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Kinga Frączkowska*

Siedlce University of Natural Sciences and Humanities

ORCID: <https://orcid.org/0000-0003-0825-3654>

e-mail: kinga.fraczkowska@uph.edu.pl

**PROJECTING THE POTENTIAL IMPACT OF COVID-19
SCHOOL CLOSURES IN POLAND AND ABROAD ON THE
STUDENTS SENSE OF SECURITY. ANALYSIS OF THE
PHENOMENON IN THE LIGHT OF RESEARCH IN THE
LITERATURE ON THE SUBJECT**

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CLOSURES IN POLAND AND ABROAD ON THE STUDENTS SENSE
OF SECURITY

Keywords: pandemic, teaching, sense of security, online learning.

The fate of the whole world changed in 2020, when the COVID-19 pandemic tarnished the organization of the 2019-2020 school year. Education systems around the world have tried to adapt to the restrictions in force. Meeting the needs of pupils, but also their families, was not easy overnight. At the beginning of the pandemic, anxiety and uncertainty regarding the organization of a fast-track alternative to on-site teaching in schools accompanied every person working in the education system. The great responsibility in deciding how schools, universities, kindergartens, nurseries and educational institutions of all kinds were to be run rested with the ministers of science and education and the directors and rectors of these institutions. In addition, anxiety about the form of the work of these

***Kinga Frączkowska** – MA. of early childhood and pre-school education with early introduction of a foreign language; scientific interests: problems of education and upbringing of pre-school and early childhood children, the Siedlce method.

institutions was exacerbated by the scarcity of data on how school closures might affect learning. Researchers from all over the world quickly started to conduct studies and surveys on how education systems functioned during the pandemic. There have even been several scientific publications on the subject. We can learn from them how schools, universities, etc. functioned in the new mode of operation – remote learning. This concept, hitherto considered an innovative approach to teaching, has become an alternative to on-site learning.

PROGNOZOWANIE POTENCJALNEGO WPLYWU ZAMKNIĘCIA SZKÓŁ W POLSCE I ZA GRANICĄ Z POWODU COVID-19 NA POCZUCIE BEZPIECZEŃSTWA UCZNIÓW

Słowa kluczowe: pandemia, nauczanie, poczucie bezpieczeństwa, nauka online.

Losy całego świata zmieniły się w 2020 roku, pandemia COVID-19 spowodowała nadszarpnięcie roku szkolnego 2019-2020. Systemy edukacji na całym świecie starały się dostosować do panujących w danych krajach obostrzeń. Nie było łatwo z dnia na dzień sprostać potrzebom uczniów, ale i także ich rodzin. Lęk i niepewność jak zorganizować w szybkim czasie alternatywę dla nauczania stacjonarnego w szkołach towarzyszył na początku pandemii każdej osobie pracującej w systemie oświaty. Wielka odpowiedzialność w podjęciu decyzji jak mają funkcjonować szkoły, uczelnie, przedszkola, żłobki i wszelkiego rodzaju placówki oświatowe spoczywała na ministrach ds. nauki i edukacji oraz dyrektorach i rektorach danych placówek. Dodatkowo niepokój co do formy pracy tych instytucji pogłębiała niewielka dostępność danych na temat tego, jak zamykanie szkół może wpływać na naukę. Naukowcy z całego świata w błyskawicznym tempie zaczęli tworzyć badania, ankiety dotyczące funkcjonowania systemów oświaty w czasie pandemii. Powstało nawet kilka publikacji naukowych na ten temat. Możemy w nich dowiedzieć się, jak funkcjonowały szkoły, uczelnie itp. w nowym trybie pracy – nauczaniu zdalnym. Pojęcie to było do tej pory uważane za innowacyjne podejście do nauczania, a stało się alternatywą do nauki stacjonarnej.

