

## TOGETHER AGAIN. TASK 1.1

# National Report on the State of the Art

## Development of Emotional Intelligence in Secondary education

CEDA  
Slovakia

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## 1. Introduction

When the new coronavirus spread during 2020, various measures began to be taken in all countries to mitigate its spread and consequences. One of these measures was the curfew and a restriction of social contacts, which most significantly affected working and school life. According to a United Nations report (2020), the Covid-19 pandemic has so far affected more than 95% of schools worldwide, causing the biggest disruption to school in history. Millions of children of all ages have thus switched to some form of self-study and distance learning, and their schooling has been replaced by independent computer work, as long as the household has the means to do so. This development has made it more difficult for teachers to pursue their profession, and has also created increased demands on parents and guardians of children (Burgess & Sievertsen, 2020; Ilzetzki, 2020). In addition to the loss of social contact at an age when important bonds and patterns of behaviour are formed, these limitations have other serious consequences. As a result, many children lose any opportunity to be educated, with serious social and economic consequences. The fact is that not all families have the necessary technology available. And even if they have it, in families where, for example, two parents are at home office and two children at distance education, the demand for technology is often unmanageable (Cedzová & Rybanská, 2020).

In addition, the Slovak education system was not built or prepared for long-term teaching through distance learning. According to the TALIS report (2018), only 44.7% of Slovak teachers who took part in the survey said that they felt very well or well prepared to use information technology in their teaching. In addition, 24.9% of school representatives reported that their school did not have sufficient digital teaching technologies.

## 2. The impact of Covid-19 on the education system in the country

Teaching and learning at educational institutions in Slovakia have been based on traditional education, consisting of face-to-face classes until it was disrupted by the spread of the Coronavirus disease.

Slovakia has been severely affected by the COVID-19 pandemic. Several restriction mechanisms were implemented: a curfew was imposed on citizens, gatherings of more than six people were forbidden, likewise, all mass events were prohibited. Sports competitions were limited and allowed without an audience, as well as all fitness and wellness centres had to be closed. Kindergartens, primary and secondary schools have been closed, while e-learning has been introduced at all universities, and state exams were conducted online <sup>1</sup>

The education of students in the school year 2020/2021 was also significantly affected by the COVID-19 pandemic. Slovakia is one of the European countries in which schools were closed (completely or partially) for the longest time during the first and second waves of the pandemic. For longer than in Slovakia, schools have only been closed in Turkey, Bosnia and Herzegovina and Slovenia, as well as in the neighbouring Czech Republic for about the same length of time. Students in the 2<sup>nd</sup> grade of primary schools and secondary schools had to be educated in distance form for 6 months, in some regions of Slovakia even longer. Although all children and young people could start school in September 2021, less than two months later, as the pandemic situation worsened, the situation in the re-closing schools also changed. Then again, the widespread opening of schools, taking into account the current regional pandemic situation, began in mid-January 2022.

In the Slovak Republic, excluding the non-compulsory part of the curriculum, each week of school closures represents about 22 hours of face-to-face compulsory instruction time at school (lower secondary school – general orientation), that is to say 2.7% of annual compulsory instruction time. Schools were forced to replace this time in class with online learning and home schooling, in most cases facilitated by teachers and parents. <sup>2</sup>

<sup>1</sup> [Healthcare: Stress Levels and Mental Well-Being among Slovak Students during e-Learning in the COVID-19 Pandemic \(mdpi.com\)](https://www.mdpi.com/Healthcare/13/12/2021)

<sup>2</sup> <https://www.oecd.org/education/Slovak-Republic-coronavirus-education-country-note.pdf>

### 3. Current situation in Secondary Schools after Covid-19

At national level, in cooperation with several non-governmental organizations, experts, the Ministry of Education, Youth and Sports of the Slovak Republic and the State Pedagogical Institute, an online portal <https://www.ucimenadialku.sk/> was created as a tool of official communication during a crisis situation caused by interrupted teaching at schools during a coronavirus pandemic. The support continues even in the post-crisis situation after the return of pupils and students to schools.

