration. The measurement points known as Time 1 (T1) and Time 2 (T2) occurred in October 2020 and May 2021, respectively, and were marked by high death rates and stringent regulations in Europe. 512 surveys were completed by teenagers (ages 11–13 and 14–16) and their parents for all three nations. The social emotional development of adolescents and their behavioural issues were assessed using the SSIS-SEL and SDQ student self-report and parent questionnaires. Adolescents were given the CD-RISC-10 scale to use in measuring their self-reported resilience. In order to examine the changes in adolescents' social emotional abilities, resiliency, and behavioural issues while controlling for age and gender, many multilevel models were fitted. Correlation analysis was used to examine the relationship between changes in the teenagers' social emotional abilities and shifts in their resilience and mental health adjustment. Adolescents report to have more behavioural issues, fewer social emotional abilities, and less prosocial conduct than their parents observe. This finding holds true across all nations and age groups. The mean scores for internalizing and externalizing issues increased, while the scores for social emotional abilities, prosocial conduct, and resilience decreased. Both informants concur that the COVID-19 had a negative effect. These changes, however, are not particularly noticeable, and the majority of them are not important. According to correlational research, changes in adolescents' social emotional competencies are inversely and strongly correlated with shifts in their

internalized and externalized difficulties and inversely and significantly correlated with shifts in their prosocial conduct and resilience. This suggests that adolescents with more social emotional learning growth also showed greater resilience, prosocial conduct, and a reduction in challenges. This study contributes to a better understanding of the effects of the pandemic on teenagers' mental health because of its longitudinal design, sizeable sample, and multi-informant approach (Martinsone, 2022).

According to O'Sullivan et al.(2021) , a study on cross-sectional online survey data with 20,398 respondents from 101 different nations, available in 10 languages from 2 June to 16 November 2020. Our social and economic lives have been challenged by the COVID-19 worldwide pandemic and the ensuing public health social measures, with growing worries about possibly rising levels of social isolation and loneliness. It seeks to advance our knowledge of the universal risk factors for social exclusion and loneliness, regardless of culture or location, in order to promote evidence-based public health treatments. We discovered that 21% of COVID-19 participants reported experiencing extreme loneliness, with 6% of those people remembering it in retrospect before the epidemic. With 13% reporting a noticeably higher level of isolation during COVID-19, a fifth of respondents met the criteria for isolation based on their typical relationships. Both before and after the epidemic, general and constant cross-cutting determinants of loneliness and social isolation included personal economics and mental health. Addressing the core causes of loneliness and social isolation and, in particular, addressing the needs of certain groups such as carers or people living alone, must be a public health priority given the possibility of future rounds of COVID-19 and associated limitations (O'Sullivan et al., 2021).

Han et al.,(2022) looked into the likelihood that children and adolescents would develop a gaming problem throughout COVID-19 as well as the numerous experiences that kids and teens would have that would have an impact. Children and adolescents who are socially isolated during the COVID-19 epidemic are said to endure significant levels of stress and a variety of mental health issues. There hasn't been much work done lately to compile prior studies on gaming addiction in kids and teens during the COVID-19 epidemic. On May 5, 2021, conducted searches in PubMed, Embase, PsycINFO, and Cochrane to find pertinent material. To determine the global prevalence of gaming addiction, we took the prevalence estimates from the research. Then, we gathered the responses to the queries and organized them into a number of topics. 2,609 articles are



found in the search results. 18 papers were chosen from among them after the exclusion of research that did not pertain to the subject, duplicated studies, and studies that did not fit the selection criteria. Most of the studies received moderate ratings from us; a handful received low and high ratings. The majority of research revealed that the COVID-19 epidemic increased game usage time and game addiction scores. Children and teenagers who are experiencing emotional distress may use games to interact with their peers. In terms of parenting, children who experience abusive parenting or who lack parental monitoring have higher levels of gaming addiction. A sensitive population with predisposing conditions including depression, anxiety, and attention-deficit/hyperactivity disorder was affected by COVID-19, which led to gaming disorder. Males and adolescents performed better on a scale measuring game addiction, however due to the varied measures used to measure game addiction, no quantitative relationships could be found (Han et al., 2022).

A study on the topic by Panigrahi et al (2021) “COVID-19 and suicides in India: A pilot study of reports in the media and scientific literature study” aims to analyze reports of COVID-19 related suicides (CRS) to identify associated factors with a broader goal to inform management and prevention strategies. Searched scientific literature, government websites and online newspaper reports in English and nine regional languages to identify relevant CRS reports. total of 151 CRS reports were retrieved. CRS was more frequently reported among males (80.8%), those whose COVID status was unknown (48.0%), and those in quarantine/isolation (49.0%). The above findings may assist identification of at-risk individuals for COVID-19 related suicidal behaviour (Panigrahi et al., 2021).

The study by Saksham (2020) the psychological effects of the epidemic on the nation's teenage population have given attention. The data gathering method was a blend of regular surveys and interviews. From July 4 to July 8, the surveys were sent via an anonymous link on a social media site. The psychological impact and felt social support were evaluated using the Impact of Events Scale-Revised (IES-R) and Multidimensional Scale of felt Social Support, respectively. Four out of five respondents on average experienced a strong psychological impact (IES score > 24). Significant correlations were found between higher psychological effect and females, as well as between perceived social support, sleep quality, and frequency of news viewing linked to the epidemic. Lower psychological effect was predicted by more

leisure time and physical exercise. The pandemic had a substantial psychological impact on almost 81% of the teens who participated in the study, which emphasizes the necessity for more longitudinal research on this age group. To address the challenges mentioned and to help people in need, urgent treatment and the proper policy formation are required (Saksham, 2020).

The study by Susanne et al (2021) sought to discover which psychiatric diseases are particularly linked to a greater distress level and to investigate whether healthy children and adolescents and youth with mental disorders exhibit a higher pandemic-associated psychological burden. The psychological anguish brought on by constraints related to coronavirus disease 2019 (COVID-19), particularly in children and adolescents; nevertheless, few research have focused on kids and teens who have mental illnesses. In this study, the Child Report of Post-Traumatic Symptoms (CROPS) and the Parents Report of Post-Traumatic Symptoms (PROPS) questionnaires were filled out by 144 children and adolescents between the ages of 6 and 18 who had a mental disorder and 48 children and adolescents in the same age range who did not have a mental disorder, as well as their caregivers. Furthermore, we posed specific questions regarding the pandemic-related stressors such money issues, excessive screen time, or loneliness. In comparison to their classmates who were mentally well, children and adolescents with mental illnesses had a much larger psychological load. Younger age was linked to a greater parent-reported psychological load, while female gender was a risk factor for a higher self-reported psychological burden. Compared to individuals with attention deficit and/or conduct disorders, patients with depressive disorders had considerably greater levels of psychological suffering related to the COVID-19 pandemic (Susanne et al., 2021).

According to Mueller et al (2021) Reopening schools in the midst of the COVID-19 outbreak is a difficult policy problem that calls for mitigating measures including mask use and social seclusion. It's unknown if kids will adopt these tactics. information gathered from observations of five live-streamed high school graduations from one U.S. public school district in July 2020 on the mask-wearing and social-distancing behaviours of 1,152 young people. For each graduation, several researchers collected ethnographic field notes and meticulously recorded public health practices. Additionally, we make use of information from the National Centre for Education Statistics, the local public health agency, the school system, newspapers, and

community observations. Then, along with a qualitative theme analysis, we did a descriptive quantitative analysis of the mask-wearing status by gender, ethnicity, and school. Although 9.6% of students didn't wear a mask and 18.7% had trouble with the fit, over 70% of students wore their masks correctly as they received their diplomas. Despite the fact that 80% of them were correctly wearing their masks before to the shot, almost all pupils removed them for graduation pictures when adults encouraged, them do so. We discovered considerable school differences in mask use, but no gender or racial variance. The political themes of student speeches and adult commitment to safety measures were in line with school variance. All of the schools' student speakers referenced the COVID-19 pandemic with philanthropic concern. During the event, social distancing was a problem for all schools except when students were sitting in chairs that encouraged social distancing (Mueller et al., 2021).

Goicochea et al ( 2022) goal was to evaluate how university students perceived their bodies and physical activity during the COVID-19 epidemic. Between 12 August 2020 and 2 November 2021, 74,270 documents were located on 13 search engines; of them, six studies (n = 1392, with 1097 women as participants) were found. On the perception of these factors during the epidemic, we discovered a number of findings. First, there was a tendency for physical activity to decline or experience unfavourable changes, either because people engaged in it less frequently, with a lower level of intensity, or because they spent more time engaging in sedentary activities. males experienced a decline in their levels of physical activity; hence women were more physically active than males. Second, there were also minor shifts in how students saw their bodies; some believed they had put on weight, while others saw an increase in their BMI. It is also said that among the group under study, individuals who were older or more physically active had a better assessment of their real physical state. Similar to this, we discovered that those who were confined reported having body image issues and even experiencing unfavourable changes in how others saw them. In conclusion, we discovered alterations in college students' perceptions of physical activity and self-image throughout the COVID-19 epidemic

In 2021 ,Calbi et al., conducted online research of the Italian population around the time of the first pandemic peak to better understand how protective gear and social isolation affect people's capacity to perceive others' emotions and, consequently, to engage with others in a productive manner. In this study, social connections have undergone a

significant transformation as a result of the COVID-19 epidemic. Participants were presented static facial expressions of anger, happiness, and neutrality that were either covered by a scarf or a hygiene mask. They were asked to judge the conveyed feelings as well as the degree to which each stimulus might prompt one to take physical and social distance-reducing actions. The findings show that participants properly identified the facial expressions of emotions with a polarizing influence on emotional valence ratings reported in females despite the lower face being covered. Male assessments for physical and social distance were significantly impacted by the "covered" condition, but female ratings were significantly influenced by the emotional content of the stimuli. The findings also highlight how the epidemic affected the individuals' feelings of dread and anxiety. When seen as a whole, our findings give fresh perspectives on how the COVID-19 epidemic has affected social interactions and have helped us better understand how individuals respond to various protective face coverings (Calbi et al., 2021).

### **Social Changes**

In 2020, Carlo et al., conducted a quantitative cross-sectional study on the topic of the "Psycho-Social Effects of COVID-19 on Italian Adolescents' Attitudes and Behaviours," which was carried out to identify the psycho-social effects brought on by the spread of COVID-19 and the measures implemented by national and local public authorities in the specific target population of adolescents, 37% of children (13–19) confirmed that there will be negative consequences for your schooling, and 69.6% agreed of "Change It was shown that COVID-19 had a considerable impact on the mental health and way of life of Italian teenage males. Using the survey questionnaire, data were gathered through a stated sampling (Carlo et al., 2020).

An exploratory study by Groep et al (2020) examined how the initial COVID-19 pandemic lockdown affected the mood, empathy, and prosocial conduct of Dutch teenagers (N = 53 with attrition, N = 36 without attrition). The period of adolescence is crucial for social development. Adolescents' life has undergone several changes as a result of the COVID-19 epidemic and related restrictions, including less possibilities for social connection. In longitudinal analyses comparing pre-pandemic measures to a three-week peri-pandemic daily diary study, it was found that (i) levels of empathy, opportunities for prosocial behaviour, and tension decreased, (ii) levels of social value

orientation, altruism, and dire pro sociality remained stable, and (iii) levels of perspective-taking and Vigor increased during the first few weeks of lockdown. Second, this study looked at how familiarity, need, and deservingness affected donating behaviour during the epidemic. To do this, we used brand-new fictitious Dictator Games with ecologically plausible COVID-19 pandemic-related aims. In comparison to an unfamiliar peer (39%) and a friend (a familiar other, roughly 51% of the total share), hospital doctors (deserving target, 78%), and those with COVID-19 or weak immune systems (targets in need, 69 and 63%, respectively), adolescents gave more to these groups of people. This shows that during the epidemic, teenage donating was more influenced by need and deservingness than by familiarity. Overall, this study shows that the initial weeks of lockdown have negative impacts on teenagers' possibilities for prosocial behaviour and opportunities for empathic concern, both of which are crucial indicators of good socioemotional development. As a result of the lockout, teenagers did, however, exhibit notable resilience and a motivation to help others, as seen by enhanced perspective-taking and mood, as well as strong sensitivity to need and deservedness in helping others (Groep et al., 2020).

Bahl et. Al (2021) examines the impact of COVID-19 on children's (5–9) and teenagers' (10–19) health and wellbeing is the subject of this brief, which compiles and examines the most recent data available in India. The authors found peer-reviewed papers, reports, and government publications that had been published between January 2020 and February 2021 that were pertinent to the study issue by employing the "snowball retrieval" approach. In addition to being particularly susceptible to the pandemic's effects, the brief concludes that these repercussions are many and urgently call for attention. The research draws attention to how females are disproportionately more vulnerable in terms of schooling, domestic abuse, child marriage, domestic work, and mental health (Bahl et. al., 2021).

### **Academic Changes**

Al-Maskari et. al., (2022) assesses the effects of resources, teacher assistance, and HEI support on students' academic and social issues during the epidemic. Higher education institutions (HEI) switched to online teaching and learning as a result of the COVID-19 epidemic. However, the change resulted in a number of academic and social issues for students, including a lack of academic assistance, a lack of resources to support

online instruction, a loss of socializing, stress, anxiety, and a lack of willingness to attend courses. In an online nationwide poll, 114 students from Sultanate of Oman HEIs took part. The research model that was created based on the literature review was validated using regression and factor analysis. The findings indicated that faculty and HEI support had a substantial impact on the academic and social issues of university students. Furthermore, it was shown that resource accessibility had an impact on students' academic worries but not their social ones. In order to allay student worries and encourage them to participate in online courses, this study suggests techniques for HEIs and faculty to increase professor-student engagement utilizing both synchronous and asynchronous modalities (Al-Maskari et. al., 2022).

Waters et. al.(2021) studied (n = 404, age range: 13 to 18) looked at stress-related growth (SRG) in a sample of students returning to campus after participating in COVID-19 remote learning. During COVID-19, the transition to remote learning has had an influence on billions of pupils. While studies have shown that school closures and the pandemic in general have caused kid misery, it is nevertheless important to consider if these interruptions could also spur growth. Structural equation modelling was used to compare the levels of SRG among students who returned to college after the COVID-19 epidemic and the extent to which well-being skills were taught in schools (also known as positive education) before the outbreak. We looked at students' use of their strengths, positive reappraisal, and emotional processing as mediators. The model offered a strong fit, explaining 56% of the variation in SRG [ $\chi^2 = 5.37$ ,  $df = 3$ ,  $p = 0.146$ ,  $RMSEA = 0.044$  (90% CI = 0.00-0.10),  $SRMR = 0.012$ ,  $CFI = 99$ ,  $TLI = 0.99$ ]. In terms of cognitive reappraisal, emotional processing, and student strengths utilization during remote learning, positive education explained 15% of the variation, 7% of it, and 16% of it, respectively. The findings are presented in the context of a positive educational paradigm, with implications for how wellbeing skills might be taught in schools to support growth despite adversity and provide support during times of need (Waters et. al., 2021).

The systematic review study by Panagouli et. al.(2021), goal is to determine whether the continuing COVID-19 epidemic had an influence on students' academic achievement when they used online learning and different teaching strategies. Conventional modes of education were rendered impossible by COVID-19 constraints, thus new digital tools, such online learning platforms, were introduced to carry on the

educational process. Although virtual courses offered top-notch educational content, it is still unknown how effectively they affected kids' and teens' academic performance in general. This systematic review's goal is to determine whether the continuing COVID-19 epidemic had an influence on students' academic achievement when they used online learning and different teaching strategies. The results indicate that either pupils experienced learning losses compared to the years before to the pandemic or, in certain circumstances, they profited from online learning, particularly in mathematics. It appeared that younger pupils and those with neurodevelopmental issues or special education requirements suffered more. While some parents and caregivers claimed that their kids' performance declined, others saw the advantages of online education. Teachers also noted that, in comparison to previous years, pupils had scholastic gaps and reading and math challenges. Because of this, it is impossible to adequately express the effects of the new educational methods that the limits have forced upon us. The majority of children should have access to technology devices in their schools, and instructors should get digital competency training (Panagouli et. al., 2021).

### **2.3. Research Gap Analysis**

1. Although there are papers that highlight the psychological, social, and academic effects of COVID 19 in adolescence, there are relatively few evidence-based studies on school-going teenagers that focus on their academics, grief, volition, involvement, behaviour changes, etc., especially in India.
2. Absence of Teacher Observations: A notable gap in the existing research is the lack of consideration given to the valuable perspective of teachers.

## **CHAPTER 3: METHODOLOGY**



### **3.1 Title of the Study**

Psycho-Social and Academic Changes Observed in School- Going Teenagers After Covid 19 Pandemic

### **3.2 Objectives (General & Specific)**

#### **General objectives**

- ❖ To examine the psycho-social and academic changes observed in school-going teenagers after the COVID-19 pandemic as observed by teachers in Thiruvananthapuram district.

#### **Specific Objectives**

**Objective 1:** To analyse psychological changes in school-going teenagers after covid-19 in Thiruvananthapuram district.

**Objective 2:** To assess the effect of the COVID-19 pandemic on the social behaviour of school-going teenagers in Thiruvananthapuram district.

**Objective 3:** To examine the influence of prolonged school closures and online learning on the overall academic performance of teenagers in Thiruvananthapuram district.

### **3.3 Hypothesis**

H1: There is no significant difference in attendance level among school going teenagers with respect to the type of school.

H2: There is no significant difference in change in scholastic skill among school going teenagers with respect to the type of school.

H3: There is no significant difference in psychological changes in school going teenagers with respect to the type of school.

H4: There is no significant difference in change in volition among school going teenagers with respect to the type of school.

H5: There is no significant difference in change in academic performance among school going teenagers with respect to the type of school.

H6: There is no significant difference in change in etiquette among school going

teenagers with respect to the type of school.