Safety and threats to health of children and youth as a subject of research

Nowadays, the concept of security is associated with almost all spheres of people's lives in individual, regional and even global terms. So what is security, or the sense of security felt by children and young people? These terms in lexical terms are defined as the absence of a threat and protection against dangers and threats. It is also understood as "a mental or legal state in which an individual has a sense of confidence, support in another person or in an efficiently operating legal system". Etymologically, the word 'security' comes from Latin *sine cura* (*securitas*), which means "without custody, without sufficient protection", so it is a state of freedom from anxiety that gives you confidence. The definition of security can also be found in the *Dictionary of Social Sciences* sponsored by UNESCO. Daniel Lerner (1964, p. 629) presents in it the most literal meaning of the word 'security', considering it actually a synonym for the word 'safety', which should be understood as the absence of or protection against physical threat. This concept is described in an analogous way in English-language dictionaries. This word is treated as "a state of certainty, peace, security, no threat, freedom from fear and protection against danger". It is also worth noting that in the history of humankind it is difficult to find a period that could be called safe for children. For centuries, they have been exposed to various dangers, such as violence, aggression, injuries, accidents, road traffic hazards, diseases, and negative media influence. Moreover, when analyzing the 1999 research carried out by the Institute of Rural Medicine, we can see that children participating in the work related to animal husbandry were exposed to or showed the possibility of developing zoonoses. Therefore, they can boldly become the carrier of a new disease that has spread over the whole world since December 31, 2019 (Gierszewski 2013, Zięba 2004, Kruszek 2010).

Covid-19 outbreak worldwide

According to data provided by the government in China, the disease caused by the SARS-CoV-2 virus, also known as the coronavirus disease (COVID-19), first broke out in Wuhan, Hubei Province, China on December 31, 2019. Noticing the speed of spread around the world, the World Health Organization (WHO), declared this virus to be an international public health emergency. This fact is confirmed by the number of countries affected by the coronavirus pandemic. COVID-19 has spread to 201 countries and territories outside of China, according to official information. This resulted in the initial infection of 634,835 patients worldwide, including 81,470 in

China. It has become a disturbing development for China that the speed of the virus spreading was enormous. In addition, Wuhan officials have removed key evidence from the seafood market that was believed to be the center of the pandemic, according to Hong Kong University microbiologist Professor Kwok-Yung Yuen. He shared his opinion on the subject in an interview with the BBC, where he announced that Wuhan Fish Market, Huanan Seafood Market, had been disinfected before scientists were allowed to study it. Professor Kwok-Yung Yuen suspects that the decision may have been made at the local level. In addition, he claims that this type of action has significantly contributed to the spread of the virus around the world. The scientist believes that if the virus spread from animals to humans, the most important evidence was lost by disinfecting and cleaning the animal market. Importantly, COVID-19 caused mental health problems in China and around the world in a very short time. It caused general social panic and stress related to mental and physical health of people. Data on the increase in the number of confirmed cases and the growing number of countries affected by the epidemic have caused fear and anxiety around the world. Young people and children in particular became a vulnerable group that struggled with increasingly complex problems at that time. These were problems such as changing the teaching mode from full-time to hybrid or remote. All such situations significantly influenced the sense of security of children and adolescents all over the world (WHO 2020).

The beginnings of remote and hybrid learning at schools in Poland and abroad during the Covid-19 pandemic

Virtually all students of primary and secondary schools as well as universities around the world wondered in March 2020 how they would learn and continue their education. Several solutions were proposed for education: distance learning, hybrid learning and on-site learning, in compliance with the restrictions and regulations prevailing in a given country. The country that introduced remote teaching in most school districts in the 2019-2020 school year due to the SARS-CoV-2 (COVID-19 [coronavirus disease 2019]) pandemic was the United States. Other countries, e.g. China, Ukraine, Russia, the Czech Republic, Italy and Germany also provided online education in most schools. These types of decisions have often changed due to increases and decreases in coronavirus infections. After long debates, the governments of many countries often announced a lockdown covering the entire country, indicating the relevant sectors of the economy that were closed or the institutions that had to change their mode of operation. These

changes were not easy to learn, not only for adults, but also for students and children.