The State Pedagogical Institute has issued a Methodological Recommendation on the Educational Process in Schools. The main recommendations related to returning to schools can be summarized in the following points:

- Adjusting the educational content and reducing the curriculum is necessary after the long period of distance education in previous school years. The extent and scope of the adjustment of the goals and content of education are mainly related to the quality of the learners' acquisition of the curriculum.
- Continuous assessment during and after distance learning should, in particular, take the form of constructive feedback provided to students during learning. It should be motivating, help students identify the mistakes they make and suggest a way to eliminate them. Continuous assessment should be as individualized as possible, taking into account the age and individual peculiarities of the student and the current mental and physical dispositions of the student.
- After the students return to school, it is recommended to devote space to finding out how the pupils learned the curriculum during distance learning. Examination of students' level of knowledge and skills should respect the basic psychological principles of assessment, including respect for individual specifics, including the conditions for home preparation. It is recommended to rely mainly on completed tasks and assignments that students performed during distance learning.
- The teacher obtains the data for the evaluation of the student's educational results during distance education:
  - from individual pedagogical-diagnostic interviews with students,
  - from solving complex tasks (papers, diaries, projects),

- by analysis of works forming a set of student products (e.g., worksheets, elaborated online assignments and tasks, projects implemented in the home environment),
- by means of student self-evaluation and peer evaluation,
- during consultation with other pedagogical and professional staff and, if necessary, with professional staff of the educational counselling and prevention facility, general practitioner for children and adolescents, especially for pupils with more permanent mental and health difficulties and disorders,
- during interview with the student's legal representative.<sup>3</sup>

At school level, strict epidemiological measures were taken to return to full-time education to ensure that the school environment is safe for children and that the disease does not spread. This has succeeded in maintaining the stable health of children for a long time and in preventing further absences, quarantines and interruptions in full-time education.

Immediately after the students returned to schools, there was a session in each class with a school psychologist and individual counselling for children who had lost a relative. Teachers / assistants / special educators paid increased attention to the unusual expressions and behaviour of students. Morning classes with class teachers took place every day. The aim of these meetings was to work with the class atmosphere, to release the emotions associated with distance education, to re-establish class groups, but also to identify children who could have more serious adaptation problems.

During the first days after returning to school, a special concept of education was created, the aim of which was to enable students a smooth transition between working online and full-time work in class. On the first days, a special schedule was created, which allowed children to adapt to their stay at school and among their peers. It sensitively reflected the difficulties and fears that the children may have brought with them when they returned to school. It was focused mainly on staying outside, it provided children adequate time and space for adaptation, they could gradually get used to the regime, staying in a team. The children worked mainly in a playful way, there were various discussions, the pressure to manage learning, testing and other situations that could be stressful for the children at that time was relieved.

<sup>3</sup> [https://www.ucimenadialku.sk/navrat-do-skol/skolsky-rok-2021-2022/SPU\\_metodicke\\_usmernenie\\_21\\_9\\_14.pdf](https://www.ucimenadialku.sk/navrat-do-skol/skolsky-rok-2021-2022/SPU_metodicke_usmernenie_21_9_14.pdf)

## 4. What challenges have emerged after the coronavirus lockdown?

A sudden lockdown caused massive changes, which presented challenges not only for teachers, but also for students who were forced to adapt their learning in a very short time, without any previous preparation. Since various educational institutions were forced to remain closed, they had no option but to shift from a traditional educational approach to distance learning. This form of education requires a form of online learning.

The interruption of traditional, face-to-face study due to the spread of Coronavirus, required the use of a distant form of education. Suddenly, students were separated from their teachers and peers and began to start learning remotely. There was no other choice than solitary study at home. Therefore, learning had become more individualized and varied, more dependent on speed and timeline according to each individual student and their attitude and willingness to try distance learning.<sup>4</sup>

Introducing restrictions on human contact has been effective in preventing the uncontrolled spread of COVID-19; however, it appears to have negatively impacted mental health. Mental health problems have become a major public health concern worldwide. Socially isolated young people, condemned to constant contact with the internet, find themselves in sorrowful situations where the satisfaction of their basic needs (the need for natural, unrestrained social contacts) was impossible. This situation evokes fear and insecurity, which leads to a range of heightened reactions such as stress, post-traumatic stress disorder (PTSD), anxiety, depression, behavioural changes, sleep problems, eating disorders, alcohol and drug abuse. It would seem that feelings of stress and fear are similarly distributed throughout the population.