## **Variables**

### **Independent Variables**

- Type of School (Government, Aided, Private)

### **Dependent variables**

- Attendance
- Change in Scholastic Skill
- Psychological Changes.
- Change in Volition
- Change in Academic Performance
- Change in Etiquette

## **3.4 Definition of Concepts**

### ***Psychological Changes.***

**Conceptual Definition:** Psychology is the scientific study of behaviour and mental processes. It encompasses not just what people do but also their thoughts, emotions, perceptions, reasoning processes, memories, and even the biological activities that maintain bodily functioning (Feldman, 1996). Psychological change refers to any change in an individual's psychological processes, such as thoughts, emotions, or behaviours.

**Operational Definition:** In this study, the respondents experience of changes observed in addiction, thinking pattern, personality changes, body image issues, volition, grief and suicidal thoughts among school going teenagers as a response to the pandemic.

### ***Social Changes***

**Conceptual Definition:** Social change is a term used to describe variations in or modification of any aspect of social process, social patterns, social interaction or social organization (Jones, 2007)

**Operational Definition:** social change in this study refers to the observable and measurable alterations in the patterns of behaviours, interactions, norms, values, and relationships among school going teenagers after covid 19.

### *Volition*

**Conceptual Definition:** Volition refers to the capacity of humans, and other animals, to initiate actions based on internal decision and motivation, rather than external stimulation (Haggard, 2013).

**Operational Definition:** In this study volition include self-motivated academic engagement, planning for the future, goal-setting behaviour engaging in activities despite external challenges, such as the disruptions caused by the COVID-19 pandemic among school going teenagers.

### *Etiquette*

**Conceptual Definition:** Etiquette is Consideration for the rights and feelings of others is not merely a rule for behaviour in public but the very foundation upon which social life is built (Post, 2016).

**Operational Definition:** Etiquette encompasses courteous and respectful conduct, effective communication, and appropriate behaviour towards peers, teachers, and other members of the school community. Etiquette includes polite communication, respectful listening, consideration for others' perspectives, adherence to classroom rules and norms, and the demonstration of social awareness and sensitivity in various school-related interactions.

## **3.5 Pilot Study**

A pilot study was conducted on the study for ensuring the feasibility and make necessary arrangements for the research design. Pilot study was done among 5 high school and higher secondary teachers in Thiruvananthapuram.

## **3.6 Research Design**

The study follows the quantitative method. A survey design with a structured questionnaire has been used for the research.

### **3.7 Universe and Unit of Study**

**Universe:** High school and higher secondary school teachers in Thiruvananthapuram become the population of the present study.

**Unit:** The high school or higher secondary school teacher in Thiruvananthapuram district is the unit of study.

**Sample size:** 60 high school and higher secondary school teachers where, 20 samples from government schools, 20 from aided schools and 20 from private schools of the Thiruvananthapuram district of Kerala.

**Sampling method:** The study used the probability sampling method for research in which samples are collected through stratified sampling.

### **3.8 Sampling Design**

#### **Inclusion criteria:**

- Teachers of H.S. & H.S.S. in Thiruvananthapuram district
- Both male and female teachers are included.

#### **Exclusion Criteria:**

- Teachers Teaching Outside The Schools Of Thiruvananthapuram Districts
- Teachers Teaching Other Than In High School And Higher Secondary Are Excluded

### **3.9 Data Collection**

The data was collected from high school and higher secondary school teachers in Thiruvananthapuram district. The socio-demographic details and details about psycho-social and academic changes observed in teenagers were collected using a self-prepared questionnaire. The data was collected using Google Forms directly and indirectly.

### **3.10 Pre-test**

To evaluate the effectiveness of the tool, the researchers conducted a pre-test. In this study, pretest was conducted among 6 respondents. After conducting the pretest, the researcher made some changes to the tool.

### **3.11 Data Analysis**

The data was analysed using descriptive statistics to find out the frequencies. One-way ANOVA was used to measure the difference among the variables. The quantitative data analysis was carried out using the Statistical Package of Social Science (SPSS) 22 version.

### **3.12 Ethical Consideration**

1. The data is collected after obtaining informed consent from the participants.
2. The participants were informed about their right to withdraw from the study.
3. The confidentiality of the information and the participant details is to be maintained by the researcher.
4. The researcher has not resorted to any unlawful means/ plagiarism to present data.
5. The data collected will be used for only academic purposes.

### **3.13 Assumptions, Limitations and Scope**

#### ***Assumptions***

1. The researcher assumes that the respondents will provide honest and open responses to the survey questions.
2. The researcher assumes that the respondents can accurately recall and report on the changes they have observed in their students after the covid-19 pandemic.
3. Assumes that the questionnaire is culturally and contextually sensitive to the respondent's experiences

4. Researcher assumed that the respondents have the time and resources to complete the survey and that their answers demonstrate a sincere desire to contribute to the research.

### ***Limitations***

1. The respondents in the study may not be fully representative of a broader population.
2. Respondent's limitation to recall specific observations or events related to the questions over time could lead to potential inaccuracies.
3. Some respondents could have limited perspectives on certain questions because of their lack of experience.
4. The quality of teachers and students can influence the accuracy and depth of teachers' observation.
5. Researchers have to conduct the survey in a short period of time.
6. Respondent's busy schedules might limit the availability of participating in the survey.

### ***Scope***

1. The study gives a chance to explore the psycho-social changes and help with the exploration of how the pandemic has influenced teenagers' emotional well-being and social interaction.
2. The study focuses on the changes observed by teachers in the Thiruvananthapuram district which could shed light on shifts in student's attitudes, behaviours and relationships.
3. The study could explore the influence of prolonged school closures and online learning on academic performance in teenagers.
4. Qualitative or mixed-method studies can be undertaken on the same topic.

**CHAPTER 4: DATA ANALYSIS AND  
INTERPRETATION**

## 4.1 Introduction

In this chapter, data that have been collected from the respondents are gathered to analyse and interpret. The socio demographic details of the respondents, responses to each question are represented in Figures and tables.

## 4.2 Socio-demographic Details of The Respondents

The respondents' personal and professional backgrounds are described in their demographic profiles. The respondent's age, gender, experience in teaching and type of school were collected.

### Personal Profile of Respondents

**Figure 1: Age of the Respondents**

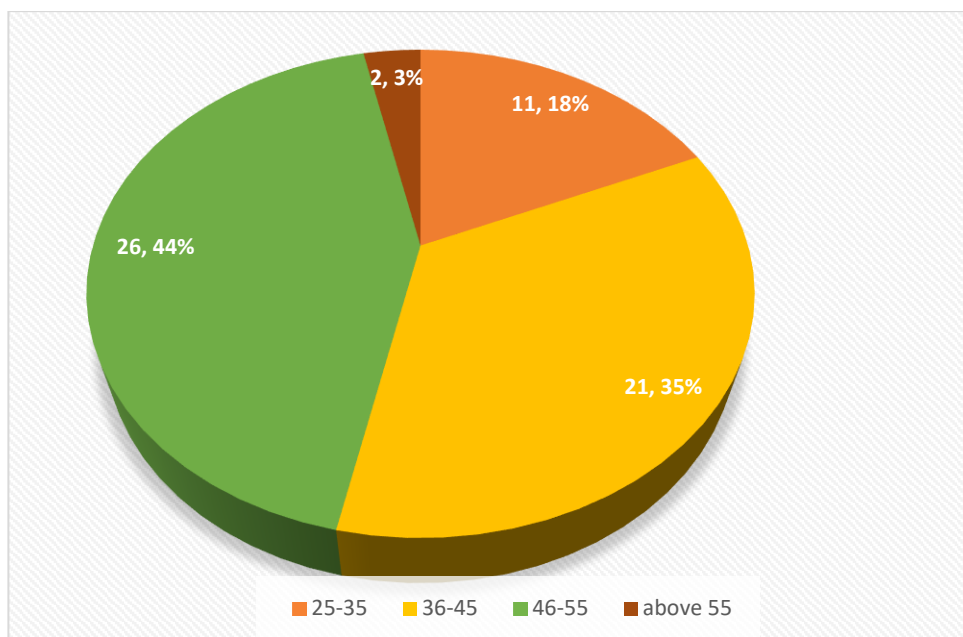


Figure:1 shows the age of the respondents. In this study, 44% of the respondents come under the age group 46-55 years. 35% of them come under the 36-45 years age group. 18% of the respondents belonged to the age group 25-35 years and 3% of them belonged to the age group above 55.



**Figure 2: Gender of the Respondents**

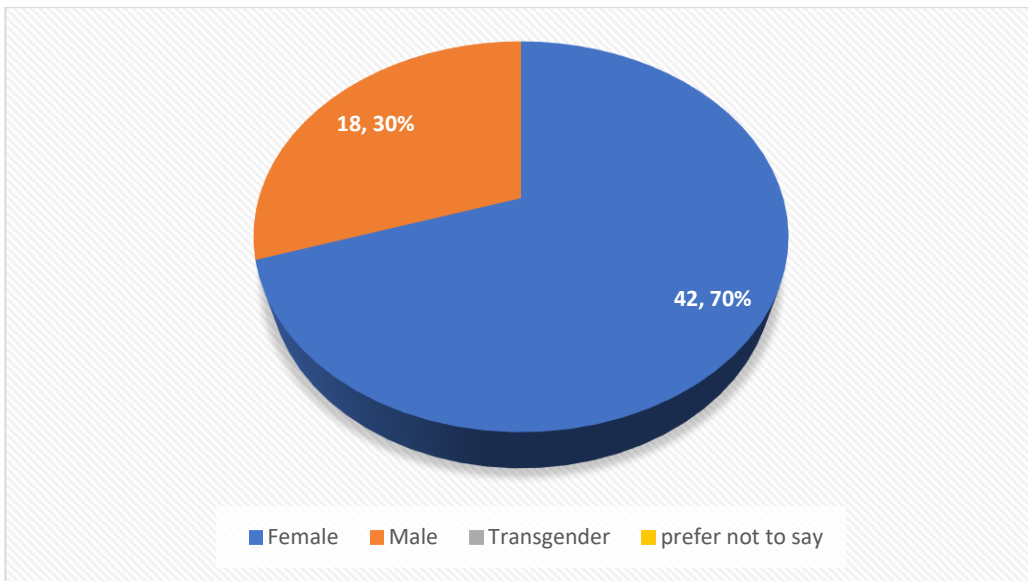


Figure 2 represents the gender of the respondents. 70% of the respondents were female and 30% of them were males. No responses were received from transgenders and the option prefers not to say.

***Professional Background of the Respondents.***

**Figure 3: Type of School**

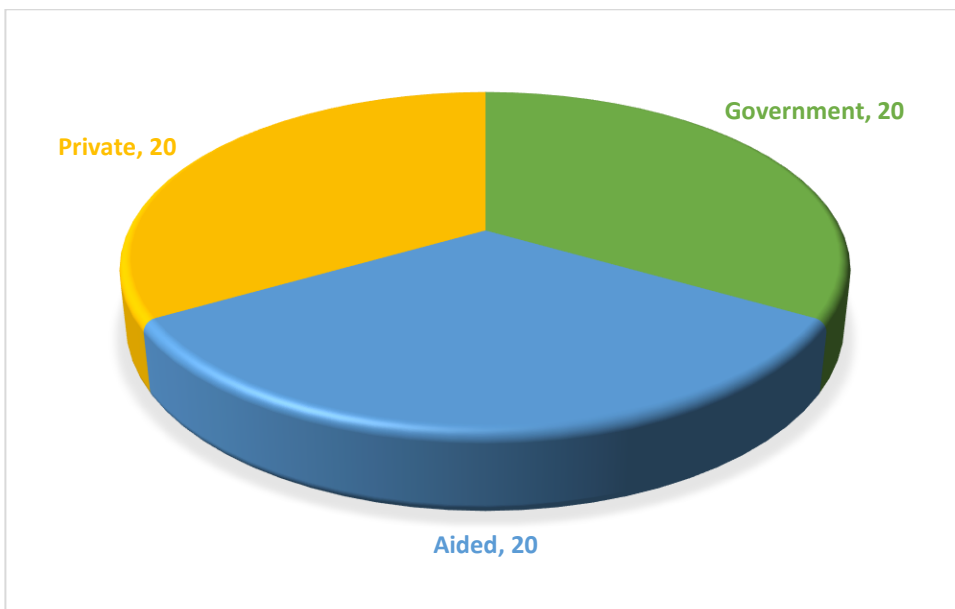


Figure 3 constitutes the type of school in which the respondents work in. An equal number (20) of responses from Government, Aided and Private schools were received.

**Figure 4: Years of Experience**

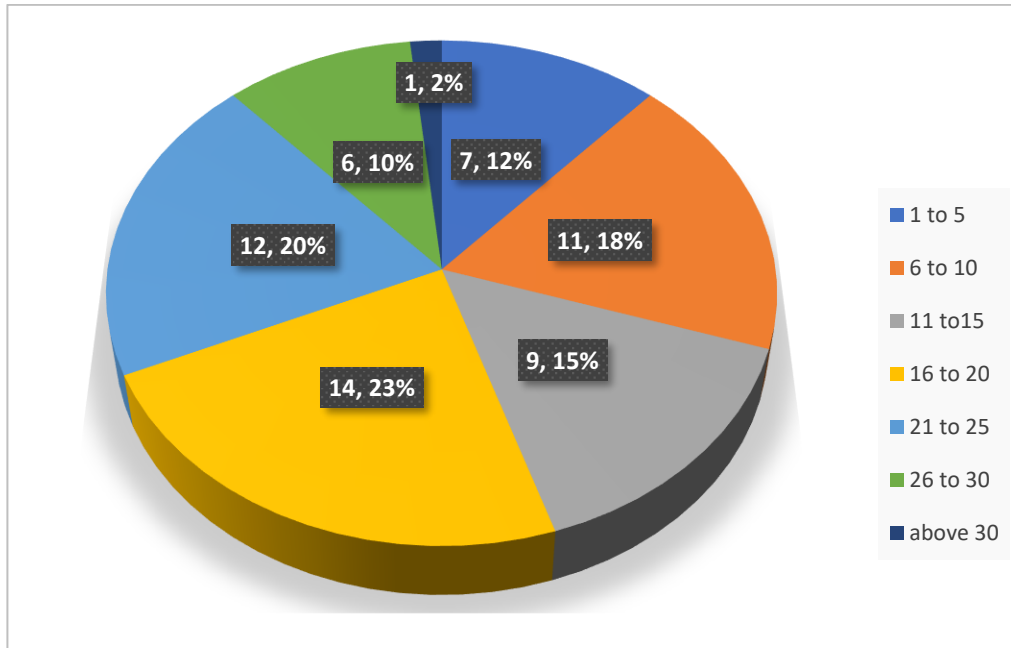


Figure 4: represents the year of experience of the respondents. 23% of the respondents have 16-20 years of experience. 20% have 21-25 years of experience. 18% of respondents have 6-10 years of experience. 15% of them have 11- 15 years of experience. 12% of the respondents have 1-5 years of experience. 10% of them have 26-30 years of experience and 2% have more than 30 years of experience.

### 4.3 Objective-wise Analysis and discussion

**Objective 1: To analyse psychological changes in school-going teenagers after covid-19 in Thiruvananthapuram district.**

*Addiction in school -going Teenagers*

**Figure 5: Increased Gadget Usage in Classroom.**

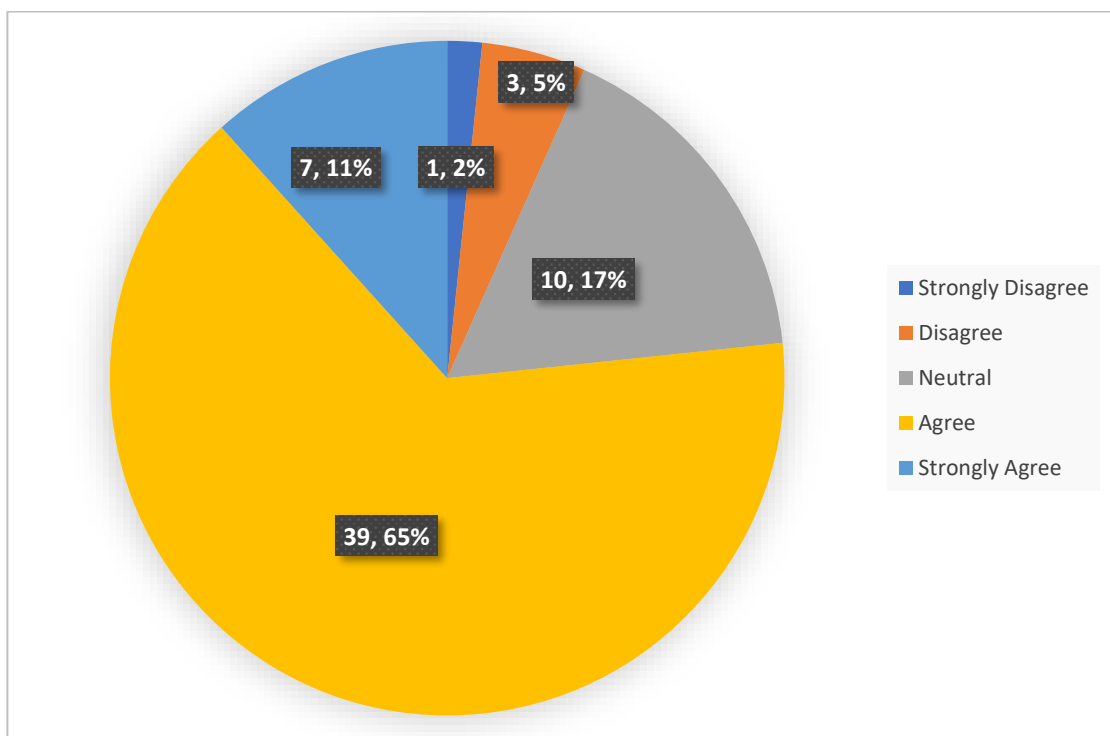


Figure 5 shows that 65% of the respondents agree that there is an increase in gadget usage in children in classrooms after covid 19. 11% of the respondents strongly agree, 17 % have neutral responses, 5% of them disagree and 2% of the respondents strongly disagree that there is an increase in gadget usage in the classrooms by the school-going teenagers.