In Poland, the decision regarding the mode of education largely depended on the number of positive results for the presence of the COVID-19 virus among the inhabitants of a given voivodeship. At the beginning of the pandemic, the closure of a given facility was decided in agreement with the management of the County Sanitary and Epidemiological Stations of a given voivodeship. In some schools, a few infections among employees were enough to close the facility and assign remote or hybrid work there. The only difference between hybrid learning and working online was that some classes were held in a full-time mode. Often this type of work was chosen by institutions and universities with practical profiles, workshops, laboratories, classes requiring the direct use of equipment at universities and schools. On the surface, remote learning seemed to be the best solution for the teacher. It allowed the students themselves to feel isolated from the potential possibility of infection at school. However, each subsequent day of remote learning also caused uncertainty, fear what the next day would bring. This type of emotion was felt even through video cameras. According to the opinion of teachers of primary classes in schools in Mińsk Mazowiecki, students quickly adapted to the new reality. The first online classes were stressful for them, they did not know what to expect. The teachers themselves tried to prepare the classes in the best possible way so that the student in this new world would be able to acquire knowledge and skills in an accessible way. Interestingly, most of the teachers did not have any training on the use of computer programs that they were then commissioned to use during their online classes. New opportunities appeared on the market, each school chose the best application at its own discretion. Among them was, for example, Google Meet, Zoom, Classroom, Teams and many others. Creating classes with them was a difficult challenge for teachers with more professional experience, e.g. over 10-15 years of work. The teacher and educator should “go with the so-called the spirit of the times”, but not everyone was able to acquire the ability to use such computer programs at such a rapid pace so quickly. There were numerous redundancies and leaves. Each such situation of changing the teacher conducting the classes provided the students with additional stress. Moreover, the children, pupils and students were given written instructions on how to use the program. Here, too, in the case of preschool children, a barrier appeared in the form of not acquiring reading skills yet. The child, with the help of a parent or older siblings, was able to participate in the activities. In such a situation, there was also the anxiety of parents who

required childcare during online classes, and most of them also had to fulfill their professional duties at that time. This type of stress and nervousness spread to the children as well (WHO 2020).

Psychological effects of remote teaching for children and youth in Poland

Remote classes meant “getting out of your comfort zone”. We learn at home, so a certain kind of intimacy is disturbed in this situation. Until now, the child was returning home from school, his daily rhythm was constant. Now the plan has changed, the child is losing boundaries, where is school, teaching, home, rest and family. Parents and older siblings replace the teacher who coordinates the performance of art work, or reads the instructions to be performed. The child loses the opportunity to play freely with peers, which is extremely important for its proper development. The aim of the pedagogy of play is to create a didactic situation that enables the child to develop creative and stimulates creative solutions during group work. Its most important assumption is supporting children and students in their individual development, establishing and developing relationships, developing social skills and stimulating the development of children’s interests through play. In addition, the pedagogy of play is applicable to children with sensory integration problems by engaging the senses and teaching how to express themselves through movement and dance. The characteristic features of the method include: joy, joint discovery of new concepts and stimulation of a valuable experience of play. These types of work methods are almost impossible to use during remote classes. Daily fun and integration with peers turned into spending several hours a day following the instructions of the teacher on the other side of the computer screen. Colleagues with whom you could play on the playground on a daily basis in, for example, kindergartens, turned into a recording displayed on a computer. The physical contact of the child with the child, the teacher with the child, has been replaced by communication via the network. Activities that the child has not appreciated so far have begun to become more and more important for him or her every day. He or she begins to feel a loss of normality. The increase in the incidence of depression among children during a pandemic perfectly presents the damage to the psyche of students caused by the pandemic. According to studies conducted by psychologists and students of the University of Lower Silesia in Poland, symptoms of depression were detected in as many as 44% of children and adolescents. In addition, experts from the helpline for children and young people report that in 2020 as many as 12,500 youth sent a request for help using a special

message form. This result is worrying because it is about 3,000 more reports than were registered in 2019. The police report is a “chilling fact”, according to which, on average, there were police interventions twice a day to save the life of a child or teenager. Interestingly, analyzing the results of the research conducted by experts of the Polish Academy of Sciences, we can find out that children and adolescents react strongly and negatively to limiting direct contact with their peers, transferring many school and social activities to the online sphere” (*Eksperci PAN...* 2021).

Changes in the teaching mode for children and teenagers in the Czech Republic – effects of the pandemic

Due to the worsening epidemiological situation, from October 5, 2020, the state of emergency came into force in the Czech Republic again. One of the important consequences of this decision for children and young people in the context of the Czech Republic is the fact that with the introduction of this state, Polish students are not allowed to come to schools. Therefore, the restrictions become more and more felt for them. In the voivodships with a higher degree of risk, i.e. almost all of them, secondary schools and art schools, including music and ballet schools, as well as out-of-school work centers are closed. One of the inhabitants of Český Těšín, Mrs. Dorota Havlikova, tells the press that the restrictions cause some kind of chaos. “My son is in college and he has classes online. My daughter is in high school and she has no classes from today, so she will study alone. The youngest children are in primary school, so they still go to school, but I don’t know for how long”, says the worried resident of Český Těšín. Also, the management of music schools does not understand how, according to the new restrictions, they are to teach their pupils to play the violin via the Internet. The most radical changes that took place in the Czech Republic concerned education. Until now, in the Czech Republic, there has been a rule that only high schools, universities and universities conducted online classes. And primary school students had lessons in an on-site system, which was called the hybrid system. This was due to the fact that student groups alternated: a half of the classes studied in the school building, the other half had remote classes, and vice versa. From October 14, all schools and universities, regardless of their level, will be studying remotely. The only exception will be kindergartens that were functioning as normal. This decision was undoubtedly influenced by the huge number of infections recorded in the Czech Republic since March, i.e. as many as 117,000. And 987 people died due to COVID-19. The next day, 4,635 new coronavirus infections were reported per day. This result

