

# AFFECTIVITY in TIMES of COVID-19 and its IMPACT on CIVIC EDUCATION of SECONDARY SCHOOL STUDENTS, PERU

Francisco Alejandro Espinoza Polo<sup>#1</sup>; Jaime Luis Alcántara Marcelo<sup>2</sup>; Carlos Alfredo Cerna Muñoz<sup>3</sup>; Gaby Esther Chunga Pingo<sup>4</sup> & Enaidy Reynosa Navarro<sup>5</sup>

<sup>#1</sup>Universidad Católica de Trujillo Benedicto XVI, Perú

<sup>2</sup>Universidad César Vallejo, Peru

<sup>3</sup>Universidad Católica de Trujillo Benedicto XVI, Peru.

<sup>4</sup>Universidad Católica de Trujillo Benedicto XVI, Peru.

<sup>5</sup>Universidad César Vallejo, Perú

#francisco.espinoza.polo@gmail.com,

jaime\_luis\_66@hotmail.com,

cacm73@hotmail.com,

gabyacademic2019@gmail.com,

ereynosa@ucv.edu.pe

**Abstract:** The positive emotional state of students, in which they accept themselves physically, accept others, and participate in issues of common good in times of pandemic, characterizes the learning environment of the subject under study. The purpose of this research was to determine the impact of affectivity on the learning of citizenship and civic education of the students in second grade of high school in the educational institutions Sebastián Barranca and Nuestra Señora de Las Mercedes in the province of Ica, Peru, in times of the pandemic. There was a population of 150 students and a sample of 93, chosen by means of a probabilistic sample selection. Two instruments were applied: the BarOn Emotional Quotient Inventory and the learning questionnaire in the area of citizenship and civic education, developed by the researchers of this study. The index  $r$  of rho Spearman was used for the correlation and for the influence the linear regression, having as a result: affectivity influences significantly ( $p < 0.01$ ) in the dimension Living respecting himself and the others whose general values are  $r = 0.293^{**}$ ;  $r^2 = 0.078$ ; and it has a non-significant impact ( $p > 0.05$ ) on the dimensions Participation in public affairs to promote the common good and Learning in the area of citizenship and civic education ( $r = 0.072$ ;  $r^2 = 0.5\%$ ;  $r = 0.192$ ;  $r^2 = 3.7\%$ ). As a conclusion, activities focused on affection should be promoted in order to improve the dimension Living respecting himself and the others.

**Keywords:** *Affectivity, Civic Education, Teaching and Education, Online Learning; COVID-19.*

## INTRODUCTION

As a result of Covid-19 in the Kingdom of Saudi Arabia and on the Earth planet, all teachers in institutions have made an unexpected transition from socially isolated classroom teaching to online teaching [1], offering, as in the United States, virtual training access to students [2], with the hasty creation of a pleasant online training curriculum without planning [3]. Therefore, from now on it will not be necessary to use adaptive virtual environments as a training environment, but rather to produce tools exclusively for teachers [4].

Novel didactic approaches that are capable of keeping learners stimulated and involved throughout the time of online training are required, mainly because dropout rates from virtual education are regularly higher than those from face-to-face education [5]; also because their physical and emotional strength is weakened [6]. Training responsibility is forged on the basis of an affective context. Affection implies mind and body. Affection inspires what we intend, notice, observe, and remember about our education [7]. Hence, the affective approach of the educator to his students via virtual classroom with its resources in these moments of social distancing.

In Peru, the problematic reality experienced was similar to that described at a global level; with social isolation, the government established the continuity of academic work through online platforms and the use of electronic resources as a distance-learning option [8], with prior updating in the use of information and communication technologies and tactics in virtual education, with the implementation of multiple soft strategies [9].

In second grade high school students of the Educational Institutions Sebastián Barranca (E.I. SB) and Nuestra Señora de las Mercedes (E.I. NSM) in the province of Ica, Peru, year 2020, we can observe lack of respect for themselves and for others, inhibition to participate in public events to promote the common good, little capacity to adapt to new situations, little capacity to handle states of stress, little energy or attitude to achieve goals, difficulties to relate to others, with parents without professional qualifications, who are dedicated to agro-exportation and to a lesser extent to trade. In this pandemic situation, the emotional commitment of the teacher must be higher in order to stimulate the growth of his or her students. In this sense, the proposed study is relevant to the problem because from the discussion of its results, a pertinent decision-making process will be drawn up regarding the execution of reinforcement programs aimed at the educational community concerning variables and their elements, as a concrete social contribution. Likewise, it clearly specifies the theories of affectivity and learning in the area of citizenship and civic education as their linkages with each other and the identification of the influence of affectivity on the learning of the subject under study. Methodologically, it creates an instrument for measuring learning, which has been validated and made reliable.