**Figure 6: Increased Substance Usage Cases in School.**

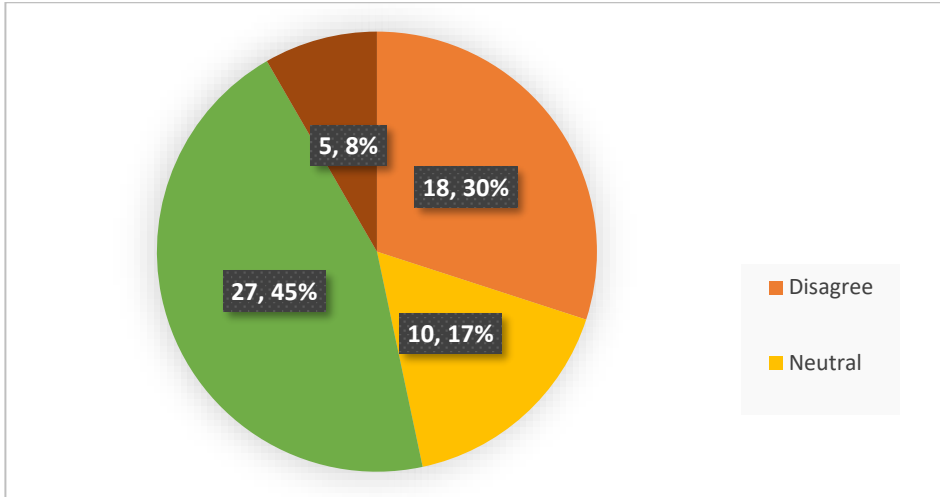


Figure 6 represents the observation of respondents on the increase in substance usage cases in the school. 45% of the respondents agree that there is an increase in substance usage cases in school. 8% of them strongly agree, 17% have a neutral response and 30% of the respondents disagree and there is no strongly disagree responses were recorded.

***Volitional changes observed in school-going Teenagers after the Covid-19 Pandemic***

**Figure 7: Ambition Change**

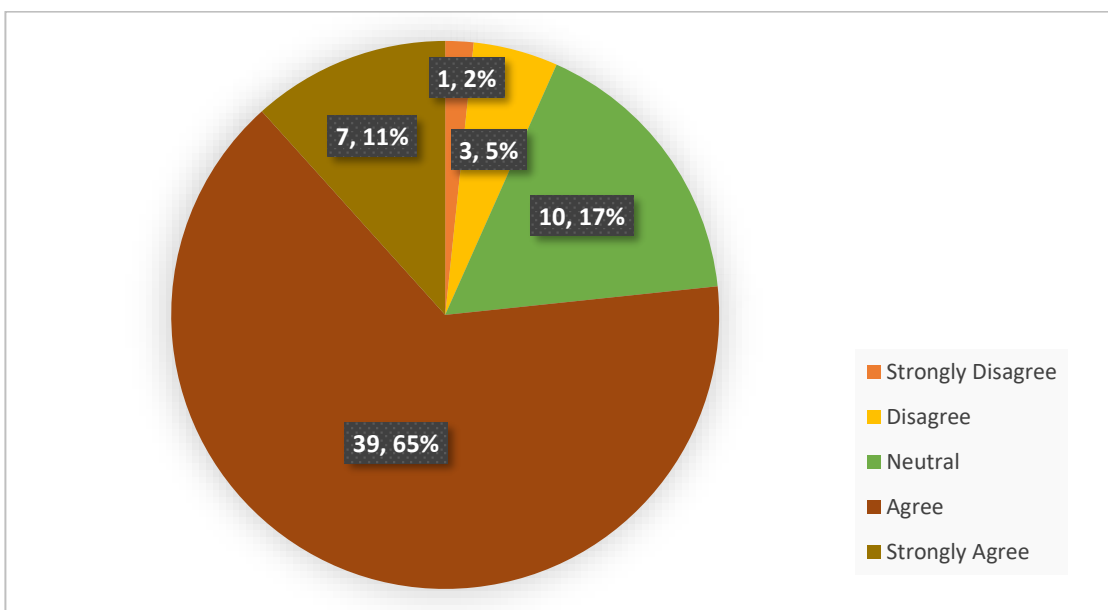


Figure 7 represents the responses of the respondent on the school-going teenager's change in Ambitions after covid 19 pandemic. 65% of the respondents agree that they have observed an ambition change in School going teenagers after covid 19 pandemic. 11% of them strongly agree, 17% of them have neutral responses, 5% disagree and 2% of the respondents strongly disagree that there is an ambition change happened in school going teenagers after covid 19 pandemic.

**Figure 8: Planning for The Future**

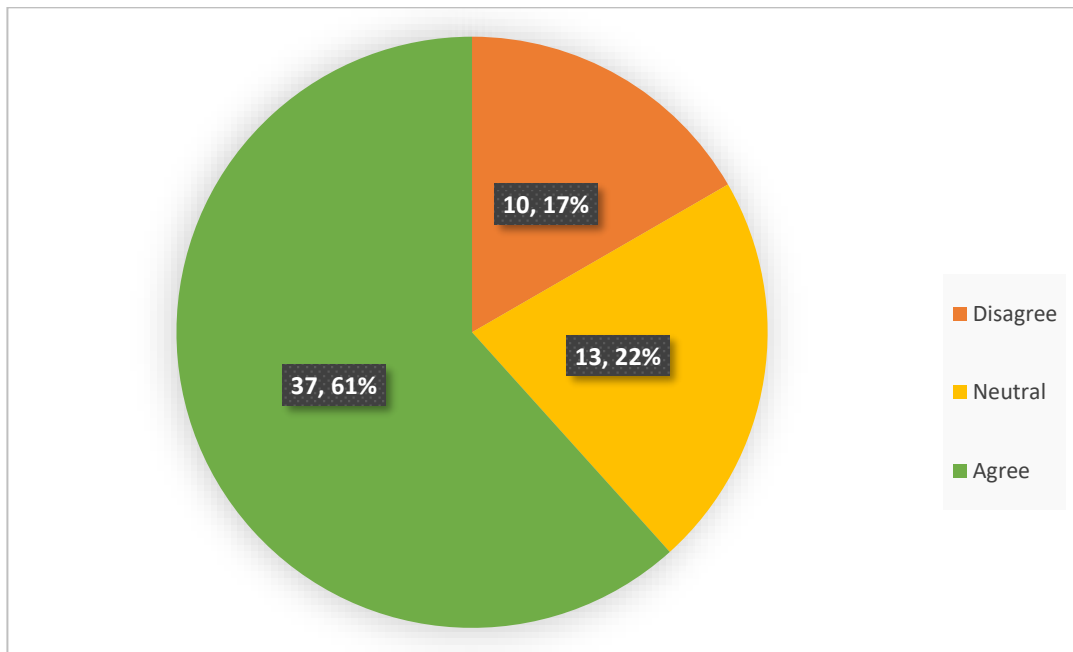


Figure 8 represents the response to the decrease in planning for the future among school-going teenagers after covid 19 pandemic. 61% of the respondents agree that there is a decrease in planning for the future among school-going teenagers after covid 19. 22% of respondents have a neutral response and 17% of them disagree with the statement. No responses were received for strongly agree and strongly disagree.

**Figure 9: Motivation**

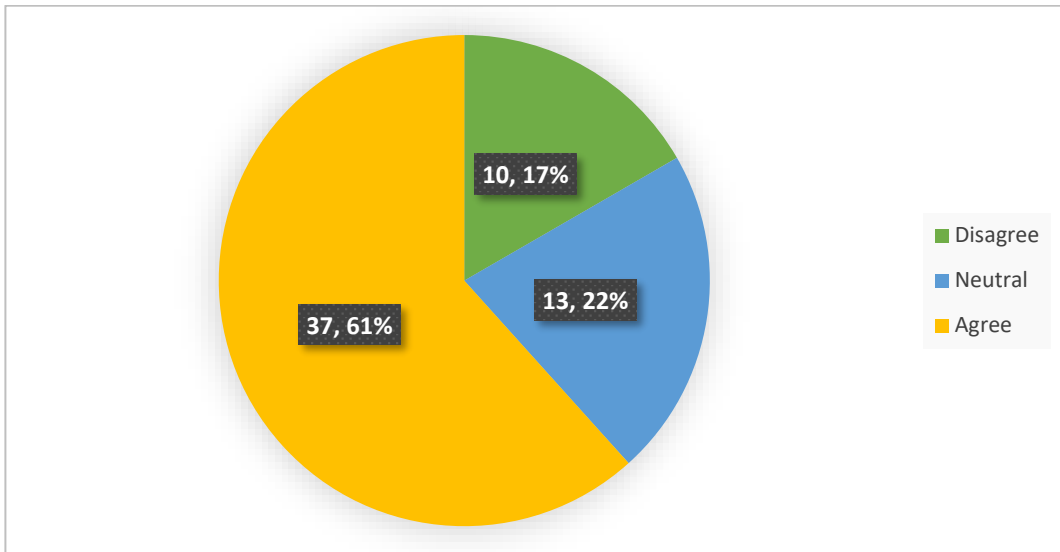


Figure 9 demonstrates the response to observations made by respondents on decreased motivation in school-going teenagers after the COVID-19 epidemic. 61% of the respondents agree that school-going teenagers are less motivated after the covid 19 pandemic. 22% of them have neutral responses and 17% of the respondents disagree with the statement. No responses were received for strongly agree and strongly disagree.

**Figure 10: Growth of New Hobbies**

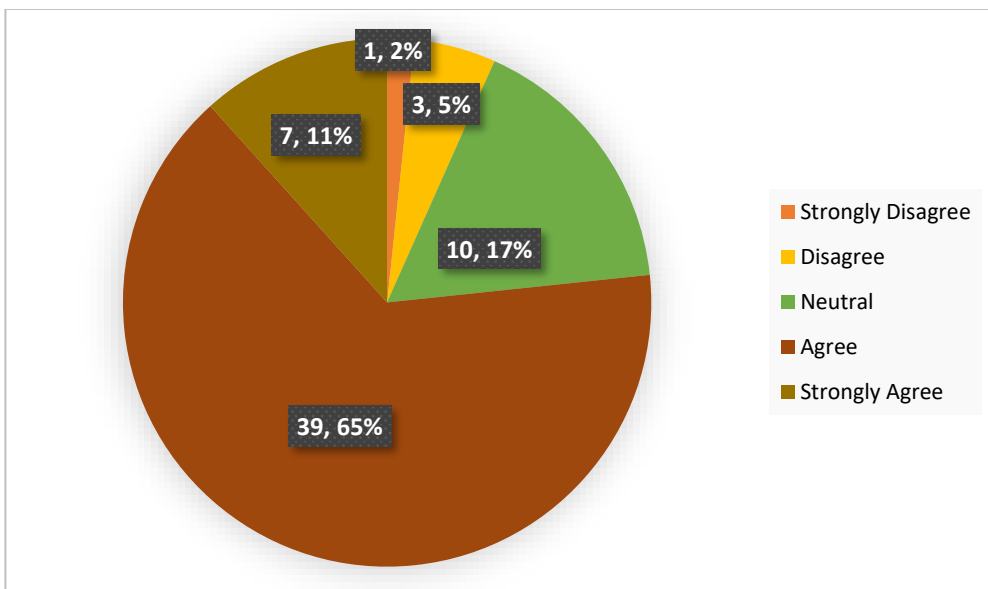


Figure 10 represents the response to observations made by respondents on the growth of new hobbies in school-going teenagers after the COVID-19 epidemic. 65% of the respondents agree that teenagers have developed new hobbies after covid 19 pandemic. 11% of the respondents strongly agree, 17% have neutral, 5 % disagree and 2 % strongly disagree with the statement that there is a growth of new hobbies in school-going teenagers after the COVID-19 epidemic.

***Body Image issues in Teenagers after the Covid-19 Pandemic***

**Figure 11: hesitation to remove, mask if needed**

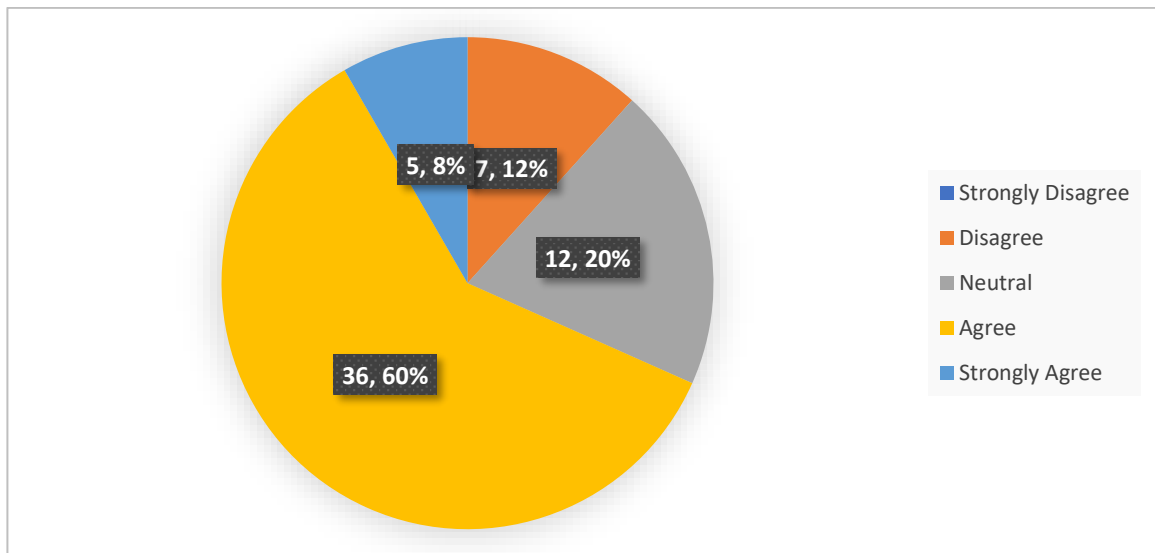


Figure 11 demonstrates the response to an observation made by respondents on the hesitation of teenagers to remove their masks when needed in public after covid 19 pandemic. 12% of them strongly agree and 51% of them agree that teenagers are hesitant to remove masks if needed in public.10% are neutral and 27%disagree on the statement. No response was received for strongly disagreeing.

**Figure 12: shivering and anxiousness while removing the mask in public**

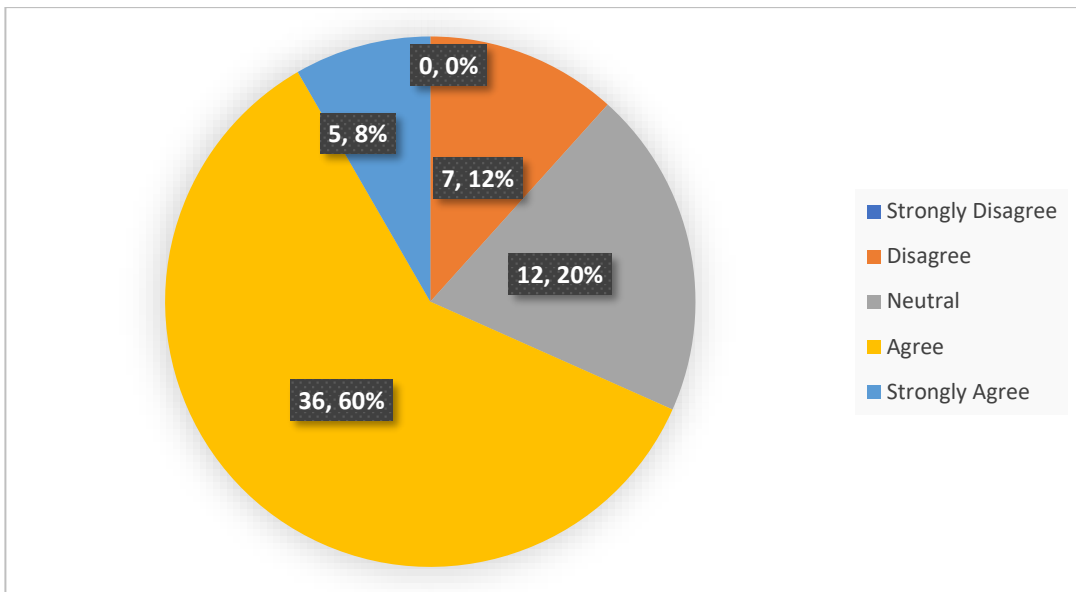


Figure 12 shows the response to the observation of respondents on the shivering and anxious behaviour of teenagers while removing masks when needed. 2% of the respondents strongly disagree and 35% of them disagree with the statement. 33% are neutral, 25% agree and 5% strongly agree on the statement.

### *Grief*

**Figure 13: grief on the unexpected death of loved ones.**

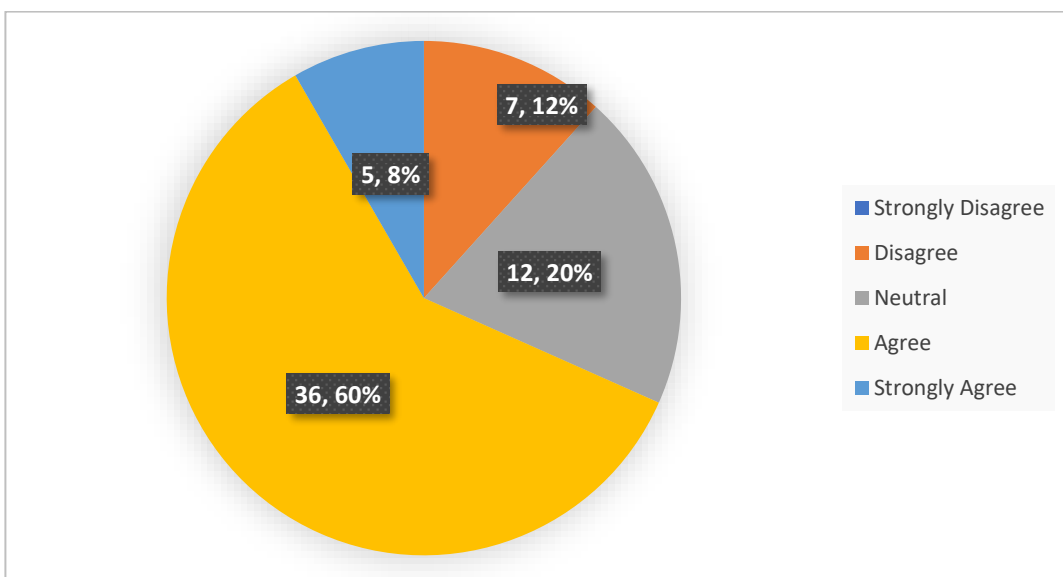




Figure 13 shows the response of observation by respondents on the grief of teenagers on the unexpected death of their loved ones. 7% strongly agree and 68% agree that teenagers go through grief because of the unexpected death of their loved ones. 20% are neutral, 5% disagree and no response was received on strongly disagree.

