

The effect of adjustment abilities of the students belonging to Joint and Nuclear Families on their academic achievement during the Covid-19 lockdown period concerning the interventional measures taken by their schools and families

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Abstract

Introduction: Immediately after the cause of Covid 19 transmissions was discovered, the governments imposed a universal lockdown to stop public movement. The educational institutions, offices, industries, entertainment places, community centers, and shopping complexes were closed partially or fully. Though lockdown was the only effective remedial measure to control the menace of the Covid 19 pandemic, it had many negative side effects. People lost their jobs or worked with less salaries and privileges. Businesses and the production of goods and services are affected drastically. Due to these situations, the recession and economic slowdown started in a very challenging way. These occurrences were having a huge negative impact on the psychology of people. The family life of people has been worst affected and the children, mostly adolescents were the worst victim of this lockdown. On the one way, they were on the brink of rapid growth and development process, and on the other hand, they did not have any scope to channel these internal and external changes concerning their physical, mental, and emotional processes. Therefore, it was obvious they were facing huge adjustment problems. They were often feeling bewildered to see the family environment and behavior of the parents and other family members toward them. Again the impact of the lockdown was different on the joint family and Nuclear Families. In Joint Families, children were not having many challenges concerning passing their time effectively, but the situations of the Nuclear Families, mostly the Nuclear Families of the urban areas were very challenging. Here the children were not having much scope to pass their time with extended family members or move out for meeting friends as the restrictions were stricter in urban than rural settings. Therefore, it was found, many a time they even reacted to the situations. In the mean, while the educational institutions started teaching online this was again a new system of getting education for children. The online mode had again severe drawbacks related to the transaction of curriculum, examinations, assessment of learning outcomes, the academic achievement of students, logistic and technical issues, etc. In the present research, the researchers tried to identify the effect of adjustment abilities of adolescent children belonging to joint and Nuclear Families on their academic achievement during the lockdown period.

Research Gap: Though online teaching somehow worked like a bridge between the children's engagement in their studies and the satisfaction level of their parents, yet lack of face-to-face teaching created a huge loss in the acquisition of basic skills, particularly the slow learners and students with impairment. Therefore, researchers found that the closure of schools produced unequal learning opportunities, and lacked develop a sense of competitiveness and collaboration in learning. However, the situations were not the same for all schools. Schools mostly managed by private management started their online education program in a better way compared to the schools managed by the Govt. bodies. Similarly, the benefits of the system vary from family to family considering the socio-economic and cultural capital of the family including the education of the parents. Schools with educated parents, sound economic conditions, and a good family environment gave better learning opportunities than schools having fewer privileges. In this regard, The study population was the students studying their senior secondary classes in 23 schools during the lockdown period in the academic year 2019-20 and 2020-21. Some researchers found that in the self-financing schools the

teachers were not getting a salary regularly as the parents did not pay the school fees of their wards timely. That was de-motivating the teachers and they were also conducting their duty casually.

Research Objectives: To find out the effectiveness of interventional measures taken by the families of the students to develop their adjustment abilities and academic achievement during the Covid 19 lockdown period. To find out the effectiveness of interventional measures taken by the schools of the students to develop their adjustment abilities and academic achievement during the Covid 19 lockdown period. To find out the whether there was a consistency in the performance of the students between their adjustment abilities and academic achievement criterion. To find out the effectiveness of interventional measures taken by the families of the students to develop their adjustment abilities and academic achievement during the Covid 19 lockdown period concerning their demographic characteristics. To find out the effectiveness of interventional measures taken by the schools of the students to develop their adjustment abilities and academic achievement during the Covid-19 lockdown period concerning their demographic characteristics. To find out the effect of adjustment abilities of the students belonging to JF and NF on their academic achievement during the Covid-19 lockdown period. To find out the correlation between adjustment abilities and academic achievement of the students during the Covid19 lockdown period. To find out the correlation between interventional measures taken by the families and schools of the students to develop their adjustment abilities during the Covid19 lockdown period. To find out the correlation between interventional measures taken by the families and schools of the students to develop their academic achievement during the Covid19 lockdown period.

Research Design: Considering the nature of the research a Quantitative research design, named, an exploratory survey research design was applied.

Population and sample: The simple random sampling method was applied to select 300 students studying the classes X, XI and XII during the academic year 2020-21 in various secondary schools of the Mathura district. Thus the population of the study was the whole students studying in secondary classes during the above academic session which was hit by the lockdown concerning Covid 19 pandemic. The students were again segregated as per their demographic profile, such as gender, family type, socio-economic background of the parents, residential location, qualification of the parents, principal income source of the parents, etc.

Research Tools: Since there were no readily made standardized research instruments to address the objectives of the research available the researchers decided to develop a relevant research tool, accurate, objective, sensitive and efficient to measure what it intended to measure.

Data Collection techniques: The data were collected online through the Google form survey platform. The responses of the students were automatically captured on the platform. These responses were later retrieved in MS Excel format for the analysis of the data and interpretation of the findings.

Data analysis and interpretation: The structured method of inductive data analysis was employed in the current study, as it is considered to be a flexible qualitative approach to analysis. Based on the perceptual understanding concerning the interventional measures taken by the family and schools towards their adjustment abilities and academic achievement, the responses of the students were calculated as the average score for each item and then collectively under a domain of positive, negative, and undecided responses. Data under each demographic characteristic were scored individually. For the significance of the hypotheses, the appropriate statistical treatment was applied to the data, and the as per the findings the interpretation was derived. The results were again compared and contacted with the most recent related studies in the area of research and finally, the new findings from the research were discussed concerning the studies to be undertaken by future researchers.

Results: The overall satisfaction rate of the students towards the interventional measures taken by their families and schools was below 60%. It was found that there was a strong consistency between the overall performances of the students concerning their adjustment abilities and academic achievement. It was also found that the satisfaction rate of both girls and boys towards the interventional measures of their schools and families was almost the same except in a few cases the boys were found to be more satisfied then the girls. It was revealed that students belonging to urban areas, nuclear families, high Socioeconomic backgrounds, highly educated parents, and parents whose occupations were service found more satisfied than their peers. It was also found from the independent t-test that in both JF and NF the effect of adjustment abilities was very significant on the academic achievement of the students as the result was significant at 0.01 levels. This signifies the interventional measures taken by the families and schools of the adolescent children to develop their adjustment abilities to coup up with the challenging situations of the lockdown helped the students to improve their academics. It was found that there was a positive correlation between the adjustment abilities and academic achievement of the students and between interventional measures taken by the families and schools during Covid 19 lockdown period concerning their adjustment abilities. Also, it was found that

there was a positive correlation between the interventional measures taken by these two bodies concerning their academic achievement.

Keywords: Covid 19 pandemic, Adjustment abilities, Academic Achievement, interventional measures, parents, schools, adolescent children

Abbreviations: JF: Joint Families, NF: Nuclear Families, AA: Adjustment Abilities, A.Ach: Academic Achievement

I. The Context

Covid 19 was declared a pandemic on 11th March 2020 by World Health Organization (WHO). Within a very short time, it created terror in almost all world countries due to its dreadful way of transmission, high infection, and severe mortality rates (WHO). It challenged the advanced system of healthcare research and put political leaders, scientists, and healthcare professionals in an utterly helpless situation (Aubert, C.; Augeraud-Véron, E, 2021). At the time it seemed that the world is going to suffer a lot since no remedy was working fully. There was a huge transmission and death everywhere. Every moment was full of scary and tragic news. There were restrictions in all systems of life. There was a loss for all: loss for the family, educational institutions, Govt. Private Companies, business holders, agriculture, construction sectors, and production units (UNESCO). The leaders were found deeply perplexed and bewildered to see the death of their people. However, after much research and thoughtful discussion, it was universally accepted that social distancing is the only way to curb the menace of this epidemic (Rashid, H, et.al, 2015). Therefore, all countries started enforcing quarantine measures in all essential activities in public life. The entertainment centers, meeting places and educational institutions were closed for an unspecified period. Mass awareness programs were broadcasted to develop the awareness of the people concerning their habits and behaviors (Taubman-Ben-Ari, O.; Ben-Yaakov, O, 2020). Fortunately, the outcomes of these decisions were proved as very positive towards the spreading of the virus. However, due to the lockdown, the whole social system was forced to experience a new reality, which affected its educational, social, and cultural system. In terms of economic growth and development (UNESCO, 2021.), its consequences were much broader among all sectors as it created a huge challenge to the economic conditions of the people, mostly the middle class, who did not have much savings to meet the adverse economic conditions in their future. The people were forced to bring many changes in their habits and behavior. With all essential activities drastically affected by this pandemic, the education system was most terribly down as the educational institutions were closed for an uncertain period (Garbe, A. et.al, 2020). The temporary suspension of the face to face teaching put 87% of students out of school in almost all countries by June 2020. UNESCO (2020) reported that 165 billion learners worldwide, equivalent to 87% of the world's student population, suffered to some degree due to the impact of the COVID-19 school closures (Daniel, S.J. 2020). A report by the European Data Portal (2020) stated that worldwide, 50,134,558 students from partially-closed schools and 1,130,169,834 students from fully-closed schools were affected by the pandemic (European Commission, 2020)

As the school closure was enforced, the Govts' directed their educational institutions to teach children through online mode as this was found the most suitable and the only alternative to teaching children remotely (Díez Gutiérrez, E.J.; Gajardo Espinoza, K. 2020). However, soon after its inclusion, it was found that not many teachers were comfortable teaching online mode since it was a new system for them to conduct instructional activities online (Bojovic, Z, et, al 2020). Recent research has shown that the COVID-19 pandemic sent shockwaves throughout the entire education system on an unprecedented global scale, with lockdown orders, physical distancing, and online classes introduced swiftly in most countries (Johnson et al., 2020). The learning

experience can be achieved in both synchronous and asynchronous environments through the utilization of various technological devices such as smart phones, laptop computers, and tablet computers, along with networked connectivity, which fundamentally defines online learning (Dhawan, 2020).

