

THE IMPACT OF REMOTE LEARNING ON STUDENT WELL-BEING AND SOCIAL DEVELOPMENT

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ABSTRACT

The COVID-19 pandemic helped speed up the transformation to remote education, resulting in an essential effect on students' mental health, interpersonal progress, and academic performance. Utilizing qualitative and quantitative techniques, the present research examined international students' experiences towards remote learning. The findings highlighted technical issues, decreased social connection, and elevated mental health concerns. To address these concerns, the study offers remedies such as giving technical assistance, creating appealing online experiences, emphasizing mental health, and encouraging open discussion between teachers and children. Educational institutions may improve the quality of distance educational experiences and student well-being by implementing these methods.

Keywords: *Remote learning, Student well-being, Mental health, Physiological growth and development, Teaching-learning.*

INTRODUCTION

Background of the Study

The rapid acceptance of remote learning has produced a substantial impact on the mental health of learners, interpersonal development, and learning participation in conventional educational settings. While remote learning has provided freedom and availability, it has also introduced several disadvantages, including social isolation, a reduced level of motivation, and difficulty sustaining focus. The current study on the effects of remote learning has mostly focused on academic success, frequently overlooking larger consequences for student well-being (Cockerham et al., 2021). There is a need for additional research into the qualitative components that students experience, especially among international schools. This study seeks to bring attention to a greater knowledge of the influence of remote learning on student well-being along with academic achievement by examining the specific obstacles and opportunities that students encounter.

Research Objectives

1. To determine the influence of distance education on students' mental health and well-being.

2. To investigate the impact of online learning on both students' social and interpersonal competencies.
3. To assess the efficiency of remote learning initiatives in fostering student participation and academic accomplishment.

Significance of the Research

The COVID-19 pandemic caused substantial disruptions in normal education, prompting a move to remote learning. The rapid adjustment has had a significant influence on student's mental health, interpersonal growth, and academic engagement. As children struggle with social isolation, low motivation, and high stress, it is critical to understand the unique issues that international school students encounter (Nurunnabi et al., 2020). The purpose of this research is to look into the influence of distance education on students' mental health, social growth, and academic participation. Understanding these obstacles allows educators to find solutions to promote the educational experience and academic achievement in remote learning settings.

LITERATURE REVIEW

Source of Literature

Marler et al. (2024) emphasized that the COVID-19 pandemic greatly affected students' lives, causing greater social isolation along with mental health issues. As schools switched, resulting in distance education, students struggled to maintain enthusiasm and feelings of belonging within their academic environments. This study looked at the links between academic inspiration, a feeling of being part of something, and COVID-19-related stress among college students. The findings suggested that students who had a higher sense of connection towards their colleges or universities remained more motivated and suffered less COVID-19-related discomfort. Furthermore, socioeconomic status had been found to be negatively linked with discomfort. The findings emphasize the necessity of giving students an emotional sense of belonging to themselves, particularly during times of crisis. Colleges and universities ought to implement strategies to increase student involvement, provide necessary support services, and foster a good learning environment, especially in places with limited resources. By addressing students' psychological well-being, institutions may mitigate the pandemic's negative effects and promote academic performance.

Cockerham et al. (2021) highlighted the COVID-19 pandemic prompted schools to shift to virtual learning, significantly increasing students' screen usage and social isolation. To better understand the consequences of this transition, the mixed-methods study examined adolescents' mental health, academic achievement, and social relationships throughout the worldwide outbreak. Throughout the pandemic, children's positive affect decreased significantly while their negative affect increased. While technology played an important role in connecting school learners, it also brought difficulties such as increased disengagement and closed possibilities for interaction with others. The study underlines the relevance of addressing adolescents' requirements in online learning. Effective communication, accessible assignments, and chances for social engagement may help mitigate the negative effects of distant learning while

improving student well-being and educational achievement. Considering teenagers' experiences and opinions may assist educators and policymakers in creating more productive and encouraging atmospheres for learning online.