College students represent a population that is particularly vulnerable to mental health disorders in the context of the challenges associated with their progression into adulthood, independence, and grappling with frequent economic and material difficulties. Mental disorders can affect students' motivation and social interactions - key factors for success in

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<sup>4</sup> [Education Sciences: The Perception of Slovak Students on Distance Online Learning in the Time of Coronavirus—A Preliminary Study \(mdpi.com\)](https://www.mdpi.com/2076-2615/11/12/2281)



higher education. Remarkably, many mental problems may continue long after the pandemic is over, and some may begin to emerge in the near future.<sup>5</sup>

A major problem after returning to school was the re-adaptation to the regular school regime. Adherence to the regime during distance learning was significantly disrupted, children did not do normal activities at the recommended times, they went to bed late, got up just before the start of classes, often only a few minutes before the first lesson. Students used to prepare for the classes regularly, but their home work during the pandemic was sporadic, not regular, and this was reflected in their knowledge after returning to school. At that time, it was not possible to attend after-school activities, so the organization of leisure time was not ideal, the children had a hard time looking for motivation for activities, they were passive. After returning to school, this manifested itself in increased fatigue and passivity, they often suffered from headaches and dizziness. This was also exacerbated by increased noise and more stimuli than at home.

When returning to school, the children were again forced to look for internal and external motivation to work, to work in a team, which was very difficult for many and caused them serious problems, which manifested themselves in worsened marks and more frequent conflicts.

Long stay at home, social isolation, significantly higher time spent online have also manifested a significantly higher incidence of anxiety, depressive states, which often require the intervention of a specialist / pedo-psychiatrist. Aggressive behaviour is also emerging, often in an online space that children use intensively to resolve conflicts, which is not ideal.

Self-harm is increasing, especially among the second grade of elementary school girls, when they use this behaviour to release tension, emotional stress.

There was also a problem with psychosomatic manifestations, students often suffer from headaches, indigestion, stomach pain.

Alienation is more common within school groups, children have experienced shyness, fear of being accepted by the team. There was also a sense of caution and many misunderstandings, conflicts, which students could not resolve. The overall cohesion of school teams has been disrupted. The children had to find their way to each other again, learning from each other's

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<sup>5</sup> [Healthcare: Stress Levels and Mental Well-Being among Slovak Students during e-Learning in the COVID-19 Pandemic \(mdpi.com\)](https://doi.org/10.3390/healthcare13050788)



trust and support. They were all the more dependent on their smart devices and "worked in a virtual world" not in the real world.

## 5. Identify the impact on students and teachers. How are the relationships between them?

The SARS-CoV-2 virus pandemic has forced far-reaching changes in higher education. Isolation from peers and distance learning have significantly limited interpersonal contacts, which might have affected the mental well-being of students.

According to study “Stress Levels and Mental Well-Being among Slovak Students during e-Learning in the COVID-19 Pandemic.”, mental well-being is one of the most serious problems related to the COVID-19 pandemic among students. Depression and stress became a worldwide pandemic issue. As these factors could significantly affect the overall health in subsequent years, it is important to properly manage the mental health of people, regardless of age. Moreover, more efforts should be made to create programmes for students during e-learning periods to promote healthy lifestyles. Students should receive support in managing the new situation in education, and this should focus primarily on stress reduction and negative emotions control, such as by providing access to relaxation programs and educational materials on mental health prevention. Schools should increase the working hours of professionals such as psychologists who provide direct assistance to students in difficult situations.

**According to a survey conducted by UNESCO, UNICEF, and the World Bank (2020), important factors to consider in mitigating the effects of a pandemic include:**

- **Early school leaving** – Has the number of early school leavers due to the closure of school institutions and restrictions on teaching increased?
- **Mitigation plans** for those pupils and students who, for various reasons, did not have access to distance learning - are there ways to eliminate or at least reduce the differences caused by missed schooling?
- **Monitoring the effectiveness of different online learning pathways and student engagement rates** - how to most effectively disseminate knowledge during distance

learning? What ways of distance education can keep the attention and interest of pupils and students?

- **Support for teachers** - preparing the curriculum for distance learning is time consuming and teaching requires new innovative approaches so that teachers not only transfer knowledge but also keep the attention of pupils and students. The support of teachers' technological equipment, but also the monitoring of their mental health and the provision of support and prevention in this area are essential in order to ensure that the quality of distance education is at least close to that of full-time teaching.
- **Promoting the mental health of pupils and students** - many pupils and students lost important social contacts, the structure and organization of their time, contact with some family members, and in some cases, also the only safe environment during this period. The consequences in this case may not be obvious at first glance, and their impact varies from individual to individual. It is therefore important to monitor the mental health of pupils and students, to ensure mental health prevention and, if necessary, the necessary and relevant assistance.