Equally, the children were also facing some challenges while getting a change from their familiar face-to-face learning to an online system of learning. The parents on the other hand were also facing difficulties to guide their children in their home assignments or projects given by their teachers (Dong, C.; Cao, S.; Li, H. 2020). Among many issues, some prominent issues were training of the teachers, such as, developing course curriculum, designing assessment strategies with proper rubrics, managing students' psycho-pathological behavior, motivating students to attend the class, conducting assessment and evaluation work, and remedial instruction, etc. (Gouëdard, P.; Pont, B.; Viennet, R. 2020). Another important challenge was the availability and speed of the internet for the students, who were staying in remote areas (Sosa, M.J., 2021). Also, parental support and motivation of the students were other issues during the lockdown period. Education of the children is either conducted at home or school, but both are separate environments (Güvercin, D.; Kesici, A.E.; Akbaşı, S., 2021). During online teaching, in many families, mostly in Nuclear Families, the home environment was transformed into a school environment. Most of the parents belonging to nuclear families used various kinds of interventional measures mostly borrowed from their relatives or from YouTube to make their children disciplined, which had eventually put both positive and negative effects on the personality of the adolescent children (Parczewska, T. 2020). The positive effect of the interventional measures, though develop their awareness and help to become sincere in their studies at the same time the over protective behavior and unnecessary interference of the parents in their life was not accepted by them easily, and they developed much difficult psycho-emotional behavior (Usher, K.; Bhullar, et. al.2020). As they did not have many channels to communicate their feelings directly, they were either plunged into isolation or became very aggressive and unadjusted to the situations around them. Research on the effect Covid 19 on family life revealed that in JFs the children were however got a different kind of environment. They were found rather happy and quickly adjusted to the situations around them as there were many people in their family with whom they were sharing their feelings (Rideout, V.; Katz, V.S.2016). However, they were found not much concentrated on their academics. Many parents from joint families were not much concerned about the studies of their children, as they were engrossed with their income and managing the families during the lockdown crisis (Craig, L.; Churchill, B.2020). The lockdown gave an opportunity and time to many parents to stay with their family members and understand the growth and development of their children. It was also found that many parents were not educated so that they could understand the psychological stress their children were living with during the lockdown period (Lee, S.J.2021). It was also found that the children of the lower middle class or low socio-economic class were facing the issue of getting a smart device for their children for their online classes. Therefore, these situations proved that Covid 19 divided society into privileged and unprivileged classes (Bonal, X.; González, S., 2020). However, children from both privileged and unprivileged classes were suffering, but their sufferings were different and dependent on their demographic characteristics (Chakraborty, I. & Maity, P. 2020). From this point of view, the present research is a wholesome study to understand the effect of the interventional measures taken by families and schools during the lockdown stage.

II.Rationale and the Research Gap

The COVID-19 pandemic put long-term adverse effects on education (Dhawan, S. (2020)). With the closure of schools in both developed and developing countries the students, the teachers, the parents, and school management were found deeply panic-stricken to see the challenging time for the education of the children (Jæger, M.M.; Blaabæk, E.H.2020). As the Education sector was worst affected by Covid 19 pandemic, enrollment was low, both Govt. and private financing of education was less, international student mobility was fully crushed, and the loss of instructional time was a challenging task for the teachers to recover in a school setting, and the outcomes of students' learning during school closure were also doubtful (Bokayev, B.; et, al 2021). There was huge uncertainty about when and how to reopen schools and what would be the class size. These factors of the epidemic put a negative impact on the psycho-emotional levels of the students, teachers, school management, and parents. The life of the students during the lockdown period was bizarre. The sudden change in their daily schedule was not easy for them to accept and adjusted to those occurrences (Bubb, S.; Jones, M.A. 2020). The fearsome news on the web, print, and electronic media, and the discussion of the epidemic situation among the elders in the family put them in a very weird state. They were always warned to do this or not to do this. Too much instruction and command from the parents and elders shattered their adjustment abilities and as a result, many of them started behaving very strangely. They were found struggling a lot to adjust to the new situation (Pozas, M.; Letzel, V.; Schneider, C.2021). They were often found irritated by a small thing and demanded something in a very aggressive way. In the lockdown, they do not have the scope to meet their friends, play or do activities and share their feelings. The worst impact of the lockdown was felt on the psycho-pathological and psycho-emotional health of the children, mostly adolescent children, as they were in the critical stage of their development (Bou-Sospedra, et.al 2020). Naturally, as per the growth and development process of the stage, they were expecting more freedom to express their feelings vibrantly and this was not possible during this lockdown period (Dhawan, S. (2020)). They often felt bored and suffocated sitting at home and doing a routine kind of work. There were no co-curricular or extracurricular activities as usual as they had in their school days and they were feeling frustrated to experience too much monitoring by their parents and guardians at home (Cost KT, et.al, 2021). Mostly in the nuclear families, the children felt extremely bored as they had less opportunity to pass their time. Most of their time was passed with their mobiles, laptops, or tablets. As a result, unfortunately, they were found exposed to various unwanted social sites and attracted to them secretly. Whenever they were restricted or controlled by their parents or elders they were behaving very strangely and were found to create a fearsome atmosphere in the family. There was an instance where adolescents were even found trying to blackmail their parents by threatening them in various ways (Lau, E.Y.H.; Lee, K., 2021). Excessive use of these gadgets developed disharmony in their daily routine habits concerning sleeping, eating, studying, and recreational activities (Davis, C.R.et.al 2021). On one way the overprotective behavior and too much interference from their parents put their frustration in the other the new method of teaching from their school increased their irritation only. The preparedness and training of teachers to support digital learning were not done sincerely by the schools and the monitoring system concerning the effectiveness of online teaching was very weak or casual by the school administration (Borup, J, 2016). There was a huge communication gap between the parents, teachers, and students to identify the real problems the adolescents were facing during this stage (Robinson, H.A.; et, al 2020). Since they were on the brink of adolescence trajectory, they were reported developing and leading a very pathetic life (Faize, F.A.; Dahar, M.A. 2011). However, the situation in the joint families (JFs) was different from the nuclear families

(NFs). In the JFs the children got opportunities to pass their time with their siblings and other members of the family. Also, children staying in rural or suburban areas were in a better psycho-emotional state than their peers staying in urban areas (Westrupp EM, et.al, 2021). Children from these families did not feel much loneliness and passed their time by learning some good hobbies, such as helping their parents with domestic work or farming, taking care of their cattle and gardens, teaching the small children in the neighborhood, conducting community awareness activities related to the Covid 19 pandemic (Quinn, D.M.; et.al 2016). Researchers found that the children who stayed in rural areas were found to live with less mental stress than the children staying in urban areas, as they were having more scope to pass their leisure time with various activities, such as fishing, farming, gardening, etc (Gassman-Pines A, et.al; 2020). Similarly, the students with high socioeconomic backgrounds were not having problems getting the electronic gadgets required to join the online mode of teaching conducted by their schools compared to their peers belonging to middle and low socio-economic backgrounds and having more than one sibling in the schools or colleges. It was found that their parents were facing problems to provide them with smart mobiles/laptops for their online classes. This resulted in conflicts in the family and students were showing low adjustment abilities compared to their peers from high SEB (Socio-Economic Background) (Jones EAK, et, al; 2021). As soon as the schools started the online classes the educated parents and their children tried their best to adjust to the new system rapidly. The home environment was transformed into a miniature school environment. The educated parents were to become full-time teachers/mentors. They could understand the mental health of their children and reported taking adequate measures to manage the physical, psychological, and emotional needs of their children sincerely (Ravens-Sieberer U, et.al, 2020). The resources were made available to the children for their study by their parents as per their economic conditions. But the conditions were not the same for the children belonging to middle-class or poor-class families. Also, the children belonging to parents, who were semi-educated and uneducated, were facing multiple problems and these affected their mental and emotional health. They were found comparing themselves with their privileged peers and led a very pathetic life concerning their adjustment abilities and academic achievement (Nearchou F, et.al 2020). Many schools conducted, physical education, moral education, Yoga, and meditation classes for the students regularly to keep them fit and motivate them towards a healthy lifestyle during the school closure. In addition, a few schools were also inviting child psychologists, youth counselors, and mentors to give talks to the students, teachers, and parents. Many parents were also practicing Yoga and meditation with their children and developing healthy habits recommended by the Govt. to avoid transmission (Wade M, Prime H, Browne DT.2020). For example, they were not purchasing anything from the online store, also if any member of the family was found with some or other health issues, he or she was kept in quarantine measures, mostly the elder people of the family were taken care of during these days. Even, the people having previous complications related to diabetes, heart problems, or lung complications were taken care of very sincerely. Social distancing and washing hands frequently were observed in the family (Magson NR, et, al 2021). During the lockdown, many parents either lost their jobs or earned half of their salaries. Many factories /industries/production units were closed for an uncertain period and people lost their earnings. The business was crushed severely for the parents who were born their livelihood on their business. For example, auto drivers, masons, plumbers, cobblers, vegetable shop owners, and stationary/food items shop owners suffered a lot. Mostly, the parents who were daily wagers sat in their homes since the daily work was restricted. Since these people were struggling hard for

their livelihood it was very difficult for them to purchase smart phones/laptops for their children (McArthur BA, et.al, 2021). Moreover, students staying in rural areas or remote locations were facing huge challenges in accessing the internet. Many times the signals were lost between the classes as a result the students were under heavy mental stress and this affected their adjustment abilities. Despite repeated requests from the parents almost 76% of teachers were found neither uploading their teaching on their YouTube accounts nor sending them to the Whatsapp group of the class. These insincere and casual attitudes of the teachers or school administration created a stressful environment in the families of the children, who were unprivileged and remotely located (De la Rama, et, al 2020). These occurrences affected their psycho-pathological and psycho-emotional behavior. Many a time the situation was so worse that the parents gave physical punishment to the child. Due to the undesirable behaviors of the parents, the adjustment abilities and academic achievement of the children are affected and they led a pathetic life (Sharma M, et. al,2021). Many a time, it was found that the parents put their frustrations on their adolescent children; as a result, they either became isolated or violent, caused to depression and tension (Copeland, et.al, W. E, 2020). However, it was often very difficult for the parents to understand the reason for these strange behaviors of their children and they failed to find out the appropriate remedial measures to overcome these issues with their children (Baloran, E. T. (2020). Many previous research studies were found to focus on the student's behavior, school effectiveness and academic achievements, parenting, etc, during the lockdown period and revealed massive good results for future researchers. However, not many of them were found putting their resources into the interventional measures taken by the family and schools for the development of adjustment abilities and academic achievement of adolescent children (Çıtak, Ş., & Pekdemir, Ü. 2020). Moreover, not a single study was found, which had discussed the consistency in the effect of AA and academic achievement concerning g adolescent children with various demographic characteristics. Furthermore, the present study was conducted to find out the correlation between the independent and dependent variables through quantitative statistical applications.