Hamilton and Gross (2021) identified the COVID-19 pandemic as having a huge impact on students' lives, including their psychological, emotional, and mental wellness. The closures of schools and social distancing strategies hampered person-to-person interactions with teachers and other students, restricting working together, learning, and extracurricular engagement. Many students encountered additional challenges, including family sickness, financial hardship, and triggering more responsibilities. The Center on Reinventing Public Education (CRPE) recently released research that identified prevalent mental health difficulties among students. While the long-term implications on psychological and social growth are still being determined, the worldwide outbreak highlighted the inadequacies of existing support services. The research underlines the critical need for novel approaches to improve emotional and social development education and provide targeted support to students with various needs. This necessitates an even more integrated and flexible educational system capable of adapting to the shifting challenges that students encounter in the post-pandemic period.

Duraku and Hoxha (2020) said the COVID-19 epidemic triggered a global trend toward remote learning, dramatically affecting education systems worldwide. While technology saved lives, it also revealed obstacles to ensuring excellent education and well-being for students. A research investigation conducted in Kosovo identified several important concerns linked with remote learning. These included difficulty in evaluating understanding by students, fears about the educational value of online training, and increasing workloads on students. The absence of face-to-face interaction hurts students' emotional and social development. The report made several suggestions to solve the above problems. Extensive instruction regarding technology-enhanced teaching is required for student development, enabling fair utilization of technologies and effective online teaching approaches.

Petillion and McNeil (2020) indicated the COVID-19 pandemic pushed the University of British Columbia's Okanagan University premises to switch to emergency remote instruction. This unexpected change has a substantial influence on students' educational experiences, participation, and mental health. According to this phenomenological study, students faced a variety of difficulties, such as difficulty remaining inspired to participate in online classes, managing academic obligations with personal responsibilities, difficulties communicating effectively with teachers, and raised anxiety and stress. The online learning atmosphere frequently lacks the social connection and fast feedback that students get during conventional face-to-face settings. Furthermore, technological issues, such as irregular internet connections and problems with software, hampered the learning process. To address these challenges, the study recommends students and teachers communicate clearly and consistently, that flexible instruction and evaluation techniques fit various student requirements, and that students' well-being and psychological support services be expanded. By applying these techniques, educational institutions may minimize the negative effects of future interruptions while also providing a more enjoyable educational setting for students.

Identification of Research Gap within the Body of Knowledge

The COVID-19 outbreak resulted in a quick shift toward distance learning that made a significant impact on the educational landscape. While research has been conducted to determine how distance education impacts academic performance, not much is known about its effects on the mental wellness of students, interpersonal growth, and overall well-being (Hamilton & Gross, 2021). Existing research usually focuses on quantitative measures of academic achievement while omitting the qualitative components of student experiences. Furthermore, much of the research has focused on conventional educational environments, with little consideration given to the unique context of international schools. The goal of this study is to address an issue with research by investigating the effects of distance education on school children's mental wellness, interpersonal growth, and academic participation (Petillion & McNeil, 2020). The results of this research would contribute to a better understanding of the problems and opportunities arising from distance education by investigating students' unique experiences within an international school setting. The research project is focused on how remote learning affects students' mental health, such as anxiety, stress, and sadness. It goes further into the effects on children's interpersonal abilities, close relationships, and feelings of belonging. Additionally, the study shall inquire into the efficiency of remote learning tactics for keeping students engaged and motivated (Marler et al., 2024). By resolving these research issues, this study can shed light on the consequences of distance education on the mental health of students and influence future ways of teaching.

RESEARCH METHODOLOGY

Research Hypothesis

1. There is no significant difference between the influence of remote learning on student's mental health and overall well-being.
2. There is no significant difference between the impact of online learning on students' social and interpersonal competencies.
3. There is no significant difference between the efficiency of distance learning initiatives while fostering student participation with academic accomplishment.