Previous research supporting the hypotheses have proposed that Covid-19 has increased the transition from the classical face-to-face approach to the remote approach for physicians in their clinical performance, teaching, and scientific conferences [10]. Filipino teachers exercise alternative virtual forms of teaching for the continuity of their students' education and social distancing, to overcome anxiety, in compliance with the provisions of educational authorities [11].

The hasty reinforcement of resident students' skills to offer telemedicine services to clients does not guarantee technical efficiency, history, clinical diagnosis and communication skills; this implies increasing online specialization projects and online approaches for residents [12]. For their part, researchers from the United Kingdom recommend studies to evaluate the quality of an online interprofessional training model in instruction and to encourage medical students and their lecturers to try creative instructional strategies to enhance academic performance and mental health [13].

In the Kingdom of Saudi Arabia, they indicate that online training does not ensure efficiency in the implementation of virtual training, nor does it guarantee good internet connectivity, nor does it guarantee an adequate psychological approach by the instructor towards his trainees

[14]. At Boston University, training organizations are encouraged to reason creatively and offer innovative opportunities for twinning or mentoring among students, strengthening networks of new researchers on the planet [15].

The area of citizenship and civic education includes the advancement of the intellectual, emotional, sentimental, and attitudinal processes of the students, directing their common sense and personal civic performance within a context of wisdom and compliance with the laws that govern the coexistence and testimony of Peruvian intercultural identity [16]. It harmonizes with the foundation of moving more in the cognitive aspects of understanding, executing, summarizing, examining, and innovating; likewise, with the affective vigor of dealing with emotions and sensations [17].

Affectivity is conceptualized as an aggregate of emotional, individual and social skills that affect the ability to counteract the mandates and impositions of the environment. It is a fundamental element in detecting success in life and has a real impact on happiness [18]. It is in line with the theoretical basis of affectivity that deals with the role of emotional skills in states of anxiety and happiness, which is especially feasible in this time of the pandemic [19].

Based on the factual and theoretical arguments previously presented, the research question was formulated: To what extent does affectivity foster learning in the area of citizenship and civic education for second grade students of the E.I. SB and the E.I. NSM, in times of pandemic? The purpose of this study was to demonstrate the extent to which affective attachment streamlines the civic education learning of target learners. As a research hypothesis, it was noted that affectivity positively impacts the area of Citizenship and Civic Education of learners in times of the pandemic.

## **METHODOLOGY**

This is a study of a quantitative approach, with an explanatory scope and a logical, non-experimental, transversal, descriptive and correlational causal configuration. The population was composed of 150 second-grade high school students: 80 from the E.I. SB and 70 from the E.I. NSM. They were enrolled in the area of Citizenship and Civic Education, semester 2020-I. The representative study sample with free participation was made up of 93 students chosen by the stratified probabilistic sampling, from the Lourdes Munch and Ernesto Angeles formula, from which a proportional distribution was generated for each Educational Institution, resulting in 50 students from Sebastian Barranca School and 43 students from Nuestra Señora de las Mercedes School; 57 students were withdrawn for not complying with the confidentiality agreement. The technique for storing data was the survey, using two instruments; the first for affectivity with BarOn's emotional inventory: NA, with an ordinal measurement scale, with the initial version of Reuven [18]; it comprises the measurement domains: Dimension 1 Intrapersonal 'of 6 items', Dimension 2 Interpersonal 'of 12 items', Dimension 3 Adaptability 'of 10 items', Dimension 4 Stress management 'of 12 items', Dimension 5 General mood 'of 14 items', Dimension 6 Scale of positive impression 'of 6 items'. Summing up 60 items, and each item with 4 answer options: Very rarely = 0, Rarely = 1, Often = 2, Very often = 3; Bar-On & Parker measured validity, by means of an exploratory factor analysis in a normative sample of children and adolescents (N = 9172), in which the interrelations of the various scales for both the complete and abbreviated versions present an existing correlation of 0.92; Ugarriza and Pajares in 2004, evaluated the factor structure of the scales through an exploratory analysis in a Peruvian normative sample of children and adolescents from Lima Metropolitana (N = 3374), in which the correlations of each of the scales with the total emotional quotient goes from low 0.37 to high 0.94 but all of them are

significant at one percent. BarOn and Parker also measured the reliability of the inventory with a range of coefficients between 0.77 and 0.88 for both the complete and abbreviated forms [18] [20].