### *Personality change in teenagers*

**Figure 14: Exhibited Self-Centred Behaviours**

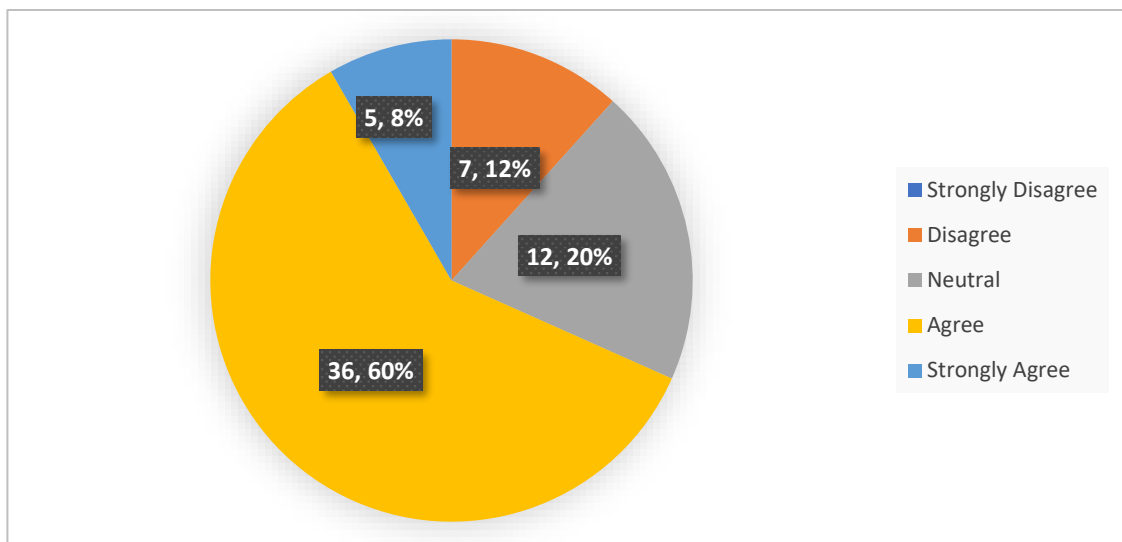


Figure 14 represents the responses of respondents on the observation of the self-centred behaviour of teenagers after covid 19 pandemic. 7% of them strongly agree and 68% of them agree that they have observed self-centred behaviour in teenagers after covid 19. 10% are neutral, 15% disagree and no response was received on strongly disagree.

**Figure 15: Dependent Nature In Teenagers**

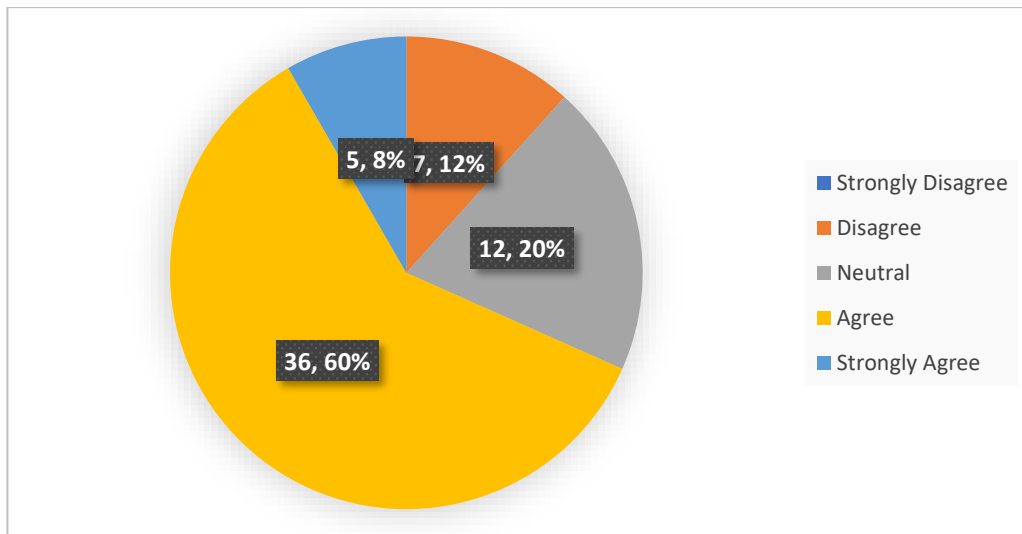


Figure 15 represents the responses of respondents on the observation of the increase in the dependent nature of teenagers after covid 19 pandemic than before. 5% of them strongly agree and 54% of them agree that they have observed an increase in the dependent nature of teenagers after covid 19. 10% are neutral,15% disagree and no response was received on strongly disagree.

**Figure 16: Irritability in teenagers**

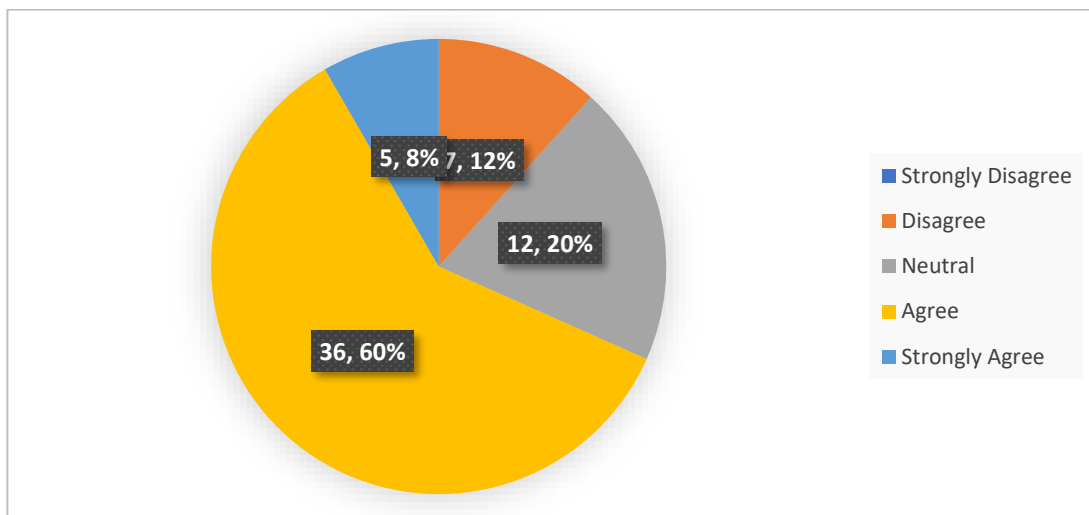


Figure 16 represents the response to an observation made by respondents on the easy irritability among teenagers after covid 19 pandemic. 18% of them strongly agree and 54% of them agree that teenagers are easily irritable after covid 19 pandemic.8% are neutral and 15%disagree with the statement. No response was received for strongly disagreeing.

**Figure 17: Loneliness in teenagers**

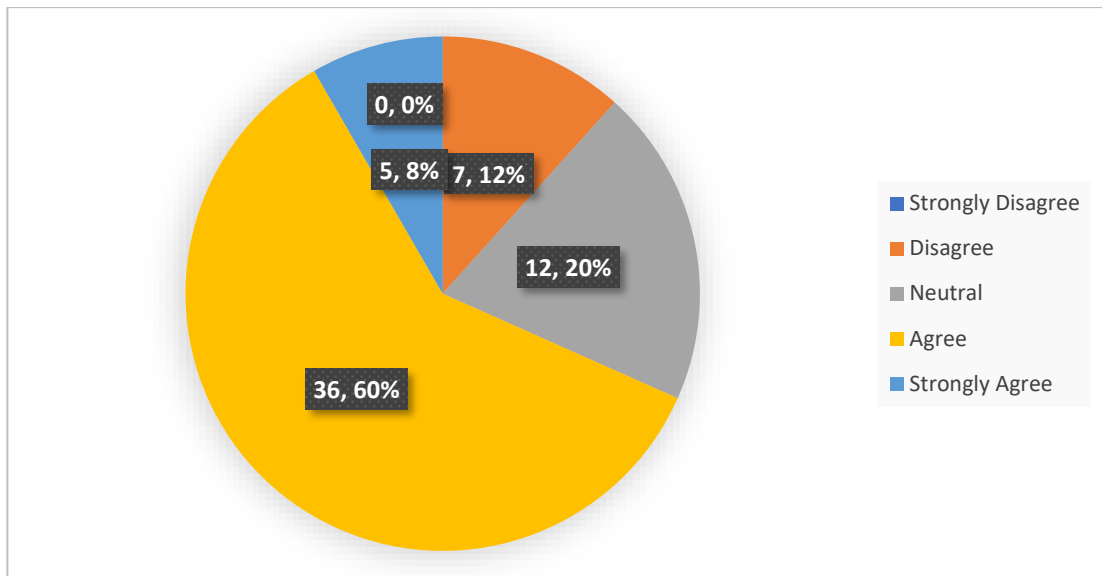


Figure 17 shows the response to an observation made by respondents on spotting loneliness in teenagers after covid 19 pandemic. 2% of them strongly agree and 48% of them agree that teenagers feel lonely after covid 19 pandemic .18% are neutral, 25% disagree and 7% strongly disagree with the statement.

**Figure 18: Isolation in teenagers**

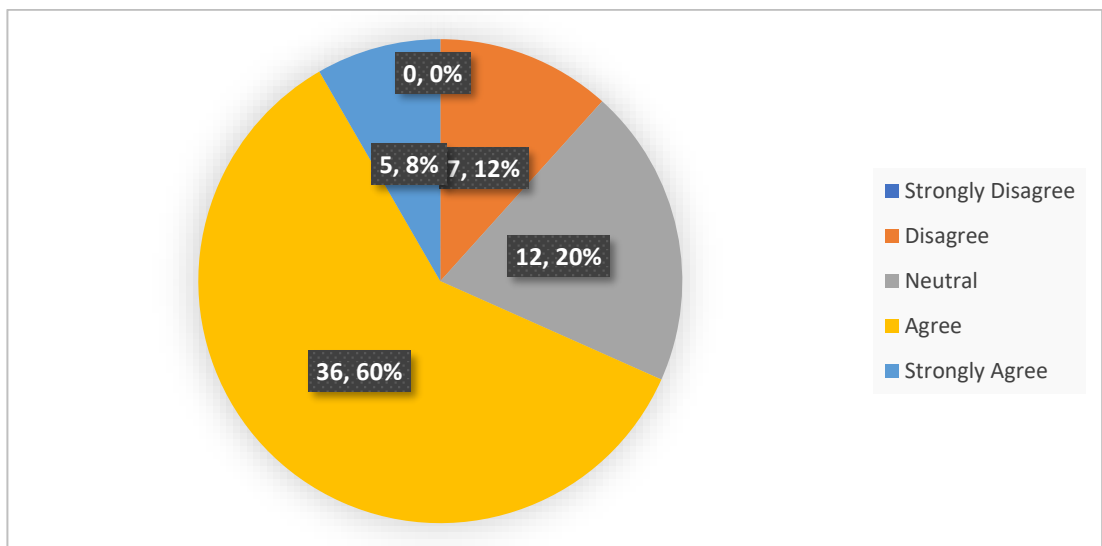


Figure 18 represents the response to an observation made by respondents on isolation in teenagers after covid 19 pandemic. 3% of them strongly agree and 50% of them agree that teenagers isolate themselves from others after covid 19 pandemic .15% are neutral, 28% disagree and 4% strongly disagree with the statement.

## *Suicide*

**Figure 19: Suicidal episodes in teenagers**

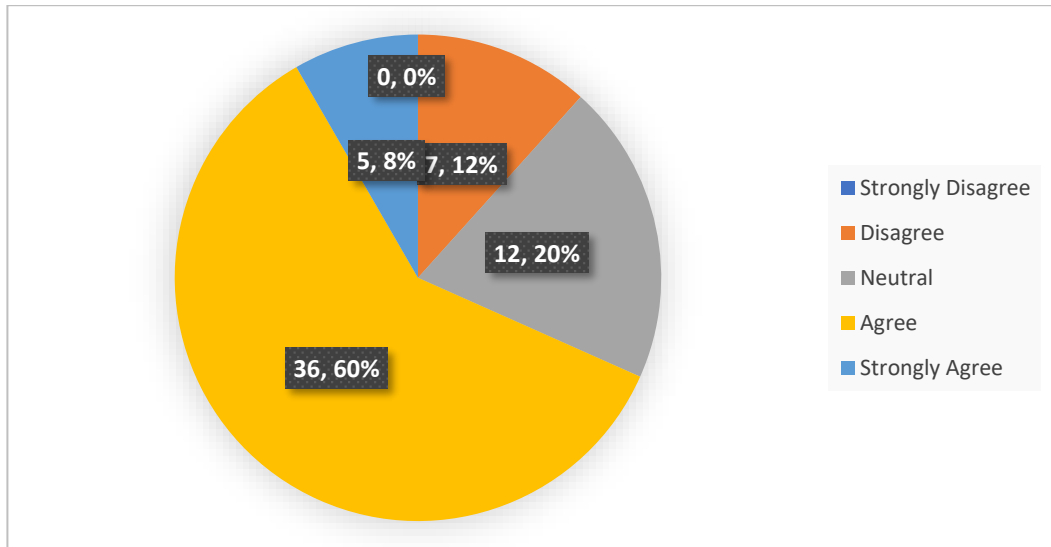


Figure 19 shows the response to an observation made by respondents on the increase in suicidal episodes in teenagers after covid 19 pandemic. 12% of them strongly agree and 55% of them agree that there is an increase in suicidal episodes happening in teenagers after covid 19 pandemic .18% are neutral, 13% disagree and 2% strongly disagree with the statement.

## *Thoughts in teenagers*

**Figure 20: Involvement in negative thoughts**

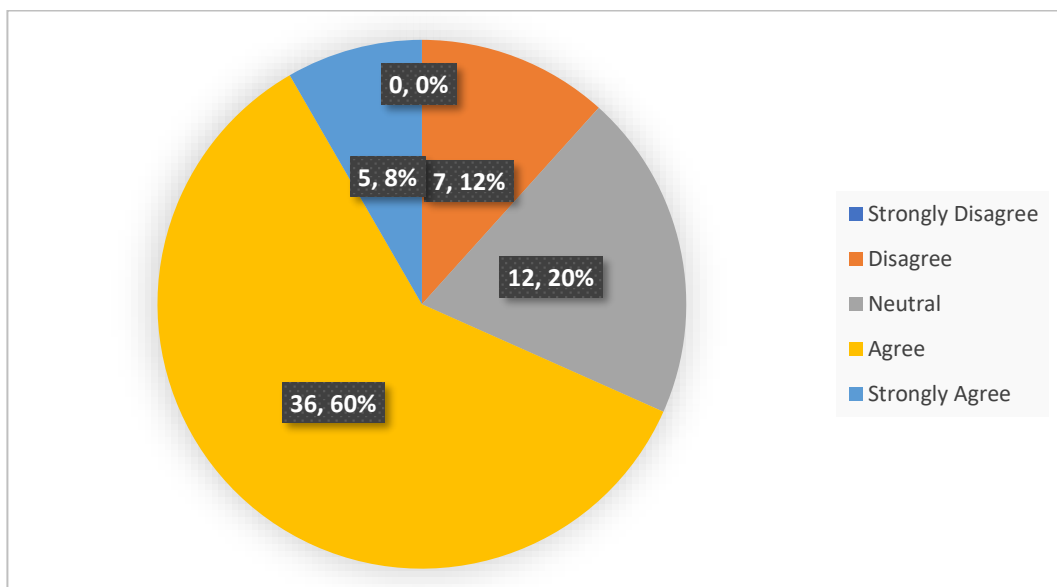


Figure 20 represents the response to an observation made by respondents on the involvement of teenagers in negative thoughts after covid 19 pandemic. 8% of them strongly agree and 58% of them agree that teenagers often involve in negative thoughts after covid 19 pandemic .20% are neutral, 12% disagree and 4% strongly disagree with the statement.

**Objective 2: To assess the effect of the COVID-19 pandemic on the social behaviour of school-going teenagers in Thiruvananthapuram district.**

### *Communication in school -going Teenagers*

**Figure 21: Communication challenges**

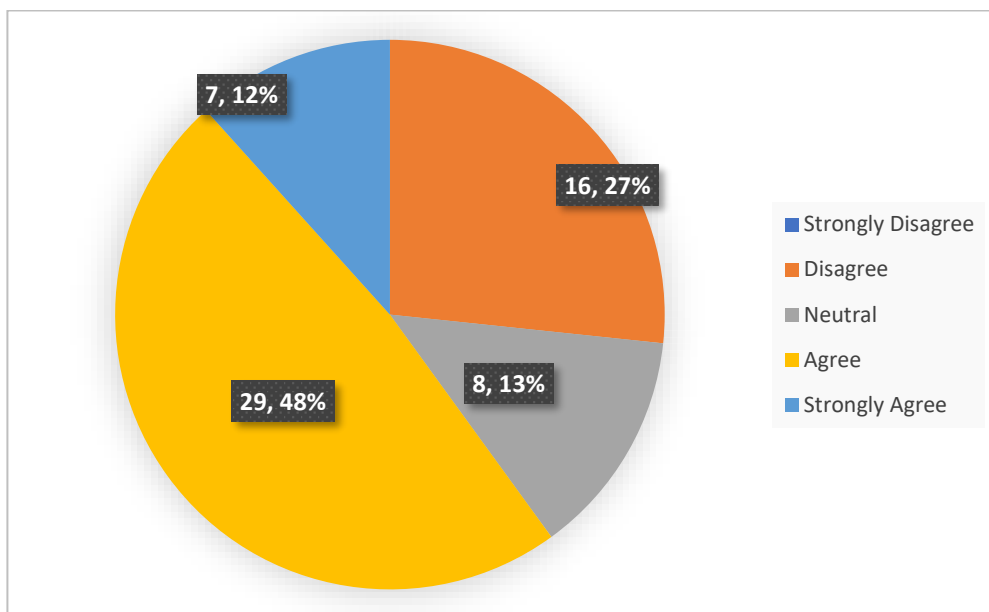


Figure 21 demonstrates the responses of the respondent on the observation that takes place in teenagers and whether they have observed any communication challenges after covid 19 pandemic. 3% of the respondent strongly agree and 68% of them agree that they have observed communication challenges in teenagers after covid 19. 20% of them are having neutral responses, 9 % disagree and no one strongly disagrees with the statement.