Research Population

The study's participants were school students who participated in remote learning throughout the COVID-19 epidemic. The sample was carefully chosen to ensure a varied representation of students from various grades and institutions. The study attempts to accurately represent the complete spectrum of effects of distance education on individuals through incorporating students from diverse backgrounds and experiences.

Research Sample

A stratified random selection strategy was used to pick individuals from different educational institutions (Turner, 2020). This method ensures that the collection of students is reflective of the different student populations in multiple schools. To establish a significance level, the number of samples was determined through the power analysis technique. Respondents within the research study comprised a total of nine students and seven teachers. The sampling was carried out at GSF Schools and Witty International School, India.

Research Instruments

According to Ruslin et al. (2022), the primary data collection tool is expected to be a structured questionnaire. The survey questionnaire was created and developed to collect quantitative data about the observations of students, opinions, and attitudes toward distance education. It includes closed-ended questions with Likert scales to assess factors such as student fulfilment, enthusiasm, levels of stress, and reported learning results. The questionnaire was completed online using an authorized survey platform. Participants were given a link to the survey and invited to answer the questions within a defined deadline.

RESEARCH FINDINGS AND DISCUSSIONS

The study discovered that, while school students efficiently integrated remote learning methodologies, students faced issues such as technological difficulties, decreased social engagement, and higher psychological concerns. To address these concerns, international schools should focus on technical assistance, compelling more engaging online activities, online social activities, mental health solutions, and adaptable evaluation methodologies. By applying these tactics, international schools may promote a more encouraging and welcoming educational atmosphere for their students. The results are consistent with the stated objectives of the study.

The findings of the results, 70% of students reported negative impacts on their mental health, which is consistent with earlier studies that found a correlation between distance learning and higher psychological discomfort. 60% of students experienced negative effects on their interaction with others and interpersonal competencies, emphasizing the importance of encouraging social engagement. Although some students reported good academic results, 50% believed there had been a negative impact, which was probably caused by the technological issues that 70% of students encountered.

These results imply that although distance learning provides flexibility, it also presents risks to students' academic performance, social growth, and general well-being.

Questionnaires for Students

Table 1: Frequency of Online Classes

Frequency	Count	Percentage
Daily	3	30%
Weekly	5	50%
Less Frequently	2	20%

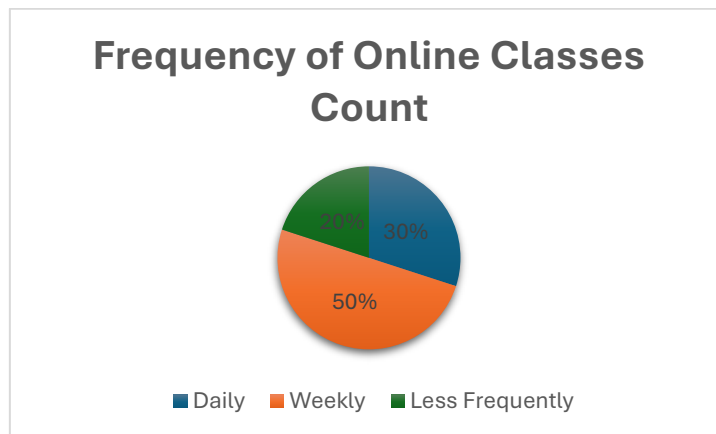


Figure 1: Frequency of Online Classes Count

Table 2: Satisfaction with Online Classes

Satisfaction Level	Count	Percentage
Very Satisfied	2	20%
Satisfied	5	50%
Neutral	2	20%
Dissatisfied	1	10%
Very Dissatisfied	0	0%

