



PRACTITIONER RESEARCH

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How to cite this article:

Ishak, N. A., Ahmad Puad, M. I., Perumal, R., Ismael, A. M., Shaik-Abdullah, S., Abdul Rahim, F. & Wan Din, W. Z. (2022). High school students' emotional experiences of online learning during Covid-19 pandemic period. *Practitioner Research*, 4, July, 1-20. <https://doi.org/10.32890/pr2022.4.1>

HIGH SCHOOL STUDENTS' EMOTIONAL EXPERIENCES OF ONLINE LEARNING DURING COVID-19 PANDEMIC PERIOD

¹Nurul Afifa Ishak, ²Mohd Irhash Ahmad Puad,
³Rajeswari Perumal, ⁴Ahmed Mohammed Ismael,
⁵Sarimah Shaik-Abdullah, ⁶Fauziah Abdul Rahim &
⁷Wan Zalina Wan Din

School of Education, Universiti Utara Malaysia

⁵Corresponding author: sarimah@uum.edu.my

Received: 25/5/2022 Revised: 1/6/2022 Accepted: 20/6/2022 Published: 31/7/2022

ABSTRACT

Purpose - This research aims to explore the emotional experiences of online learning among high school students during the pandemic period. Underlying issues that led to the development of the emotions, coping mechanisms, and support received were also looked into in the study.

Methodology - This qualitative study employed a case study method, involving semi-structured interviews. By using Purposive Sampling, 12 high-school students were selected and interviewed on topics related to i) their emotional experiences in online learning; ii) the strategies they used to deal with their emotions, and iii) the type of support that

they received throughout their online learning experiences. Thematic Analysis and In-vivo Coding were used to interpret the data and generate suitable themes and sub-themes for the study.

Findings - Findings show that students experienced a variety of emotions of unhappiness, happiness, discomfort, frustration, anger, stress, annoyance, exhaustion, shyness, and the feeling of being distracted during the time of online learning during the Covid-19 pandemic. Data also show that students coped with their emotions through interaction with others, taking a breather, keeping to themselves, managing the interruptions, and also maintaining focus. When it came to the support received, family support, peer support, financial support, and educational support were the sub-themes that emerged.

Significance - The results of this study contribute to the understanding of high school students' feelings towards online learning and see how they are coping with it during the Covid-19 pandemic.

Keywords: Pandemic Covid-19, Emotional Experiences, High School Students, Online Learning.

INTRODUCTION

Background of the Study

The Covid-19 pandemic has imposed an unprecedented educational challenge, causing the suspension of face-to-face teaching (UNESCO, 2020). This transition has been incredibly challenging in secondary schools, where much of the learning is centered on hands-on activities, laboratory sessions, and direct contact with teachers and other students. The potential effect of prolonged online learning on students' emotional states is still unknown because this is an unprecedented and novel circumstance. However, a major concern amongst educators is students' ability to cope emotionally with the challenges of having to learn in an alienated environment that online learning, not by their choice, compared to conventional class setting has to offer (Aslan et al., 2020; Gökhan Orhan & Ömer Beyhan, 2020). A major part of online classes just provides recorded instructor lectures, which only reinforces the negative effects of passive learning amongst the students. Students are deprived of the opportunity to become truly

engaged learners who are behaviorally, intellectually, and emotionally involved in their learning tasks (Mirahmadizadeh, 2020).

Although online learning is expanding in availability and popularity, the high dropout rates remain a challenging problem due to the emotional factors of students in online learning. Many students do not fare well in online assessments because they become emotionally disturbed due to reasons such as disconnectedness and technological problems.

Given that emotions exist in the wider, comprehensive human experience (Plutchick, 2003), they cannot be regarded as separate from the experience of the environment involved in learning (Brookfield, 2006; Lehman 2006). Brookfield (2006) and Dirkx (2008) suggest that emotion is often mistaken as an obstacle that hinders effective teaching and learning.