was the highest since the outbreak began on a holiday, when significantly fewer SARS-CoV-2 tests were carried out (Czyżewski 2020).

Remote learning plans in the United States during a pandemic

In the spring of 2020, many schools in the United States offered online learning plans. These could include monitoring student progress, formal curricula, assignments, and access to educational resources. According to data collected at the beginning of April 2020, 83% of parents surveyed in the Gallup survey answered that their children participated in a distance learning program in their schools (Brenan et al. 2020). It is believed that virtual distance learning instruction given to students and parents in the United States was able to mitigate the negative effects of COVID-19 that students experienced during the pandemic. On the other hand, there are also worrying signs that schools' efforts may not have been as effective as predicted. A disturbing proof of this is the fact that many teachers were completely out of touch with a large proportion of the students. According to the nationwide teacher survey by Education Week (Kurtz 2020), in the first week of April 2020, only 39% of teachers reported communicating with their students at least once a day. However, most of the teacher-student contact was via e-mail. A study of school management responses compiled by the American Enterprise Institute found that only one in five schools met the proposed distance learning standards (Malkus 2020). The sad fact is the result of the feedback from teachers in the United States about the amount of time they observed students spent learning in that country while teaching online. It turns out that children and adolescents spent 50% less time studying than before the school closure due to the pandemic (Sawchuk, Gewertz 2020). Interestingly, this situation was not improved even by conducting classes using a webcam and presenting teachers' presentations along with sharing their instructional materials on the Internet. In addition, it turned out that for many students it became impossible to access online materials from home due to technical problems, lack of appropriate equipment or sufficient internet connection. According to the 2020 Education Trust survey, nearly 50% of low-income families and as many as 42% of African-American families did not have adequate facilities in their homes to access this mode of education. In addition, high-poverty schools rarely informed their students about online work. On the other hand, they reported a very high percentage of students who were completely absent from the classes or did not follow the indicated instructions. Moreover, it has been recognized that students and their families bear the responsibility of ensuring continued education during the

pandemic. Although several school systems have been established to provide support plans for students who need, for example, accommodation or the rental of equipment ensuring connection with the teacher in the new work system, many pupils did not take advantage of this option. Additionally, it is worth noting that we are also uncertain whether virtual instructions can become as effective as their direct presentation in the classroom. In the United States, research was also conducted against the coronavirus pandemic comparing virtual schools and traditional public schools. The result of these studies clearly confirmed the evidence that the impact of distance learning was negative on learning achievements. Pupils in the Internet school achieved results lower than those of students in traditional public schools by as much as 0.1 to 0.4 SD. Interestingly, only in some of the contexts covered by the 2014 research analysis did researchers obtain zero or slightly positive results. In a 2019 study that used data from schools in Florida, positive results were obtained for schools operating in parallel. Unfortunately, the final results summarizing the school year were negative for people who took part in virtual learning for the first time. We can, therefore, assume that different groups of students may react differently to online learning, and their achievements depend on their adaptation to the new reality and self-discipline (Ahn, McEachin 2017).

Forecasting the effects of virtual teaching after school closure due to the coronavirus pandemic