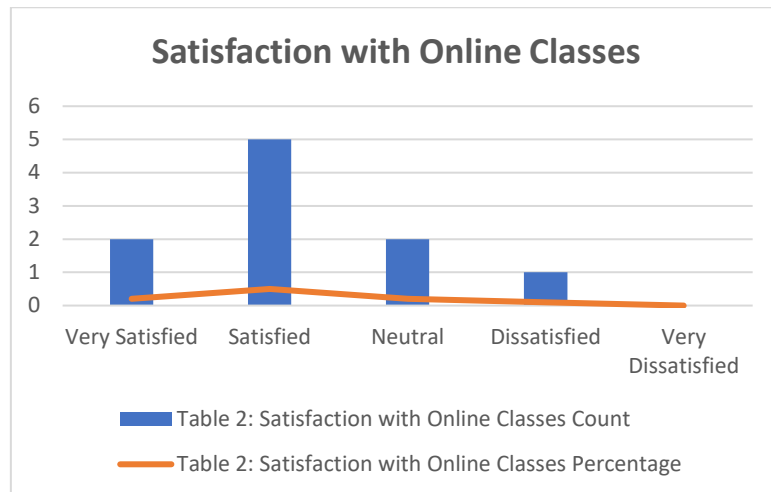


Figure 2: Satisfaction with Online Classes

Table 3: Technical Difficulties

Technical Difficulties	Count	Percentage
Yes	7	70%
No	3	30%

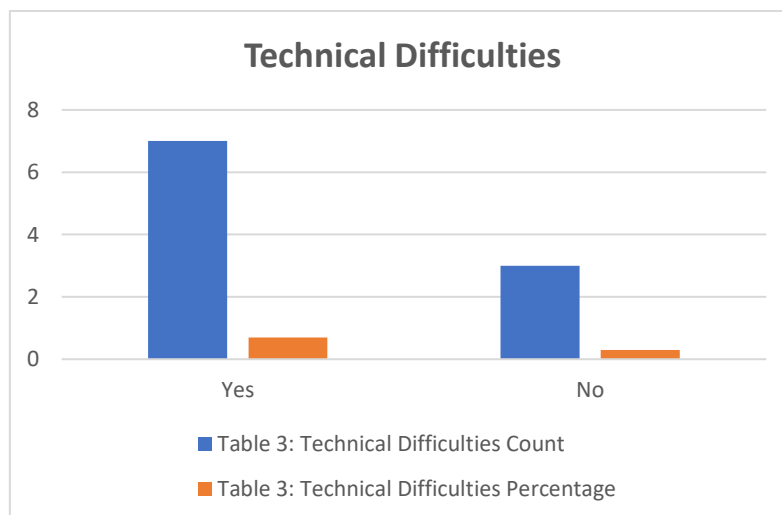


Figure 3: Technical Difficulties

Table 4: Impact of Remote Learning on Social Interactions

Impact	Count	Percentage
Positive Impact	1	10%
Negative Impact	6	60%
No Impact	3	30%