The learning instrument in the area of citizenship and civic education developed during the doctoral program in education at the Graduate School of the Universidad César Vallejo of Trujillo with the measurement domains: Dimension 1 Living respecting himself and the others 'of 10 items', Dimension 2 Participates in public affairs to promote the common good 'of 10 items'. Summing up 20 items, and each item with three answer options: Never = 0, Sometimes = 1, Always = 2; the content validation of these questions was performed by five experts, whose Holsti assessment index was of acceptance of '0.84'; then, the instrument was applied to a pilot sample, whose data validity was carried out with confirmatory factor analysis with sampling adaptation KMO = 0.722 and sig. < 0.01 with 34.437% accumulated of the total variance explained by two components with average values of homogeneity: Living respecting himself and the others '0.5538', Participates in public affairs to promote the common good '0.5119'. Continuing with the calculation of reliability with alpha Cronbach with °Citizenship and civic education = 0.834 °Living respecting himself and the others = 0.795 °Participates in public affairs to promote the common good = 0.794.

The information was collected from the students themselves via Google application with two forms: a form about emotional inventory of [18]: NA with link one and the learning form of the civic education area with link two. It had the acceptance and authorization of the directors of the I.E. SB. and the I.E. NSM. The students were informed about the reasons for the evaluation and the voluntary nature of their participation in the research and the confidentiality of their answers. Before the application, the students were guided through their e-mail, about the way to complete the answers by executing the links of the two variables.

The data were entered into the SPSS v. 24 program; the validity analysis was carried out with confirmatory factor analysis and reliability with Alpha Cronbach; the descriptive part with prescription of levels and analysis of frequencies and percentages of the variables and sub-variables; the normality test was executed, identifying that the variables with their dimensions have a non-parametric distribution (some sig. <0.05), therefore the rho Spearman statistical test for the measurement of correlations with significance was applied in the inferential part (p <0.05 ); for the measurement of the impact of the affective pedagogy in the significant learning the linear regression was used.

## RESULTS

### Levels and dimensions in affectivity

Table I. Levels and dimensions of affectivity, in times of the pandemic

Levels	Dimensions													
	Intrapersonal		Interpersonal		Adaptation		Stress Management		General mood state		Positive impression scale		Affectivity	
	fi	%	fi	%	fi	%	fi	%	fi	%	fi	%	fi	%
Low	3	3.2	7	7.5	5	5.4	6	6.5	3	3.2	6	6.5	4	4.3
Average	44	47.3	69	74.2	72	77.4	70	75.3	78	83.9	53	57.0	79	84.9
High	46	49.5	17	18.3	16	17.2	17	18.3	12	12.9	34	36.6	10	10.8
Total	93	100	93	100	93	100	93	100	93	100	93	100	93	100

As it can be seen in table 1, the students are located with greater supremacy at the average level in the affectivity variable (84.9%, 79), and dimensions: Intrapersonal (47.3%, 44), Interpersonal (74.2%, 69), Adaptation (77.4%, 72), Stress management (75.3%, 70), General mood state (83.9%, 78), Positive impression scale (57.0%, 53).

### Levels and dimensions of learning in the area of civic education

Table 2. Levels and dimensions of learning in the area of citizenship and civic education, in times of the pandemic

Levels	Dimensions					
	Living respecting himself and the others		Participation in public affairs to promote the common good		Learning in the area of Citizenship and civic education	
	fi	%	fi	%	fi	%
Low	0	0.0	1	1.1	0	0.0
Average	23	24.7	40	43.0	29	31.2
High	70	75.3	52	55.9	64	68.8
Total	93	100.0	93	100.0	93	100.0

According to Table 2, students are located with greater hegemony in the high level of the learning variable in the area of citizenship and civic education (68.8%, 64) and dimensions: Living respecting himself and the others (75.3%, 70), Participation in public affairs to promote the common good (55.9%, 52).