It is difficult to predict the effects of e-learning, even taking the above set of research evidence into account, as the conditions of previous years' research are very different to those of today during a pandemic. School closures due to COVID-19 were largely characterized by the announcement of sudden changes. As a result, for example, students who did not receive online instruction because of the rapid transmission of information by teachers might not receive them at all. In addition, some teachers, not sure how long it would take to close the schools, sent students worksheets with materials already known in order to consolidate and repeat the message. Importantly, the teaching process itself was often disturbed by the lack of training of teachers in the field of virtual learning. So far, we have believed that there are more criminals in the real world than there are online. After the schools were closed, the Internet has become the main working tool not only for the teacher and student, but also for a large number of employees from many economic sectors around the world. It is also worth mentioning the emergence of more forms of cyberbullying, harassment, or so-called hate on the Internet, an increased amount of fake news and an increased number

of hacking into Internet accounts, not only on social networks. All the above-mentioned threats on the Internet deepened the fear, anxiety, and thus disturbed the sense of safety of children and adolescents. According to UN Undersecretary General for Disarmament Izumi Nakamits, “During the coronavirus pandemic, 600 percent the number of malicious e-mails used for attacks by cybercriminals has increased”. The cause of serious trouble may be the use of electronic mail (e-mail) by children, especially when they decide to open a package from a stranger. Therefore, it is worth sensitizing the youngest that in addition to the numerous advantages that the network has, there are also threats of all kinds. Additionally, during the pandemic, depression, depressive states, and addiction to the Internet and computer are observed. As a sign of this, it is important to support our pupils in this difficult time for everyone. If you find symptoms of network addiction, you should seek the help of specialists to prevent it from worsening and developing the hikikomori syndrome. The modern translation of the term ‘hikikomori’ means ‘separation’, ‘social withdrawal’. Too frequent use of the Internet can cause this type of addiction, also known as internetoholism, or in the extreme case it can turn into ‘hikikomori syndrome’. It is a pathological behavior of a person who feels a strong need to use the Internet. Unfortunately, people addicted to the network are characterized primarily by a disturbance of habits and drives in behavior. The most worrying is the isolation of the sick person, because in a pandemic situation, this type of behavior, apart from being addicted to the Internet, may aggravate the addicted person’s depressive state. Spending extended periods of time in front of the computer disrupts the functioning of the individual in everyday life, in relations with the environment and in science. Children and teenagers learning remotely often explain their excessive spending of time in front of a computer screen by the fact that they do their homework. Often, however, the activities they perform during this time have nothing to do with education (*W czasie pandemii...* 2021).

In addition to the risks that students may face online, many researchers are wondering what impact the closure of schools will have on global and national economy. According to the available empirical studies, we know that the spring, the first wave of the epidemic in 2020, significantly worsened the educational results of the years affected by the school closings. Moreover, inequalities between schools and also between individual students in the class have increased. However, based on the scientific research that was available before the pandemic, we can predict with high probability what the economic scale of the effects of these changes in the education system, school breaks and backlogs caused by, for example, lack of access to the network

may be. According to economists, being excluded from school education, e.g. caused by the absence of students from online classes, equal to 1/3 of the school year, leads to a loss of an average of 3% in the individual earnings of future employees throughout their lifetime. By observing this phenomenon, researchers are able to estimate that the future income of the affected age groups will be, like their academic performance, lower and will be characterized by greater inequalities. Moreover, young people are very concerned about their professional future and how the pandemic will affect their lives. According to many educators, it is justified to maintain an appropriate sanitary regime in educational institutions, or to introduce hybrid education. They recommend closing schools and teaching online only where, for example, there is a shortage of staff or there are a large number of pupils in quarantine (Kruszko 2010; Jędrzejko, Sarzała 2010; Guerreschi 2005).

Covid-19 pandemic – a new challenge for students and teachers – research analysis and own observation

At the turn of February and March 2020, Nazaruk and Marchel (2020) conducted the first stage of a survey among teachers about the challenges and expectations of respondents with regard to education during the pandemic. Many educational aspects were subject to the opinion, including: challenges faced by teachers, assessment of the preparation of the main assumptions of the school during the pandemic, time-consuming work in the traditional and remote system, implementation of the core curriculum, and even the degree of independence of students' work. Below are tables showing the results of this research.

Table 1

The most important challenges currently faced by teachers

No.	The most important challenges currently faced by teachers	Teachers from the city of Biała Podlaska	Teachers from the Bialski County
1.	Implementation of changes in education related to successive education reforms	70%	55%
2.	Introduce innovations and experiments to the curricula	100%	80%
3.	Self-control, monitoring and evaluation of professional activities	65%	65%
4.	Motivation for systematic professional development	50%	50%

5.	Identifying some students' learning difficulties	10%	10%
6.	Identifying and collecting information about the child's family environment	30%	30%
7.	Developing a learning passion among children	40%	30%
8.	Diagnosing students' needs	20%	15%
9.	Communication with parents on the basis of partnership and dialogue	25%	20%
10.	The necessity to use new information technologies in the educational process	45%	55%

The percentages do not add up to 100, because the respondents indicated at least 3 categories.