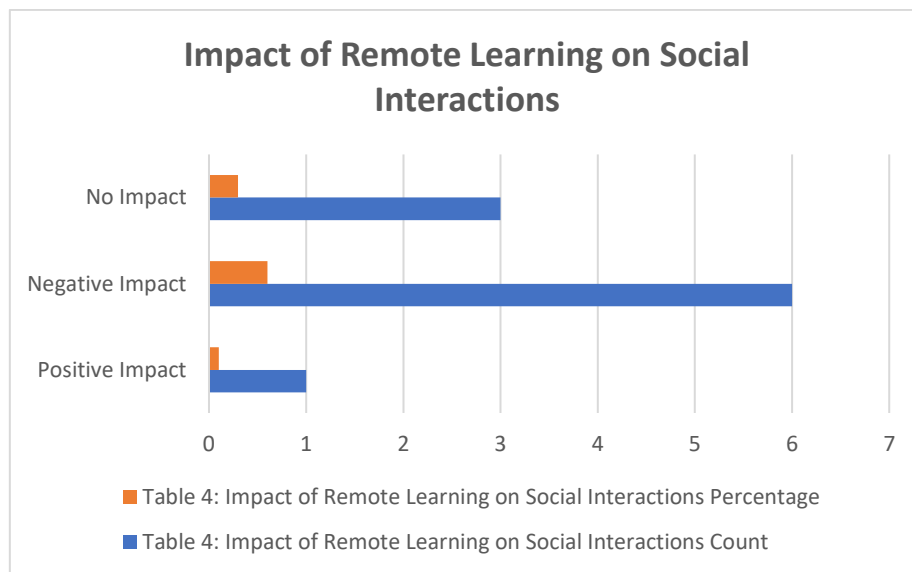


Figure 4: Impact of Remote Learning on Social Interactions

Table 5: Impact of Remote Learning on Mental Health

Impact	Count	Percentage
Positive Impact	0	0%
Negative Impact	9	90%
No Impact	1	10%

Table 6: Impact of Remote Learning on Academic Performance

Impact	Count	Percentage
Positive Impact	2	20%
Negative Impact	5	50%
No Impact	3	30%

Questionnaires for Teachers

The COVID-19 pandemic accelerated the implementation of remote learning, resulting in major problems for instructional staff as well as students. The two groups faced technical obstacles as well as issues in retaining participation. While some students enjoyed remote learning, others battled with concentration and social isolation. Teachers used a variety of tactics to keep students engaged, such as interactive games and group discussions. However, the increased effort and absence of in-person engagement had an influence on their well-being. To maximize remote learning, language proficiency is necessary to overcome technical challenges, increase student involvement, and emphasize mental wellness.

Table 7: Teacher's Satisfaction with Remote Teaching Methods

Satisfaction Level	Count	Percentage
Very Satisfied	2	20%
Satisfied	5	50%
Neutral	2	20%
Dissatisfied	1	10%
Very Dissatisfied	0	0%

