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RESEARCH ARTICLE

Influence of Covid-19 on the Socio-Emotional Aspect of School Communities

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ABSTRACT

The Covid-19 pandemic arrived abruptly and had a negative impact on the various sectors of society, including the educational field. The objective of this study was to know the influence of Covid-19 on the socio-emotional aspect of school communities in a Brazilian capital. A cross-sectional survey was carried out in the first year of the Covid-19 pandemic in the city of Fortaleza, Ceará, Brazil. The study took place in June and July 2020. A total of 172 directors of municipal and state schools responded to an electronic questionnaire. Issues related to the socio-emotional conditions of students, teachers, coordinators and other members of the school community were addressed. The results were described by means of frequencies, percentages, mean and standard deviation. The study showed that, in the view of school directors, the Covid-19 pandemic strongly and negatively influenced the socio-emotional aspects of students, teachers, coordinators and other professionals belonging to the state and municipal school community of Fortaleza. The teachings of the present pandemic serve as an example for facing future public health emergencies, as in the case of the next pandemic "X". Mainly with regard to the formulation and implementation of consistent public policies for the school community, with special support for: mental and emotional health, health care and hygiene to face the pandemic, operationalization of digital information and communication technologies, developing communication and the network collaboration between schools, families and students, among others.

Keywords: Mental Health, Pandemics, SARS-CoV-2, School Teachers, Students

Introduction

The disease caused by the “new coronavirus”, initially identified in Wuhan, China, in December 2019, spread to the world in a short time. Initially, the natural host of SARS-CoV-2, severe acute respiratory syndrome coronavirus 2, was identified as originating from the bat¹. With the evolution of research on the new disease of importance to global public health, it was soon discovered that the main route of contagion was respiratory, but transmission through personal contact with contaminated objects and surfaces was also verified^{2,3}.

Health authorities drew attention to the transmissibility during the latency period, from 3 to 7 days to 14 days, and by contaminated people, however oligo or asymptomatic⁴. Regardless of the variation in symptoms, when present in the infected people, the most common was fever (88.78%), cough (67.8%), fatigue (38.1%), mucous sputum (33.4%), dyspnea (18.6%), sore throat (13.9%) and headache (13.6%)⁵. Elderly people and those with previous comorbidities could progress to more severe forms, with a greater chance of death⁶.

Mobilized by the severity of the cases and the speed of transmission, on January 30, 2020, the World Health Organization (WHO) considered the problem a public health emergency of international concern and, on March 11, 2020, reported that it was a pandemic^{7,8}. Given the lack of curative medicines and preventive vaccines, social isolation had become mandatory, in addition to measures such as the use of masks and hand hygiene⁹. All these questions reflected in the different segments of society. Likewise, education systems around the world were suddenly affected, with around 1.57 billion students from 191 countries unable to access schools^{10,11}.

In Brazil, the National Health Council (NHC) recommended social isolation to avoid agglomerations, the increase in the contagion curve and the congestion of health services⁸. Therefore, on March 16, 2020, face-to-face classes at all levels of education - kindergarten, elementary and high school - were suspended¹² and 43,156,329 students had to adapt to the new teaching format, predominantly online¹¹.

To ensure a safer environment, less prone to viral contamination, the virtual environment for work, teaching-learning and communication came to be preponderant. Thus, education professionals committed themselves to providing virtual learning environments¹³. As the previous structure in Brazil was inadequate, digital information and communication technologies (DICT) were used, tools

and applications such as whatsapp, e-mail, google classroom, google meet and zoom began to implement remote classes, but many students and some teachers were separated from these resources¹⁴⁻¹⁶, contradicting the notion that pedagogical activities in virtual spaces are influenced by the operationalization of DICT¹⁷.

In fact, the Covid-19 health crisis severely impacted formal education, projecting greater force on members of public schools, due to the preceding social and economic weaknesses. The repercussions also turned against the emotional health of students and teachers, in part, because they had to overcome personal and material limits, and reinvent new ways to continue the teaching-learning process^{18-21,14}.

Notably, the NHC understands that pedagogical practices aimed at the development of socio-emotional skills are one of the essential itineraries for school success in basic education²². There are many concepts formulated about the “socio-emotional” category, sometimes used as synonyms of competences, sometimes of abilities. In general, this concept is interdisciplinary appropriated by various fields of knowledge and comprises the management of emotions through regulatory, control and recognition mechanisms, as well as the ability to deal with conflicting situations peculiar to adverse times and moments, establish and maintain healthy bonds with other subjects, whether at work, in the family, in other social groups or at school²³.