Research Purpose

School closure during the Covid-19 pandemic era has had a direct impact on students. The absence of the traditional academic and educational environment can affect the behavior and emotions of students towards education (Mirahmadizadeh, 2020). Online learning has become globally significant and also accepted widely and is considered an important approach that can overcome the limitations of real classroom lessons, especially in higher education.

It can be said that students' emotional experiences, among other factors, have an impact on their use of learning technology. Although research on emotional experiences of students' online learning has been done since the pandemic, the question of the factors behind each type of emotion has not been explored in detail.

Therefore, the purpose of this study is to explore the emotional experiences of online learning during the pandemic and how the students managed to overcome these emotional experiences. During the pandemic, online learning was mostly participated by students from their respective homes, thus this study also serves the purpose of getting information with regards to the type of support they received in overcoming their emotional experiences during the online learning.

Problem Statement

Students' emotional well-being in times of sudden pandemic is often overlooked and neglected by people. The fast transition from a physical class to an online platform affects the adolescent students' emotional experiences as they are required to adjust quickly to the sudden changes in their way of learning. Concerns over students' state of mental health are raised by educational and psychological research due to the issue of the unforeseen shift in the educational system (Roso Balta-Salvador et al., 2021). However, the focus is given mostly to students at the tertiary level of education, with an emphasis on the increase in the intensity of negative feelings (Son et al., 2020) and the experience of anxiety, stress, and depression (Saravanan et al., 2020). Little attention is given to the wider range of emotions experienced by students, especially the possibility of positive emotions that might also emerge in them. Students at the secondary level also require attention and validation of the emotional experiences that they had over the years of seemingly unending online classes in the pandemic. Ramos-Morcillo et al. (2020) in a study identified two phases of students' adjustments to the learning shift as the pandemic progressed; 1. The Shock Phase occurs at the beginning of the online learning stage and causes a decrease in the mental health performance of the students and disrupts their ability to concentrate. 2. The Normalisation Phase, in which thiolation and confinement have become the new normal and they started to assimilate with the condition.

The majority of teachers, who were interviewed on their perceptions of online learning suggested that students do not show much interest during online classes and they did not achieve quality engagement and interactions with them (Gökhan Orhan & Ömer Beyhan, 2020). More often, their lack of focus or engagement in an online class is associated with their disinterest or laziness in learning, while in actuality, this might stem from their personal emotional experiences in dealing with online learning amid Covid-19. Therefore, this study was conducted to explore the emotions experienced by high school students in dealing with online learning and provide an in-depth understanding of their experience, based on the following research questions:

1. What were the high school students' emotional experiences of online learning during Covid-19?

2. What skills/ strategies did they use to deal with their emotions during online learning-Covid 19?
3. What support for online learning experiences did they receive, particularly in managing their emotions?

It can be assumed that it is becoming increasingly common in the education sector to offer online learning environments since the occurrence of the pandemic. They are considered an important teaching approach in learning that can overcome limitations related to real classroom learning. Online learning allows educators to provide students independent of time and place with new and innovative virtual environments - an initiative to develop and provide stimulation in their learning process (Brown, 2002).

Emotions that are directly connected to processes of learning and achievement outcomes are categorized as achievement emotions (Pekrun and Stephens, 2010). This study is very significant as it identifies the categories of the students, emotional experiences be it positive or negative. Similarly, the question of how students experience an online learning environment emotionally has not been answered sufficiently so far. So, this study aims to be significant in the area of strategies that can be used to solve the students' emotional problems and also how they were supported in dealing with their problems.

It can be said that students' emotional experiences play a far more dynamic role in online learning than merely inhibiting rational thought and reason. A good understanding of the nature of emotions in the online learning context may assist the learning process to benefit both parties that are the educator as well as the learner. Thus, this study will be significant in dealing with students' emotional experiences during the pandemic.

METHODOLOGY

This study was conducted following the qualitative research principles. The researchers used qualitative methods to uncover dimensions such as beliefs, thoughts, and motivations, and provide insight into complex relations (Patton, 2002), which was critical to understanding students' emotional experience in secondary school. In this study,

the participants' truths are important; Therefore, extracting data from them required careful consideration, in terms of participants' selections, selected prompt questions, data analysis methods, and themes generated.