**Figure 22: communication with peers and teachers**

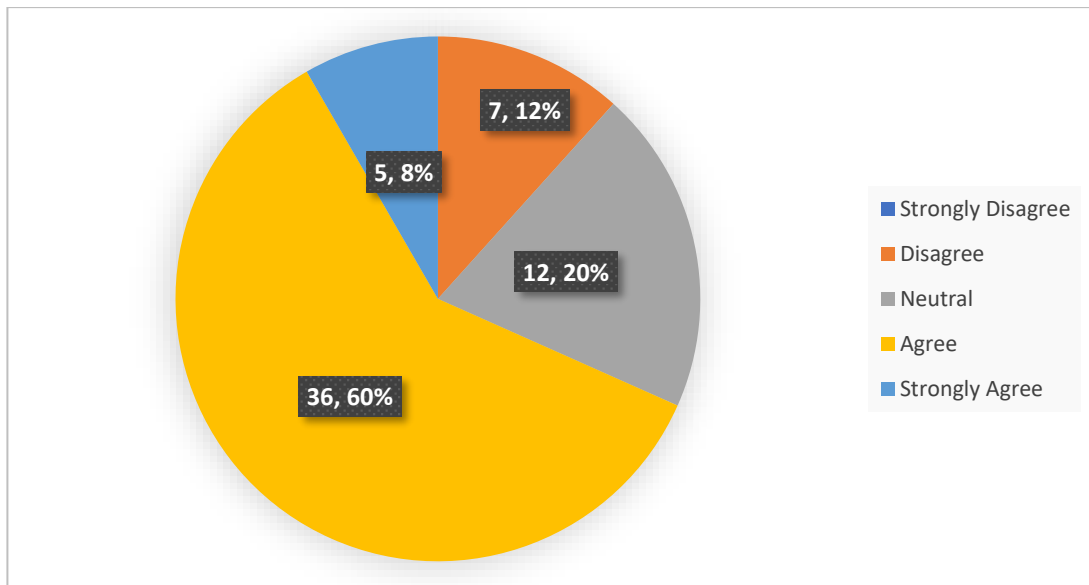


Figure 22 demonstrates the responses of the respondent on the observation that takes place in teenagers and whether they have forgotten how to communicate with peers and teachers after covid 19 pandemic. 8% of the respondent strongly agree and 60% of them agree that they have observed teenagers forgetting how to communicate with peers and teachers after covid 19. 20% of them are having neutral responses, 12% disagree and no one strongly disagrees with the statement.

***Participation in school -going, Teenagers***

**Figure 23: Participation of Teenagers In Daily Activities At School**

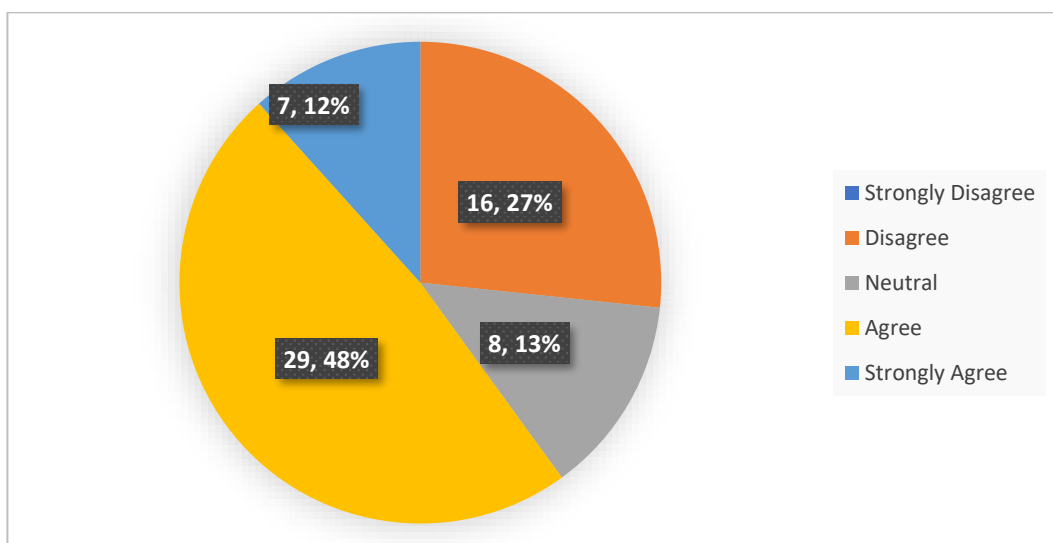


Figure 23 represents the responses to the observation of participation of teenagers in daily activities at school after covid 19 pandemic. 3% of respondents strongly agree and

52% agree that teenagers avoided participating in daily activities at school. 17% have a neutral stand and 28% disagree with the statement. No responses on strongly disagree were got.

**Figure 24: Participation of teenagers in athletic, sports and games events**

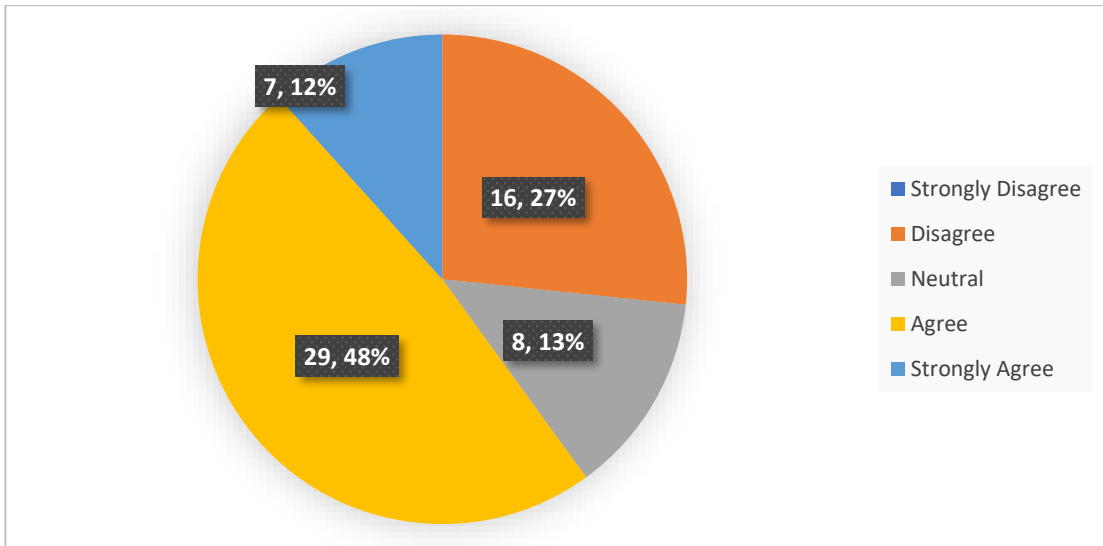


Figure 24 demonstrates the responses collected for the observation of the teenager's participation in athletic, sports and games events after covid 19 pandemic. 2% strongly agree and 38% agree that there is a decrease in the participation of teenagers in athletics, sports and games event in school after covid 19 pandemic. 23% of them have neutral responses, 35% disagree and 2% strongly disagree with the statement.

**Figure 25: Participation of teenagers in arts and cultural events**

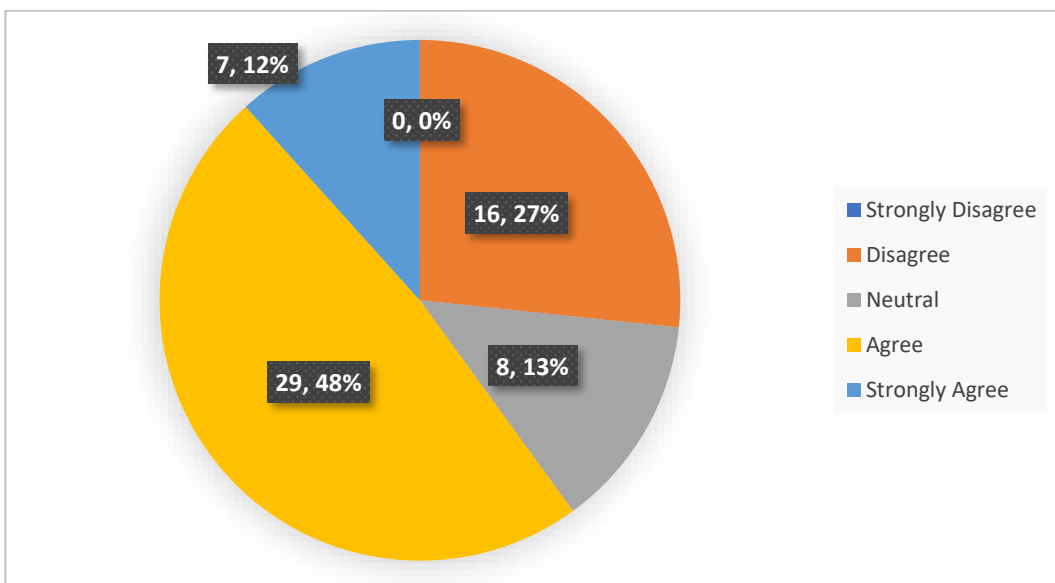


Figure 25 represents the responses of the respondents on their observation of the participation of teenagers in arts and cultural events at school after covid 19 pandemic. 3% strongly disagree and 49% disagree that there is a decrease in the participation of teenagers in arts and cultural events. 18% of the respondents have a neutral stand, 28% agree and 2% of them strongly agree that they have observed a decrease in the participation of teenagers in arts and cultural events.

***Physical Contact in school -going, Teenagers***

**Figure 26: Physical contact (hug, handshakes, sitting together) between teenagers**

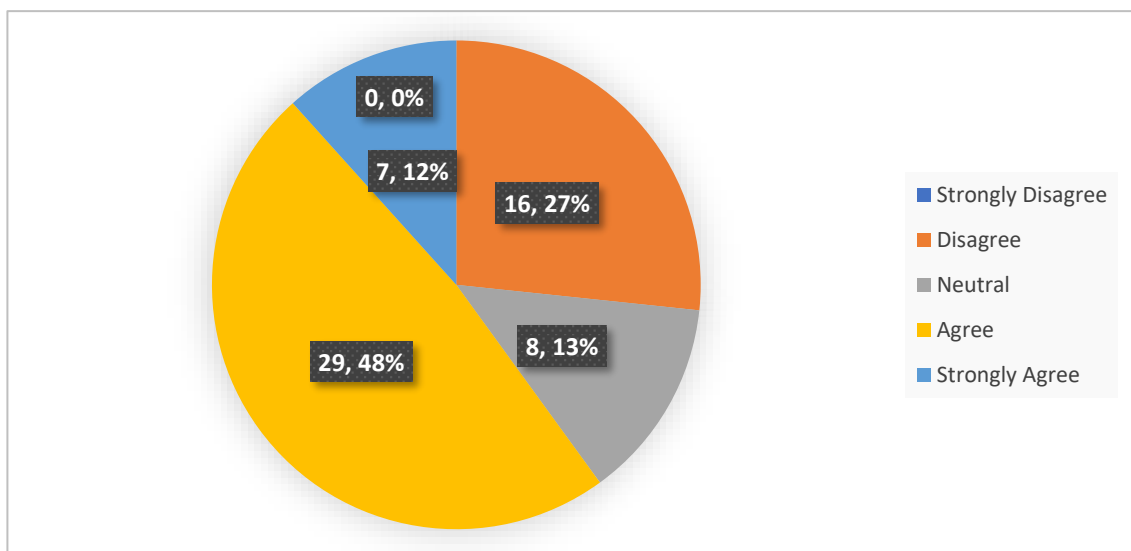


Figure 26 demonstrates the responses of respondents on physical contact between teenagers. 10% strongly disagree and 48% disagree that there is a decrease in physical contact between teenagers. 15% have neutral, 25% agree and 2% strongly agree with the statement.



*Service mind in school -going, Teenagers*

**Figure 27: Teenagers concern about the society**

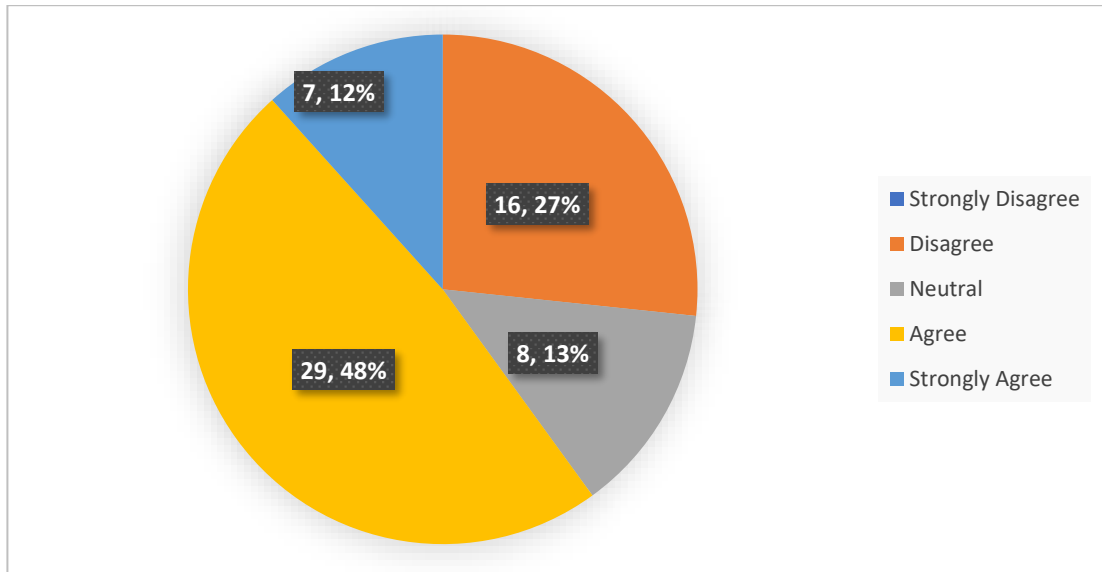


Figure 27 shows the responses to the observation of respondents about the teenager's concern about society after covid 19 pandemic. 5% strongly agree and 33% agree that teenagers are more concerned about society than pre-pandemic. 27% have a neutral stand and 35% of them disagree with the statement. There are no responses strongly disagreeing with the statement.

**Figure 28: The helping mentality of teenagers**

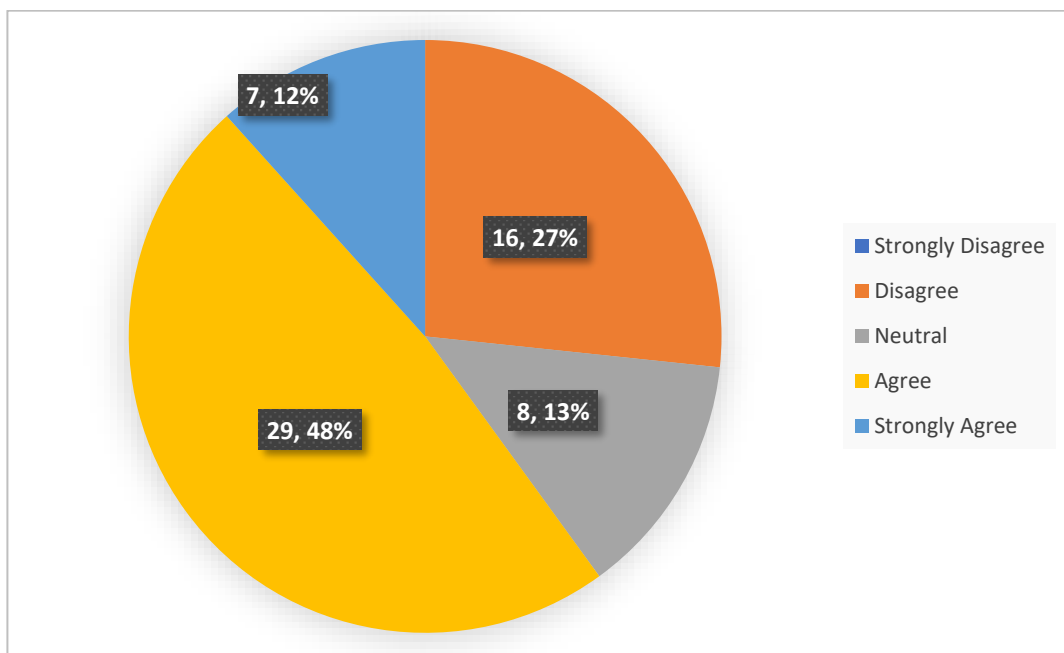


Figure 28 represents the responses of observation to the helping mentality of teenagers after the pandemic. 2% of them strongly agree and 52% of them agree with the statement that there is an increase in the helping mentality of teenagers after covid 19. 28 % were neutral, 18% of them disagree and no responses were collected on strongly disagree on the statement.