### Affectivity and learning in the area of citizenship and civic education

Table 3. Relationship between affectivity and learning in the area of citizenship and civic education, in times of the pandemic

Rho Spearman correlation	Living respecting himself and the others	Participation in public affairs to promote the common good	Learning in the area of citizenship and civic education
Intrapersonal	0.276** <b>0.007</b>	0.103 0.326	0.207* <b>0.046</b>
Interpersonal	0.283** <b>0.006</b>	0.088 0.402	0.205* <b>0.048</b>
Adaptability	0.291** <b>0.005</b>	0.152 0.146	0.238* <b>0.022</b>
Stress Management	0.200 0.055	0.066 0.527	0.138 0.187
General mood state	0.199 0.056	-0.037 0.722	0.101 0.337
Positive impression scale	0.117 0.266	-0.050 0.637	0.035 0.736
Affectivity	0.293** <b>0.004</b>	0.058 0.580	0.196 0.060

Table 3 shows the existence of a highly significant relationship between affectivity, intrapersonal dimension, interpersonal dimension, adaptability with Living respecting himself and the others ( $r = 0.293^{**}$ ;  $r = 0.276^{**}$ ;  $r = 0.283^{**}$ ;  $r = 0.291^{**}$ ; these with  $p < 0.01$ ). There is a significant relationship between intrapersonal dimension, interpersonal dimension, adaptability with learning in the area of citizenship and civic education ( $r = 0.207^*$ ;  $r = 0.205^*$ ;  $r = 0.238^*$ ; these with  $p < 0.05$ ).

## Predictors of affectivity in citizen and civic education

Table 4. Predictors of affectivity in Living together respecting himself and the others, participating in public affairs to promote the common good, learning in the area of citizenship and civic education, in times of the pandemic.

Model	R	R square	R square adjusted	Standard error of estimation
Affectivity	0.280 <sup>a</sup>	<b>0.078</b>	0.068	2.907
	0.072 <sup>a</sup>	<b>0.005</b>	-0.006	2.876
	0.192 <sup>a</sup>	<b>0.037</b>	0.026	5.398

As evidenced in Table 4, affectivity significantly favors the dimension Living respecting himself and the others ( $r^2 = 7.8\%$ ;  $p < 0.01$ ). While affectivity does not significantly favor the dimensions Participation in public affairs to promote the common good and learning in the area of citizenship and civic education ( $r^2 = 0.5\%$ ;  $r^2 = 3.7\%$ ; with  $p > 0.05$ ).

## DISCUSSION

The results regarding affectivity show that the students are positioned with greater supremacy in the average level in the dimensions of affectivity (84.9%), intrapersonal (47.3%), interpersonal (74.2%), adaptation (77.4%), stress management (75.3%), general mood (83.9%), and positive impression scale (57.0%). For this reason, affectivity must be developed because it foreshadows the rate of learning in difficult circumstances of clarity or gaps in precision, at times when it is necessary to find solutions [21]. A service orientation should be used, emphasizing the growth, integration, and cooperation of teachers with an affective background that allows them to privilege the benefits of the students [22]. It should be noted that students from different specialties showed an affective attitude during the virtual instruction sessions [23]. Affectivity is considered to be a miscellany of emotional, individual, and social skills that strengthen the ability to counteract the commands and impositions of the context [18].

With respect to learning of the area of citizenship and civic education, the results showed that the students are located at a higher level in the dimensions learning of citizenship and civic education (68.8%), living respecting himself and the others (75.3%), and participation in public affairs to promote the common good (55.9%) in times of health emergency. As well as the unexpected online teaching in a sound and agile context given at Middle East College Oman, with rapid modification of the curriculum without sufficient preparation [24]. This does not differ from some teachers who argue that online teaching is not equivalent to classroom teaching as in laboratory sessions, but there are innovative pedagogical tools such as tests assisted by smart phones [25]. Likewise, the students, mainly in the southern areas of the Philippines, do not reject online education, but they are dissatisfied with the technological and economic precariousness [26]. According to the results, what is important about this area of citizenship and civic education is that it encompasses the intellectual, emotional, sentimental, and attitudinal processes of the student, which guide his or her common sense and personal civic action in a context of prudence and respect for the norms that govern coexistence and testify to Peruvian intercultural identity [16].

A highly significant relationship was found between affectivity, intrapersonal, interpersonal, and adaptability dimensions with the dimension living respecting himself and the others ( $r = 0.293$ ,  $p < 0.01$  low positive relationship;  $r = 0.276$ ,  $p < 0.01$  low positive relationship;  $r = 0.283$ ,  $p < 0.01$  low positive relationship;  $r = 0.291$ ,  $p < 0.01$  low positive relationship)

among the students from the Educational Institutions SB and NSM in virtual learning environments. It was also found a significant relationship between intrapersonal dimension, interpersonal dimension, adaptability with learning in the area of citizenship and civic education ( $r = 0.207$ ,  $p < 0.05$  low positive relationship;  $r = 0.205$ ,  $p < 0.05$  low positive relationship;  $r = 0.238$ ,  $p < 0.05$  low positive relationship).