Currently the relations between students and teachers are at a very good level. The teachers tried to be as helpful as possible for the children during the distance learning, they adapted very quickly to the new conditions. Their approach was patient and forgiving, as the ability of children to work online was often limited. After returning to school, the class teachers worked with the classes, trying to create a positive atmosphere, re-establishing relationships, relieving tension. This sensitive approach was very helpful, as children had the opportunity to adapt adequately as much as possible, to focus at the beginning on their experience and perception of the situation, and thus better process it. It also had a positive effect on the relationship between teachers and pupils, as children were relieved of the fear of excessive demands and fast work pace that they expected from teachers when they returned.

Relationships between students in the classrooms gradually improve after initial shyness and caution. Especially students in the first grade, where the spontaneous, central side still prevailed, quickly reached the level of relationships from the pre-Covid period. For secondary school students, for whom it is more emotionally complicated, the return is more difficult, they are more suspicious, they have more mistrust, there are more conflicts, especially in the online space. There is a lower degree of cohesion in the class groups, a disruption of some long-term friendships. The situation is also not helped by the ban on school trips, leisure

activities, excursions, which create an ideal space for improving the classroom climate and strengthening relationships.

Teachers try to adhere to psycho-hygiene, they do not just focus on the curriculum, but they also try to talk to students about other topics. Pupils and teachers increasingly use the opportunity to visit a school psychologist, they turn to him or her with their problems, they need to talk.

To a large extent, students again engage in hobbies and activities that represent relaxation for them. They are mainly engaged in sports which they had to leave for a long time due to anti-epidemiological measures. It brings them joy, satisfaction and emotional relief now. They can meet again in training, participate in competitions.

They also socialize to a greater extent, attending cultural events, cinemas and concerts together.

## 6. Consequences of Covid-19 in Secondary schools

According to survey, implemented by Centrum vzdelávacích analýz / Educational Analysis Centre (2021), the effects of the pandemic on the mental health and well-being of teachers are as follows:

- Anxiety has increased slightly compared to the pre-pandemic period. On a 100-point scale (0 = no anxiety, 100 = highest anxiety), teachers rated the anxiety experienced during the pandemic at 25 points, during the pre-pandemic period at 18 points (median).
- Teachers most often experienced a deterioration in well-being (46%) and mental health (41%), and about a third in physical health (35%) and the socio-economic situation (32%).
- 78% of teachers agreed that their teaching during the pandemic was very exhausting (51% had mostly agreed and 27% strongly agreed). About a fifth also agreed that they no longer enjoyed learning after a pandemic (21%) and that they were considering leaving the profession after this experience (18%).

- More than half of teachers would welcome some form of mental health support, mostly activities to strengthen the teaching team (33%) and training in stress management tools (20%).

Regarding the support of students after returning to school, the following main conclusions were found from the survey:

- One in four students (25%) would need some form of additional support when they return to school.
- 88% of teachers agreed that after returning to school, special attention should be paid to the adaptation of children (i.e., support for socialization, relationships, getting used to the school regime, etc.).
- 69% of teachers said that when they return to school, pupils should be encouraged to get used to the school regime again. 66% said that students' knowledge and skills should be ascertained and 62% said that curriculum catch-up activities should be carried out.
- More than half (56%) of teachers would need support to motivate students to learn when they return to school. 69% of teachers ranked “experience sharing within the school team” in the top 3 most preferred forms of support. This was followed by forms such as manual or guidance (55%) and individual counselling (49%).

Based on the findings, several recommendations were proposed for actors in the field of education:

### **Recommendations for the case of distance education**

- Make free data, computers and other technical equipment available to teachers from home. More than a third of the teachers received free data, a computer and other technical equipment for teaching from home, thanks to which they were able to implement online distance learning. However, about a quarter (27%) of teachers did not receive any technological support.
- Provide teachers with sufficient support in how to teach in case of distance learning, ie what forms, methods or didactics to use in teaching. Half (51%) of teachers think that there was insufficient support in this area in Slovakia.
- Provide students with technological equipment and internet access. Approximately half (54%) of teachers feared that some pupils may have been denied access to quality distance learning because they did not have sufficient technological equipment or

internet access. At the same time, teachers estimated that 10% of children learned exclusively in offline forms of distance learning.