Source: Nazaruk, Marchel (2020, p. 22).

Table 1 presents the results of the research collected in the period when schools worked mainly in traditional form and only some of the schools operated remotely. The research shows that 10% of the surveyed teachers, because they are concerned about the difficulties they face, spend a large part of their time identifying them. However, it is also worth noting that in addition to the empathy and care that educators must show at this moment, they also notice the need to use new technologies, and thus also show a desire for self-improvement in this field. Interestingly, as many as 55% of teachers from rural schools see this necessity. And 10% less, i.e. 45% of respondents teaching in the city also indicate the above answer as one of the most important challenges currently faced by teachers. The lockdown time has verified this answer, making sure that working with modern technology was the biggest challenge. The lockdown period can also be safely described as “a revolution in Polish education and the education of the whole world”. Apart from the surprise the teachers had with the change in the form of work, a large degree of confusion was caused by decisions to change to remote learning on specific dates and covering different age groups of children. Such solutions, the so-called the special act on counteracting the COVID-SARS-2 epidemic increased anxiety among students and disturbed their sense of security. Additionally, it is worth noting that for many schools remote work was a new experience. The research conducted by Nazaruk and Marchel shows that both teachers from Biała Podlaska and the Bialski County did not have any previous experience in the use of connections, e.g. using programs such as Google Meet, Times, Classroom, Zoom, etc. in education early school. The Ministry of National Education

referred in its decisions to the well-being of students in order to strengthen their sense of security through the implementation of school education. At the same time, however, the educators were obliged to implement the core curriculum, which, according to the research results, meant devoting even more time to preparation for classes. Moreover, each teacher was required to immediately develop and implement new solutions in this special educational situation. There are many trainings and courses conducted by, for example, programmers or teachers who have acquired the skills to use individual applications themselves. For older students, assignments checking their knowledge, for example in mathematics, were carried out, for example, via links to pages with interactive mathematical tests. Knowing the abilities of their students, many teachers decided to create worksheets for them, e.g. using Canva or interactive presentations and games using the Genially application. It is also worth mentioning that some teachers conducted classes straight from the classrooms. This could significantly affect the well-being of the students. Thanks to this, the student could quickly adapt to the thought that his/her guardian was waiting for him at school. The most unpleasant fact was that preschool children were included in remote education. So far, this group has been the least frequently deprived of the opportunity to study in an educational institution in Poland, taking into account a number of negative effects that this type of change in the mode of teaching brought about. Especially at this age, children are used to the constant activities and rhythm of the day. There are preschool education classes at the same hours throughout the year, a break for free play with peers, and regular eating times. At the moment of changing any element of that rhythm of the day, the child is restless, begins to be fearful, shy, loses the sense of security provided by the current regular schedule of the day. It is also worth noting that remote learning for preschool and early school children often involves the parent's constant participation in the lessons. This is due to the lack of computer skills by children, the willingness to help the child and support him in a situation where he does not hear the teacher's command. An additional danger is the fact that many parents or grandparents want to spare their children. In this situation, the verification of the skills and abilities of such a mentee is disturbed. We are not sure whether the work was done independently, and thus we are not sure if the child has the appropriate level of school readiness. It is impossible to check that the child is holding the pencil correctly and is correctly drawing the letters, as only individual children are displayed on the screen, not the entire class. As a result, we also have limited possibilities to check children's activity and their behavior on the other side of the screen. We only see a random 9 children and the

rest are presented as they speak. Having experience of both on-site work from 1.09.2020. and remote from 30.03.2021. in grade 0a at Primary School No. 3 in Mińsk Mazowiecki, I noticed that my students, being informed a week earlier that they would be included in distance learning, received this information with great regret and sadness. The children hugged each other, the teachers, but also had the impression that their thoughts were “wandering far away”. During the first remote connection, my pupils joined the class with the help of their parents, grandparents or older siblings. The new form of work deepened their longing for their friends and teachers, which they often mentioned. There was not a day when at least a few students did not ask the teacher – “When are we going back to school?” (*Eksperci PAN...* 2021; Nazaruk, Marchel 2020).