III. Research Objectives:

1. To find out the effectiveness of interventional measures taken by the families of the students to develop their adjustment abilities and academic achievement during the Covid 19 lockdown period.
2. To find out the effectiveness of interventional measures taken by the schools of the students to develop their adjustment abilities and academic achievement during the Covid 19 lockdown period.
3. To find out the whether there was a consistency in the performance of the students between their adjustment abilities and academic achievement criterion
4. To find out the effectiveness of interventional measures taken by the families of the students to develop their adjustment abilities and academic achievement during the Covid 19 lockdown period concerning their demographic characteristics
5. To find out the effectiveness of interventional measures taken by the schools of the students to develop their adjustment abilities and academic achievement during the Covid-19 lockdown period concerning their demographic characteristics
6. To find out the effect of adjustment abilities of the students belonging to JF and NF on their academic achievement during the Covid-19 lockdown period.
7. To find out the correlation between adjustment abilities and academic achievement of the students during the Covid19 lockdown period

8. To find out the correlation between interventional measures taken by the families and schools of the students to develop their adjustment abilities during the Covid19 lockdown period.
9. To find out the correlation between interventional measures taken by the families and schools of the students to develop their academic achievement during the Covid19 lockdown period

IV. Research Variables:

In this study, academic achievement was considered the dependent variable whereas the adjustment abilities of the students were considered the independent variable. In another way, the interventional measures taken by the schools and schools toward the development of the adjustment abilities of the students were considered independent variables, and both adjustment abilities and academic achievement were considered dependent variables. Thus, the status of the same variables got changed as per the nurture of the research. Other intervening variables were the demographic characteristics of the students

V. Research Design

Considering the nature of the research a Quantitative research design, named, an exploratory survey research design was found to be appropriate.

VI. Research Tool

Since there were no readily made standardized research instruments to address the objectives of the research available the researchers decided to develop a relevant research tool, accurate, objective, sensitive and efficient to measure what it intended to measure. Therefore, they conducted a very systematic and thorough literature review and discussed the objectives of the research with the experts in the field (Gadermann AM, et. al. 2010). They also took feedback from stakeholders. With all the inputs, the first draft of the questionnaire was prepared. The draft questionnaire was having 88 questions for the instrument which was to measure the perception of the students concerning the interventional measures taken by their schools for the development of their adjustment abilities and academic achievement of adolescent children during the Covid 19 lockdown period. Similarly, the second instrument was having 74 questions which were to evaluate the perception of the students concerning the interventional measures taken by their schools for the development of their adjustment abilities and academic achievement of adolescent children during the Covid 19 lockdown period. The first pilot testing of the questionnaires was conducted online on 456 secondary school students. After the responses were collected, the item analysis procedure was applied and the internal consistency of each item was found by computing the reliability coefficient between scores on each item and the total score. The discrimination index of each item of the scale was also computed. Items with a negative discrimination index and low internal consistency were eliminated. During the first tryout phase, 28 and 27 questions were eliminated from the family and school questionnaires respectively. Thus the second tryout was conducted for 60 questions on the family questionnaire and 47 questions on the school questionnaire based on test-retest reliability after a gap of 3 months on the same group of students. Further, the item analysis method was applied and regarding reliability, the coefficient was found 0.79, which indicated the high reliability of the instrument. The final scale contained 40 items for the family questionnaire and 32 items for the school questionnaire respectively. The validity, objectivity, and usability of the instruments were found at high levels as per the opinion of the experts as evident from the manner of its development.

VII. Population and sample:

The researchers applied both simple random sampling for their research. The simple random sampling method was applied to select the students who passed the class X board examination

during the academic year 2020-21 from various secondary schools in the Mathura district. Thus the population of the study was the whole students studying in secondary classes during the above academic session which was hit by the lockdown concerning Covid 19 pandemic. The researchers selected 25 schools randomly and a total of 300 students for their research. The students were again segregated as per their demographic profile, such as gender, family type, socio-economic background of the parents, residential location, qualification of the parents, principal income source of the parents, etc. The sample frame is given below.

Students: N=300		
Gender	Male	150
	Female	150
Residential Background	Urban	100
	Semi-urban	100
	Rural	100
Family type	Joint family	150
	Nuclear Family	150
Socio-Economic background of the family	High	100
	Middle	100
	Low	100
Level of education of the parents	High	100
	Middle	100
	Low	100
Principal income source of the parents	Service	100
	Business	100
	Farming	100

VIII. Data Collection:

The data were collected online from the students from September-October 2021. This was the period when the second lockdown was still active and students were studying online mode. An online survey platform was designed with the help of Google form survey software. The survey link was given to the school coordinators to circulate among the students selected randomly from 12 schools located in Mathura Educational District, which belongs to the Uttarpradesh state of India. Students were given 15 days to respond to the survey. Their responses were automatically captured in the settings of the survey platform and later used for the analysis of data and interpretation of the results. The survey was anonymous therefore the responses received from the respondents were unbiased and original. The participants were ensured that their opinion would be kept confidential and only be used for research work.

IX. Data Analysis

The structured method of inductive data analysis was employed in the current study, as it is considered to be a flexible qualitative approach to analysis (Merriam, 2010). Each question of the questionnaire was having 5 options. Based on their experience and perceptual understanding concerning the efforts of their family and schools toward their adjustment abilities and academic achievement, the students were instructed to select the best option. The responses were captured in the MS Excel format in the online survey platform, which was retrieved and calculated as the average score for each item. The first scale tries to evaluate the interventional measures taken by

schools the students concerning their adjustment abilities and academic achievement during Covid 19 lockdown period. There are 40 statements on the scale. All statements are written in affirmative verbatim. Out of 40 statements, 25 statements describe the interventional measures taken by schools of the students concerning their adjustment abilities during the Covid-19 lockdown period, and the remaining 15 statements describe the interventional measures taken by schools of the students concerning their academic achievement during Covid 19 lockdown period. All statements were scored individually for each legend to see the discrimination ability of the response for a statement. Again for interpretation of the findings and discussion of the results, the scoring was conducted as an average basis for total responses given to positive legends, such as, strongly agree and agree. Similarly, total responses were given to negative legends, such as, disagree and strongly disagree. Also, the total response given to the undecided legend was taken into account for scoring and interpretation of results. This will give a clear view to know the perception of the students towards each segment of the criterion.

X. Statistical technique used

Apart from the Mean, and SD, the t-tests were computed to find out the significant difference between the variables. To find out the relationship between independent and dependent variables the person correlation technique was used.

XI. Research Findings

- **Response to the Interventional measures taken by the families of the students concerning their adjustment abilities and academic achievement during the Covid 19 lockdown period (N=300)**

Legends: S:A: Strongly Agree, A; Agree, UD: Undecided, D: Disagree, SD: Strongly Disagree

Sl.No	Statements	S.	A	UD	D	SD	Total
PART-A							
Interventional measures are taken by schools the students concerning their adjustment abilities during Covid 19 lockdown period		A					Total
1	My parents and elders were too loving and caring toward my mental and emotional health	33 %	21 %	7%	14 %	25 %	100 %
2	I did not feel lonely and stressful	43 %	21 %	11 %	13 %	12 %	100 %
3	I could able to share my feelings with my parents	35 %	26 %	14 %	17 %	8%	100 %
4	My parents and elders understand my mental state and counseled me	38 %	12 %	14 %	8 %	28 %	100 %
5	My parents and elders could manage their personal and family issues with mutual understanding during the lockdown period	42 %	27 %	9%	17 %	5%	100 %
6	I felt that was a lot of harmony in the understanding between my parents during the lockdown period	23 %	22 %	6%	32 %	17 %	100 %
7	My family environment was very comfortable during the lockdown period	39 %	13 %	6%	17 %	25 %	100 %
8	My parents and elders did not angry with me when I have done a mistake concerning my behavior or attitude	27 %	23 %	11 %	22 %	17 %	100 %

9	My parents and elders practiced stress reduction activities such as Yoga, Meditation, and exercises with me	32 %	36 %	0%	13 %	19 %	100 %
10	My parents and elders helped to learn some hobbies, such as cooking, gardening, story writing, drawing, painting, reading books, etc.	22 %	17 %	11 %	23 %	27 %	100 %
11	I was free to talk to my friends and peers during lockdown days	38 %	32 %	0%	18 %	12 %	100 %
12	My parents and elders were giving me much motivation related to my overall activities during the lockdown period	22 %	27 %	16 %	21 %	14 %	100 %
13	I did not feel problems sleeping	27 %	39 %	0%	12 %	22 %	100 %
14	My parents and elders counseled me in a very mature way when I did a mistake	23 %	31 %	22 %	17 %	7%	100 %
15	My parents and elders listened to me carefully when I was talking to them	27 %	29 %	6%	11 %	27 %	100 %
16	My parents and elders conducted spiritual activities at home regularly and motivate me to participate	23 %	34 %	6%	11 %	26 %	100 %
17	My parents and elders often gave me moral teaching related to my behavior and studies	39 %	23 %	10 %	17 %	11 %	100 %
18	I was not strictly monitored by my parents for my every activity	31 %	25 %	13 %	16 %	15 %	100 %
19	My parents did not try to control me with punitive measures	23 %	35 %	11 %	17 %	14 %	100 %
20	I did not feel frustrated and suffocated by the behavior and attitude of my parents and elders in my family	22 %	26 %	13 %	16 %	33 %	110 %
21	My parents never interfered in my activities	21 %	29 %	7%	32 %	11 %	100 %
22	My parents did not show over protective attitude toward me	21 %	33 %	13 %	28 %	5%	100 %
23	My parents did not try to put their frustrations on me	11 %	21 %	14 %	29 %	25 %	100 %
24	I did not feel adjustment problems at home during the lockdown period	19 %	26 %	18 %	29 %	8%	100 %
25	It was not stressful for my education and career due to the imposition of the lockdown	19 %	27 %	23 %	12 %	19 %	100 %
PART-B Interventional measures are taken by the schools of the students concerning their academic achievement during Covid 19 lockdown period		SA	A	UD	D	SD	Total
26	My Parents and elders supported me in my educational needs	26 %	23 %	7%	28 %	16 %	100 %
27	My parents and elders could manage to give me a smart device and internet connection for my studies	42 %	26 %	0%	22 %	10 %	100 %