Affectivity significantly favors the dimension Living respecting himself and the others ( $r^2 = 7.8\%$ ;  $p < 0.01$ ). Whereas, affectivity favors in a non-significant way the dimensions Participation in public affairs to promote the common good and Learning in the area of citizenship and civic education ( $r^2 = 0.5\%$ ;  $r^2 = 3.7\%$ ; with  $p > 0.05$ ). With respect to the previous appreciations, the professional practice in clinics, teaching and scientific congresses has been extended by means of remote approach as a result of Covid-19 [10]. In order to provide continuity to education in their country, educators in the Philippines, in agreement with their directors, are trying out virtual strategies of rapprochement in online teaching, in order to overcome distress and anxiety. This approach implies the need to include affectivity in online training strategies in times of health emergencies.

The hasty strengthening of skills, does not guarantee technical efficiency, background, clinical diagnosis and communicative rapprochement of the resident students to give telemedicine attention, therefore online specialization projects are recommended for medical resident students [12].

In this regard, the quality of the online interprofessional training standard should be evaluated and medical students and teachers should be encouraged to exercise creative training strategies to meet academic and mental health performance [13]. In this perspective, in the Kingdom of Saudi Arabia online education for medical students in the face of Covid-19, does not ensure efficiency and good internet connectivity, as well as an adequate psychological approach of the teacher to his or her students [14]. Finally, at Boston University, formative organizations are encouraged to think creatively and devote innovative opportunities to mentoring among students by consolidating networks of researchers new to the world. The challenge lies in providing an online educational service with an affective attitude at this juncture.

## CONCLUSIONS

The results regarding affectivity showed that the students are positioned with greater supremacy at the average level in the dimensions of affectivity (84.9%), intrapersonal (47.3%), interpersonal (74.2%), adaptation (77.4%), stress management (75.3%), general mood state (83.9%), and positive impression scale (57.0%).

With respect to learning in the area of citizenship and civic education, the results showed that the students are at a higher level in the dimensions learning of citizenship and civic education (68.8%), living respecting himself and the others (75.3%), and participation in public affairs to promote the common good (55.9%) in times of health emergencies. A highly significant relationship was found between affectivity, intrapersonal dimension, interpersonal dimension, adaptability with Living respecting himself and the others, among the students from the Educational Institutions Sebastián Barranca and Nuestra Señora de Las Mercedes in virtual learning environments. We also found a significant relationship between the intrapersonal dimension, interpersonal dimension, adaptability with learning of the area of citizenship and civic education.

Affectivity significantly favors the dimension Living respecting himself and the others ( $r^2 = 7.8\%$ ;  $p < 0.01$ ). While affectivity does not significantly favor the dimensions Participation in public affairs to promote the common good and Learning in the area of citizenship and civic education ( $r^2 = 0.5\%$ ;  $r^2 = 3.7\%$ ; with  $p > 0.05$ ).