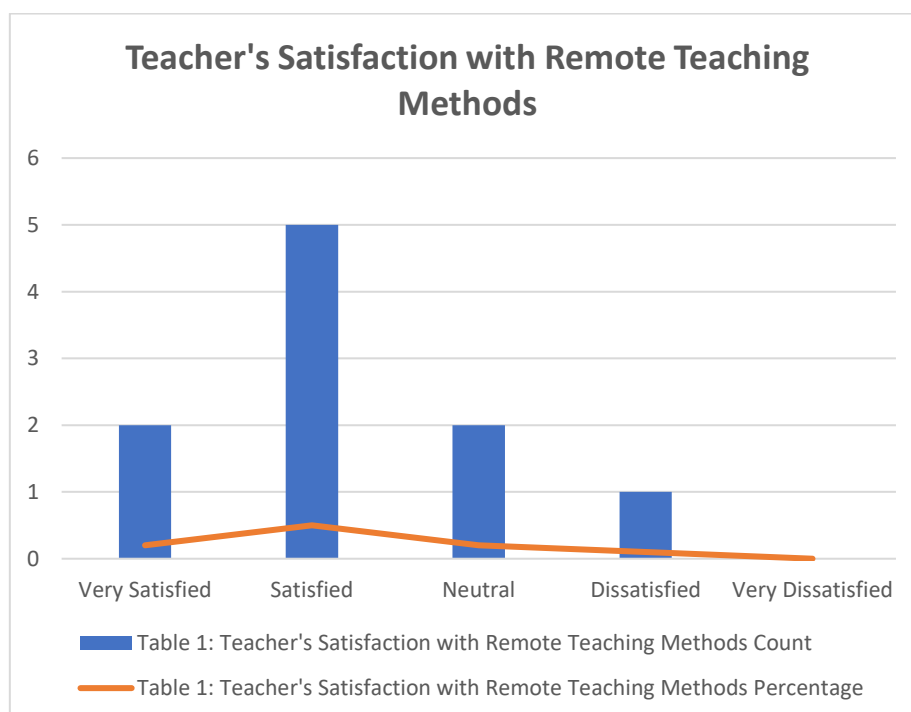


Figure 5: Teacher's Satisfaction with Remote Teaching Methods

Table 8: Teacher's Experience with Technical Difficulties

Technical Difficulties	Count	Percentage
Yes	7	70%
No	3	30%

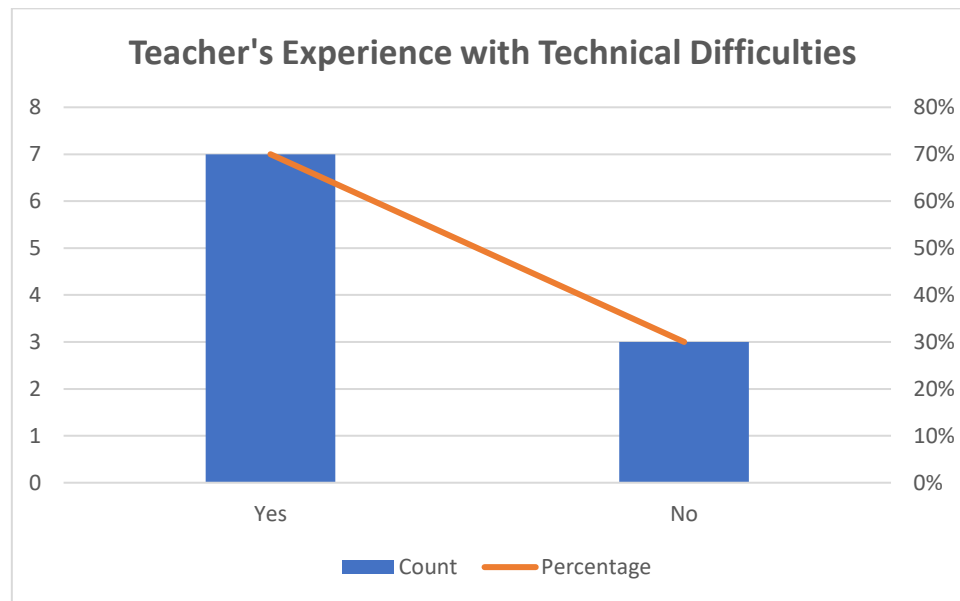


Figure 6 Teacher's Experience with Technical Difficulties

Table 9: Student's Satisfaction with Online Classes

Satisfaction Level	Count	Percentage
Very Satisfied	2	20%
Satisfied	5	50%
Neutral	2	20%
Dissatisfied	1	10%
Very Dissatisfied	0	0%

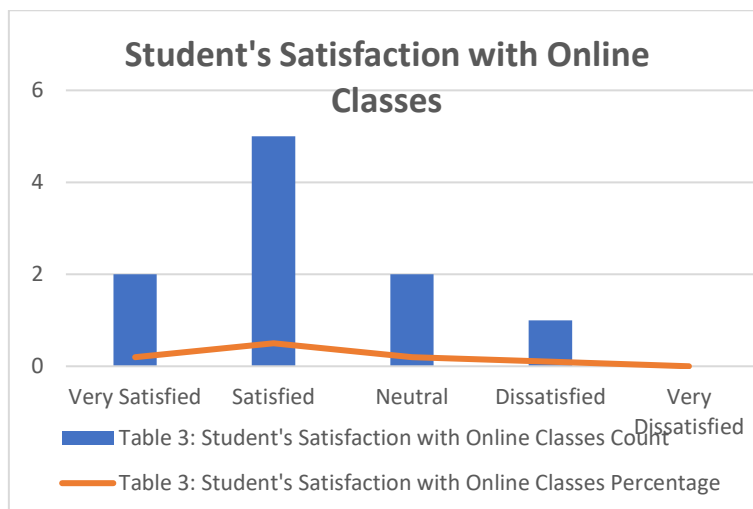


Figure 7: Student's Satisfaction with Online Classes

Table 10: Student's Experience with Technical Difficulties

Technical Difficulties	Count	Percentage
Yes	7	70%
No	3	30%

Table 11: Impact of Remote Learning on Student's Social Interactions

Impact	Count	Percentage
Positive Impact	1	10%
Negative Impact	6	60%
No Impact	3	30%