28	My parents and elders were taking interest in my academic achievement and always inspired me to give my best	32 %	23 %	13 %	17 %	15 %	100 %
29	My parents and elders discussed my academic problems with my teachers and principal during PTM	29 %	27 %	5%	23 %	16 %	100 %
30	My parents and elders created an educational environment at home while I was studying online mode	22 %	29 %	18 %	21 %	10 %	100 %
31	My parents and elders advised me to write the examinations without malpractice and monitored me during the examinations	16 %	21 %	7%	42 %	14 %	100 %
32	My parents and elders did not get angry with me despite my academic achievement score being below their expectations	19 %	31 %	12 %	33 %	5%	100 %
33	My parents and elders guided me to get online resources from the internet	13 %	33 %	12 %	14 %	28 %	100 %
34	My parents and elders motivated me to participate in various competitions related to my academics virtually	19 %	23 %	20 %	28 %	10 %	100 %
35	My parents and elders gave me a good time to discuss my educational needs with them	22 %	25 %	17 %	31 %	5%	100 %
36	My parents and elders allow me to discuss my studies with my friends, through peer group mentoring	22 %	19 %	18 %	28 %	13 %	100 %
37	I greatly benefitted from the good understanding of my parents and elders concerning my ability to perform in the examination	23 %	33 %	16 %	20 %	8%	100 %
38	I was counseled by my parents and elders in a very empathetic way	13 %	27 %	18 %	27 %	15 %	100 %
39	My family members gave me full freedom to enjoy my studies to the full extent	27 %	26 %	11 %	24 %	12 %	100 %
40	My parents did not discuss my weakness related to my studies with our relatives or neighbors'	28 %	38 %	12 %	13 %	9%	100 %

- **Response to the Interventional measures taken by the schools of the students concerning their adjustment abilities and academic achievement during the Covid-19 lockdown period (N=300)**

Legends: S.A: Strongly Agree, A; Agree, UD: Undecided, D: Disagree, SD: Strongly Disagree

Sl.No	Statements	S.A	A	UD	D	SD	Total
PART-A							
Interventional measures are taken by the schools of the students concerning their adjustment abilities during Covid 19 lockdown period							
1	I felt happy to hear the decision of my school to teach us online during Covid 19 lockdown period	33 %	41 %	7%	13 %	6%	100 %
2	My school authority briefed us about the system of online mode of education well in advance	23 %	28 %	8%	21 %	20 %	100 %
3	All necessary information about academics was given in the students' WhatsApp group created by the school	28 %	41 %	6%	17 %	8%	100 %

4	Teachers use various methods to motivate the students	12 %	18 %	3%	38 %	29 %	100 %
5	The school conducted various stress reduction sessions such as Yoga and meditation for students	17 %	27 %	11 %	38 %	7%	100 %
6	Teachers were not criticizing any students in the class	41 %	33 %	4%	12 %	10 %	100 %
7	Teachers were sensitive toward the mental level of students and taught accordingly	17 %	19 %	8%	32 %	24 %	100 %
8	Teachers maintained the privacy and individual dignity of the students in the class	22 %	37 %	16 %	11 %	14 %	100 %
9	Teachers organized various competitions to motivate the students in their studies	19 %	31 %	12 %	30 %	8%	100 %
10	A short morning assembly was conducted by the principal through virtual mode	10 %	11 %	6%	58 %	15 %	100 %
11	The school conducted a Moral Education session which was a great help for students and parents	26 %	29 %	5%	32 %	8%	100 %
12	The school organized invited talks by a renowned child psychologist, parenting experts, and career counselors	20 %	13 %	16 %	38 %	13 %	100 %
13	Teachers were using various innovative methods, such as storytelling, demonstration, discussion, and seminar presentation to make the class live	27 %	21 %	13 %	18 %	21 %	100 %
14	Peer coaching and mentoring sessions were conducted by the teachers	9%	14 %	22 %	34 %	21 %	100 %
15	Schools took remedial actions to stop academic dishonesty by some students during the examination	11 %	13 %	23 %	29 %	24 %	100 %
17	I was receiving feedback on my progress from the teachers through my WhatsApp number	28 %	32 %	6%	21 %	13 %	100 %
18	Internet connectivity was good and uninterrupted in my area for the effectiveness of the online classes	22 %	33 %	0%	26 %	19 %	100 %
19	The fee-related issues were not discussed by the teachers in the class	11 %	31 %	7%	33 %	18 %	100 %
PART-B Interventional measures are taken by the schools of the students concerning their academic achievement during Covid 19 lockdown period		S.A	A	UD	D	SD	Total
20	The classes were conducted regularly as per the schedule	16 %	28 %	7%	38 %	11 %	100 %
21	The online platforms such as Zoom and Google Meet were effective for conducting classes?	32 %	29 %	6%	21 %	12 %	100 %
22	The classes were interactive and teachers encouraged students to participate in the class	21 %	18 %	13 %	28 %	20 %	100 %

23	Teachers uploaded their notes on their YouTube account for the students who missed the live class due to poor internet connectivity	18 %	21 %	11 %	38 %	12 %	100 %
24	Teachers revised the lesson and conducted unit tests	23 %	39 %	0%	21 %	17 %	100 %
25	The school management conducted the PTM regularly	16 %	32 %	11 %	27 %	14 %	100 %
26	The feedback of the parents and students was implemented by the school sincerely	28 %	23 %	6%	22 %	21 %	100 %
27	The teachers conducted assessments as per the policy of the school or board	28 %	38 %	6%	18 %	10 %	100 %
28	Examinations were conducted and results were declared as per the academic planner	22 %	32 %	7%	28 %	11 %	100 %
29	Teachers took remedial classes to improve the academic standard of the slow learners	16 %	21 %	13 %	29 %	21 %	100 %
30	Teachers checked the home assignments of the students regularly	28 %	24 %	0%	29 %	19 %	100 %
31	The study materials were provided to me by the teachers	23 %	26 %	6%	32 %	13 %	100 %
32	The online mode of education helped me to increase my digital skills	39 %	23 %	13 %	13 %	12 %	100 %

Mean of the positive, negative, and undecided responses of the respondents concerning the Interventional measures taken by the schools and schools of the students concerning their academic achievement during Covid 19 lockdown period

Description	Mean
Interventional measures by the schools	
Mean of all positive responses related to the interventional measures taken by the schools of the students to develop their adjustment abilities during the lockdown period	54%
Mean of all negative responses related to the interventional measures taken by the schools of the students to develop their adjustment abilities during the lockdown period	35%
Mean of all undecided responses related to the interventional measures taken by the schools of the students to develop their adjustment abilities during the lockdown period	11%
Mean of all positive responses related to the interventional measures taken by the schools of the students for their academic achievement during the lockdown period.	51%
Mean of all negative responses related to the interventional measures taken by the schools of the students for their academic achievement during the lockdown period.	37%
Mean of all undecided responses related to the interventional measures taken by the schools of the students for their academic achievement during the lockdown period.	12%
Interventional measures taken by the schools	
Mean of all positive responses related to the interventional measures taken by the schools of the students to develop their adjustment abilities during the lockdown period	47%
Mean of all negative responses related to the interventional measures taken by the schools of the students to develop their adjustment abilities during the lockdown period	33%

Mean of all undecided responses related to the interventional measures taken by the schools of the students to develop their adjustment abilities during the lockdown period	10%
Mean of all positive responses related to the interventional measures taken by the schools of the students for their academic achievement during the lockdown period.	51%
Mean of all negative responses related to the interventional measures taken by the schools of the students for their academic achievement during the lockdown period.	41%
Mean of all undecided responses related to the interventional measures taken by the schools of the students for their academic achievement during the lockdown period.	8%

Objective:1: To find out the effectiveness of interventional measures taken by the families of the students to develop their adjustment abilities and academic achievement during the Covid-19 lockdown period.

It was found that only 54% of students felt that the interventional measures taken by their families were very effective in developing their adjustment abilities to cope with the extremely challenging situation that occurred during the Covid 19 pandemic. Also, 35% of students were found to disagree with the effectiveness of such measures taken by their families for their psychological well-being. Similarly, 11% of students were found to select an undecided option for this criterion. As far as the interventional measures of the family during the lockdown period concerning the academic achievement of their children are concerned 51% of students were found they are quite satisfied with the initiatives of their family in this case, but 37% of students were found not satisfied on this matter and again 12% students were found neither agree nor disagree on this case. It was also found that only 47% of students were satisfied and 33% of students were not satisfied with the initiative of their families to develop their adjustment abilities during the lockdown period of the Covid 19 pandemic. Again 10% of students were found confused and could not decide their choice and opted undecided response for this criterion.

Objective:2: To find out the effectiveness of interventional measures taken by the schools of the students to develop their adjustment abilities and academic achievement during the Covid-19 lockdown period.

It was again found that only 51% of students felt that the initiatives taken by their schools concerning their study and academics were effective, but 41% of students were found not satisfied with this criterion. Again, 8% of students found it difficult to give their choice either favorable or not favorable for this criterion and opted undecided response for the same. From these findings, it is revealed that the effectiveness of schools and schools on their interventional measures to develop the adjustment abilities of their children/students was just average. This shows that neither schools nor schools could complete their accountability on a very essential requirement of the adolescent children when they were facing a huge challenge to cope with the difficulties of the lockdown period. As their schools were closed, public movement was restricted and there was no scope for outdoor entertainment for them. The stage of their development needed a vibrant environment for them, where they can dream and share their dream with their friends, but due to the lockdown, their environment became a restrictive place where they were almost imprisoned in their house with too many restrictions and instructions to follow. As their parents were facing difficulties on their economic fronts, these were also put an aversive impact on their living. As the parents of some of them lost their jobs and some even worked without a regular salary, there was

a very troublesome environment in the family. Many times they were feeling too much lonely and thought that their parents did not understand their emotions.