***Social Problems***

**Figure 29: Child marriages - (elopement - minors-minor or minor-major) among teenagers**

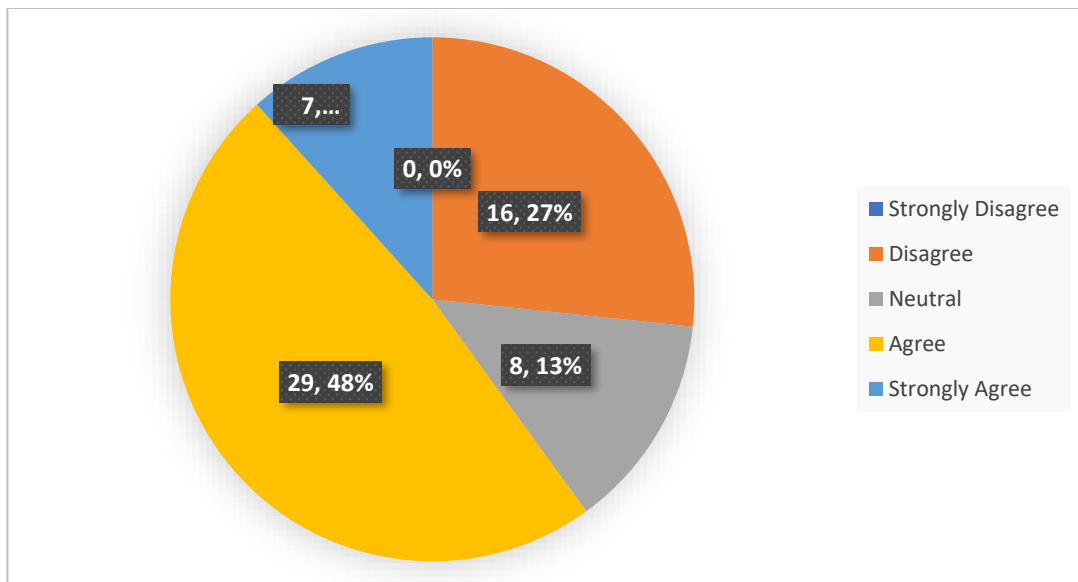


Figure 19 represents the observation of respondents on child marriage -(elopement - minors-minor or minor-major) after covid 19 pandemic. 8% strongly disagree and 43% disagree with the statement that there is an increase in the number of child marriages after covid 19 pandemic.25% are neutrals, 22% agree and 2% strongly agree with the statement.

**Figure 30: Sexual Abuse Cases Reported**

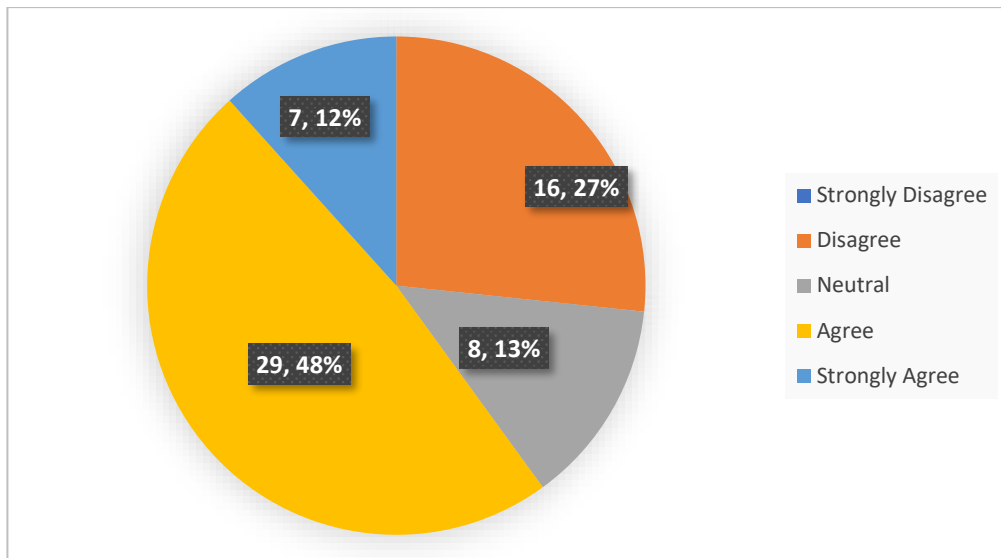


Figure 30 demonstrates the observation of respondents on the sexual abuse cases reported by teenagers after covid 19. 10 % strongly agree and 62% agree with the statement that there is an increase in sexual abuse cases reported in teenagers after covid 19 pandemic. 15% are neutral and 13% disagree with the statement. there is no response to strongly disagree from the respondents on the statement.

***Teacher-student relationship***

**Figure 31: Negative response towards teachers**

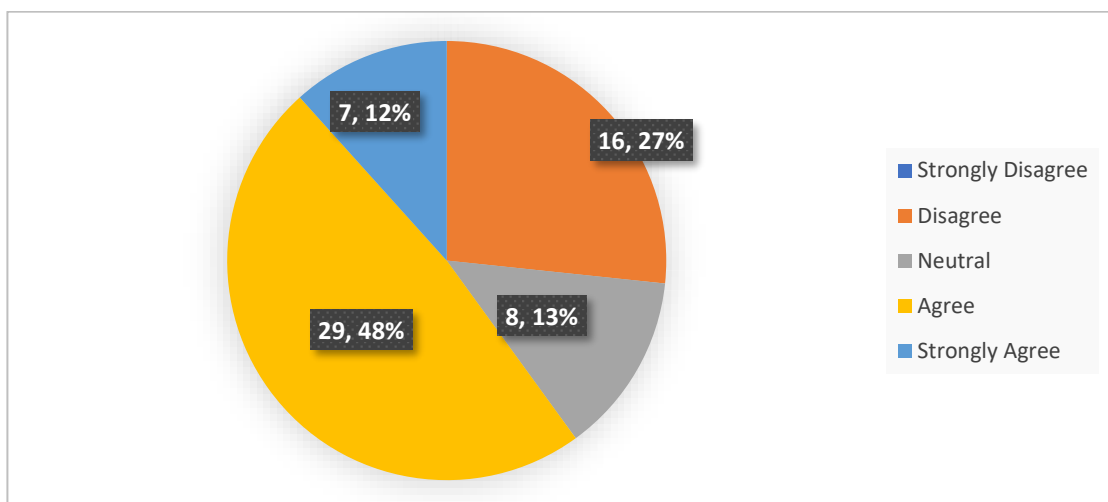


Figure 31 represents the observation of the respondents on the negative shift in responses towards teachers by teenagers after covid 19. 11% strongly agree and 65% agree that there is a negative shift in the responding style of teenagers towards teachers. 17% are neutrals, 5% disagree and 2% strongly disagree with the statement.

**Figure 32: The level of connection and relationship between teacher and students**

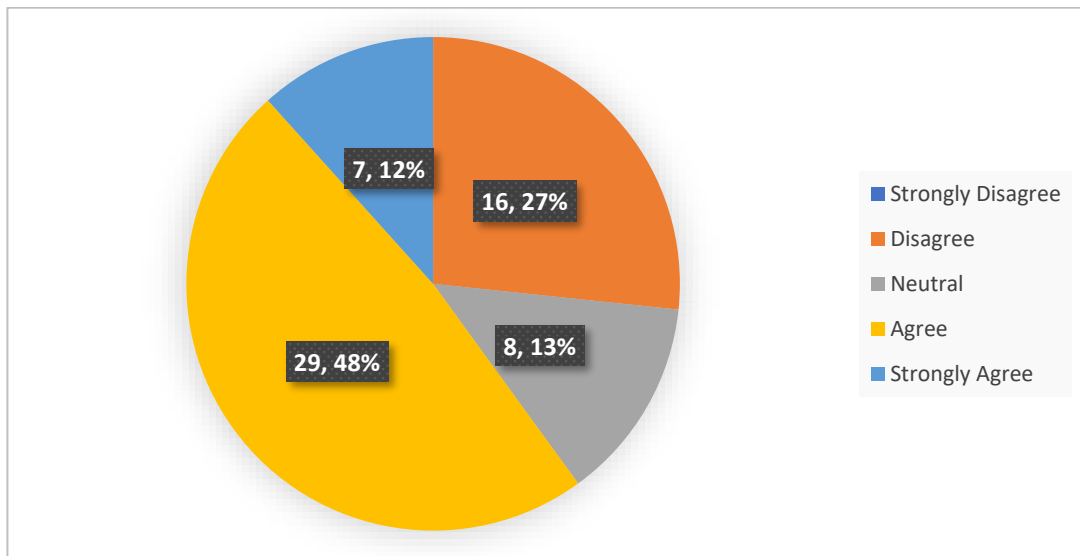


Figure 32 shows the respondent's observation on the level of connection and relationship between teachers and students after covid 19 pandemic. 12% strongly agree and 48% agree that there is a decrease in the level of connection and relationship between teachers and students. 13% are neutral, 27% disagree and no responses are there in strongly disagree with the statement.

### *Team Work Skills*

**Figure 33: Teamwork skills of teenagers in class**

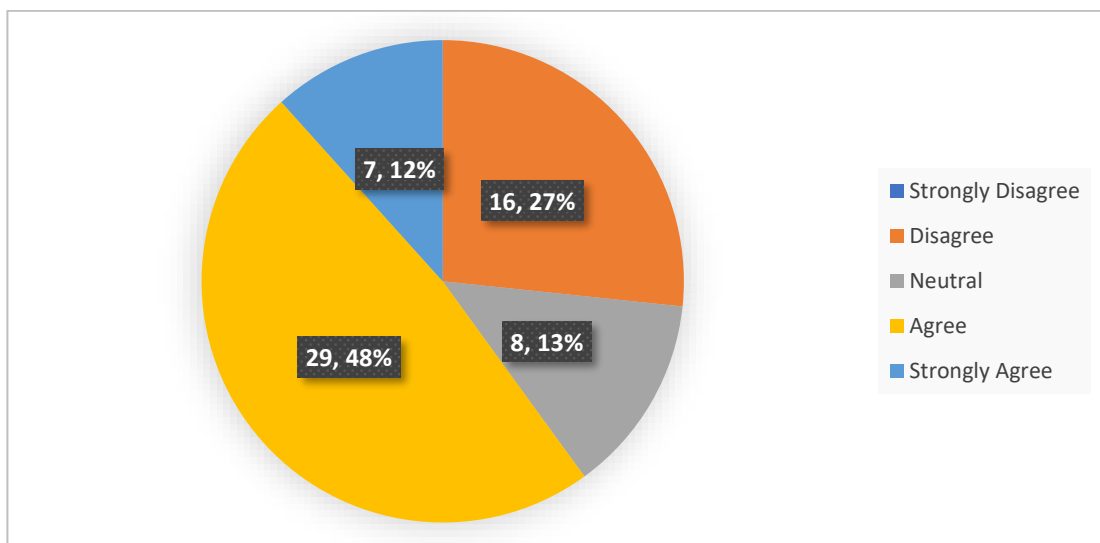


Figure 33 demonstrates the teamwork skill of teenagers in class after covid 19. 8% strongly agree and 45% agree that there is a decrease in teamwork skills in teenagers after covid 19.17 % are neutrals, 30 % disagree and no response strongly disagrees with the statement.

**Objective 3: To examine the influence of prolonged school closures and online learning on the overall academic performance of teenagers in Thiruvananthapuram district.**

*Attendance of teenagers in class*

**Figure 34: Frequency of teenagers coming to school**

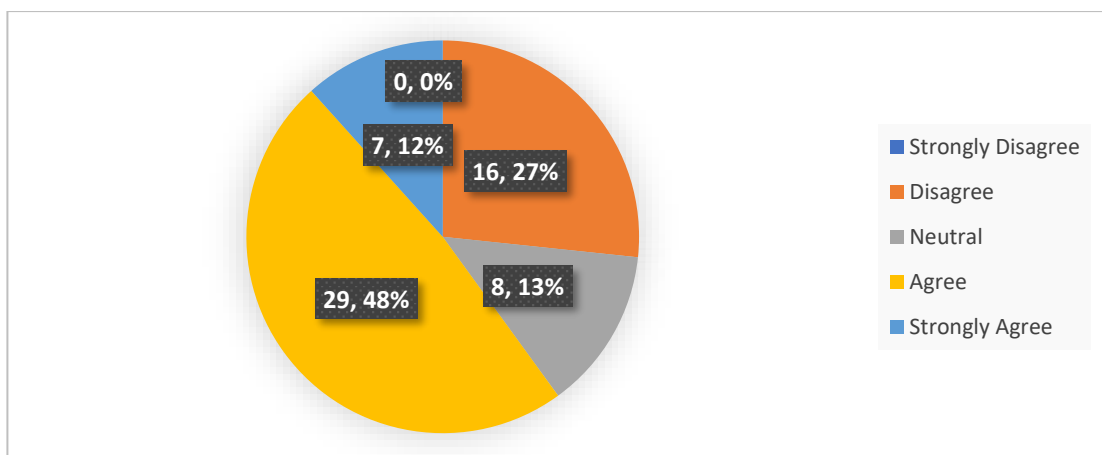


Figure 34 represents the response of the respondents on the observation of the frequency of teenagers coming to school after covid 19 pandemic. 5% of respondents strongly disagree and 39% disagree that the frequency of teenagers coming to school decreased after covid 19 pandemic.15% of them have a neutral response.38% agree and 3% strongly agree with the statement.

**Figure 35: Eagerness to come to school**

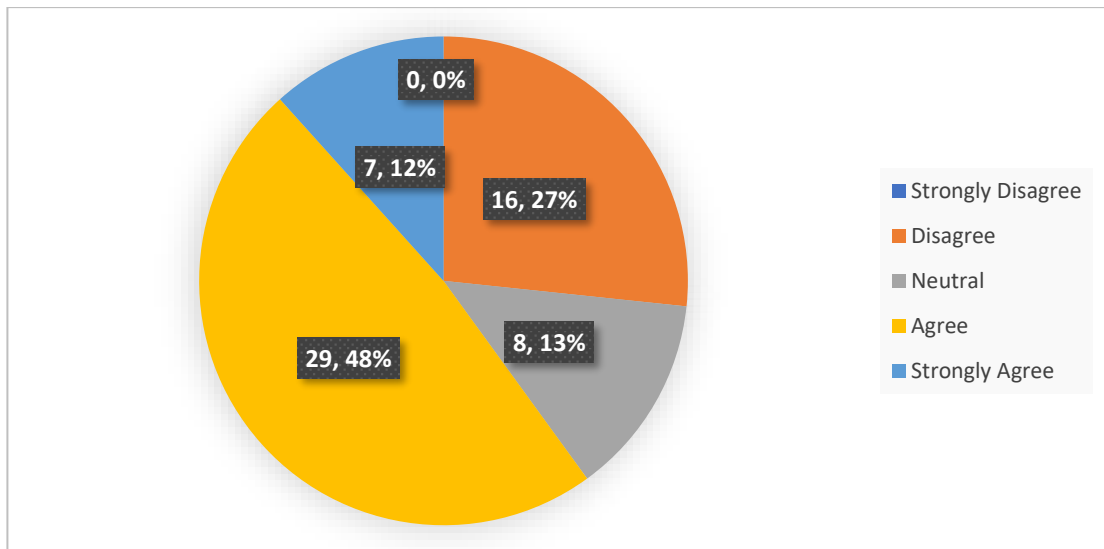


Figure 35 shows the responses to the observation of respondents on the eagerness of teenagers to come to school after covid 19 pandemic. 3% strongly disagree and 39% disagree with the statement that teenagers have less eagerness to come to school after covid 19 pandemic. 18% are neutrals, 38% agree and 2% disagree with the statement.

**Figure 36: Attendance level of each teenager present in the classroom**

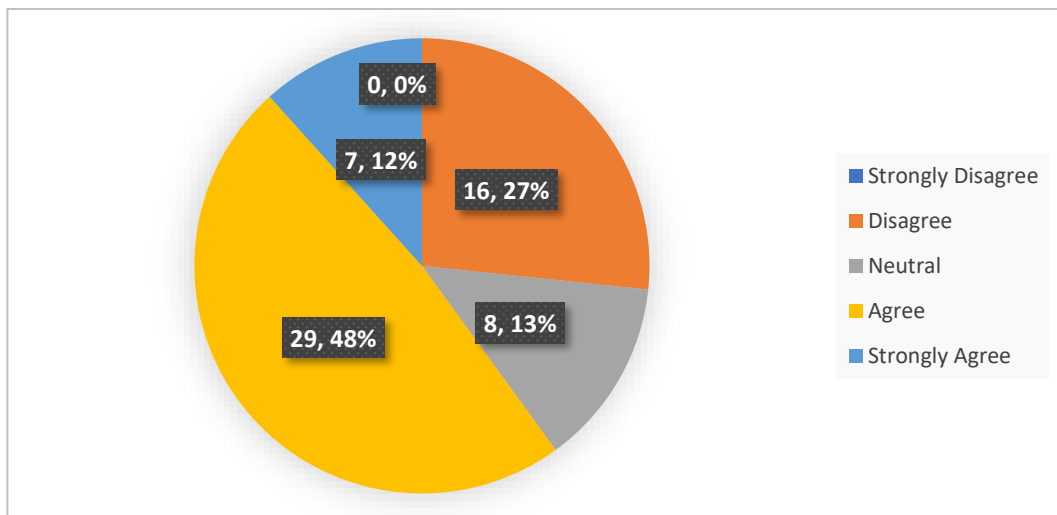


Figure 36 represents the response to the observation of respondents with the attendance level of teenagers present in the classroom after covid 19 pandemic. 5% strongly disagree and 38% disagree with the statement that there is a decrease in the attendance level of each teenager present in school after covid 19 pandemic. 18% have a neutral stand and 37% agree, 2% strongly agree on the given statement.