- Better support for teachers in the implementation of certain measures, especially in the case of abolition of grading and the complete omission of written examination of students. Only a small proportion of teachers completely abolished grading (29%) and completely abolished written examination and testing of pupils (27%).
- Map the educational needs of teachers and use this data to expand the range of training that should not only be available online. 29% of teachers who did not receive any training stated that they had not found a suitable training. 15% of non-educated teachers said they did not like learning in online form.

### **Recommendations to support pupils, students and teachers in the next period**

- Provide support to teachers to stabilize their well-being and to strengthen the teaching team and their mental health. The anxiety experienced worsened somewhat during the pandemic, with 77.5% of teachers exhausted during the pandemic and almost a fifth (17.8%) considering leaving school. At the same time, about half of teachers would need some form of support in the area of well-being and mental health. At the same time, teachers would most like activities to strengthen the teaching team (33.4%), training or lectures on stress management tools (20.2%), personal mentoring or coaching (17.5%) or the possibility of subsidies for individual psychotherapy or consulting (15.1%). 8% would need a consultation with a school psychologist.
- Provide support to teachers in motivating students to learn, identify their needs and individualize teaching. 56% of teachers said that when children returned to school, they would need support in motivating them to learn. More than 40% of teachers would need support in adapting the content of education to the current level of students (45%), in determining the level of knowledge and individual learning needs (42%) and in the area of individualisation of teaching according to needs (41%).
- To help schools in organising in-house support within the teaching staff and to provide teachers with comprehensible manuals and guidelines. 69% of teachers ranked own experience sharing within the school team in the top 3 most preferred forms of support. Forms such as manual or guidance (55%) and individual counselling (49%) followed. In general, teachers preferred internal support over external support.

- Support the implementation of tutoring. 61% of teachers said that after returning to school, their school should organize tutoring. At the same time, 78% declared their willingness to tutor students.
- To motivate teachers for tutoring through adequate financial reward and good organization by the school management. 63% of teachers stated that they would be motivated to participate in support activities by an adequate financial reward and less than half (45%) of teachers would be motivated by good organization from the school.

## 7. Selected good practices

The Covid19 pandemic and the introduction of online teaching has been a challenge not only for schools and educators, but also for students and parents. It was necessary to ensure contact between teachers and pupils, pupils' access to information and also to provide flexible professional support to teachers. Although no computer screen can replace personal contact with the teacher, digital education during the pandemic has made it possible to move to other new forms of education, making extensive use of information and communication technologies, which has also helped to accelerate the digital transformation of education.

Several support platforms have been set up to support learning opportunities during and after the pandemic:

- [Magickí učitelia online](#) – Magic teachers online - inspirational webinars for teachers; webinars for teachers and distance learning materials - IT Akadémia;
- [Microsoft Teams for online education](#);
- [ImO](#) – Simple learning habits for kindergarten and elementary school children; Research Institute of Child Psychology and Pathopsychology provides e-mail support for pedagogical staff;
- Free hands-on video courses for primary and secondary school teachers and students. – [ZMÚDRI \(BE WISE\)](#);
- Connecting IT companies and digital content with schools - DIGITAL COALITION– [DIGITÁLNA KOALÍCIA](#);
- International platform for online education – [eTWINNING](#).



## 8. Personal reflection on the topic

The pandemic had a very large, but not exclusively negative effect on education. Despite the fact that parents are busy with work and responsibilities, especially during pandemics when they do not have it easy at work, they have had the opportunity to work with children at home and thus have a greater impact on their education and overall personality development.

Teachers experienced situations that were not easy for them, especially older teachers who had to learn working more with computers and technology, but this ultimately led to an improvement in their digital competencies.

Distance education had a negative impact on academic performance. For most students, this method of learning was challenging, difficult to deal with. It was harder for them to concentrate; it was also harder for them to understand the curriculum. Teachers have had to reduce the curriculum, so it may happen that children will have bigger gaps in some subjects. It was easier for children to avoid school duties; it was easier for them to look for excuses. Especially children with lower levels of internal motivation and weaker students, there was little progress in this way of teaching.