Participants

The selection of the participants was done employing Purposive Sampling (Braun & Clarke, 2013), in which the recruitment of the participants was made based on the convenience of the geographical locations of each researcher. Each researcher has selected 3 participants, from their respective districts, which fit the criteria of the expected research participants. The criteria of the learner selection include (a) High-School students and (b) experienced and undergone online learning due to the current Covid-19 pandemic. Therefore, twelve high school students were selected as participants for the interview process. The age of the 9 participants was spread between 13 and 18 years old with the average age being 16. Of the selected students, 8 were male students and 4 were female students. Researchers were also careful to make sure that the selected students had gone through the online learning experience during the Covid-19 pandemic period.

Once the participants were identified and selected, the researchers approached them and provided them with explanations of the purpose of the study. To ensure the anonymity and confidentiality of the participants and to get their agreement to participate in the study, the students were asked to complete the consent form which contained information about the study. The consent form was carefully prepared by the researchers beforehand, including clauses on the secrecy of identity, voluntary participation, and agreement to allow the data to be used for reporting purposes (Braun & Clarke, 2013). This was intended to ensure that the students feel safe and secure in revealing their emotional experiences.

Data Collection

The data collection method used to gather the student's emotional experiences of online learning during the Covid-19 outbreak was a semi-structured interview. A list of interview questions was prepared to facilitate the students in describing their experience. Interview sessions with most of the participants were done face to face, either physically or through an online platform. Face-to-face interview

allowed the researchers to have live interactions with the participants and act as human instruments which allowed flexibility during the interview sessions based on the participants' responses. In a face-to-face situation, researchers were also able to observe the participants' non-verbal communication which became important in interpreting the collected data.

Due to certain constraints such as poor internet connection and availability, some of the interviews were conducted in other forms including voice recording, WhatsApp conversation and voice notes, and google form. For these, the researchers had to return to the participants several times to gather the required data. After conducting the first round of interviews, the researchers looked through the interview data and then found that there was information that could be elaborated or expanded further, a second interview with the participants was carried out.

Table 1

Interview Questions

Research Question	Interview Questions
1. What are the high school students' emotional experiences of online learning during Covid-19?	1. Do you like online learning? / How do you feel about online learning? 2. What kind of emotion that you feel when you are in an online classroom? / How do you feel about going to your classes? 3. How satisfied are you with the way learning is conducted?
2. What skills/ strategies did they use to deal with their emotions during online learning-Covid 19?	1. How difficult or easy was it for you to stay focused during online learning? Why do you feel that way? 2. How do you personally cope/handle the pressure of having an online class? 3. What did you do to deal with the way you feel?
3. What support for online learning experiences did they receive, particularly in managing their emotions?	1. What kind of support did you receive from families and friends? How did it help you? 2. What type of support do you wish to receive the most during the time of online learning? Why? 3. In the future, would you want to do more online learning? Why?

Data Analysis Process

Once the interview phase was completed, the researchers gathered together to analyze the data obtained from the interviews. Codes and themes were identified and developed by using In-Vivo Coding and Thematic Analysis (Braun & Clarke, 2013). The coding process was conducted manually, whereby the researchers manually highlighted the possible codes that emerged in the interview transcripts by using 5 different colors. The codes, which are related to emotions and underlying issues were labeled with the following colors; (a) turquoise: teacher-related emotion, (b) purple: learning environment-related emotion, (c) green: family-related emotion, (d) yellow: technology-related emotion, and (e) muddy green: personal-related emotion. The codes were identified through In-Vivo Coding and were generated from the terminology and language used by the participants in the interviews. Thematic analysis was also used to identify the patterns of responses across the collected data. The researchers closely examined and interpreted the data and reported the repeated patterns found. The patterns were then sorted into themes and sub-themes. For example, one of the themes identified was “*Coping Mechanism*”, which consists of sub-themes such as “*Interaction With Others*”. The themes generated relied on the researchers’ careful judgment, choices and interpretations.