The confinement implanted a great emotional load characterized, among others, by feelings of anguish, uncertainty and fear¹³. In the students, studies found withdrawn behavior, anxiety, depression and a higher level of stress, resulting in socio-emotional losses, including in teachers^{24,25}, thus, we sought to know about the influence of Covid-19 on the socio-emotional aspect in school communities in a Brazilian capital.

Methods

This is a cross-sectional study. The research was carried out with school directors from the municipal and state public schools in Fortaleza, in the state of Ceará, a capital in the Northeast region of Brazil. The research took place in June and July 2020, during the period of social isolation, due to the suspension of face-to-face classes in reason of the Covid-19 pandemic.

An online questionnaire was sent to the emails of all 470 directors of municipal and state schools. Previously, the inclusion criteria were established, namely: being a school director and accepting to participate, voluntarily, by completing

and returning the questionnaire. Those who did not fully respond to the questionnaire were excluded. Confidentiality, anonymity and freedom to participate in the study were guaranteed to all subjects.

Among the 470, we received responses from 172 directors. The questionnaire was prepared on the Google Forms platform and made available at the link: <https://forms.gle/BDKpERL1ax7K4VCe6>.

The questionnaire consisted of 42 questions, in which 24 questions were alluding to the school situation with regard to infrastructure, the offer of meals to students, the geographical location of schools, the number of students enrolled and school workers, pedagogical coordinators, teachers, cooks, professionals in the hygiene and cleaning, the number of classes and the availability of school transport; 16 inquiries referred to the occurrence of remote teaching; and (2) on the socio-emotional aspect of students, teachers, coordinators and other members of the school community.

This article contemplates the theme covered by the questioning about the socio-emotional conditions of students, teachers, coordinators and other members of the school community during the period of social isolation, due to the Covid-19 pandemic.

The results were described by means of frequencies, percentages, mean and standard deviation. The IBM SPSS Statistics 20.0 software for Windows was used for the analyses.

Results

The research was carried out in the city of Fortaleza, where there are 470 public schools in the municipal and state network aimed at basic education, elementary school and high school. Of these, we received a response from 172 directors.

The description of the demographic characteristics of the directors and the school relationship of teachers and students are presented in Table 1.

Table 1 - Demographic characteristics of directors and school affiliation of teachers and students

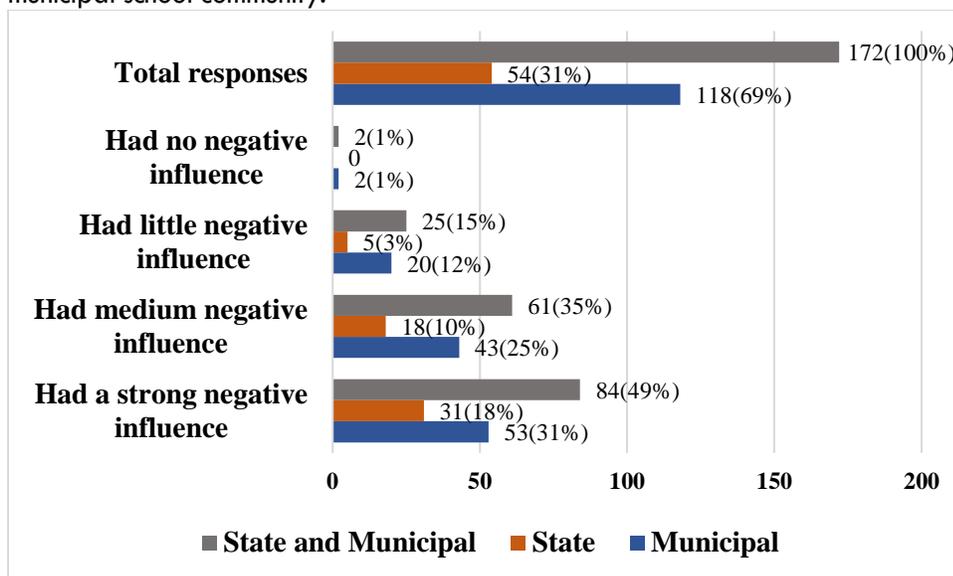
Directors	
Effective directors	172 (100%)
Age, years, mean±SD	49.0±7.4
Sex, female	123 (71.5%)
Teachers/Students	
Teachers teaching	339 (100%)
Students enrolled	3000 (100%)
Students participating in remote classes	1.700 (56.6%)

Source: Research data

The results regarding the questioning of the directors about the influence of Covid-19 on the socio-emotional aspect of students belonging to the

state and municipal school network are presented in Figure 1.

Figure 1 – Influence of Covid-19 on the socio-emotional aspects of students belonging to the state and municipal school community.