Objective: 3: To find out the whether there was a consistency in the performance of the students between their adjustment abilities and academic achievement criterion

Criterion	Performance in Adjustment abilities assessment			Academic Achievement score as per class X examinations		
	High (>80%)	Medium (between 60%-79%)	Low (Below 60%)	High (>80%)	Medium (between 60%-79%)	Low (Below 60%)
Legends						
Male Students	34%	52%	14%	37%	55%	8%
Female Students	39%	51%	10%	36%	53%	11%
Students belonging to urban area	41%	50%	9%	43%	51%	6%
Students belonging to the semi-urban area	33%	57%	10%	35%	54%	11%
Students belonging to the rural area	21%	59%	20%	24%	63%	13%
Students belonging to Joint Families	34%	53%	13%	36%	55%	9%
Students belonging to Nuclear Families	48%	41%	11%	55%	33%	12%
Students belonging to High Socio-Economic backgrounds	57%	34%	9%	53%	36%	11%
Students belonging to middle Socio-Economic Backgrounds	43%	47%	10%	46%	45%	9%
Students belonging to low Socio-Economic Backgrounds	25%	58%	17%	28%	59%	13%
Students whose parents were highly educated	65%	27%	8%	66%	28%	6%
Students whose parents were moderately educated	54%	34%	12%	56%	31%	13%
Students whose parents were less educated	28%	42%	30%	32%	45%	23%
Students whose parents were in Govt. or Private service	66%	24%	10%	63%	28%	9%
Students whose parents were in Business	60%	28%	12%	64%	20%	16%
Students whose parents were in Farming/Agriculture	31%	42%	27%	29%	46%	25%

From the above analysis, it was found that there was a strong consistency between the performances of the students concerning their adjustment abilities and academic achievement. To assess their adjustment abilities 12 questions were selected from the questionnaire, which was mostly explaining the reaction of the students in a challenging situation they were facing during the Covid 19 lockdown period. The Mean of responses of the students were considered as their performance for their AA. Similarly for assessing the academic achievement of the students their overall score in percentage in their class 10th Board examination was considered as a standardized score. Again the scores were distributed under the various demographic characteristics of the

students and in each case; it was found there was consistency in both criteria. This finding proved that the adjustment abilities of the students play a very strong role in their academic achievement of the students. Students, who can adjust to good as well as challenging situations, are found to achieve their academic and professional goals easily and they are successful in their personal life. They can manage the negative emotion of others and become a good leader for their team. Research conducted by [Bou-Sospedra, et.al \(2020\)](#) found that the family and school must take initiative to nurture the adjustment abilities of the students through both formal and informal activities. For parents, it is not good to fulfill all demands of their children instantly rather creates a situation for them where they will be able to understand the difficulties of the parents and others. Similarly, the school should teach adjustment abilities through various co-curricular and extracurricular activities. The present research though focused on the adjustment abilities of the students during the Covid 19 lockdown stage yet it has a wide implication for the various criterion related to the success of the children, families, and society at large. Today we are living in the digitalization of information. The information is decoded to us in various ways. The speed of information in the upcoming ultra 5G network will be delivered to the clients in no time. With smart devices available at an affordable price, parents from any form of socioeconomic background can support their children in their education. The innovation in the area of educational technology has reached its peak and every day it is delivering a new form of system to make education flexible, autonomous, and affordable for all. Today, it is found that the parents, barring their educational background keep them abreast on new developments in education through various educational sites. Now the parents are more aware and are taking more interest in the education of their children, therefore, helping the school to deliver quality education. There is a great future for the online mode of education. The concept of virtual school, college, and universities are becoming more popular day by day. The Govt. is also bringing a lot of modifications in its educational policies and system considering the changing need of time. In India, the new National Education Policy-2021 has extensively discussed the changing face of education in the digitalized globe. It has kept the provision of a dual degree system, any time exit, and re-entry to the classes, the least interference of the teachers, and more involvement and engagement of the stakeholders to form an accountable community for education. Today students are found more mature as they are exposed to a lot of information through their smart devices. However, all the information is not correct or beneficial for them as per their age and cognitive maturity, therefore, here the role of the parents, teachers, and school is very crucial to guide them in the right direction. Adolescence is an age very sensitive for children, thus, this required huge attention and motivation from parents and teachers. During Covid 19 lockdown, among all age groups of children, adolescent children suffered a lot concerning their adjustment abilities. As the scare of suffering was everywhere in every form they were unfortunately not finding a reliable medium to express their stress and storm of their physical, mental, and emotional setup. At this crucial time, some parents did a great job by treating them as their friends and developing their confidence and courage to overcome this critical time. The schools were also playing a very important role to engage the children in studies so that their negative emotions could be sublimated through a constructive medium.

Description of demographic characteristics of the respondents concerning the Interventional measures taken by the schools and schools of the students concerning their academic achievement during the Covid 19 lockdown period:

Gender		Residential background			Family Type		Socio-Economic Background			Educational Level of Parents			Occupation of parents										
Male	Female	Urban	Semi Urban	Rural	Joint Family	Nuclear Family	High SEB	Middle SEB	Low SEB	High level of Education	Middle level of Education	Low Level of Education	Service	Business	Farming								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16								
Description						The response concerning the Demographic characteristics of the respondents																	
Demographic Characteristics						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
Mean of all positive responses related to the interventional measures taken by the families of the students to develop their adjustment abilities during the lockdown period						57%	49%	69%	53%	32%	53%	67%	71%	64%	79%	70%	37%	76%	64%	42%			
Mean of all negative responses related to the interventional measures taken by the families of the students to develop their adjustment abilities during the lockdown period						27%	25%	23%	29%	44%	22%	23%	26%	49%	18%	35%	51%	20%	32%	39%			
Mean of all undecided responses related to the interventional measures taken by the families of the students to develop their adjustment abilities during the lockdown period						16%	26%	8%	18%	24%	5%	5%	6%	8%	17%	3%	5%	10%	4%	4%	19%		
Mean of all positive responses related to the interventional measures taken by the families of the students to develop their academic achievement during the lockdown period						39%	33%	62%	51%	43%	59%	74%	60%	63%	82%	69%	43%	65%	53%	39%			
Mean of all negative responses related to the interventional measures taken by the families of the students to develop their academic achievement during the lockdown period						51%	47%	32%	39%	41%	32%	33%	27%	44%	13%	22%	33%	26%	39%	32%	45%		
Mean of all undecided responses related to the interventional measures taken by the families of the students to develop their academic achievement during the lockdown period						10%	20%	6%	10%	16%	10%	6%	8%	13%	26%	9%	18%	9%	9%	17%	1%	7%	16%
Mean of all positive responses related to the interventional measures taken by the schools of the students to develop their adjustment abilities during the lockdown period						56%	42%	55%	51%	43%	56%	76%	67%	54%	42%	76%	63%	39%	70%	69%	66%	52%	

Mean of all negative responses related to the interventional measures taken by the schools of the students to develop their adjustment abilities during the lockdown period	36%	47%	32%	37%	33%	32%	13%	25%	34%	43%	21%	29%	35%	26%	27%	39%
Mean of all undecided responses related to the interventional measures taken by the schools of the students to develop their adjustment abilities during the lockdown period	8%	11%	13%	12%	24%	12%	11%	8%	12%	15%	3%	8%	26%	4%	7%	9%
Mean of all positive responses related to the interventional measures taken by the schools of the students to develop their academic achievement during the lockdown period	72%	69%	73%	69%	44%	71%	87%	72%	65%	42%	80%	67%	51%	81%	72%	54%
Mean of all negative responses related to the interventional measures taken by the schools of the students to develop their academic achievement during the lockdown period	21%	27%	23%	26%	39%	21%	12%	21%	33%	47%	14%	26%	36%	14%	23%	38%
Mean of all undecided responses related to the interventional measures taken by the schools of the students to develop their academic achievement during the lockdown period	7%	4%	4%	57%	1%	8%	1%	7%	2%	1%	6%	7%	13%	5%	5%	8%

*The color coding is given to demarcate the criterion of a specific demographic area and the statements related to either schools or schools of the students concerning their adjustment abilities or academic achievement.

Objective: 4: To find out the effectiveness of interventional measures taken by the families of the students to develop their adjustment abilities and academic achievement during the Covid-19 lockdown period concerning their demographic characteristics

From the data analysis, it was found that only 57% of male students and 49% of female students believed that the interventional measures taken by their families to develop their adjustment abilities during the lockdown period were effective. It is a matter of concern that even less than 60% of students did not think that their parents or family members were sincerely grooming their adjustment abilities so that they would cope with the challenges of the lockdown situation. Again 27% of boys and 25% of girls were found not satisfied with the initiatives of their families to develop their adjustment abilities to cope with the challenges of the lockdown situation. It was very strange to see that 16% of male students and 26% of female students could not decide on this statement. The second criterion was to study the level of satisfaction level of the students with the interventional measures taken by their families towards improving their academic achievement during the lockdown period. It was found that 39% of boys and 33% of girls were satisfied with this statement, whereas 51% of boys and 47% were found not satisfied with the efforts of their families in this milieu. Again 10% of male and 20% of female students were found neutral to this statement. Another demographic characteristic was the residential background of the students,

such as urban, semi-urban, and rural areas. The data revealed that 69%, 53%, and 32% of students belonging to families residing in urban, semi-urban, and rural areas were satisfied with this statement whereas 23%, 29%, and 44% of students belonging to urban, semi-urban and rural areas respectively were not satisfied to this statement. Again it was found that 8%, 18%, and 24% of students belonging to urban, semi-urban, and rural areas preferred to be neutral to this statement. It was revealed that 62%, 51%, and 43% of students belonging to urban, semi-urban, and rural areas were found satisfied with the efforts of their families to improve their level of academic achievement was quite praiseworthy and effective. That means these students experienced that their parents or elders were quite supportive and take an interest in their academics during the lockdown period. However, again the percentage of students who gave a favorable response was found not very encouraging and only 43% of students belonging to rural areas were supporting these criteria. Similarly, 32%, 39%, and 41% of students belonging to the above residential background were not satisfied with the interventional measures taken by their families toward their academic achievements during the lockdown period. However, it was identified that less number of students from each residential background were found undecided for this criterion. During the lockdown period since the students were at home and studying through online mode, all parents across their qualifications, socioeconomic background, and occupation tried their best to keep their children away from stress and depression, since, they could understand the adjustment problems faced by the children, mostly by the adolescent children due to Covid 19 pandemic. It was also found that 53% of students from the Joint family and 67% of students from the Nuclear family were satisfied with the interventional measures taken by their families towards developing their adjustment abilities to cope with the tragic lockdown period. But it was found that more students belonging to the NF were satisfied with the efforts of their families for their well-being than the students belonging to JF. However, I was surprised to see that 42% of students belonging to the JF and 28% of students from the NF believed that the interventional measures taken by their families for their well-being were not sufficient or less effective to meet their satisfaction levels. From the research point of view, it is a concern to see such big numbers of students were not happy with the reaction of their families to develop their AA to cope with the challenging situation that occurred due to the lockdown. In the next segment, the data revealed that 59% of students from JF and 74% of students from NF were satisfied with the caring attitude of their families concerning their academic achievement. Again, here it was identified that more students belonging to NF were found satisfied with the interventional measures of their family than the students belonging to JF. Furthermore, 31% of students from JF and 20% of students of NF were also found not satisfied with the efforts of their families. Also, it was reported that 10% of students from JF and 65 students of NF choose to become impartial for this statement. It was also important to find out the satisfaction level of students belonging to various socio-economic backgrounds (SEB) towards the interventional measures of their families concerning their adjustment abilities and academic achievement during the critical lockdown period. It was found that 71%, 66%, and 34% of students belonging to high, middle, and low SEB were found satisfied with the interventional measures taken by their families to groom their adjustment abilities to cope with the challenges during Covid 19 lockdown period. It was again found that 23%, 26%, and 49% of students belonging to high, middle, and low SEB were found not satisfied with the interventional measures taken by their families to groom their adjustment abilities to cope with the challenges during Covid 19 lockdown period. Similarly, we found that 6%, 8%, and 17% belonging to high, middle, and low SEB were preferred to be neutral for this criterion. Similarly, it