### *Classroom etiquettes*

**Figure 37: Maintaining classroom decorum**

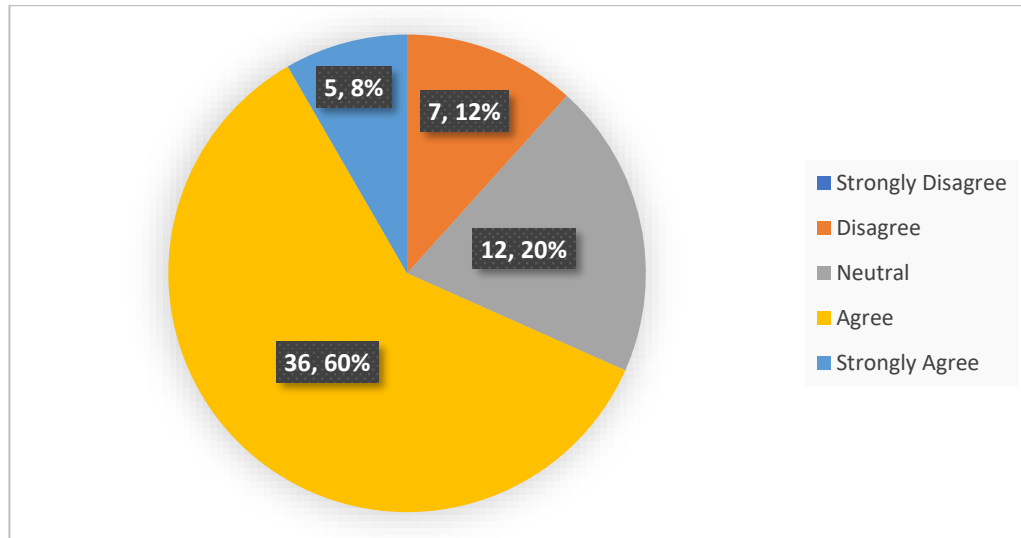


Figure 37 represents the responses to respondents' observation of teenagers maintaining classroom decorum at school. 7% of respondents strongly agree and 67% of them agree that the children do not maintain the basic classroom decorum, at school after covid 19 pandemic.13% are neutral and 13% of them disagree with the statement. No one responded to the strongly disagree option.

**Figure 38: Punctuality among teenagers**

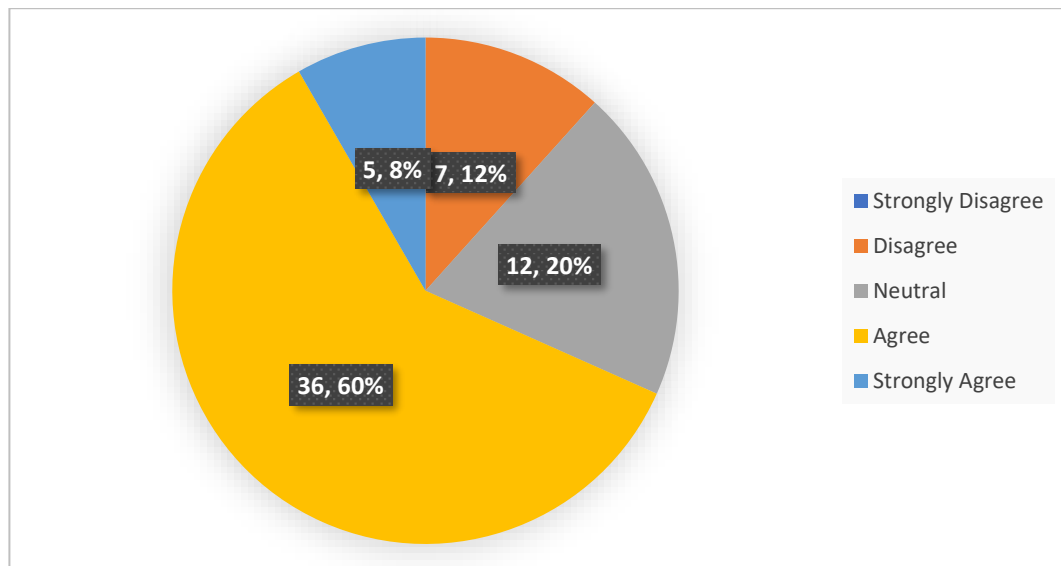


Figure 28 shows the response of the respondents to the observation on the punctuality of teenagers in schools. 13% of the respondents strongly agree and 67% of them agree

that the act of punctuality become very less after covid 19 pandemic.7% have neutral observations and 13% of them disagree with the statement. No Responses were collected on strongly disagree.

**Figure 39: Comparing school teachers with teachers of other online platforms**

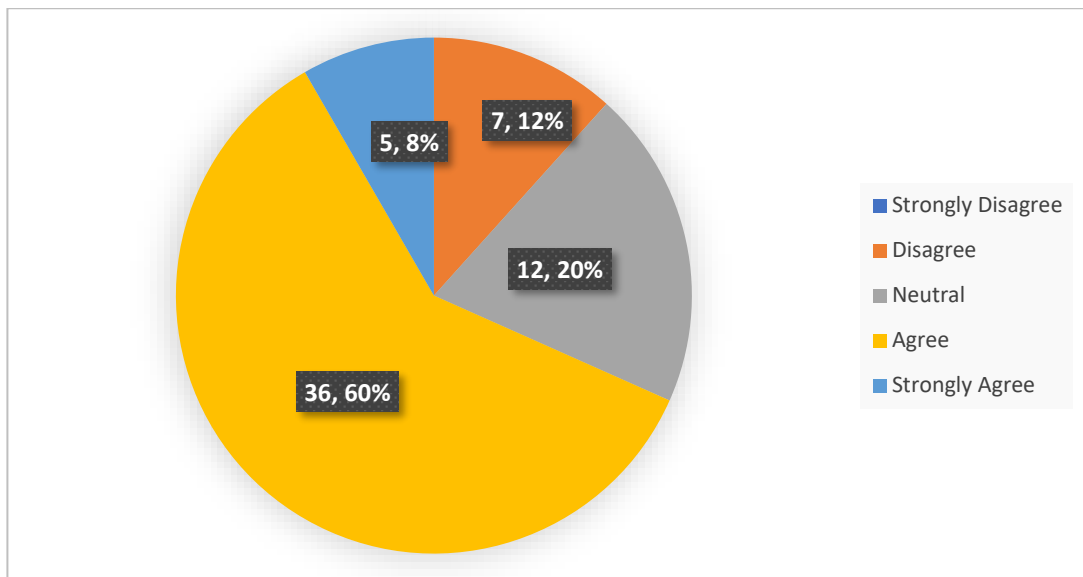


Figure 39 represents the responses of the respondent on the observation done on the comparing attitude of teenagers of school teachers with teachers of online platforms. 13% of the respondents strongly agree and 55% of them agree that the teachers compare their teachers with teachers of other online platforms.23% have neutral observations and 9% disagree with the ststement.no strongly disagree option was responded by the respondents.



**Figure 40: Teachers' presence in the classroom**

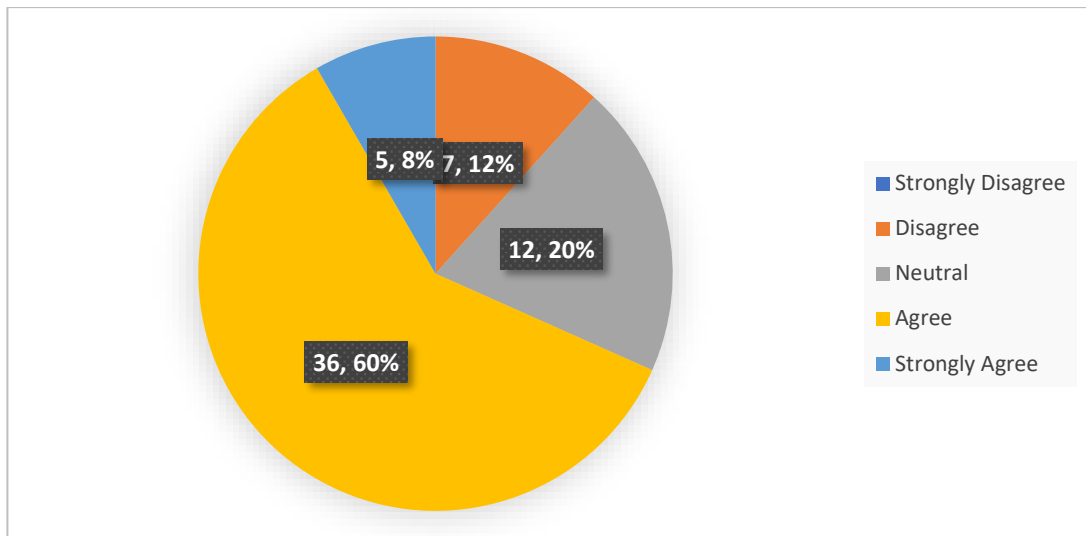


Figure 40 represents the responses taken for the observation of whether teenagers act as if teachers are not present in the classroom after covid 19 pandemic.7% of them strongly agree and 53% of them agree that teenagers act as if the teachers are not present in the classroom.18% of them responded neutral and 22% disagree on the statement. There is no strongly disagree response collected on the statement.

### *Scholastic Skills*

**Figure 41: Difficulty in Completing Homework**

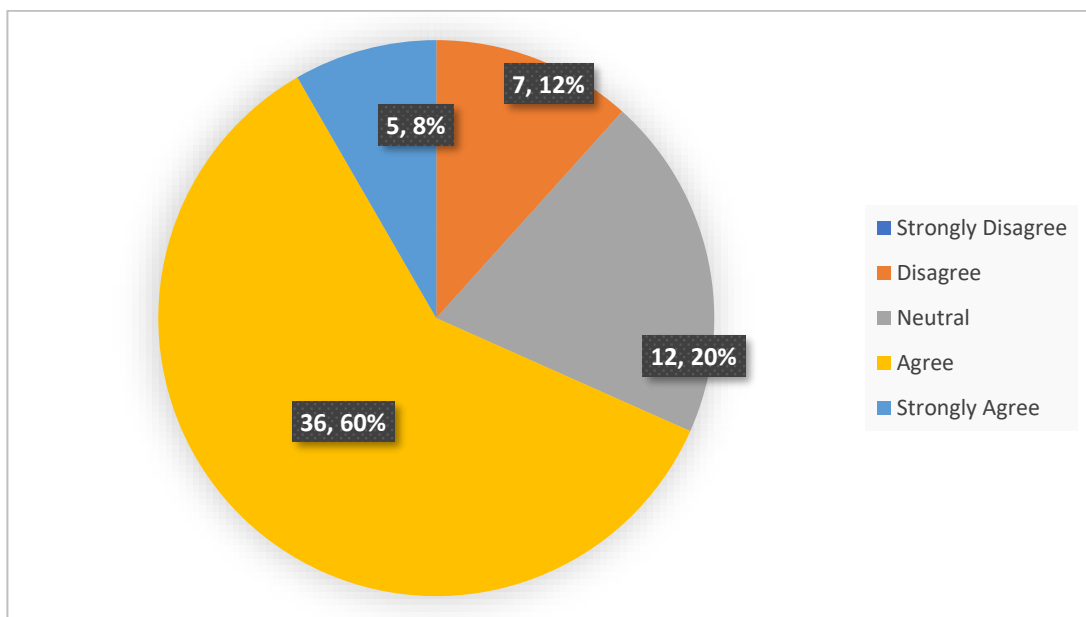


Figure 41 represents the respondents of the respondents on the observation on the difficulty teenagers find in completing homework after covid 19. 20% of the respondents strongly agree and 70% of them agree that teenagers are facing difficulty in completing the homework. 3% are neutral and 7 % of them disagree with the statement. No responses were recorded on strongly disagree.

**Figure 42: Difficulty in Reading**

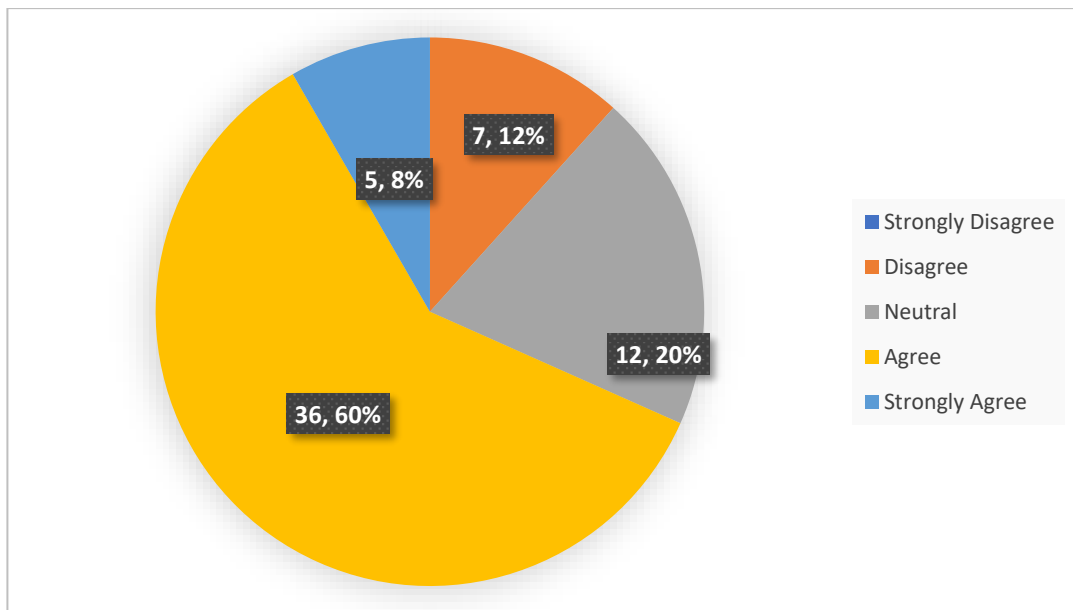


Figure 42 represents the respondents of the respondents on the observation of the difficulty teenagers find in reading after covid 19 than before.23% strongly agree and 60% agree that they have noticed reading difficulty in teenagers than before, after covid 19 pandemic. 9% have a neutral stand. 5% of them disagree and 3% strongly disagree with the statement.

**Figure 43: Listening Difficulty**

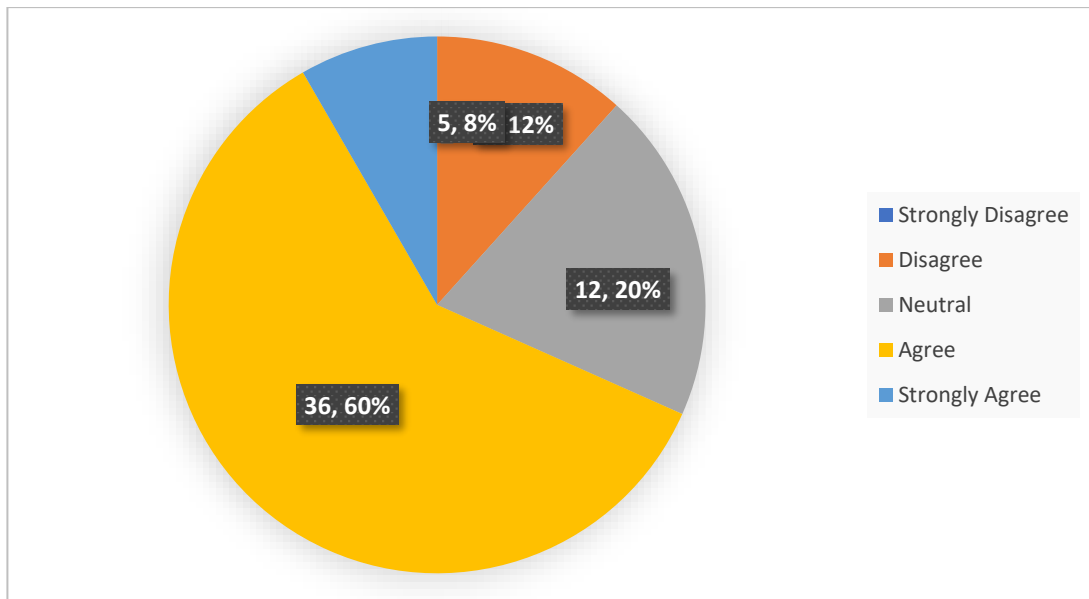


Figure 43 demonstrates the response to the observation of listening difficulty in teenagers after covid 19 pandemic. 20% of them strongly agree and 53% of them agree that they have detected listening difficulty in teenagers after covid 19 pandemic in classes. 17% were neutral and 10% disagree on the statement. No response was received from strongly disagree.

**Figure 44: Writing difficulty**

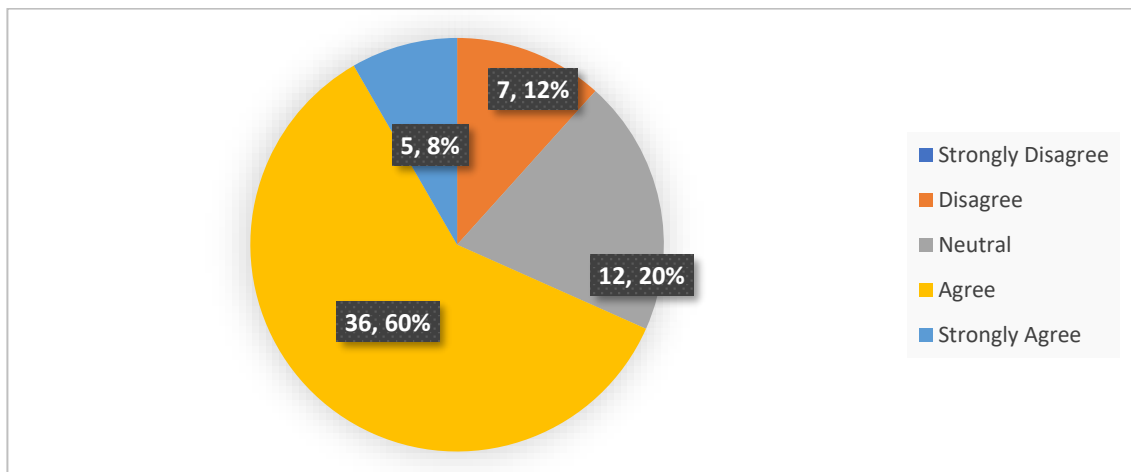


Figure 44 represents the response of the respondents on the observation of the writing difficulty faced by teenagers after covid 19. 18% of the respondents strongly agree and 67% agree that teenagers find difficulty in writing. 7% of them are neutral and 8% disagree with the statement. No response on the strongly disagree options was received.