FINDINGS

High school students’ emotional experiences of online learning during Covid-19

Table 2 displays the themes and sub-themes that emerged from the analysis. The interactions and interviews with the participants have provided the researchers with new insights and outlooks on the emotional states of the high school students during the implementation of online learning. Underlying issues were also identified during the process and were categorized as shown in the tables below.

Table 2

Emotions Experienced by the Students During Online Learning

Themes	Sub-themes	Examples of excerpts	Underlying Issues
Emotions	Unhappy	<ul style="list-style-type: none"> • “Not happy when classis interrupted and I miss something” • “Don’t want. Learning normally in (physical) class more fun. There are friends. Don’t want online.” 	a) Family-related b) Technology-related c) Teacher-related d) Learning Environment e) Personal Issue
	Uncomfortable/ Discomfort	<ul style="list-style-type: none"> • the unfamiliarity of online learning made him uncomfortable and it was difficult for him to adapt to online learning. • When he had an online session, he had to bear with the noises and disturbance of his younger siblings, who were running around when he was having class. 	a) Family-related b) Technology-related c) Teacher-related d) Learning Environment e) Personal Issue
	Frustrated	<ul style="list-style-type: none"> • Online classes are sometimes not clear because of slow internet connection. • Difficult because younger brother and sister always disturb 	a) Family-related b) Technology-related c) Teacher-related d) Learning Environment e) Personal Issue
	Angry	<ul style="list-style-type: none"> • Sometimes I feel angry because the kids (brother and sisters) often play in the room when I’m having online classes. • I feel angry but I can’t stop my brothers and sisters from disturbing me, playing, making noises, and going in and out of the room because I share a room with them 	a) Family-related b) Technology-related c) Teacher-related d) Learning Environment e) Personal Issue

(continued)

Themes	Sub-themes	Examples of excerpts	Underlying Issues
	Happy	<ul style="list-style-type: none"> • If the subject is fun/interesting... BM, science The teacher is nice, not much work. • Like, because never liked learning with many people (privacy). No distractions from classmates. 	a)Family-related b)Technology-related c)Teacher-related d)Learning Environment e) Personal Issue
	sometimes	<ul style="list-style-type: none"> • Sometimes stressful also because not all places support good connection so lagging. • Feels stressed because he had to cover all his lessons by himself without the teacher's help. 	a)Family-related b)Technology-related c)Teacher-related d)Learning Environment e) Personal Issue
	Annoyed	<ul style="list-style-type: none"> • But when I don't get what the teacher is teaching I feel lost. • Online classes are sometimes not clear because of slow internet connection. 	a)Family-related b)Technology-related c)Teacher-related d)Learning Environment e) Personal Issue
	Exhausted	<ul style="list-style-type: none"> • Feel exhausted because... half a day just facing electronics... gadgets... feel tired even if it's just sitting in one place. • I feel tired because maybe there is no one to teach me face to face. If it's face-to-face I will understand a little. 	a)Family-related b)Technology-related c)Teacher-related d)Learning Environment e) Personal Issue
	headache	<ul style="list-style-type: none"> • Headache because sometimes when I don't understand I feel shy to ask. • Shy to ask questions if I don't understand. 	a)Family-related b)Technology-related c)Teacher-related d)Learning Environment e) Personal Issue
	difficulty	<ul style="list-style-type: none"> • Difficult staying focused because he was easily distracted by his phone • Difficulty staying focused because she was easily distracted by his family members. (RC) 	a)Family-related b)Technology-related c)Teacher-related d)Learning Environment e) Personal Issue

The data obtained depicts that the students experienced diverse kinds of emotions during the implementation of online learning such as Unhappiness, Happiness, Discomfort, Frustration, Anger, Stress, Annoyance, Exhaustion, Shyness, the feeling of being Distracted. All of these emotions will be discussed further in this section.

Discomfort, Frustration, Unhappiness

Aslan et al. (2020) argue that during the pandemic of Covid-19, students have experienced an increase in anxiety, stress, and depression, especially with the sudden switch of learning methods. This resonates with the findings as mentioned by a participant who overtly expressed his preference for conventional face-to-face classes and not being happy in an online class, “Don’t want. Learning normally in (physical) class more fun. There are friends. Don’t want online.”

One male student described his condition during the first stage of online learning implementation at his school. He argues that the unfamiliarity of online learning made him feel uncomfortable and it was difficult for him to adapt to the online learning method. Another participant said, “It is unsuitable for me because I do not know how to handle a laptop”. The unfamiliarity felt by the students at the early stage of online learning suggests that they were experiencing The Shock Phase as proposed by Ramos-Morcillo et al. (2020).

Stress and Overwhelmed

Another emotional state identified from the interviews is the feeling of stress and overwhelmedness. One student said that he felt stressed out during online teaching because he had to cover all his lessons by himself without the teacher’s help. On the other hand, another female student pointed out her worry about her understanding of the tough subjects because most of the time she could not catch up with the teachers’ teaching. The feelings portrayed by the students further supported the findings by Ausin et al. (2021) and Aristovnik et al. (2020) that indicate emotions such as worry, anxiety, stress, depression, and boredom intensified during the countless Covid-19 lockdowns. In the meantime, some used the word “Bored” or “Boring” to describe their online learning experiences, for instance, as quoted, “It is boring and unsuitable for me”, “Feel bored during online class”, “Class was

boring because the teacher talked to himself” and “I feel bored. There is no interaction in online learning.” All of these responses depict their boredom and emotional state during the online sessions conducted by their teachers.

Anger, Annoyance, Exhaustions

During the interview, one female student expressed her anger toward the situation that she was in when attending the online class. In her words, she said, “I feel angry because the kids (brother and sisters) often play in the room when I’m having an online class”. This suggests that the learner is experiencing an invasion of privacy and could not set up a proper learning environment at home. She further added, “I feel angry but I can’t stop my brothers and sisters from disturbing, playing, making noises, and going in and out of the room because I share a room with them”. The word “angry” appears two times, which visibly hinted at the anger that she felt towards the unsuitable and uncondusive learning environment that she had. Driessen et al. (2020), as cited in Balta-Salvador et. al. (2021), explained that students’ learning environment might be disrupted or unpleasant since they have to share their study space with their family members which would inevitably increase noise and distractions. Due to the distractive environment and the interruptions of younger siblings, several students experienced anger when undergoing online classes at home. The feeling of anger, confusion, fear, anguish, nervousness, and disgust are common aversive states of emotions for people stuck amid a pandemic (Brooks et al., 2020).

Happiness and Comfort

For some students, the confinement and the shift to online learning were viewed as positive things that brought them comfort and happiness. One student mentioned his preference for online learning because of several reasons such as having more privacy as he did not like learning with many people and distractions from classmates. As quoted, he said, “When learning online (I) like because (I) like learning alone and can focus when learning without anyone disturbing”. This depicts that online learning experiences differ from one person to another, and some students enjoyed the state of online learning given that it meets the standard of learning that they want. Thus, this shows that confinement and lockdowns do have positive effects on students’

learning efficiency and their academic performance, as supported by several studies (Gonzalez et al., 2020). All of these are evidence that a wide range of emotions was felt by the high-school students throughout the phases of online learning during the Covid-19 pandemic.

Coping Mechanisms and strategies used to deal with their emotions during online learning-Covid 19

Findings from the interview have shown that students differed in the ways they dealt with their emotions about online learning during the Covid-19 pandemic (Table 3). The coping strategies used by the students were *taking a breather*, *interacting with others*, *keeping to oneself*, *managing interruptions*, and *maintaining focus*.