Research on the sense of security at the time of the announcement of remote learning conducted among pupils of grades 0-8 from John Paul II primary school in Mińsk Mazowiecki – analysis of own research

The survey was conducted in 2021 on a group of 67 willing students from grades 0-8 from John Paul II Primary School in Mińsk Mazowiecki. They were not required to answer all the questions, hence the number of people answering each question varies. The self-constructed questionnaire consisted of 14 questions, 3 of which were open-ended, which enabled the respondents to provide comprehensive answers. The age of the participants varied depending on the attendance of students in different classes, as shown in the chart below. As many as 21 students from grade 4 filled in the questionnaire anonymously, i.e. 42% of the respondents. The second most numerous group were the respondents from grade 8, i.e. 8 people, is 16% of the respondents.

According to the results of the research, 40 respondents attended school in the city, the remaining students, i.e. 10 people, attended a school in the countryside. When answering the question about gender, we learn that a group of 50 people consisting of 24 boys and 21 girls took part in the survey, the remaining respondents did not want to answer about their gender or described it as different from the above-mentioned ones. We note that mainly city dwellers, 76% of the respondents, participated in the study.

As to the first question – What did you feel when you found out about distance learning in your school? (mark a minimum of 2 answers), the students responded differently. The test results ($N = 50$):

- anxiety, insecurity, anxiety, fear: 26.9%;
- surprise, bewilderment: 43.3%;
- anger, indignation, frustration: 22.4%;
- reluctance to learn via the computer: 31.3%;
- dissatisfaction, depression, regret, annoyance: 20.9%;
- joy, cheerfulness: 13.4%;
- contentment, amusement: 13.4%;
- joy, cheerfulness, contentment, amusement: 16.4%.

The results shows that the largest group are students who, learning about distance learning, felt surprised or bewildered. This group consists of as many as 29 people. The next group are students who feel reluctant to learn via the computer. This may indicate a lack of belief that this type of science could be effective. It is also worth noting that as many as 18 people believed that they felt anxiety, insecurity and fear and fear when they announced distance learning. This information definitely disturbed the sense of security of the respondents, hence their emotions were negative.

Presented below are empirical data illustrating the answer to the question whether the lack of contact with the teacher caused negative emotions in students (Has the lack of contact with the teacher caused you negative emotions?). The data show that 67 people answered this question, including as many as 46 people, which constitutes 68.7% of the respondents, the lack of contact with the teacher did not cause negative emotions. We can assume that the implementation of the curriculum content at home could strengthen the sense of security due to the presence of relatives who could help the student in a problematic situation. Interestingly, 21 respondents felt negative emotions related to this situation. Their next answer was to list these emotions. Among them were such answers as:

- dissatisfaction, depression, regret, annoyance;
- anger, indignation, frustration,
- powerlessness, helplessness, fear,
- sadness, disbelief, disappointment,
- lack of motivation, I couldn't ask about everything,
- sadness, anger, indignation, frustration,
- feeling of injustice,
- uncertainty whether the item will be passed,
- longing for the teacher, lack of understanding of some curriculum content,

- sadness, because it is better to see all teachers in real life than online,
- anxiety if I'm doing everything right,
- I can't fully focus in front of the computer.

The above-mentioned answers show that many students were not sure of their abilities, they lacked the motivation to learn. They felt sad, felt a sense of injustice. They mainly emphasized the lack of understanding of the curriculum content and the inability to ask the teacher about a given issue. Therefore, it can be concluded that the lack of direct, real contact of the teacher definitely influenced the students' sense of uncertainty.

As many as 67 people replied to the next question: What emotions did the lack of contact with classmates evoke in you? The answers of the respondents are presented below. According to the statements of the students, we find out that as many as 41 respondents, which constitutes 61.2% of the respondents, feel anger, indignation, resentment, irritation and frustration due to the lack of contacts with classmates. Additionally, the respondents added annotations to the answers to this question that some friends still met or contacted them by phone. However, most people experienced longing and sadness and anger due to the inability to meet their peers. We can conclude that this significantly disrupted the daily life of the respondents, and therefore could also refer to their sense of security.

The next question related to the independence of students in following instructions during remote education (Did remote work require from you more independent work, causing a sense of fear?). Again, out of 67 respondents, more than half, as many as 37 people, representing 55.2% of the respondents believe that doing work independently during remote learning required more work from them and caused fear in them. This fear may have resulted from the lack of certainty whether they correctly follow the instructions mentioned earlier by the respondents.

