Emotional Effect of Virtual Classes and the New School Schedule on High School Students

Valentin-Morales, Ixlianis (School: Specialized School of Science and Mathematics Genaro Cautino Vazquez)

Due to the global pandemic situation, several parameters have been affected within societies. One of those parameters is human resources, specifically, this research worked with students from ninth to twelfth grade. The purpose was to determine how stress levels can positively or negatively affect high school students. An 85-student sample was established for a survey on a digital platform to answer 10 questions related to stress levels during the pandemic caused by the new school schedule. The data obtained were analyzed using descriptive statistics and 76.5% of students were found to experience stress since the classes started, 82.4% express that they did not like virtual classes and 77.6% answered that the effect of them has been a negative one. Otherwise, 77.6% of students responded that they liked the new school schedule and 83.5% have free time thanks to it. For this reason, established hypotheses were accepted, as virtual classes have indeed increased students' stress levels and adversely affected them by the lack of interest they experience during classes and the emotional negativity they express in the face of the situation. In the future, support groups and ongoing workshops can be worked on between educational staff and students on the management of emotions in different situations. This research works as a pilot for the public and private education system to conduct such surveys and to see if their study method is one that favors both academic and emotional intelligence, and make the relevant changes for the benefit of their students.

Awards Won: