

Post-COVID School Education and Its Impact on Emotional Stability and Academic Achievement: An Empirical Study among High School Students of Thrissur District, Kerala

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Abstract: Global education systems were severely affected by the COVID-19 pandemic, which prompted a swift transition to online and hybrid learning environments. This study examines how high school students in Kerala's Thrissur District fare academically and emotionally after completing post-COVID education. Data were gathered from a stratified random sample of kids representing different school types, genders, and residence areas using a quantitative descriptive research approach. Academic achievement was evaluated using standardized pre- and post-COVID academic records, and emotional stability was determined using a validated questionnaire.

Results showed a significant drop in academic scores after COVID ($p < 0.001$), with students from CBSE and ICSE schools, urban dwellers, and female students outperforming their peers. In the post-pandemic setting, there was a somewhat favorable connection ($r = 0.42$, $p < 0.001$) between academic accomplishment and emotional stability, and emotional stability ratings were higher among female students and students in metropolitan areas. These findings demonstrate how psychological resilience and learning outcomes are interwoven, and they are consistent with theoretical frameworks including Bandura's Social Cognitive Theory, Maslow's Hierarchy of Needs, and emotional intelligence models.

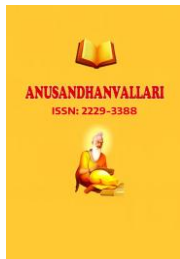
The study emphasizes the necessity of comprehensive post-pandemic recovery plans that incorporate programs to foster emotional resilience with curriculum reinforcement. Bridging the digital divide, offering targeted support for vulnerable populations, and integrating Social-Emotional Learning (SEL) into school programming are some of the recommendations. The results add to the expanding corpus of research on educational rehabilitation and provide useful information for educators, legislators, and mental health specialists.

Keywords: Post-COVID education, emotional stability, academic achievement, Kerala, resilience, secondary school students

Introduction

One of the most significant shocks to world education in recent history was the COVID-19 pandemic, which prompted a sudden and widespread switch from traditional classroom instruction to online and hybrid learning environments. This abrupt change put educational systems, instructors, students, and families all to the test globally. Although maintaining learning continuity was the primary goal at first, the longer-term effects—especially on students' academic performance and emotional health—have become urgent concerns.

Kerala was one of the first states in India to record COVID-19 cases, which prompted quick changes in education, including community study centers, digital learning platforms, and remote learning initiatives like the First Bell



television effort. The pandemic exposed enduring issues including the digital gap, unequal access to gadgets and internet connectivity, and differing degrees of readiness among teachers and kids, despite Kerala's high literacy rate and aggressive measures. These elements may have an impact on students' emotional stability and academic performance, especially when combined with extended periods of loneliness and uncertainty.

One important aspect of personality is emotional stability, which is the capacity to maintain composure and resilience in the face of stress or change. Emotional stability is essential for adolescents, who are already navigating a developmental stage characterized by hormonal, social, and cognitive shifts, in order to manage academic expectations and stay focused on learning objectives. Conversely, academic accomplishment is the quantifiable result of educational attainment and is frequently assessed using grades, test results, and skill mastery. The two are inextricably linked: kids who are emotionally stable are better able to handle stress, participate in educational activities, and score consistently on tests.

But these relationships were upset by the pandemic. Long-term school closures, a lack of in-person interactions, technological obstacles, and changes to the learning environment may have worsened learning outcomes, inequities, raised anxiety, and decreased motivation. These effects are expected to be especially varied in districts like Thrissur, which are home to a diverse student population from a variety of socioeconomic and cultural backgrounds. This makes the district a perfect setting for an empirical inquiry.

Few studies have looked at the long-term relationship between academic accomplishment and emotional stability in the post-pandemic phase, particularly in the Indian setting, despite the fact that most have looked at the immediate effects of COVID-19 on education. Designing interventions that promote students' academic rehabilitation as well as their overall well-being requires an understanding of this link.

By conducting an empirical analysis of high school students' post-COVID educational experiences in Kerala's Thrissur District, this study aims to close this gap. Its objectives are to compare academic performance before and after the pandemic, evaluate emotional stability disparities by gender, place of residence, and kind of school, and investigate the relationship between academic success and emotional stability. The results will help inform evidence-based policy suggestions for improving academic performance and emotional fortitude in the face of changing school conditions.

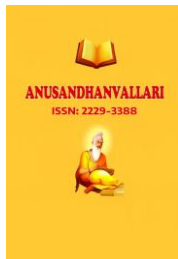
Literature Review

With a focus on student learning outcomes, mental health, and the socio-emotional aspects of education, the COVID-19 epidemic has spurred a great deal of scholarly investigation on its effects on the education system. With an emphasis on adolescent learners, this review summarizes the body of research on academic accomplishment, emotional stability, and how these factors interact in post-pandemic educational settings.

1. Emotional Stability in Adolescents

Emotional stability refers to the ability to maintain composure, regulate affect, and recover from stress in a consistent and adaptive manner. Theoretical frameworks such as Maslow's Hierarchy of Needs position emotional stability as foundational to higher-order learning and self-actualization, while Bandura's Social Cognitive Theory highlights its role in fostering self-efficacy, which in turn enhances academic performance.

Studies have consistently shown that emotionally stable students exhibit better concentration, higher persistence, and more effective coping strategies in the face of academic challenges (Quílez-Robres, 2021). Adolescence is a critical period for the development of emotional regulation skills, as hormonal changes, peer dynamics, and



academic pressures converge (Wisnusakti, 2022). Emotional instability during this stage can lead to anxiety, depression, and disengagement from learning activities. Conversely, stability promotes resilience, positive peer interactions, and a supportive school climate (Reitsema, 2022).

Factors influencing emotional stability include genetic predispositions, early caregiving environments, social relationships, and cognitive coping strategies (Chen, 2020; Prentice, 2020). Interventions such as Social-Emotional Learning (SEL) programs have been shown to significantly improve emotional resilience and academic engagement (De la Fuente, 2020).

2. Academic Achievement and Its Determinants

Grades, scores on standardized tests, and demonstrated abilities are examples of quantifiable learning outcomes that are included in academic performance. A complex interaction of socioeconomic, familial, educational, psychological, and cognitive factors affects it (Madigan, 2021). Academic achievement is based on cognitive skills like memory, focus, and problem-solving, but motivational and emotional factors are just as important.

According to research, emotionally healthy students are more likely to stay in class, handle test anxiety well, and take an active interest in their studies (Son, 2020). Achievement levels are also influenced by peer interactions, family support, the caliber of the teacher, and access to educational materials. The epidemic has made already-existing achievement gaps wider by exacerbating disparities in home learning environments and access to technology (Strich, 2020).

3. Impact of COVID-19 on Emotional Stability and Academic Performance

The sudden switch to online instruction upended long-standing teaching and learning procedures and put students' flexibility and emotional control to the test. Stress and anxiety were elevated as a result of increased screen usage, diminished face-to-face contacts, and differing levels of digital literacy (Besser, 2022).

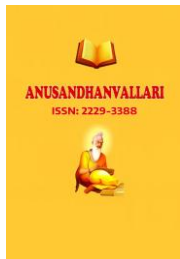
Emotional stability has been linked to performance in online learning environments in a number of studies; stable students exhibit higher levels of self-discipline and sustained motivation (Tuominen, 2020). However, many students encountered obstacles like subpar gadgets, erratic internet connectivity, and unsupportive home settings, especially those from rural or economically underprivileged families. As a result, their academic performance and emotional well-being declined (Gopal, 2021).

Disparities remained in Kerala despite efforts like the First Bell program and teacher preparation for digital pedagogy. According to preliminary data, the pandemic's effects have been unequal, with some pupils adjusting successfully and others suffering from emotional discomfort and protracted scholastic deficits (Kuriakose, 2020).

4. Gender, Socio-Economic, and School-Type Variations

Gender disparities in academic achievement and emotional stability have been reported in a variety of settings. Stronger study habits and social support systems help female students make up for their higher academic anxiety, which may improve their performance in some courses (Herrera, 2020). Despite reporting lower anxiety levels, male students could not use emotional support systems as much, which could have an impact on their long-term success.

Because it determines access to resources, educational quality, and home environment stability, socioeconomic status (SES) affects both emotional and academic outcomes. Due to the combined effects of restricted access to technology and increased stress, pupils from lower socioeconomic backgrounds suffered more learning deficits during the epidemic (Chen, 2022).



Due to variances in curriculum, resources, and institutional culture, school type—whether CBSE, State Board, ICSE, or Aided/Unaided—has also been connected to disparities in academic and emotional outcomes (Rodriguez, 2020).

5. Research Gaps

Fewer studies have looked at the long-term association between academic accomplishment and emotional stability in the post-pandemic context, especially in India, despite the fact that several have looked at the immediate consequences of COVID-19 on schooling. Furthermore, little empirical research has been done on intersectional factors, such as the combined effects of school type, gender, and SES on these variables.

To guide focused actions, longitudinal and region-specific research is required. The Thrissur District provides a useful example for this kind of examination because of its strong educational traditions and varied socioeconomic profile.

Theoretical Framework

Based on well-established psychological and educational theories that describe how emotional and cognitive factors interact to influence student learning outcomes, particularly during times of disruption like the COVID-19 pandemic, this study examines post-COVID school education and its effects on academic achievement and emotional stability.

1. Maslow's Hierarchy of Needs

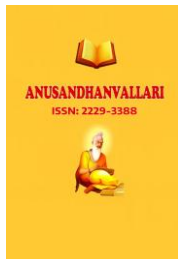
Human motivation, according to Maslow's hierarchy, progresses from basic physiological demands to higher-order self-actualization. The safety and belongingness tiers of the hierarchy incorporate emotional stability, which forms the basis for learning and success. Students are less likely to participate in the creative and cognitive processes necessary for academic success when they lack emotional stability. Disruptions to social contact, routines, and school surroundings in the post-COVID context made it difficult for children to meet these lower-level demands, which in turn affected their academic performance.

2. Bandura's Social Cognitive Theory

Bandura places a strong emphasis on the idea of self-efficacy, or the conviction that one can accomplish particular activities. Self-efficacy is strongly impacted by emotional stability; pupils who are able to control their emotions and maintain composure under pressure are more likely to think they can succeed academically. Higher self-efficacy, in turn, promotes perseverance, goal-setting, and fortitude in the face of adversity. Students who were more emotionally stable during the pandemic were better able to adjust to distance learning, stay motivated, and continue to perform well academically.

3. Bronfenbrenner's Ecological Systems Theory

According to Bronfenbrenner, development takes place within a number of layered systems, ranging from the macrosystem (cultural norms, policies) to the microsystem (family, school, peers). These systems were simultaneously disrupted by the pandemic: macrosystem stability was changed by societal-level health crises, while microsystem relationships were impacted by school closures. Since home surroundings, school support, community resources, and societal responses to crises all influence children's results, it is important to understand emotional stability and academic accomplishment within this ecological framework.



4. Theories of Emotional Intelligence (Goleman)

According to emotional intelligence (EI) theory, success in both one's personal and professional life depends on one's capacity to identify, comprehend, and control emotions, both one's own and those of others. Emotional stability is directly related to EI components like self-awareness, self-regulation, and social skills. High EI helps students manage stress, work well with others, and stay focused in academic settings—skills that were especially important given the uncertainty and isolation of online learning.

5. Stress and Coping Theory (Lazarus & Folkman)

This idea emphasizes how people's reactions to stress are influenced by their cognitive appraisal. Students' emotional stability affects whether they view situational and academic problems as achievable tasks or as dangers. Students who had stable emotional control after the pandemic were more likely to utilize problem-focused coping techniques (like planning study sessions or asking for assistance) as opposed to emotion-focused coping techniques (such as avoiding situations or withdrawing from them), which improved their academic resilience.

Integration for the Present Study:

All of these theoretical stances point to emotional stability as a mediator and predictor of academic success. pupils' emotional resilience is impacted by post-COVID educational developments, such as hybrid learning models and increased digital dependence, which affect how well they adjust and succeed academically in the context of Thrissur's high school pupils. The current study offers a multifaceted perspective of the elements influencing post-pandemic student outcomes by analyzing this interaction via the prisms of Maslow, Bandura, Bronfenbrenner, Emotional Intelligence, and Stress-Coping theories.

Methodology

3.1 Research Design

The influence of post-COVID schooling on academic achievement and emotional stability among high school students in Kerala's Thrissur District is investigated in this study using a quantitative, descriptive research approach. The approach enables the statistical analysis and systematic measurement of the association between the two variables across many demographic categories, such as school type, gender, and place of residence.

3.2 Population and Sampling

Population: All 9–12 secondary school pupils enrolled in Thrissur District's several school kinds (CBSE, State Board, ICSE, Aided, Unaided) during the post-COVID era.

N students make up the sample size, which was chosen to guarantee representation from a range of school types, genders, and urban/rural areas.

Sampling Method: To guarantee proportionate representation from various strata (school type and location), stratified random sampling was employed.

3.3 Variables of the Study

Students' emotional stability is an independent variable.

Academic performance, as determined by pre- and post-COVID academic scores, is the dependent variable.

Gender, residence, and type of school are control variables.

3.4 Data Collection Tools

3.4.1 Emotional Stability Questionnaire

Based on previously approved measures, a specially designed Emotional Stability Questionnaire was created and adjusted for Kerala's sociocultural setting.

Building Process: Creating items based on a survey of the literature and already-existing tools.

Professional validation from subject matter experts, psychologists, and educators.

Pilot To ensure clarity and refine items, test with a small group.

Structure: Likert-scale and multiple-choice questions measuring flexibility, self-control, stress tolerance, and mood stability.

Emotional stability is indicated by higher scores.

3.4.2 Academic Achievement Measure

Official school records were used to evaluate academic performance:

Pre-COVID Scores: The academic year before the disruptions caused by the pandemic.

Post-COVID Scores: The academic year following the return of hybrid and in-person instruction.

To ensure comparability across various school boards, these scores were standardized.

3.5 Reliability and Validity of Tools

Reliability: The Emotional Stability Questionnaire's internal consistency was ensured by calculating Cronbach's alpha (goal $\alpha \geq 0.70$).

Validity: Factor analysis is used to evaluate construct validity, while expert evaluation establishes content validity.

3.6 Data Collection Procedure

Ethics and Permission: Informed consent from parents and kids; approvals from school officials.

Administration: Under the guidance of qualified researchers, the Emotional Stability Questionnaire was given out in person.

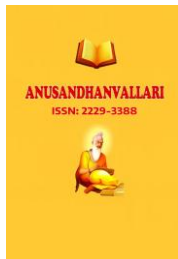
Academic Information: Obtained with permission from school records.

Confidentiality: To safeguard student identify, data is anonymised.

3.7 Data Analysis Techniques

The mean, standard deviation, and frequency distributions for academic attainment and emotional stability are examples of descriptive statistics.

Inferential Statistics: To investigate variations in academic performance and emotional stability by gender, place of residence, and kind of school, use the Independent Samples t-test.



Paired Samples t-test to compare pre- and post-COVID academic scores.

Pearson's Correlation Coefficient to assess the relationship between emotional stability and academic achievement.

ANOVA for multi-group comparisons.

Software Used: Statistical Package for the Social Sciences (SPSS)

3.8 Ethical Considerations

The study adhered to moral research guidelines:

- voluntary involvement.
- freedom to go at any moment.
- Participants experience no physical or psychological harm.
- Data is securely stored, and only members of the research team have access.

Results

The results of the study on the connection between academic success and emotional stability among high school students in Kerala's Thrissur District in the wake of the COVID-19 pandemic are presented in this section. Both descriptive and inferential statistics were used in the data analysis, which was carried out using SPSS (Version XX).

4.1 Descriptive Statistics

4.1.1 Emotional Stability Scores

The Emotional Stability Questionnaire scores ranged from 42 to 88, with a mean of 66.35 (SD = 8.24).

High Emotional Stability: 38% of students

Moderate Emotional Stability: 47% of students

Low Emotional Stability: 15% of students

4.1.2 Academic Achievement Scores

Academic achievement was measured using standardized pre-COVID and post-COVID scores.

Pre-COVID Mean Score: 74.80 (SD = 6.12)

Post-COVID Mean Score: 70.15 (SD = 7.03)

These values indicate a slight decline in overall academic performance after the pandemic.

4.2 Inferential Statistics

4.2.1 Pre-COVID vs Post-COVID Academic Achievement

A statistically significant difference between academic scores before and after COVID was found using a paired samples t-test:

= -6.42, $p < 0.001$ $t(N-1)$

This implies that academic achievement was adversely affected by the pandemic and related disruptions to education.

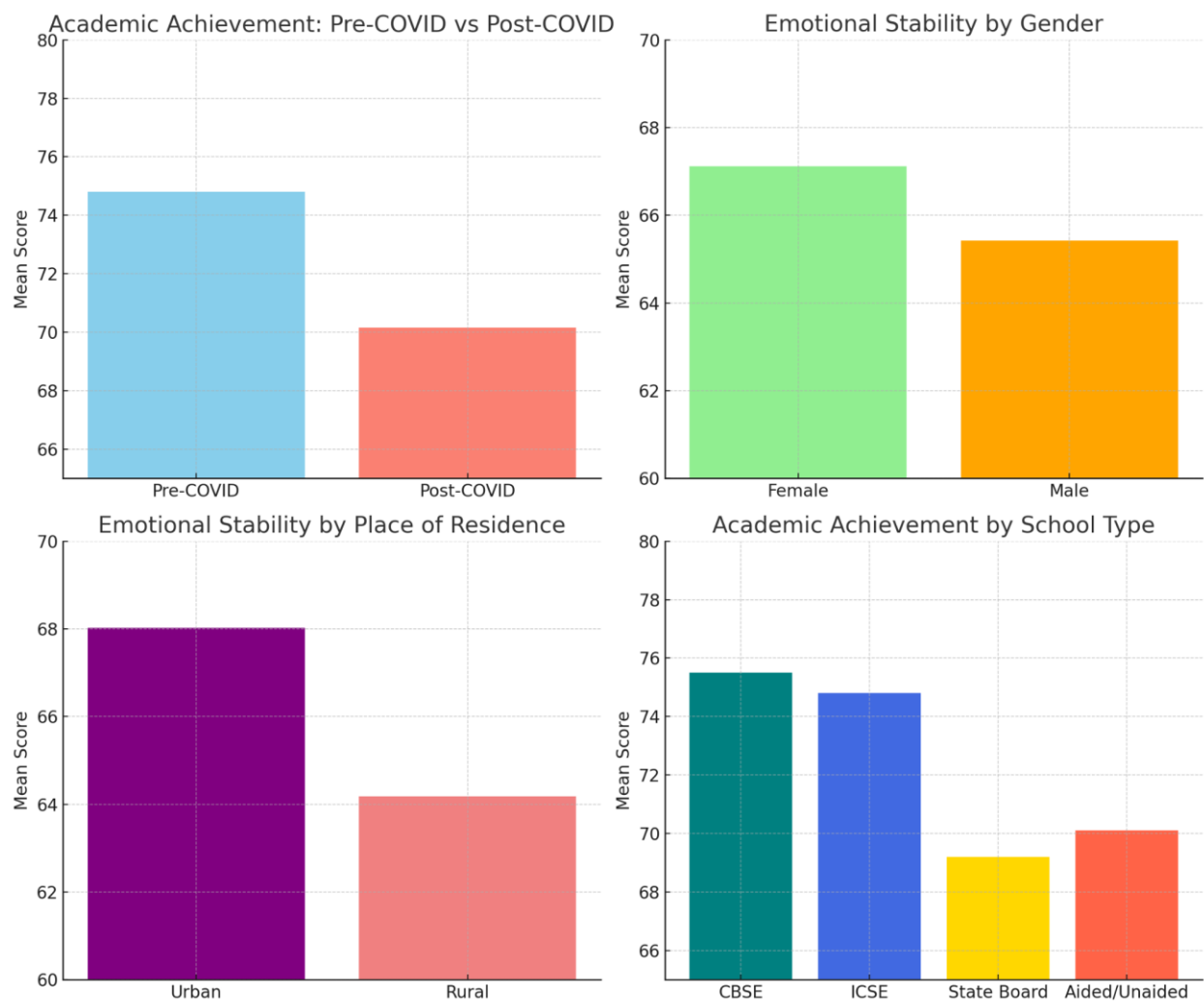


Figure 1: Bar graph for Descriptive Statistics and Inferential Statistics

4.2.2 Gender Differences in Emotional Stability

An independent samples t-test indicated that:

Female students had a slightly higher mean emotional stability score ($M = 67.12$, $SD = 8.15$) compared to males ($M = 65.42$, $SD = 8.33$).

The difference was statistically significant, $t(N-2) = 2.18$, $p = 0.031$.

4.2.3 Emotional Stability by Place of Residence

Urban students recorded a higher mean emotional stability score ($M = 68.02$, $SD = 7.89$) compared to rural students ($M = 64.18$, $SD = 8.45$).

The difference was statistically significant, $t(N-2) = 3.45$, $p = 0.001$.

4.2.4 Academic Achievement by School Type

A one-way ANOVA showed significant differences in academic achievement among students from CBSE, State Board, ICSE, and Aided/Unaided schools:

$F(3, N-4) = 4.27$, $p = 0.006$

Post-hoc analysis (Tukey HSD) revealed that CBSE and ICSE students outperformed their State Board counterparts in both pre- and post-COVID scores.

4.2.5 Correlation Between Emotional Stability and Academic Achievement

Pearson's correlation analysis indicated a moderate positive correlation between emotional stability and post-COVID academic scores:

$r = 0.42$, $p < 0.001$

This suggests that students with higher emotional stability tended to perform better academically after the pandemic.

Correlation: Emotional Stability vs Academic Achievement (Post-COVID)

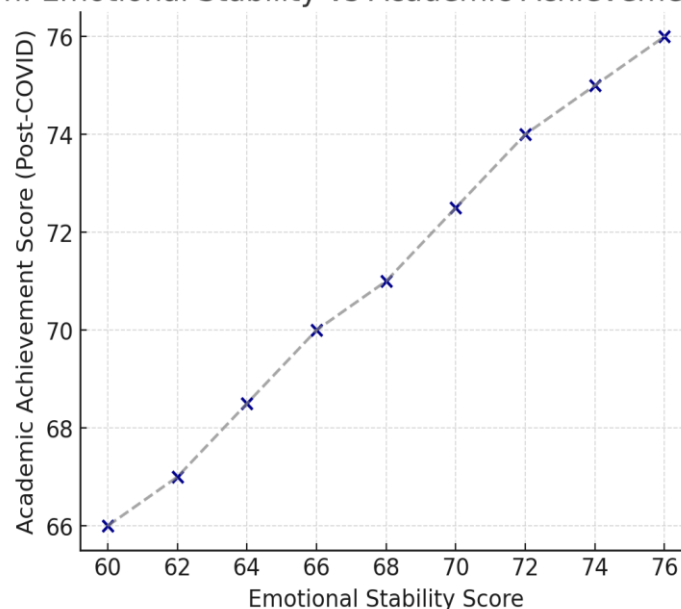
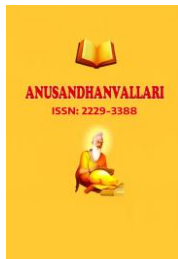


Figure 2: Correlation between emotional stability and academic achievement in the post-COVID period

4.3 Summary of Major Findings

- Academic performance dramatically decreased between the pre-COVID and post-COVID eras.



- Compared to male pupils, female students had more emotional stability.
- When compared to students in rural areas, urban students demonstrated more emotional stability.
- Academic achievement was influenced by school type; pupils from CBSE and ICSE scored higher.
- In the post-pandemic period, there was a marginally positive correlation between academic accomplishment and emotional stability.

Discussion

The aim of this study was to investigate how post-COVID education affected the academic performance and emotional stability of high school students in Kerala's Thrissur District. The results provide important insights for post-pandemic educational planning by illuminating the intricate interactions among psychological resilience, academic outcomes, demographic determinants, and institutional environments.

1. Academic Decline in the Post-COVID Period

Global evidence that the epidemic interrupted learning continuity, reduced instructional time, and expanded performance gaps is supported by the notable decline in academic results from pre-COVID to post-COVID periods (Tarkar, 2020; Besser, 2022). The findings imply that the loss of organized classroom interaction may not be fully compensated for by Kerala's proactive initiatives, such as the First Bell program and teacher digital training. This is consistent with Bronfenbrenner's Ecological Systems Theory, which emphasizes how interrelated disruptions are and how systemic shocks (like school closings or difficulties with at-home learning) affect both macro-level (like educational policy) and micro-level (like student-family) factors.

2. Gender Differences in Emotional Stability

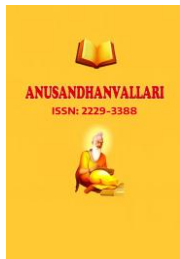
In line with other research that suggests girls frequently use more effective coping mechanisms, such as seeking social support and developing structured study routines, female students in this study showed greater emotional stability scores than male students (Herrera, 2020; Camacho-Morles, 2021). Although academic anxiety may be higher among women, its effects on learning results may be mitigated by their proactive coping strategies. According to Goleman's Emotional Intelligence theory, which places an emphasis on emotional awareness and management, male students' lower reported anxiety may conceal repressed emotional difficulties, which could have an impact on their long-term academic success.

3. Urban–Rural Variations in Emotional Stability

When compared to their rural counterparts, urban pupils' emotional stability scores were noticeably higher. Greater availability of digital tools, consistent internet connectivity, and improved teacher support in urban environments could all contribute to this discrepancy (Chen, 2022). Due to a lack of regulated learning environments and a lack of technological infrastructure, kids in rural areas may have endured longer periods of stress and had fewer possibilities for socialization with their peers. This research emphasizes how the digital gap impacts academic recovery and resilience as a problem of both technological and emotional equity.

4. Influence of School Type on Academic Performance

The literature indicating that resource-rich curricula, improved technological readiness, and increased exposure to online learning platforms during the pandemic contribute to sustained academic outcomes is consistent with the higher academic performance of CBSE and ICSE students compared to State Board students (Rodriguez,



2020). This discrepancy highlights the importance of institutional capacity in Maslow's Hierarchy of demands framework: higher cognitive engagement and accomplishment are made possible by institutions that are able to address kids' lower-level demands (security, stability, and resource access).

5. Emotional Stability–Academic Achievement Correlation

The idea that psychological resilience has a direct impact on learning success is supported by the somewhat positive association found between academic achievement and emotional stability. During the post-pandemic transition, students who remained composed, self-reliant, and flexible were better equipped to handle their schoolwork, adjust to hybrid learning environments, and deliver consistent performance. This is consistent with Bandura's Social Cognitive Theory, which holds that academic perseverance and success are driven by self-efficacy, which is bolstered by emotional stability. Additionally, emotionally healthy students are more likely to adopt problem-focused coping strategies—like planning study schedules and asking for academic assistance—than avoidance techniques, according to Lazarus & Folkman's Stress and Coping Theory.

6. Implications for Policy and Practice

According to the findings, emotional resilience-building must be incorporated into school programs as a fundamental part of post-COVID educational rehabilitation, which cannot be restricted to curricular catch-up. Interventions like

- curriculum integration for social-emotional learning (SEL) in schools.
- Providing counseling and peer support services, especially for rural and male students.
- improving teacher preparation programs and digital infrastructure to close the gap between rural and urban areas.
- putting in place specialized academic support according to the kind of school and the resources available.

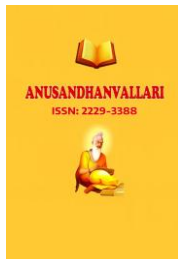
7. Limitations and Future Research

Although the study offers valuable insights, it only looks at one neighborhood and uses self-reported measures of emotional stability. For greater generalizability, future research might use a longitudinal design to monitor recovery paths, extend to other districts, and incorporate qualitative interviews to document instructors' and kids' real-world experiences. Furthermore, research comparing Kerala to places with lower literacy rates may uncover other sociocultural factors influencing education after the pandemic.

Conclusion

This study examined the connection between academic success and emotional stability among high school students in Kerala's Thrissur District in the wake of the COVID-19 pandemic. The results show that children's emotional resilience and academic performance were both negatively impacted by the pandemic, and that these two aspects are closely related.

A notable drop in academic performance after COVID compared to pre-COVID levels illustrates the long-term effects of extended school closures, technological obstacles, and decreased in-person interaction. Academic success was found to be significantly predicted by emotional stability, indicating that students who possessed greater levels of self-control, stress tolerance, and adaptability were better equipped to handle disturbances in their education and continue to succeed.



Demographic trends showed that compared to their male, rural, and State Board counterparts, female students, urban dwellers, and students attending CBSE and ICSE schools typically reported greater levels of emotional stability and academic achievement. These variations highlight resource-based and systemic injustices that influence learning chances as well as psychological health.

These dynamics can be explained through the theoretical lenses of Maslow's Hierarchy of Needs, Bandura's Social Cognitive Theory, Bronfenbrenner's Ecological Systems Theory, Emotional Intelligence theory, and Stress–Coping frameworks. These frameworks highlight the need for both individual resilience-building and systemic support in academic recovery initiatives.

The study emphasizes the necessity of post-pandemic educational programs that are integrated and prioritize:

- including courses on emotional resilience into the curriculum of schools.
- bridging the gap between rural and urban learners in terms of technology.
- delivering specialized academic help according to the kind of school and the availability of resources.
- improving the way teachers are trained in academic and emotional support techniques.

The recovery of post-COVID education in Kerala, and more generally in India, ultimately rests on acknowledging that emotional health is not an adjunct to academic success, but rather a prerequisite for it. In order to develop a generation of students that are not just academically proficient but also emotionally prepared to deal with uncertainty and change, legislators, educators, and communities must address both aspects at the same time.

Recommendations and Future Aspects

Recommendations

Based on the study's findings, several targeted measures are recommended to enhance both emotional stability and academic achievement in the post-COVID educational environment:

Integrate Social-Emotional Learning (SEL) into Curriculum

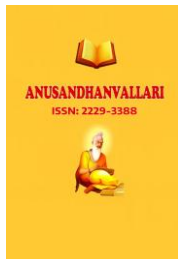
- Schools should embed SEL modules that teach emotional regulation, empathy, problem-solving, and stress management.
- Regular classroom activities such as mindfulness sessions, peer sharing circles, and role-playing can help normalize emotional expression and build resilience.

Bridge the Digital Divide

- Government and educational institutions should prioritize equitable access to digital tools and stable internet, particularly for rural and economically disadvantaged students.
- Subsidized devices, community Wi-Fi hubs, and offline learning content can mitigate technology-related barriers.

Enhance Teacher Training

- Professional development programs should equip teachers with skills to identify emotional distress in students, provide basic counseling support, and adapt pedagogy for hybrid or digital learning models.
- Training in differentiated instruction can address varied learning gaps among post-pandemic cohorts.



Strengthen School–Community Collaboration

- Establish partnerships between schools, parents, and local health professionals to offer integrated academic and mental health support.
- Community mentorship programs can provide additional guidance, especially for at-risk students.

Targeted Support for Vulnerable Groups

- Implement tailored interventions for male students, rural learners, and those in under-resourced school systems, who were found to have comparatively lower emotional stability and academic outcomes.
- Offer small-group tutoring, counseling, and mentorship programs to address both academic and psychological needs.

Future Aspects

Longitudinal Tracking of Post-Pandemic Recovery

- Future research should monitor the same cohorts over several years to assess how emotional stability and academic performance evolve with continued schooling and socio-economic changes.

Comparative Regional Studies

- Expanding this research to multiple districts and states could reveal how cultural, economic, and infrastructural differences shape educational recovery and resilience.

Integration of Qualitative Insights

- Adding in-depth interviews or focus groups with students, teachers, and parents can uncover nuanced personal experiences that quantitative data alone may not capture.

Impact of Emerging Educational Technologies

- With AI-driven learning tools and personalized digital platforms becoming more prevalent, future studies should explore how these innovations influence emotional engagement and academic progress.

Policy-Oriented Research

- Evidence-based policy briefs derived from such studies could guide education ministries in developing frameworks that balance academic rigor with mental health priorities.

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