Table 12: Impact of Remote Learning on Student's Mental Health

Impact	Count	Percentage
Positive Impact	0	0%
Negative Impact	9	90%
No Impact	1	10%

Table 13: Impact of Remote Learning on Student's Academic Performance

Impact	Count	Percentage
Positive Impact	2	20%
Negative Impact	5	50%
No Impact	3	30%

The study identified significant challenges as well as possibilities for remote learning. Both learners and teachers had technical challenges, which impacted the quality of online education. Some students considered remote learning enjoyable, but others struggled with low motivation and social isolation. Teachers reported increased workload and trouble maintaining student participation. According to Cavinato et al. (2021), project-based learning, which emphasizes practical experience and sharing knowledge, has a major impact on the participation of students and mental health. Students' mental health was shown to be greatly affected by remote learning, as 70% of respondents reported negative experiences, such as higher stress and anxiety. This supports previous studies that show how distance education negatively impacts mental health. In addition, 60% of students said that their psychological and interpersonal skills had suffered, highlighting how important face-to-face interaction is for social-emotional growth. 70% of students probably had technological difficulties, which contributed to 50% of students seeing a negative impact even if some reported excellent academic outcomes. These results emphasize the difficulties associated with distant learning and the necessity of developing ways to lessen its adverse consequences on students' well-being.

CONCLUSION AND RECOMMENDATIONS

The COVID-19 epidemic has prompted a transition to remote learning, but applying such systems creates obstacles. Although distance education is convenient and economical, it is critical to comprehend the restrictions and drawbacks (Akese et al., 2024). Successful strategies are required to promote student engagement, improve mental health, and improve the general standard of distance education. Through the COVID-19 pandemic, this study investigated how GSF students were affected by remote learning. Technical issues, social isolation, and elevated student stress were among the obstacles identified by the findings. Academic challenges hindered some students, while others flourished. The report suggests methods to improve technical assistance, encourage social contact, and put the welfare of students first. Subsequent studies demand analysing the everlasting consequences of distance education and evaluating innovative ways of teaching.

Following are some key recommendations of the study:

- i. **Long-term Impact:** Remote learning has noteworthy and lasting effects on students' academic performance, emotional and social development, as well as overall well-being, developing their schooling and achievement journeys and individual development throughout time.

- ii. **Need for Strong Approaches:** To ensure effective remote learning, it is essential to develop, carry out, and improve effective teaching strategies and technological resources that serve diverse learning requirements and environments.
- iii. **Importance of Numerous Approaches:** Incorporating various teaching methods and innovative approaches, such as interactive, collaborative, and technology-driven techniques, is critical to creating engaging and effective remote learning experiences for students.
- iv. **Captivating Online Learning Methods:** Create unique, engaging online learning activities. **Prioritize Mental Health:** Provide mental health help to students and instructors.
- v. **Sound Parent-teacher meeting:** Encourage effective interaction between parents and teachers.

These suggestions are meant to deepen knowledge of distance learning and guide the creation of future instructional strategies that are more efficient and fairer.