was revealed that 61% of students from high SEB, 60% of students from middle SEB, and only 33% of students from low SEB were found satisfied with the interventional measures taken by their families to guide them to do well in their academics during Covid 19 lockdown period. It was also revealed that 31%, 27%, and 41% of students from high, middle, and low SEB were found not satisfied with the initiatives taken by their families on this matter. Again 8%, 13%, and 26% of students from high, middle, and low SEB were found neutral on this matter. Another important criterion of this research was to identify the satisfaction level of students belonging to the parents whose level of education was high, middle, or low concerning their efforts to give adequate care to their children for developing their adjustment abilities and academic achievement during Covid 19 lockdown stage. The researcher classified the parents having qualifications postgraduate and above as highly educated, parents having qualification graduation as moderately educated, and parents with qualifications in high school or higher secondary as low level of education. It was revealed that 79%, 70%, and 39% of students belonging to the parents, having a high, moderate, and low level of education were found satisfied with the interventional measures taken by their parents for developing their adjustment abilities which were essential to cope up with the difficult situations during Covid 19 lockdown period. Similarly, 18%, 35%, and 51% of students belonging to parents having a high, moderate, and low level of education respectively were found dissatisfied with the action of their parents on this matter. However, it is good to see only 3%, 5%, and 10% of students belonging to the above criteria preferred to be neutral for this statement. Again it was found that 82%, 69%, and 43% of students belonging to the above classification were found satisfied with the efforts of their parents to do their best to improve their academics during the critical lockdown period. But again 13%, 22%, and 39% of students from the above category did not find satisfaction in this criterion, and 5%, 9%, and 18% of students preferred to be neutral in this regard. As far as the interventional measures taken by the families to develop the AA and Academic Achievement of their children concerning the occupation of the parents were concerned it was found that 76% of students, 64% of students, and 42% of students belonging to the parents with service, business, and farming background respectively were satisfied to the efforts of their families to develop their adjustment abilities and 20%, 32% and 39% students were found not satisfied on this criterion. Again it was reported that 4%, 4%, and 19% of students belonging to the parents with service class and business class, and farmer class background were found undecided about this statement. As far as the reaction of the parents towards academic achievement is concerned it was found that 65%, 51%, and 39% of students from the above background were satisfied and 26%, 32%, and 45% of students were reported not satisfied with the interventional measures taken by their families towards their academic an achievement. It was also found that 5%, 17%, and 16% of students belonging to service, business, and farming classes parents preferred to be neutral for this statement.

Objective:5: To find out the effectiveness of interventional measures taken by the families of the students to develop their adjustment abilities and academic achievement during the Covid-19 lockdown period concerning their demographic characteristics

So far as the direction of the objective of the research is concerned, it was to find out the satisfaction level of the students towards the interventional measures of their schools for developing their adjustment abilities and their academic achievement during the crucial lockdown period of the Covid 19 pandemic. From the data analysis, it was found that only 56% of male students and 42% of female students believed that the interventional measures taken by their schools to develop their adjustment abilities during the lockdown period were effective. It is

surprising to see even less than 60% of students from either gender did not think that the efforts of their schools to develop their adjustment abilities to cope up with the critical lockdown period were effective. Again 36% of boys and 47% of girls were found not satisfied with the statement. It was again found that 8% of male students and 11% of female students could not decide on this statement. Another finding was regarding the satisfaction level with the interventional measures of their schools towards their academic achievement during the lockdown phase when the schools were teaching the students through online mode. It was found that 72% of boys and 69% of girls were satisfied with this statement and 21% of boys and 27% of girls were found not satisfied with it. Again a meager 7% of boys and 4% of girls were found undecided in this statement.

The second criterion was to study the level of satisfaction of the students towards the interventional measures taken by their schools towards improving academic achievement during the lockdown period, belonging to various residential backgrounds such as urban, semi-urban, and rural areas. It was revealed that 55%, 51%, and 43% of students belonging to urban, semi-urban, and rural areas were found satisfied with the efforts of their schools to improve their level of adjustment abilities to develop their equilibrium with the tense-ridden situation during Covid 19 pandemic. Similarly, 32%, 37%, and 33% of students belonging to the above residential background were not satisfied with the interventional measures taken by their schools towards their AA during the lockdown period. However, it was identified that 13%, 12%, and 24% of students from each residential background preferred to be neutral for this criterion. As far as the satisfaction level of the students with the interventional measures taken by their schools for their academic achievement was concerned, it was found that 73%, 69%, and 44% from the above residential backgrounds were found satisfied with this criterion, whereas 23%, 26%, and 39% students were found not satisfied with this statement. Also, it was reported that 4%, 5% and 17% of students from the above residential areas could not decide their opinion on this criterion.

Family structure plays a vital role in the opinion of the students in a situation where they were either directly or indirectly involved. Therefore, as an important demographic component, the researchers took the opinions of the students to belong to joint or nuclear families on this criterion. It was found that 56% of students from the Joint family and 76% of students from the Nuclear family were satisfied with the interventional measures taken by their schools towards developing their adjustment abilities during the lockdown period. But it was found that more students belonging to the NF were satisfied with this statement than the students belonging to JF. However, it was surprising to see that 32% of students belonging to the JF and 13% of students from the NF believed that the interventional measures taken by their schools for their well-being were not sufficient or less effective to meet their satisfaction levels. From the research point of view, it is concerns to see such a big number of students were not happy with the efforts of their schools to develop their AA to cope with the challenging situation that occurred due to the lockdown. It was also found that 12% of students from JF and 13% of students from NF preferred to be neutral for this statement. In the next segment, the data revealed that 71% of students from JF and 87% of students from NF were satisfied with the caring attitude of their schools concerning their academic achievement. Again, here it was identified that more students belonging to NF were found satisfied with the interventional measures of their family than the students belonging to JF. Furthermore, 21% of students from JF and 12% of students of NF were also found not satisfied with the efforts of their families. Also, it was reported that 8% of students from JF and 1% of students of NF choose to become impartial for this statement. Similar to the previous criterion, it was also important to find out the satisfaction level of students belonging to various socio-economic backgrounds (SEB)

towards the interventional measures of their schools concerning their adjustment abilities and academic achievement during the critical lockdown period. It was found that 67%, 54%, and 42% of students belonging to high, middle, and low SEB were found satisfied with the interventional measures taken by their schools to groom their adjustment abilities to cope with the challenges during Covid 19 lockdown period. It was again found that 25%, 34%, and 43% of students belonging to high, middle, and low SEB were found not satisfied with the interventional measures taken by their schools to groom their adjustment abilities to cope with the challenges during Covid 19 lockdown period. Similarly, it was found that 8%, 12%, and 15% students belonging to high, middle, and low SEB preferred to be neutral for this criterion. Furthermore, it was revealed that 72% of students from high SEB, 65% of students from middle SEB, and only 42% of students from low SEB were found satisfied with the interventional measures taken by their schools to guide them to do well in their academics during Covid 19 lockdown period. It was also revealed that 21%, 33%, and 47% of students from high, middle, and low SEB were found not satisfied with the initiatives taken by their schools on this matter. Again 7%, 2%, and 11% of students from high, middle, and low SEB were found neutral on this matter. Another important criterion of this research was to identify the satisfaction level of students belonging to the parents whose level of education was high, middle, or low concerning their opinion towards the efforts of their schools to give adequate care for developing their adjustment abilities and academic achievement during Covid 19 lockdown stage. It was revealed that 76%, 63%, and 39% of students belonging to parents, having a high, moderate, and low level of education were found satisfied with the interventional measures taken by their schools for developing their adjustment abilities which were essential to cope up with the difficult situations during Covid 19 lockdown period. Similarly, 21%, 29%, and 35% of students belonging with parents having a high, moderate, and low level of education respectively were found dissatisfied with the action of their schools on this matter. However, it was reported that 3%, 8%, and 26% of students belonging to the above criteria preferred to be neutral for this statement. Again it was found that 80%, 67%, and 51% of students belonging to the above classification were found satisfied with the efforts of their schools to do their best to improve their academics during the critical lockdown period. But again 14%, 26%, and 36% of students from the above category did not find themselves satisfied with this criterion, and 6%, 7%, and 13% of students preferred to be neutral in this regard. As far as the interventional measures taken by the schools to develop the AA and Academic achievement of their children concerning the occupation of the parents were concerned it was found that 70% of students, 66% of students, and 52% of students belonging to the parents with service, business and farming background respectively were satisfied to the efforts of their schools and 26%, 27% and 39% students were found not satisfied on this criterion. Again it was reported that 4%, 7%, and 9% of students belonging to the parents with the above background were found undecided about this statement. As far as the reaction of the schools towards academic achievement is concerned it was found that 81%, 72%, and 54% of students from the above background were satisfied and 14%, 23%, and 38% of students were reported not satisfied with the interventional measures taken by their schools towards their academic an achievement. It was also found that 5, % 5%, and 8% of students belonging to service, business, and farming classes parents preferred to be neutral for this statement.