Table 3

Coping Strategies to Handle Emotions During Online Learning-Covid 19

Themes	Sub-themes	Example of excerpt
Coping Strategies	Interacting with others	<ul style="list-style-type: none"> ● I always spend time with my friends after class through calls and play games together. ● Spends her time with her family whenever she feels pressured ● If feeling stressed, just play game ● Ride his motorcycle around his village.
	Taking a breather	<ul style="list-style-type: none"> ● Go out with her mother for the peace of her mind. ● Sit quietly alone, games ames, sleep, and rest.
	Keeping to oneself	<ul style="list-style-type: none"> ● I just rest and sleep and then will forget about it. ● When I'm stressed I don't tell anyone. I will release it on myself... or sleep... when I wake up I will forget what I was thinking.
	Managing interruptions	<ul style="list-style-type: none"> ● Scold younger brother and sister. Then they stop disturbing.
	easy	<ul style="list-style-type: none"> ● Easy (to focus). Because nobody can disturb at home. (I'm) alone. Dad, mom, and brother are all at work.

Taking a Breather

For most of the students, taking a breather to entertain themselves by doing an activity unrelated to learning was preferred when coping with the different emotions that stem from online learning during the Covid-19 pandemic. Most students were able to use their time well, spending it on planned activities and interests (Piagaiani et al, 2020). The participants in the study mostly described using the time outside of online classes to play games or to go out. They expressed phrases like “I just play a game or go out”, “I go to play football” or as one of the students explained, he would ride his motorcycle around the village. Whether it was through playing games, going out with friends or family, watching movies, listening to music, or doing something else entirely, these students mostly preferred to engage themselves in activities that would keep their minds off their classes. The stress of online learning was enough to make students want not to think about their studies.

Interacting with Others

The students in this study also chose to spend more time interacting with friends or families outside of online classes. This is in agreement with Piagaiani et al. (2020) who suggested that high school students support each other by remaining in contact with their friends during the pandemic. The current study found that students spent time with their friends by meeting up or through calls. They talked to each other on various topics ranging from those related to their online learning to topics unrelated to studies. They also talked about going out to play with their friends when the lockdown was eased, which related to the previous coping strategy of taking a breather. Some students also shared that they spent time with and talked to their family members when they felt stressed from online learning. The pandemic has minimized human social interactions and has made them something more valuable. For these high school students, social interaction is part of their development process and any opportunity they have during the pandemic would be taken.

Keeping to Oneself, Managing Interruptions, Maintaining Focus

On the other hand, keeping to oneself, dealing directly with interruptions, and keeping focus was strategies least frequently used by

high school students in coping with their emotions of online learning. Several students described isolating themselves momentarily as one way to deal with what they felt about their online learning experience. This did not mean that they chose to isolate themselves entirely but as a way to rest their mind and body. These same students also used other coping strategies to deal with their emotions during online learning. Only one of the students chose to directly deal with class interruptions that were bothering him by scolding his younger siblings and he was able to stay focused this way. Another student hinted at being able to stay relaxed and maintain focus during online classes.

Support for Online Learning Experiences in Managing Emotions

In terms of support that the students received and needed, data analysis has shown that the participants received support mostly from family members, and peers and the type of support received was financially based, while they also expressed needing educational support from their teachers (Table 4).

Table 4

Internal and External Supports

Themes	Sub-themes	Example of excerpt
Support received	parents	<ul style="list-style-type: none"> ● Parents always advised him to work hard in his studies to secure better future for himself. ● When I'm tired my parents bring me to eat or to the mall. They will give me what I ask for. ● Wished parents would ask questions like "Are you ok?", "do you have any problems you want to share?", "What did you do for an online class?"
	Support from friends	<ul style="list-style-type: none"> ● Support came in the form of listening ears- they often had good chats to de-stress themselves. ● Friends and family motivate him to keep him going

(continued)

Themes	Sub-themes	Example of excerpt
	Financial support	<ul style="list-style-type: none"> ● parentsnts bought him and his younger siblings small study tables to accommodate and provide them with comfortable learning conditions. ● Her mother spend money to replace her old broken phone with a new one to ease her online learning. ● Family bought him exercise books that he needed to do his revisions.
	Needed educational support	<ul style="list-style-type: none"> ● She wants her teachers to understand students'situations at home and be willing to help the students. ● Expects that the teachers should teach the subjects even more detailed

Family Support

Data from the interviews have shown that the most support the students received in their online learning experiences during the Covid-19 pandemic was from their family members. This was in contrast to Pigaiani et al (2020) who discovered that students found it hard to stay home with self-isolation and quarrels being frequently reported. With schools being closed and online learning mostly taking place at home, it was even more important for parents to be able to show and provide support to their children since teachers were physically unavailable. One form of family support was motivational as students expressed receiving encouragement from family members to attend online classes and to continue to study. Others explained that they received family support to relieve themselves from tiredness or stress, as their parents would take them out for an outing when movement control was less strict. The current study also revealed that students wished to receive more support and attention from their parents during this time.