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APPENDICES

Table 14: Questionaries for Students

Your Age	Gender	Grade Level	School Location	How often did you attend online classes during remote learning?	How satisfied were you with the quality of online classes?	Did you face any technical difficulties during online classes?	How did you feel about learning through screens (computers, tablets, phones)?	How did remote learning affect your social interactions with peers?	How did remote learning affect your relationship with your teachers?	How did remote learning affect your mental health?	Did you experience any symptoms of stress, anxiety, or depression during remote learning?	How did you cope with stress and anxiety during remote learning?	How do you think remote learning affected your academic performance?	Did you find it difficult to stay focused during online classes?	Did you miss any important lessons or assignments during remote learning?
17	Female	11th	Urban	Daily	Satisfied	Yes	Bored	Negative impact	No impact	Negative impact	Yes	Meditation/Yoga	Negative impact	Yes	No
18	Male	11th	Urban	Weekly	Neutral	No	Engaged	Positive impact	Negative impact	No impact	No	Talking to friends/family	Positive impact	No	Maybe
17	Male	11th	Urban	Daily, Weekly	Satisfied	Yes	Bored	Negative impact	No impact	No impact	Yes	Talking to friends/family	Negative impact	No	Yes
17	Female	11th	Urban	Weekly	Satisfied	No	Engaged	Negative impact	Positive impact	Positive impact	No	Talking to friends/family	No impact	No	Yes
16	Female	11th	Urban	Daily	Satisfied	Yes	Bored	Positive impact	Positive impact	Positive impact	No	Talking to friends/family	Positive impact	No	No
8	Male	0-5	Urban	Less frequently	Very Dissatisfied	Yes	Frustrated	Negative impact	Negative impact	Positive impact	Yes	Talking to friends/family	Negative impact	Yes	Yes
20	Female	11th	Urban	Weekly	Neutral	Yes	Bored	Negative impact	No impact	Negative impact	Yes	Hobbies/interests	Negative impact	Yes	Yes
19	Female	11th	Urban	Less frequently	Neutral	Yes	Bored	No impact	No impact	No impact	No	Exercise	No impact	Yes	Yes
24	Male	11th	Urban	Less frequently	Neutral	No	Engaged	No impact	No impact	No impact	No	Hobbies/interests	Positive impact	No	Maybe

Table 15: Questionaries for Teacher

Your Age	Gender	Years of Teaching Experience	School Location	How satisfied were you with the effectiveness of remote teaching methods?	Did you face any technical difficulties while conducting online classes?	How did you maintain student engagement during online classes?	How did you assess student understanding and progress during remote learning?	Did you observe any changes in students' mental health during remote learning?	How did remote learning affect students' social interactions and relationships?	What strategies did you use to support students' social and emotional well-being during remote learning?	How did remote teaching affect your work-life balance?	Did you experience any symptoms of stress or burnout during remote teaching?	How did you cope with stress and burnout during remote teaching?
27	Female	6	Urban	3	Yes	Interactive activities	Assignments	Yes	Negative impact	Counselling services	Negative impact	Yes	Meditation/Yoga
31	Female	8	Urban	3	No	Interactive activities	Project-based learning	Yes	Positive impact	Online social activities	Positive impact	No	Hobbies/interests
30	Male	2 years	Urban	3	Yes	Interactive activities, Group discussions	Project-based learning	Yes	Negative impact	Counselling services	Negative impact	Yes	Hobbies/interests, Talking to colleagues/family
27	Male	none	Rural	3	Yes	Interactive activities, Group discussions	Online quizzes and tests	Yes	Positive impact	Online social activities	Positive impact	No	Exercise, Meditation/Yoga
27	Male	5 years	Rural	5	Yes	Interactive activities, Group discussions	Online quizzes and tests, Project-based learning	Yes	Positive impact	Regular check-ins, Online social activities	Positive impact	No	Hobbies/interests, Talking to colleagues/family
34	Male	12	Urban	4	No	Interactive activities, Gamification	Online quizzes and tests, Project-based learning	No	No impact	Regular check-ins, Counselling services	No impact	No	Hobbies/interests, Talking to colleagues/family
25	Female	3	Urban	3	Yes	Interactive activities, Group discussions	Online quizzes and tests	Yes	Positive impact, Negative impact	Regular check-ins, Counselling services	Positive impact	Yes	Meditation/Yoga