Objective:6: To find out the effect of adjustment abilities of the students belonging to JF and NF on their academic achievement during the Covid-19 lockdown period. – Independent t-test

Variables	Nuclear Family						Joint Family					
	N	Mean	Std. Dev.	t	df	p-value	N	Mean	Std. Dev.	t	df	p-value
Adjustment Abilities	150	67.91	27.11	5.731	298	0.01	150	73.54	22.61	3.212	298	<0.001
Academic Ach.	150	72.67	29.28				150	86.21	27.56			
Total	300	70.29					300					

***Significant at 0.01 confidence level**

The independent t-test shows that in both JF and NF the effect of adjustment abilities was very significant on the academic achievement of the students. This signifies the interventional measures taken by the families and schools of the adolescent children to develop their adjustment abilities to cope up with the challenging situations of the lockdown helped the students to improve their academics.

Objective: 7: To find out the correlation between adjustment abilities and academic achievement of the students during the Covid19 lockdown period

Correlation		Adjustment Abilities	Academic Achievement
Adjustment abilities	Pearson Correlation	1	.153*
	Sig. (2-tailed)		0.047
	N	300	300
Academic Achievement	Pearson Correlation	.134*	1
	Sig. (2-tailed)	0.047	

***Correlation was significant at the 0.05 level**

It was found that there was a positive correlation between the adjustment abilities and academic achievement of the students. It has been proven by various researchers that students whose adjustment abilities are better generally do better in their academics. These students become successful in their professional careers as well as in their family life.

Objective: 8: To find out the correlation between interventional measures taken by the families and schools of the students to develop their adjustment abilities during the

Correlation		Interventional measures taken by Families	Interventional measures taken by Schools
Interventional measures are taken by Families	Pearson Correlation	1	0.069
	Sig. (2-tailed)		0.241
	N	300	300
Interventional measures taken by Schools	Pearson Correlation	0.073	1
	Sig. (2-tailed)	0.265	
	N	300	300

Covid19 lockdown period

****Correlation was significant at the 0.05 level**

The above table shows that there was a positive correlation between interventional measures taken by the families and schools during Covid 19 lockdown period. Some of the measures were identical for both families and schools of the students and again some were different as the situations of the family-related criterion were different from the situations of the students the schools were dealing with. However, the ultimate objective of both sectors was to give the best possible support to the students to adjust to the challenging situations as well as to continue their studies and perform better during the lockdown period.

Objective: 9: To find out the correlation between interventional measures taken by the families and schools of the students to develop their academic achievement during the Covid19 lockdown period

Correlation		Interventional measures taken by Families	Interventional measures taken by Schools
Interventional measures are taken by Families	Pearson Correlation	1	0.067
	Sig. (2-tailed)		0.321
	N	300	300
Interventional measures taken by Schools	Pearson Correlation	0.054	1
	Sig. (2-tailed)	0.345	
	N	300	300

***The correlation was significant at the 0.05 level**

Similar to the previous objective this objective was designed to know whether there is a correlation between the interventional measures taken by the families and schools of the students concerning their academic achievement criterion during the Covid-19 lockdown period. It was again proved that there was a positive correlation between the interventional measures taken by these two bodies. Eventually, it has been proved by many researchers that the role of both the

school and family of the children is crucial for their academic growth and achievements. Whereas school is a formal agency of education, it cannot shape the destiny of a child unless it gets timely support from the family of the child. The feedbacks of the parents are very important learning asset for a school to design its curriculum, instructional methods, assessment criteria, and other co-curricular and extracurricular activities. Therefore, the finding of the research shows that it is genuinely an original form of research.

XII. Discussion of the results:

Covid-19 was declared a pandemic by WHO (World Health Organization), on March 23, 2020. After that considering its rapid transmission rate, every country declared a mass lockdown in their nation where the public movement was restricted, and educational institutions, offices, entertainment places, and business centers were locked down for an uncertain certain period (UNESCO). This happened within a very short period and everyone has to take recommended precautions such as, maintaining social distancing, enforcing quarantine measures for the family members coming from outside, developing awareness among the people, etc. Since the schools were closed, therefore, the online system of education was provided by the educational institutions, and the parents and children immediately responded to the same (Goldberg, A.E.; McCormick, N.; Virginia, H, 2021). All families, barring their socioeconomic and educational backgrounds, started taking various measures to save their families from this pandemic (Gayatri M, Irawaty DK,2020). At the same time, the families started giving a positive response to the online education system so that the students will not lose their academics and be engaged in their studies. During school closures, teachers adopted new strategies, such as distance learning programs and open educational applications and platforms, to reduce disruption and ensure that students could receive instruction remotely. In this regard, parental support became essential, especially for younger students, who are not fully autonomous in managing the assigned learning activities (Weaver, J.L.; Swank, J.M.2021). Nevertheless, these strategies raised concerns as not all parents could work alongside their children, nor every household had the required electronic devices such as laptops with wi-fi connections (Robinson, H.A.; et, al 2020). Furthermore, it is well known that school and home are two separate environments that require students to play different roles.

The research found that approximately 50% of students were satisfied with the interventional measures taken by their families and schools during Covid 19 lockdown period. Covid 19 pandemic put the whole of humanity in a disastrous situation. At this crucial juncture, it was not easy for the family members as well as schools to design a research-proven module for their children which would develop their adjustment abilities and help in their education. Since everybody was suffering; a parent, a teacher, a school principal, a leader of the country/state, and the health professionals, the decisions being taken for the betterment of children were best for that time only. There was an awareness drive conducted by the Govt. through print, electronic, and web mediums for developing the awareness of the public (Luthar SS, Pao LS, Kumar NL, 2021). Despite all these initiatives, there was a catastrophic situation everywhere. All were worried about the future of humanity; the parents were worried about their livelihood and future education and career of their children, the youth were worried about their professional careers, and the political leaders and social thinkers were perplexed to see the situation was uncontrollable and jeopardized day after day. In this pandemic situation although the parents and schools of the children tried their best to bring consistency to the life of their children somehow it could not meet the expected satisfaction level of the students. It was neither easy for the parents nor schools to take the most appropriate measures on the cognitive, affective, and psychomotor domains of the children's personalities.

It cannot be ruled out that in some families the parents despite their education and resources were not serious about the future of their children during the lockdown period. They did not apply their knowledge and experience to know the mental set of their adolescent children. Therefore, it was found that approximately 35%-40% of students were found not satisfied with the intervention measures of their families or schools during this crucial stage. The research also revealed that overall a few students preferred to be neutral in their opinion on the above aspect. There are several reasons why some respondents preferred to be neutral, such as; they may not be interested to answer the questions; they may be unaware of the situation in the questions seeking their opinion, or they want to be secure in the situation.

The research conducted by Cianfarani S, and Pampanini V, 2021 found that the AA of the adolescent students was not up to the required standard and many of them were living in isolation, stress, and anxiety. The sudden lockdown of their schools put them in a very unusual situation and their direct/face-to-face communication with their friends/ peers, teachers, extended family members and was almost stopped and they were desperately searching for a medium to sublimate their emotions. Being adolescents they were feeling very uncomfortable expressing all of their feeling to their parents (Eccles JS, Roeser RW, 2013). Their ego-idealism, self-esteem, and fear did not allow them to do so. Many a time the parents were not having that level of education through which they can understand the mental processes of their adolescent children (Korzinski D, 2020). During Covid 19 phase the students appeared for their board examination in a different setting. The system of assessment and examination was changed (Huber, S.G.; Helm, C.2020). It had become subjective to objective and the students were to face several Multiple Choice Questions (MCQs) in their examinations. They were apprehended to this new system because through MCQs there was no chance for stepwise marking, which was generally helping the average and below-average students to fetch qualifying marks in the exams (Amir, L. R. et.al. 2020). Again the Board decided to give absolute power to the schools to give the internal marks considering the consistency of the students in the previous three-year examination conducted by the school. This was not at all scientific, because research studies found that the students who cannot do better in their school level examination did better in their class X examinations due to several reasons (Shoshani A, Kor A, 2021). The reasons are in the question papers of school-level examinations are generally locally made questionnaires whereas the papers of Board Level examinations are standardized questionnaires having adequate reliability, validity, and usability coefficient. These question papers are having proper difficulty and discrimination power and are set with a national-level benchmark (Oranburg, S. (2020)). Again there are other reasons why a few students could not do better in their school examination: such as, many private school teachers force the students to come to them for private tutoring and there are competitions among the teachers from the same subject to pull more students to their coaching class, which is not possible for students to attend both teachers for a single subject (Lee, M.-H., & Tsai, C.-C. (2010)). Even, many times some educated parents would prefer to teach their children by themselves. It was also found from the previous research studies on school effectiveness and teachers' morality that a few teachers who set the papers for the examinations also discussed the same paper in their tuition classes so that their students can do better (Dursun, T, et.al, 2013). This is a huge moral crisis on the line of making the school an effective place for students learning and personality development Lucky, A., Branham, M., & Atchison, R. (2019). From these backgrounds when the schools were given the power to give marks to the students, the teachers who were given to do the task by the principals took the advantage of this system and attracted the attention of the parents by giving more marks to the

ineligible students by taking bribes from them. As a result when the board declared the results there was a huge fiasco and irregularities come out of the media (Mahajan M V, Kalpana R. 2018). It was found that despite doing very well in their school-level examinations many students performed poorly in the board exams. The above points were responsible for the low satisfaction level of the students concerning the interventional measures taken by their families and schools to develop their AA and academic achievement during the Covid 19 lockdown (Malik, R. (2020)). The research also revealed that there was a strong consistency between the adjustment abilities of adolescent students and their performance in their academics during the lockdown stage. Research conducted by Klimstra TA, et.al. (2020) found that students with better adjustment abilities mostly perform better in their academics for several reasons; such as, they can easily handle tantrums and peer pressure, show their maturity in communication with their peers, and teachers, can understand better the contributions of their parents towards their education and living. They appear better control over their emotional aspects and maintain good relationships with others. They act like efficient leaders and take mature decisions on their choice. They are found easily concentrate on their studies and are not much distracted by the outside environment (Vaillancourt T, et.al. 2021). They do not compare themselves with others and can easily understand their priorities and responsibilities. Therefore, this finding of the research revealed that families and schools should take adequate measures to develop the adjustment abilities of their children (Paechter, M., & Maier, B. 2010). The research also focused on the effect of interventional measures taken by the families and schools of adolescent students on their academic achievement during the lockdown period concerning their demographic characteristics (Lassoued, Z, et.al. 2020).