The sense of security is also definitely influenced by the introduction of changes to the regular rhythm of the day (Has remote learning had an impact on the organization of your daily rhythm?). Even kindergarten children are used to carrying out certain activities at a predetermined time in order to maintain harmony during classes. Changing the learning mode from on-site to remote learning introduces one of the key differences in the implementation of everyday life, which is learning via the network. Excessive spending of time in front of the computer, which emits blue light that excites the recipient, which definitely affects the symptoms of insomnia in children. Circadian rhythm disturbances are also important in the development of

depression in children. Interestingly, people who sleep five hours or less have a seven-fold risk of developing chronic depression. A week of sleep deprivation is enough to increase the risk of mental disorders (anxiety, depression, impulsive actions), and such reactions are not a manifestation of a sense of security, peace, lack of anxiety. Fortunately, when asked if remote learning had an impact on the organization of your daily routine, as many as 52.2% of students answered negatively. The affirmative also mentioned how remote learning influenced the organization of their daily routine. Mostly, the respondents mentioned that not only their daily schedule was disturbed, but also that of other household members. It happened that other household members had to adjust to the work of the school, and at home the children had less freedom of action. Parents often studied with their children and prepared for classes together. Interestingly, some argued that not attending school meant that they had more free time to pursue their interests. A large number of students complained that because of distance learning they had to get up earlier, so that their parents could turn on the computer, but also fell asleep later, due to the increased amount of work they had to do on their own, not being sure if they were doing it correctly. Very often, children did not eat regular meals, slept little, felt fear and anxiety about responding remotely. Some students also mentioned that they slept during the day and found that they were lazier and did not want to spend so much time in front of the computer.

Another question was about the students' opinion on distance learning (Was the realization of classes at home in remote mode for you...?). The largest group are respondents who think that remote mode was stressful for them. It consisted of 46 people, i.e. as many as 63.9% of the respondents. Analyzing the students' answers, we come to the conclusion that only 27 people, or 37.5% of the respondents, believe that remote learning was easy. Undoubtedly, for many students it was problematic as evidenced by their answers.

Due to the fact that remote learning caused various types of difficulties, some students looked for support from their loved ones. According to the test results nearly 32.8% of respondents asked for help while teaching online. Most often, they asked their parents and siblings for help.

The survey shows that when asked if you are afraid of going back to school, only 50 people answered, 56% of whom believe that they do not feel fear because of this. This may mean that students' longing for classmates / classmates strengthens their willingness to return to school regardless of the risk of contracting the COVID-19 virus. It is also possible that this answer was influenced by a large number of failures faced by students during remote

learning, which we find out by analyzing answer to another question about successes and failures in distance learning.

According to the empirical data on the question: “Did you have more successes or failures during distance learning?”, as many as 56% of respondents claim that during this time they suffered more failures than successes. Moreover, it turns out that a large number of respondents notice the negative effects of remote learning in themselves, the total number of these people is 38 respondents, which is 76% of the respondents. The largest group are respondents who, in their opinion, became more lazy after remote learning, 18% of the respondents.

Conclusions

Summarizing the above research, I would like to refer to the words of the former chairman of the NATO Military Committee, Klaus Nauman. In his opinion, “Safety is not everything, but without safety everything is nothing” definitely, students who do not have a sense of security are not able to focus on any other activity, as evidenced by the respondents’ answer regarding more failures than successes during remote education (Koziej 2011, p. 34). It is also worth paying attention to the well-being of children who spend a lot of time in front of the computer in order to prepare for classes or solve assigned tasks. Respondents often complain about the negative effects of this type of learning, and thus it does not affect their better well-being, which is synonymous with the sense of security. Therefore, as teachers and parents, we must take care of our pupils, so that the consequences of this phenomenon do not affect students’ motivation to learn and do not cause depression or anxiety disorders caused by the accumulation of large amounts of stress. Every day, both children and adults are worried about their future when looking at the pandemic situation in the world. The task of teachers is therefore to take care of such tools for work in the classroom to convey knowledge as effectively and efficiently as possible without generating additional fear of students not having control over the given content. It should be remembered that the media provide great opportunities for learning, but you should anticipate how long our pupil will spend time in them so as not to overload our pupil with the excess of stimuli. Let us also increase the awareness of parents and teachers about this type of education, which is an alternative to on-site work at school. Thanks to this, we will come to an understanding with the parents of the students more efficiently so as not to disturb their rhythm of the day and not to cause additional stress (Kowalski 2019, pp. 172-178).

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