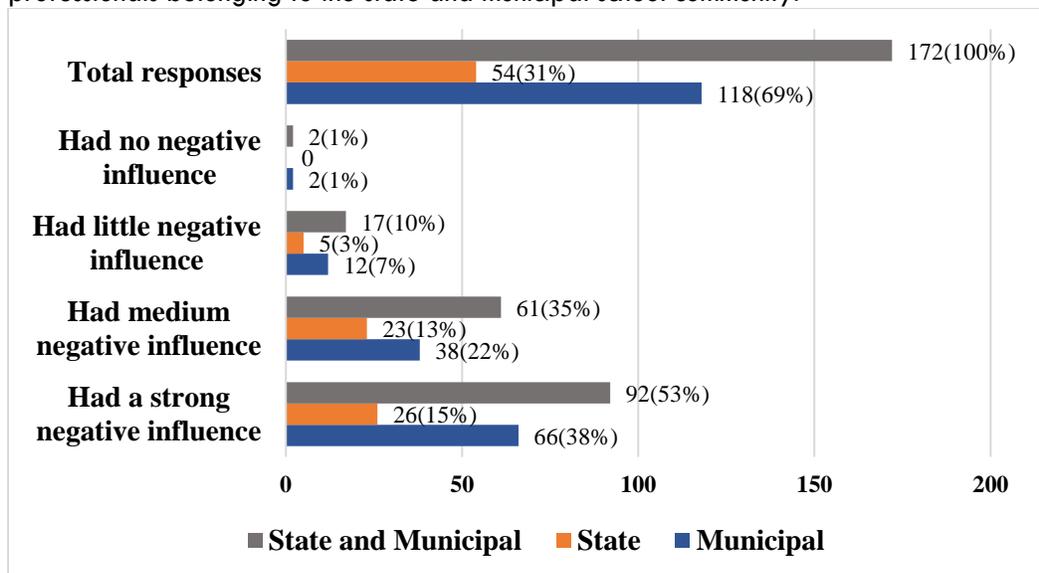


Source: Research data

The results regarding the questioning of directors about the influence of Covid-19 on the socio-emotional aspect of teachers, coordinators

and other professionals belonging to the state and municipal school community are presented in Figure 2.

Figure 2 - Influence of Covid-19 on the socio-emotional aspects of teachers, coordinators and other professionals belonging to the state and municipal school community.



Source: Research data

Discussion

The present study showed that Covid-19 strongly and negatively influenced the socio-emotional aspect of students, teachers, coordinators and other professionals belonging to the state and municipal school community of Fortaleza. An email containing the data collection questionnaire was

sent to all directors of the 470 schools, but only 172 directors responded. It is plausible that the abstentions in responding to the collection instrument occurred due to the high labor demand during the pandemic, because the directors took on new tasks in the pedagogical routines, and spent a lot of time

trying to operationalize emergency remote teaching.

Respondents were mostly women with a mean age of 49 years, reflecting a population that is mostly female and relatively young. A study conducted at the beginning of the pandemic showed that being female, having student status, having specific physical symptoms (myalgia, dizziness, runny nose), and self-reported poor health status were significantly associated with a greater psychological impact of the outbreak and higher levels of stress, anxiety and depression²⁶.

We did not find studies similar to this one, which assessed the influence of Covid-19 on the socio-emotional aspect of all members of the school community at the beginning of the pandemic. However, a study carried out in state schools in Sergipe, Brazil, with basic education teachers showed that the Covid-19 pandemic changed the interaction in training spaces, consequently, had a negative impact on the teaching-learning process and on the socio-emotional aspects of teachers²⁵. And, it also interfered in the communication and socialization of students, as they were deprived of the face-to-face school routine²⁴.

The negative effects of Covid-19 on socio-emotional conditions are not exclusive to the scope of basic education, which made up the population of the present study. Higher education has also experienced setbacks. A survey carried out with 771 individuals - teachers and students - from higher education institutions in Argentina, Colombia, Chile, Spain, Mexico and Puerto Rico, in April 2020, showed that emotional conditions such as nervousness, worry, instability and depression were present during educational activities²⁶. Another survey assessed the mental health of Chinese people of both sexes and without age limits, at the beginning of the pandemic, in 2020, and found several emotional problems, in varying degrees, such as: stress, anxiety, depression, feelings of unhappiness and indignation, sleep disorders, dissatisfaction with life, feeling of social risk, reduced sleep quality and low levels of social capital²⁷.

The aforementioned aspects were not assessed in isolation in the present study, but it is believed that socio-emotional damage was experienced by all people affected by the pandemic, to a greater or lesser extent, in different parts of the planet, and by the population of this study.