Financial Support

Several students talked about receiving financial support. These did not necessarily mean in the form of money but through things that eased the students' online learning experience. The students explained how their family bought them a study table, new phone, books, and credit top-ups to make online learning easier. It wasn't only family members who were providing financial support, as one student did

mention receiving financial support from the school in the form of credit top-up.

Support from Friends

The same number of students indicated receiving support from friends and receiving financial support. Support from friends came in various forms. Peer support came in the form of motivation, listening ears, study partners, and even in the form of an alarm clock for example to help ensure that their friends are present during class and do not oversleep. All this support helped students in managing and coping with their online learning experiences. Friends went through similar situations, so the students found it easier to share and discuss what they are going through with their friends.

Educational Support

None of the students shared any experience about having received any educational support, though they did state their wish and expectation of having more support from their teachers. Pigaiani et al (2020) stated that although most students had contact with their teachers, the commitment given to them is at best satisfactory, with a large number of students expressing their worries relating to their studies. Similarly, the students in this study indicated their wish for teachers to have classes more often and to provide more attention and feedback on lessons and exams. Those that felt scared of the teachers also expressed their wishes that the teachers would extend to them personally. The students also wanted the teachers to be more understanding of the student's situation at home while also willing to help. Teachers need to pay attention to their students more in online class settings as students can get distracted much easier compared in a physical classroom setting.

REFLECTING ON HIGH SCHOOL STUDENTS' EMOTIONAL EXPERIENCES OF ONLINE LEARNING DURING THE PANDEMIC

The researcher's attempt to explore high school students' emotional experiences when learning online during the pandemic was initiated

by concerns over the ways that students were dealing with the challenges of online learning emotionally and to explore the coping mechanism and support they received or hoped to receive. The interaction via interviews with the students, provided opportunities for the researchers themselves, as educators, to understand and reflect on their roles in providing support for diverse students' online learning experiences. Whilst negative emotions that are likely to occur about poor technology and connectivity remain an uncontrollable variable to the teachers, providing the right learning environment that is engaging and non-threatening for students to participate and seek help is within the teacher's controllability. Enabling students to interact with peers and understanding diverse students' expectations and predicament when learning in a challenging environment help students to cope better emotionally and may prevent the feeling of isolation when learning online. The provision of support by various parties such as parents, teachers, and peers is undeniably crucial in helping students cope emotionally when learning in the face of adversity, which escalated during the pandemic. Students' expectations of teachers in providing educational support revealed that teachers' failure in providing meaningful online lessons that can help students learn can be detrimental not only to students' emotions but also potentially influence their academic achievement.

Studies relating to students' emotions in online learning should continue to be done to further examine students' emotions and how they cope with the subsequent stages of studying during the pandemic as well as after it ends. The Covid-19 situation was constantly changing and schools continued to adjust and readjust accordingly.

The results of the current study contribute to the understanding of social and emotional changes related to the Covid-19 pandemic in high school students. The data in this study help to understand students' feelings towards online learning during the pandemic period. The current study on students' emotional experience of online learning did not consider socio-economic factors such as urban vs. rural students which could have effects on students' online learning experience. Studies can also look at how different age groups are emotionally affected. Additionally, one can look at similarities or differences in emotional experiences and coping strategies between students of different cultures.

The current study has shown that family, teacher, and peer support is important for high school students in managing and coping with their emotional experiences of online learning during the Covid-19 pandemic period. This is large because at this age they do not yet have the experience to cope with difficult situations. Schools and teachers should pay more attention to students in their online learning classes.

ACKNOWLEDGMENT

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

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