It was found that there was not much difference between the satisfaction level of male and female students concerning the interventional measures taken by their families and schools during the lockdown period. However, there was a strong difference noticed between the satisfaction level of the students on the above matter considering their residential background, their family type (JFs or NFs) socioeconomic status, education, and the occupation of their parents (Arslan, G. 2020). It was found that the students belonging to the urban residential background, Nuclear families, high socioeconomic backgrounds, and parents with higher education and doing Govt. or Private services showed better satisfaction levels towards the interventional measures taken by their families and schools compared to their peers belonging to alternate demographic characteristics, such as suburban and rural residential background, Joint families, middle SEB and low SEB, moderately educated and less educated parents and parents with business or farming as their principal source of income, etc (Cluver L, et. al.2020). These findings were identical to the findings from many previous researchers who conducted several research studies on similar variables during Covid 19 lockdown stage. Lee SJ, (2021) found that the students from NFs got more attention from their parents during the lockdown stage concerning their psychological well-being and education compared to their peers living in JFs. Research conducted by Nouwen, M.; Zaman, B, 2020 found that the parents were more interested than the teachers when they were engaged in a training session to develop the effectiveness of teaching through an online setup.

Generally in JFs the children get more opportunities for developing their wholesome personalities but the specific trait of their personality that may be required to be developed to cope up with a particularly challenging situation remain unnoticed by their parents or elders of a JF (Essadek, A., & Rabeyron, T. 2020). In a JF people are mostly busy with their work and do not maintain a systematic/routine life that is required for their children's education, career, and well-being.

Similarly, it was also revealed that the students belonging to urban residential backgrounds were having better satisfaction on the above criterion than their peers living in suburban and rural areas (Mittal, et.al. 2020). It was surprising to notice that the satisfaction level of the students living in rural areas was very low (32% only). Several pieces of research were conducted on the above demographic characteristic of the students and found that students belonging to the rural areas lack proper exposure and opportunities to broaden their outlook towards new happening, occurrences, or situations either happening for the positive or negative aspects of human life (Khan, A. H, et.al. 2020). It was found that many students from rural areas complained that during the lockdown period, their school started online classes but unfortunately they could not get many benefits out of that, since their parents did not have much well to do to purchase a Smartphone for them, further moiré the internet connectivity was also very low in their area. Many a time they faced problems charging their device as the power supply to the village was very inconsistent (Mondol, M. S., & Mohiuddin, M. G. (2020)). Moreover, most of the parents in rural areas are not highly educated and therefore their achievement motivation for their children is also found low. Their socio-economic background is also not very affluent to fulfill all the genuine demands of their children. They hardly actively take part in the education of their children since most of them are farmers, and small businessmen and mothers are mostly very less educated and housewives (Scherer, R.; Siddiq, F, 2019). On the other hand, the students who belong to urban and suburban areas get better exposure and opportunities to fulfill their educational goals of life. Their parents are found much interested, motivated, and engaged in the education of their children. They sincerely communicate the problems of their children to the school management. In these areas mostly the mothers are very active and smart enough to support the education of their wards (Fegert JM, et.al. 2020).

It is mostly found that the children of JFs are having better AA compared to the children belonging to NFs. Research conducted by Schwartz KD. et.al (2021) found that the precautions taken by the nuclear families were much better than the precaution taken by the joint families during the lockdown period. Because in the NF the members are fewer and mostly these families are staying in the town and city areas, where the restriction was imposed strictly, therefore, the members of NF were found more concerned about their precautions against Covid-19. However, the study conducted by Dove N, et.al. (2021) found that in NF the parents were much stricter with their children compared to the JF. The parents of NF were trying to monitor every action of their children during the lockdown period; as a result the children mostly the adolescent children were feeling irritated. Since most of the parents in the lockdown phase were at home, they were trying to control the freedom of the children. In some NF however, the parents who were more educated could understand the impact of the lockdown on the psychology of the children as they were restricted in the home and had fewer opportunities for passing their spare time (Al Kurdi, et.al.2020). On the other hand in the JF it was found the children were having more opportunities to pass their time since there were many members in the family. A very important aspect of the intervention measures taken by the families was to develop the adjustment abilities of the students during this situation. Some parents who were educated prepared a home timetable for their children where they tried to keep various kinds of activities concerning their academics, hobbies, healthy lifestyle, good attitude, mental peace, etc. in a balanced manner (Mental Health Foundation (UK) 2020). Children were given adequate freedom to manage their time properly, such as, they were doing yoga, meditation, and exercises in the morning time, engaging in their online classes up to noon time, taking their lunch and take rest up to mid-afternoon, and playing with their

parents or siblings until evening, do prayer in the evening and complete their homework, watch TV for sometimes and also sometimes helping their mothers in cooking or domestic works (Hawke LD, et.al. 2021). Some parents were found participating in various webinars on healthy parenting during the pandemic, what to do and not to do for the children, mostly for their adolescent children, how to understand their mental setup and how to communicate with them, how to engage them in various purposeful activities, how to motivate them towards a healthy lifestyle, etc (Ellis WE, et.al 2020).

During the Covid 19 lockdown, the first initiative of the school was to plan online teaching, and accordingly, it had to design the curriculum and conduct the training of the teachers to teach the students through a new mode considering the emotional, intellectual, and behavioral aspects of the children (Kerekes N, et.al 2021). Since the teaching was conducted through an online/virtual platform, both students and teachers, and parents were new to the system (Muhammad A, Kainat A. (2020)). But, there was either not much time for the schools to conduct the primary exercises or the schools did not take much interest in doing so the teaching was conducted similarly as it was conducted in the face-to-face mode, the only difference was it was conducted online. Therefore, it could not yield a good outcome. Though the high achiever students could easily integrate with the system, the worst victim was the mediocre and slow learners. Research conducted by Loades ME, et.al. (2020) found that about 70% of teachers told that they did not have previous experience in teaching online and lacked training putting them in a very difficult situation to teach the students considering their mental, intellectual and emotional levels. Only 23% of teachers told that they did it on their own through various online resources (Fedynich, L. V. (2014)). Similarly, 68% of students complained that the teachers were not teaching systematically. The teaching schedule was not followed properly; a sudden change in the classes was creating problems for the students. About 59% of parents told that they were dissatisfied with the online teaching conducted by the school. It was even found that the classes were conducted continuously; therefore the students were facing huge psycho-emotional stress (Adnan, M., & Anwar, K. (2020)). One of the important parameters of teaching is the teachers should know how to write the learning objectives and how these objectives are aligned with learning outcomes (Glass, C. R. 2017). The teachers must know how to design the assessment methods considering each rubric of the assessment. Within this process, the teachers should know the teaching methods they would use and the teaching resources they would use during teaching. Research conducted by Janssen LHC, et.al.(2020) during the first wave of Covid 19 lockdown found that 61% of teachers are unaware of to design of the rubrics of assessment for online mode of teaching.

It was also found that the students with better adjustment abilities scored well in their class X board examination, this proved that the adjustment abilities of the students had a positive effect on their academic achievement not only during the lockdown period but in common parlance it has been proved by many previous pieces of research that there was a strong relationship between academic achievement and adjustment abilities of the students mostly at their adolescent stage and beyond (Sharma M, et al, 2021). The impact of the pandemic situation was so challenging that the interventional measures taken by the families and schools played a very crucial role in managing the emotions of adolescent children (Guo, S. 2020). On one hand, the schools tried their best to help the parents to manage their children by engaging them in studies; on the other, the parents were also giving their feedback to the school about the academic achievement and behavioral aspects of their children (Glynn LM, et.al. 2021). Thus, the present research reflected on the development of adjustment abilities and academic achievement of the children through the

interventional measures taken by their families and schools in both synchronous and asynchronous environments. The research assimilated the Covid-19 situation with the variables as an extraneous factor only to bring emphasis on its effect on the family and schools (Johnson, N. 2020). However, the fundamental aspect of this research was to identify the role of the schools and the families to groom the adjustment abilities of the children in the adolescent stage, which is called a period of stress and storm for every child. From the above point of view, the research will guide parents, teachers, and school administrators to work thoughtfully and strategically on the personality of the children during their adolescent period Nguyen, N. T. (2013). The school administrator should conduct a SWOT(Strength, Weakness, Opportunities, and Challenges) for each child at this stage and manage their portfolio accordingly when the child progress to the senior class in another school or educational institution these need to be handed over to the school authorities of that school for getting better information on the student concerning their previous record related to adjustment abilities, emotional intelligence, aptitude, attitude, hobbies and detail demographic characteristics (Kalanit, F., J., & Veronika, S., A. 2020). This study also inspires future researchers to study the role of the schools and families to develop other important aspects of children's personalities at this stage considering them from both JFs and NFs. Future researchers may also take up the studies concerning the quality of interventional measures taken by both families and schools on the future career and family life of the children as a longitudinal study over years. Future researchers may also conduct an epidemiological research considering the meta-analysis of the data considering the above variables concerning adolescent psychology Noor, S., Isa, F. M., & Mazhar, F. F. (2020). There are scopes for so many qualitative research methods, such as case study research, analytical research, and ethnographic reports on similar kinds of research topics.

XIII. Conclusion

The study concluded that the role of the families and schools of adolescent children was very crucial to manage their emotional, intellectual, and behavioral aspects during the pandemic period. Though the study was conducted during the lockdown period yet its implications will be very effective for the researchers who will be taking future research on school effectiveness, effective parenting, online education, and students' perception of various aspects of education. The most important finding of the study is the accountability of the school and parents to understand the dynamics of adolescent psychology and accordingly design their curriculum, instructional activities, assessment criteria as well as co-curricular and extracurricular activities. The online system of education is the future of the whole education system. It is the only savior of the education of the children when there will be lockdown occurred due to some natural calamities or human ego/follies. Therefore, educational institution must prepare their teachers for the online system of imparting education, through very well-organized and structured training programs. The parents are the biggest assets for a school and the role of the parents of adolescent children is always very crucial. It is, therefore, always recommended that both entities work together to achieve the ensured goal of society.

XIV. Ethical Issue:

The proposal of the study was duly approved by the research and ethics committee of the GLA University, Mathura, Uttar Pradesh, India. The questionnaires, the objectives of the research, and the confidentiality of information mentioned in the proposal were submitted to the committee.

XV. Declaration of conflicting interests

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