On the other hand, there was also a group of students who were more comfortable with distance learning. We noticed that they were the students with special needs. These students were more comfortable working at home, they were more confident, they showed more in class, they were not afraid to apply for a word, etc.

We consider the socio - emotional benefits of reopening the schools to be the biggest advantage. The children have once again joined the peer team, which is irreplaceable and crucial for healthy personal development, especially during puberty. They could re-establish friendships, find support, acceptance that is fully possible only through personal contact.

Students and teachers can also return fully and adequately to the educational process.

Teaching online has been challenging for many of them, with many limitations. There was often a problem with connection, whether by students or teachers, which prevented adequate teaching. The teacher is closer to the student, he can help him when he has problems with something and that was not always possible through the computer screen. The curriculum is taken over more smoothly, taking over one thematic unit does not take as long as using a computer. Lessons lost their dynamics by using computer, everything took a long time. Many



children had difficulty understanding the curriculum online, they were less motivated, inattentive, and the opening of schools again allowed them to perform adequately.

The reopening of schools also has a positive effect on the running of many families, it has unburdened many parents, who have borne this very hard, as they had to take over many of the functions for which the school was previously responsible. This had often caused conflicts between children and parents, and parents also had to adjust their work responsibilities, which was often difficult.

The period spent at home was accompanied by a high degree of frustration among children and adults, too. They could not develop their friendships, it was impossible to meet, to spend full time together. It was also difficult to engage in leisure activities, sports activities, educational activities were suspended, or they were transferred to the online form, which, however, significantly reduced their quality. This frustration has led to various mental difficulties, anxieties, fatigue, sadness, self-pity, but also to the accumulation of energy, and thus increased tension, explosiveness, conflicts. After the pandemic measures were relaxed, this manifested itself in enthusiasm, and both children and adults tried to return to activities that brought them joy, relaxation, fulfilment, and were not possible for them to carry out in the long run. For many, their personal direction has changed due to the lockdown, during their stay at home they discovered new things, a new direction that remained a part of their lives even after returning to normal. They have found new hobbies, areas of interest, which they pursue and continue to develop.

At present, it is not possible to fully estimate the consequences of the COVID-19 pandemic on students' educational outcomes, but it can be stated that such an impact is expected on vulnerable groups in particular- in this context, pupils with SEN, students from low-income households, marginalised communities, but also pupils from large families and other factors, such as parental illness, workload of parents working in health care, police and many others.

For both teachers and students, it is now more difficult to fight stress, because the stressful situation lasted too long, many activities that relieve stress were suspended. This resulted in anxiety and psychosomatic manifestations. Some students react too sensitively or more aggressively in tense situations.

The organization of teaching after returning to schools was extremely demanding and required a number of compromises on the part of both management and teachers. This, especially among

teachers, sometimes caused feelings of frustration and injustice, which had a negative effect on mutual relations. However, this situation is still improving, especially after the release of pandemic measures and the gradual return of the educational process to normal.

## 9. Conclusions

Slovakia is one of the countries that has been severely affected by the COVID-19 pandemic, it is one of the European countries in which schools were closed for the longest time during the first and second waves of the pandemic.

A sudden lockdown caused massive changes, which presented challenges not only for teachers, but also for students who were forced to adapt their learning in a very short time, without any previous preparation. The interruption of traditional, face-to-face study due to the spread of Coronavirus, required the use of a distant form of education. Introducing restrictions on human contact has been effective in preventing the uncontrolled spread of COVID-19; however, it appears to have negatively impacted mental health.

A major problem after returning to school was the re-adaptation to the regular school regime. When returning to school, the children were again forced to look for internal and external motivation to work, to work in a team, which was very difficult for many and caused them serious problems, which manifested themselves in worsened marks and more frequent conflicts. Long stay at home, social isolation, significantly higher time spent online have also manifested a significantly higher incidence of anxiety, depressive states, which often require the intervention of a specialist / pedo-psychiatrist. Aggressive behaviour is also emerging, often in an online space that children use intensively to resolve conflicts, which is not ideal.

Depression and stress became a worldwide pandemic issue. As these factors could significantly affect the overall health in subsequent years, it is important to properly manage the mental health of people, regardless of age. Students should receive support in managing the new situation in education, and this should focus primarily on stress reduction and negative emotions control, such as by providing access to relaxation programs and educational materials on mental health prevention. Teachers should also be provided with support in motivating students to learn, identify their needs and individualize teaching.

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