## 4.4 Testing Of Hypothesis

**H1:** There is no significant difference in attendance level among school going teenagers with respect to the type of school.

**Table 4.1**

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Difference in attendance	Between Groups	3.033	2	1.517	7.265	.002
	Within Groups	11.900	57	.209		
	Total	14.933	59			

An analysis of variance was conducted to compare type of schools on attendance level after covid 19 pandemic. Since  $p= 0.002$ , which is  $p<0.05$ , the test status is significant. Hence the null hypothesis is rejected. So, there is a significant difference in attendance level among school going teenagers with respect to type of school.

**H2:** There is no significant difference in change in scholastic skill among school going teenagers with respect to the type of school.

**Table 4.2**

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Difference in scholastic skill	Between Groups	.033	2	.017	.154	.857
	Within Groups	6.150	57	.108		
	Total	6.183	59			

An analysis of variance was conducted to compare type of schools on scholastic skill among school going teenagers after covid 19 pandemic. Since  $p= 0.857$ , the test status is not significant. Hence, null hypothesis is accepted. So, there is no significant

difference in change in scholastic skill among school going teenagers with respect to the type of school.

**H3:** There is no significant difference in psychological changes in school going teenagers with respect to the type of school.

**Table 4.3**

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
difference in psychological changes	Between Groups	.400	2	.200	1.572	.216
	Within Groups	7.250	57	.127		
	Total	7.650	59			

An analysis of variance was conducted to compare type of schools on psychological changes among school going teenagers after covid 19 pandemic. Since  $p = 0.216$ , the test status is not significant. Hence, null hypothesis is accepted. So, there is no significant difference in psychological changes among school going teenagers with respect to the type of school.

**H4:** There is no significant difference in change in volition among school going teenagers with respect to the type of school.

**Table 4.4**

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
change in volition	Between Groups	.233	2	.117	.578	.564
	Within Groups	11.500	57	.202		
	Total	11.733	59			

An analysis of variance was conducted to compare type of schools on change in volition among school going teenagers after covid 19 pandemic. Since  $p= 0.564$ , the test status is not significant. Hence, null hypothesis is accepted. So, there is no significant difference in change in volition among school going teenagers with respect to the type of school.

**H5:** There is no significant difference in change in academic performance among school going teenagers with respect to the type of school.

**Table 4.5**

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
change in academic performance	Between Groups	.133	2	.067	1.056	.355
	Within Groups	3.600	57	.063		
	Total	3.733	59			

An analysis of variance was conducted to compare type of schools on change in academic performance among school going teenagers after covid 19 pandemic. Since  $p= 0.355$ , the test status is not significant. Hence, null hypothesis is accepted. So, there is no significant difference in change in academic performance among school going teenagers with respect to the type of school.

**H6:** There is no significant difference in change in etiquette among school going teenagers with respect to the type of school.

**Table 4.6**

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
change in etiquette	Between Groups	.233	2	.117	.821	.445
	Within Groups	8.100	57	.142		
	Total	8.333	59			

An analysis of variance was conducted to compare type of schools on change in etiquette among school going teenagers after covid 19 pandemic. Since  $p= 0.445$ , the test status is not significant. Hence, null hypothesis is accepted. So, there is no significant difference in change in etiquette among school going teenagers with respect to the type of school.

**CHAPTER 5: FINDINGS, SUGGESTIONS AND  
CONCLUSIONS**



## **5.1. Introduction**

The main aim of the study was to examine the psycho-social changes observed in school-going teenagers after the COVID-19 pandemic as observed by teachers in Thiruvananthapuram district. This chapter focuses on summaries major findings of the study. This chapter also put forward suggestions according to the findings and provides a summary of the whole research.

## **5.2. Findings and Suggestions**

**Objective 1: To analyse psychological changes in school-going teenagers after covid-19 in Thiruvananthapuram district**

1. A significant number of respondents (76%) agree that there is an increase in gadget usage in classrooms, indicating a potential shift in behaviour and dependence on technology. Additionally, 53% of respondents noted an increase in substance usage cases in schools, raising concerns about potential negative coping mechanisms.
2. The majority of respondents (65%) have observed a change in ambitions among school-going teenagers after the pandemic. This shift in ambition is further reflected in the finding that 61% of respondents agree that there is a decrease in future planning among these teenagers.
3. A significant portion of respondents (61%) agree that school-going teenagers are less motivated after the COVID-19 pandemic, which may be attributed to the challenges of remote learning and the overall disruptions caused by the pandemic.
4. The data suggests that 76% of respondents acknowledge growth in new hobbies among school-going teenagers after the pandemic. This indicates a potential positive response to the challenging circumstances, where teenagers are exploring new interests.
5. A range of psychological challenges has been observed in school-going teenagers after the pandemic. These include hesitation to remove masks (63% agree), shivering and anxious behaviour during mask removal (57% agree), grief over the unexpected death of loved ones (75% agree), self-centred

behaviour (75% agree), increased dependency (59% agree), involvement in negative thoughts (68% agree), and feelings of loneliness (69% agree).

**Objective 2: To assess the effect of the COVID-19 pandemic on the social behaviour of school-going teenagers in Thiruvananthapuram district.**

1. The majority of respondents (71%) agree that they have observed communication challenges among teenagers after the pandemic. Moreover, 68% of respondents note that teenagers have forgotten how to communicate effectively with peers and teachers.
2. While 55% of respondents agree that teenagers have reduced their participation in daily activities at school, 40% believe that there is a decrease in their engagement in athletics, sports, and games events. This suggests a potential impact on social engagement and physical well-being.
3. Respondents' observations indicate that 52% disagree with the notion of a decrease in participation of teenagers in arts and cultural events. Similarly, 58% of respondents disagree that there has been a decrease in physical contact between teenagers.
4. While 38% of respondents agree that teenagers are more concerned about society post-pandemic, a majority (54%) observe an increase in teenagers' helping mentality. This implies a potential positive shift in social responsibility and altruism.
5. A significant proportion of respondents (65%) disagree with the idea of an increase in child marriages. Conversely, 72% of respondents agree that there is an increase in reported sexual abuse cases among teenagers, highlighting a concerning social issue.
6. A considerable number of respondents (76%) agree that teenagers have exhibited a negative shift in their responses towards teachers. Additionally, 60% of respondents believe that there is a decrease in the level of connection and relationship between teachers and students.
7. More than half of the respondents (53%) agree that there is a decrease in teamwork skills among teenagers, which might impact collaborative learning and peer interactions

**Objective 3: To examine the influence of prolonged school closures and online learning on the overall academic performance of teenagers in Thiruvananthapuram district.**

1. About 41% of respondents agree that the frequency of teenagers coming to school has decreased after the pandemic. This suggests a potential impact on regular attendance and engagement.
2. A significant portion (42%) of respondents note a decrease in teenagers' eagerness to come to school after the pandemic, which might indicate changes in motivation and enthusiasm for learning.
3. Respondents' observations indicate that a substantial portion (74%) believe teenagers do not maintain basic classroom decorum post-pandemic, highlighting potential challenges in classroom management.
4. A majority (80%) of respondents agree that the punctuality of teenagers in schools has decreased after the pandemic. This suggests a potential impact on time management skills and overall discipline.
5. The data indicates that a significant number of respondents (68%) agree that teenagers compare their school teachers with teachers from online platforms. This might affect perceptions of teaching quality.
6. A notable portion (60%) of respondents agree that teenagers often act as if teachers are not present in the classroom, which could indicate reduced engagement in classroom activities.
7. Respondents' observations indicate that a significant number (90%) believe teenagers face difficulty in completing homework after the pandemic, which might affect their overall learning progress.
8. A substantial number (83%) of respondents agree that teenagers experience difficulty in reading after the pandemic, potentially impacting their comprehension and learning ability.
9. A significant portion (73%) of respondents note that teenagers face listening difficulties in classes after the pandemic, which may hinder their ability to grasp and retain information.

10. The data suggests that 85% of respondents agree that teenagers encounter writing difficulties after the pandemic, potentially affecting their expression skills.

### **5.3. Suggestions**

#### **Objective 1: To analyse psychological changes in school-going teenagers after covid-19 in Thiruvananthapuram district**

1. Establish school-based counselling services to address the psychological impacts of the pandemic, such as anxiety, loneliness, and negative thoughts, thereby supporting students' overall well-being.
2. Continuously assess the effectiveness of interventions and initiatives through feedback from students, teachers, and parents. Regularly review and adapt strategies based on changing circumstances and emerging challenges.
3. Offer training for teachers on maintaining a positive and supportive classroom environment, even in online settings, to ensure strong teacher-student relationships.

#### **Objective 2: To assess the effect of the COVID-19 pandemic on the social behaviour of school-going teenagers in Thiruvananthapuram district.**

1. Implement programs or workshops aimed at improving communication skills and social interactions among teenagers, especially focusing on overcoming communication challenges and the difficulty in interacting with peers and teachers. Encourage group discussions, debates, and interactive activities in both physical and online classrooms to promote effective communication.
2. Develop strategies to encourage active participation of teenagers in daily activities, athletics, sports, arts, and cultural events. This could involve creating engaging and inclusive platforms for participation.

**Objective 3: To examine the influence of prolonged school closures and online learning on the overall academic performance of teenagers in Thiruvananthapuram district.**

1. Foster open lines of communication between teachers and students to address any concerns or issues that may affect student-teacher interactions.
2. Initiate campaigns or programs focused on promoting punctuality and discipline among teenagers, emphasizing the importance of time management and respectful behaviour in both physical and virtual classrooms.
3. Provide additional support and resources for teenagers facing difficulties in completing homework, reading, listening, and writing in the online learning environment. Offer online literacy and numeracy programs to help students develop essential academic skills.
4. Conduct workshops or training sessions to empower teenagers with effective strategies for managing online learning, such as time management techniques and study skills.
5. Develop innovative teaching methods that cater to teenagers' interests and learning styles, encouraging them to actively participate and engage in virtual and physical classrooms.
6. Engage parents and caregivers in supporting teenagers' academic and social development during online learning. Collaborate with community organizations to provide additional resources, mentorship, and extracurricular activities for teenagers.
7. Provide training and professional development opportunities for teachers to enhance their skills in delivering effective online instruction and managing virtual classrooms.
8. Ensure that online platforms and resources are accessible and inclusive for all students, including those with diverse learning needs.

## 5.4 Implications of social work

Social workers are essential in recognizing, treating, and mitigating the difficulties that adolescents confront, especially in times of crisis. Some key implications for the social work field are,

1. Social workers can create customized therapies to address mental health issues using the study's insights about the psychological changes experienced by adolescents. To assist teenagers, deal with increased stress, anxiety, and other emotional issues, social workers can partner with schools to create effective counselling services, psychoeducational programs, and support groups.
2. Social workers and educational institutions can work together to create academic assistance programs that take into account changes in students' academic performance and scholastic skills. Teenagers can improve their learning results and overcome academic obstacles by receiving tutoring, attending study skill courses, and using time management techniques.
3. Social workers can create efforts to promote teens' engagement in community-based programs, organizations, and volunteer opportunities in light of social change results, such as the decline in extracurricular activity participation. Their general wellbeing can be improved by encouraging a sense of community and belonging.
4. By incorporating teens in advocacy work and decision-making processes, social workers may give them more influence. Recognizing their issues and elevating their perspectives in debates about policy might help create support systems that are more responsive and efficient.
5. The creation of preventative programs can be influenced by the study's findings about dangerous behaviours and detrimental changes in attitudes. Social workers can engage with communities, parents, and schools to develop awareness campaigns and seminars that address problems including substance misuse, selfish conduct, and negative ideas.
6. The epidemic made it clear how crucial it is for adolescents to develop resilience. Social workers may provide seminars and interventions that concentrate on coping strategies, stress management, and problem-solving abilities, giving them the tools they need to face their issues in the future.

7. The study's conclusions can influence national, regional, and local policy suggestions that are grounded in fact. These findings may be used by social workers to promote legislation that puts a priority on adolescent students' growth, wellbeing, and mental health.

Particularly in light of the COVID-19 epidemic and its aftermath, incorporating these implications into the area of social work might result in treatments that are more knowledgeable and successful in addressing the changing needs of adolescents. Social workers may be crucial in assisting teens with their overall development, promoting resilience, and easing the transition into adulthood.

## **5.5 Conclusions**

This study looked into the profound psychosocial and academic changes that teens in the Thiruvananthapuram district underwent as a result of the COVID-19 epidemic. The research illuminates the pandemic's complex effects on teens' lives in a variety of contexts, highlighting both obstacles and potential points of act behaviour

The study found important changes in teen behaviour and attitudes, especially in the areas of gadget use, drug use, ambition, future planning, motivation, and the development of new interests. It also emphasized the nuances of teens' reactions to public health initiatives, such as uncertainty while wearing a mask, worry, sadness, selfish conduct, and increasing dependence. An urgent need for mental health care and focused treatments was highlighted by the emergence of loneliness, isolation, negative thoughts, and suicidal episodes as major issues.

The study provided insight into how dynamics in educational environments are evolving. The epidemic brought about changes in communication styles, a decline in social interaction, and difficulties with order and timeliness. With the switch to online learning came additional challenges, such as problems finishing assignments in reading, writing, listening, and speaking. The study also showed variances in student-teacher interactions, including apparent deteriorations and weakened ties.

These discoveries have wide-ranging ramifications. The research emphasizes the value of providing teens with holistic support that addresses both their academic and emotional needs. It is clear that in order to solve the issues and provide a good and

nurturing environment, educational institutions, parents, caregivers, and the larger society must work together.

The results lead to a number of recommendations. It is critical to use strategies to improve communication abilities, address low engagement, foster teacher-student connections, and offer mental health assistance. Prioritization must be given to the development of inclusive settings and efficient online learning methods. To effectively traverse these uncharted times, cooperation between schools, families, and community groups is crucial.

This study provides insightful information on the complex interactions between the pandemic and the lives of adolescent students and the epidemic. We can create a more adaptable, helpful, and sympathetic educational environment for teens in the Thiruvananthapuram district by addressing the many varied difficulties and possibilities indicated by this research. It is crucial that these findings act as a stimulus for future policy creation, targeted interventions, and informed decision-making in order to foster the holistic growth and development of the next generation.



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## **ANNEXURES**

## QUESTIONNAIRE

### Section 1: Sociodemographic details of the respondent.

1. Name of the respondent
2. Gender of the respondent  
 Male  
 Female  
 Transgender  
 Prefer not to say
3. Age of the respondent
4. Name of the school
5. Year of Experience in teaching

### Section 2:

Sl No	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The frequency of overall teenagers coming to school decreased, after covid 19 pandemic					
2	Attendance level of each teenager present in the classroom decreased, after covid 19 pandemic.					
3	Teenagers were not much eager to come to school after covid 19 pandemic					
4	Attendance level of each teenager present in the classroom decreased, after covid 19 pandemic.					
5	Teenagers are not maintaining the basic classroom decorum, after covid 19 pandemic					

6	Punctuality became very less in teenagers after the pandemic.					
7	I noticed teenagers comparing their own school teachers with teachers in other online platforms(YouTube, learning apps), after covid-19 pandemic					
8	I have found teenagers who find difficulty in completing homework after covid 19 pandemic					
9	I have detected reading difficulty in teenagers than before (pre pandemic), after covid 19 pandemic.					
10	I have detected listening difficulty in teenagers than before(pre pandemic), after covid 19 pandemic					
11	I have detected writing difficulty in teenagers than before, after covid 19 pandemic					
12	I have noticed increased hygiene practices in the teenagers after pandemic					
13	I have noticed that teenagers suffer from physical discomfort (headache, tiredness, joint					

	pain) after going out in sun during the pandemic					
14	I often found an increased gadget usage in teenagers in classroom after pandemic.					
15	There were increase in substance usage cases happened in school after pandemic.					
16	I have noticed teenagers are hesitant to remove face masks when needed, in public					
17	I have witnessed teenagers behave strangely (shivering and anxious ) while removing face masks when needed, after the pandemic					
18	I observed some teenagers feeling down because of the unexpected death of loved ones due to covid-19					
19	I have observed an increased dependent nature in teenagers, than before covid 19.					
20	I have spotted teenagers feeling lonely after covid 19 pandemic					

21	I find teenagers easily irritable after the covid 19 pandemic.					
22	Teenagers exhibited self-centered behaviours after the pandemic.					
23	I have noticed teenagers isolating themselves from others after covid 19 pandemic					
24	I noticed an increase in suicidal episodes in teenagers after covid-19					
25	I've noticed a negative shift in thinking in teenagers, after covid 19 pandemic					
26	Attendance level of each teenager present in the classroom decreased, after covid 19 pandemic.					
27	Teenagers changed their ambition after pandemic.					
28	I found that teenagers have a decreased plan for future after the pandemic					
29	I find the teenagers less motivated after covid19 pandemic					
30	I have noticed growth of new hobbies in teenagers after covid-19					

31	I observed communication challenges faced by the teenagers after covid 19 pandemic					
32	I felt that teenagers have forgotten how to communicate with peers and teachers after covid-19					
33	They avoided participating in daily activities at school than before pandemic.					
34	There were less participation of teenagers in athletic, sports and games events after the pandemic					
35	There was less participation of teenagers in arts and cultural events after the pandemic					
36	Physical contacts (hug, handshakes, sitting together) between teenagers decreased than before covid-19 pandemic					
37	I have noticed that teenagers are more concerned about the society after the pandemic					
38	I have found an increase in helping mentality of teenagers after pandemic					



39	I have noticed an increase in number of child marriages-(elopement - minors-minor or minor-major) after covid 19 pandemic					
40	I found an increase in number of Sexual abuse cases reported, in teenagers after pandemic					
41	I've noticed a negative shift in responding towards teachers by the teenagers, after covid 19 pandemic					
42	The level of connection and relationship between teacher and students decreased after covid-19 pandemic.					
43	I have seen decrease in team work skills of teenagers in class after covid 19					