Of the 3000 students regularly enrolled in schools in the city where the current study was carried out, only 1700 (56.6%) were in remote teaching activities in the months covered by the

investigation, consequently, absenteeism from classes in the remote model was (43.34%). Similarly, a study with parents of elementary and high school students in the United States revealed that, during the Covid-19 pandemic, the motivation to participate in remote classes and the school performance of students decreased in the residential environment²⁴ and, the lower the range age of the students, the lower was the motivation for remote classes²⁸.

The present study showed that, in the view of school directors, the Covid-19 pandemic had a negative influence on the socio-emotional aspect of the entire state and municipal school community. In the educational institutions analyzed, face-to-face classes were interrupted since March 16, 2020, in order to reduce the rate of contagion by SARS-CoV-2. To manage and discipline this unusual situation, successive decrees were established by governments. Therefore, directors, teachers, other members of the pedagogical team, students and family members experienced numerous daily difficulties, both family and school. This problem was also raised in other countries, with greater severity for the most unequal, as shown in a study carried out in Sub-Saharan Africa, where the organization of distance classes, unequal access to DICT, the overload of teachers and the employment of children in domestic activities showed socio-emotional impairment in teaching and learning²⁹.

A documentary mapping with scientific evidence of the socio-emotional and cognitive, individual and collective impact on student learning and development, found that pre-existing deformed socio-economic contexts amplified such problems during the pandemic period, making them more difficult to solve within the scope of those who already suffered from these limitations³⁰. Likewise, this study revealed that the Covid-19 pandemic projected implications on the emotion and affectivity of all those involved with the teaching-learning process in the scenario studied.

Such indicative postulates the direction of accurate political actions, as well as the institutional and social teacher valorization³⁰. This refers to the importance of (re)thinking public policies aimed at specific attention to emotional health, because students and education professionals require consistent and comprehensive care of previous needs and new needs. Especially when considering the conceptual contributions of the psychogenetic theory of personality development, idealized by Henri Wallon, as encompassing intelligence and affectivity, whose dynamics are characterized by ruptures and overlaps, which occur through non-linear functional alternations. And they appear in

stages of development that add previous dynamics, expanding them and giving them new meanings³¹. In this sense, it is understood that the higher the level of socio-emotional ability, the lower the level of stress in students in adverse moments, such as during the suspension of face-to-face classes³².

In order to face future public health emergencies caused by pandemics, it is recommended for the school community: strengthening of socio-emotional skills, including motivation, ability to work as a team, perseverance and resilience in an adverse scenario. In this way, the adverse effects on the teaching-learning process²² can be limited; government officials should direct greater investment towards the adequate mental and emotional health of teachers and students²⁵; government officials must offer communication channels between the school community and health professionals about health care and hygiene to face the pandemic; public authorities should establish dialogue with teachers and representatives of teaching categories to jointly define safety, well-being and health measures for teachers and students²⁹; improve communication channels between educational institutions, students and family members; provide schools and students with access to and operationalization of DICT; increase the level of education of family members to act as home mediators of learning²⁶; develop communication and collaboration network between schools, families and students²⁸.

The Covid-19 pandemic teaches that, in the present and in the future, everyone - governments, researchers, education professionals and society in general - must understand that measures to face crises of this magnitude require the communion of wills and resources given the multiple influences of these factors on the fields of health and education.

The present study has limitations to be considered: the small sample size; the consequences (positive or negative) were not addressed directly, but indirectly, through the directors' point of view; specific socio-emotional aspects (positive or negative) that may have influenced the school community during the pandemic were not evaluated, and the questionnaire included only two questions related to socio-emotional aspects. At the

time the present research was developed, the pandemic scenario was devastating, with numerous difficulties faced daily by school directors. In this sense, the questionnaire was reduced, and the questions were mostly focused on the school's infrastructure and remote teaching.

Conclusion

The present study showed that, in the view of school directors, the Covid-19 pandemic strongly and negatively influenced socio-emotional aspects of students, teachers, coordinators and other professionals belonging to the state and municipal school community of Fortaleza, Ceará. The Covid-19 pandemic arrived abruptly, and showed the need to overcome in several areas, among these, the socio-emotional. It is understood that in the school community, in particular, there is a need for a shared commitment between school members, students, family members and government bodies in order to face the various challenges arising from the pandemic, minimally compromising the teaching-learning process.

The teachings of the present pandemic serve as an example for facing future public health emergencies, as in the case of the next pandemic "X". Mainly with regard to the formulation and implementation of consistent public policies for the school community, with special support for: mental and emotional health, health care and hygiene to face the pandemic, operationalization of DICT, developing communication and the network collaboration between schools, families and students, among others.

Conflicts of Interest Statement

Authors declare not having any conflict of interest regarding this article.

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