## REFERENCES

- [1] A. Alqurshi, "Investigating the impact of COVID-19 lockdown on pharmaceutical education in Saudi Arabia – A call for a remote teaching contingency strategy," *Saudi Pharm. J.*, Aug. 2020, doi: 10.1016/j.jsps.2020.07.008.
- [2] E. Gomez, J. Azadi, and D. Magid, "Innovation Born in Isolation: Rapid Transformation of an In-Person Medical Student Radiology Elective to a Remote Learning Experience During the COVID-19 Pandemic," *Acad. Radiol.*, vol. 27, no. 9, pp. 1285–1290, Sep. 2020, doi: 10.1016/j.acra.2020.06.001.
- [3] L. Zuo, D. Dillman, and A. Miller Juvé, "Learning at home during COVID-19: A multi-institutional virtual learning collaboration," *Med. Educ.*, vol. 54, no. 7, pp. 664–665, Jul. 2020, doi: 10.1111/medu.14194.
- [4] M. del C. Olmos-Gómez, "Sex and Careers of University Students in Educational Practices as Factors of Individual Differences in Learning Environment and Psychological Factors during COVID-19," *Int. J. Environ. Res. Public Health*, vol. 17, no. 14, pp. 1–19, Jul. 2020, doi: 10.3390/ijerph17145036.
- [5] R. Huang, A. Tlili, T. W. Chang, X. Zhang, F. Nascimbeni, and D. Burgos, "Disrupted classes, undisrupted learning during COVID-19 outbreak in China: application of open educational practices and resources," *Smart Learn. Environ.*, vol. 7, no. 1, p. 19, Dec. 2020, doi: 10.1186/s40561-020-00125-8.
- [6] J. B. Robbins et al., "COVID-19 Impact on Well-Being and Education in Radiology Residencies: A Survey of the Association of Program Directors in Radiology," *Acad. Radiol.*, vol. 27, no. 8, pp. 1162–1172, Aug. 2020, doi: 10.1016/j.acra.2020.06.002.
- [7] E. R. Carlson, "COVID-19 and Educational Engagement," *J. Oral Maxillofac. Surg.*, vol. 78, no. 7, pp. 1049–1051, Jul. 2020, doi: 10.1016/j.joms.2020.04.033.
- [8] J. J. V. Osoreo, R. R. C. Flores, R. I. Vértiz-Osoreo, G. L. V. Ochoa, and A. A. Romero, "Virtual university education in the context of the health emergency due to COVID-19: Challenges in the evaluation processes," *Int. J. Early Child. Spec. Educ.*, vol. 12, no. 1, pp. 467–477, 2020, doi: 10.9756/INT-JECSE/V12I1.201027.
- [9] A. R. Bernaola, M. A. Tipula, J. E. Moltalvo, V. S. Sandoval, and L. Andrade-Arenas, "Analysis of the use of technological tools in university higher education using the soft systems methodology," *Int. J. Adv. Comput. Sci. Appl.*, vol. 11, no. 7, pp. 412–420, 2020, doi: 10.14569/IJACSA.2020.0110754.
- [10] M. Kuchenbuch et al., "An accelerated shift in the use of remote systems in epilepsy due to the COVID-19 pandemic," *Epilepsy Behav.*, vol. 112, Nov. 2020, doi: 10.1016/j.yebeh.2020.107376.
- [11] K. J. B. Talidong and C. M. D. Toquero, "Philippine Teachers' Practices to Deal with Anxiety amid COVID-19," *J. Loss Trauma*, Oct. 2020, doi: 10.1080/15325024.2020.1759225.
- [12] K. Lawrence, K. Hanley, J. Adams, D. J. Sartori, R. Greene, and S. Zabar, "Building Telemedicine Capacity for Trainees During the Novel Coronavirus Outbreak: a Case Study and Lessons Learned," *J. Gen. Intern. Med.*, vol. 35, no. 9, pp. 2675–2679, Sep. 2020, doi: 10.1007/s11606-020-05979-9.
- [13] I. Sani, Y. Hamza, Y. Chedid, J. Amalendran, and N. Hamza, "Understanding the consequence of COVID-19 on undergraduate medical education: Medical students'



- perspective,” *Ann. Med. Surg.*, vol. 58, pp. 117–119, Oct. 2020, doi: 10.1016/j.amsu.2020.08.045.
- [14] R. Khalil et al., “The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: a qualitative study exploring medical students’ perspectives,” *BMC Med. Educ.*, vol. 20, no. 1, pp. 1–10, Aug. 2020, doi: 10.1186/s12909-020-02208-z.
- [15] A. Kalbarczyk, M. Harrison, M. C. D. Sanguineti, J. Wachira, C. A. Faerron Guzman, and B. Hansoti, “Practical and ethical solutions for remote applied learning experiences in global health,” *Ann. Glob. Heal.*, vol. 86, no. 1, pp. 1–6, Aug. 2020, doi: 10.5334/AOGH.2999.
- [16] Minedu, “Currículo Nacional de la Educación Básica,” Lima, 2016. Accessed: Oct. 12, 2020. [Online]. Available: <http://www.minedu.gob.pe/curriculo/pdf/curriculo-nacional-de-la-educacion-basica.pdf>.
- [17] J. Qadir and A. Al-Fuqaha, “A Student Primer on How to Thrive in Engineering Education during and beyond COVID-19,” *Educ. Sci.*, vol. 10, no. 9, pp. 1–22, Sep. 2020, doi: 10.3390/educsci10090236.
- [18] R. Bar-On and J. D. A. Parker, *Inventario de inteligencia emocional de BarOn: Versión para jóvenes*. Madrid: TEA Ediciones, 2018.
- [19] N. Extremera, “Coping with the stress caused by the COVID-19 pandemic: future research agenda based on emotional intelligence,” *Rev. Psicol. Soc.*, vol. 35, no. 3, pp. 631–638, Sep. 2020, doi: 10.1080/02134748.2020.1783857.
- [20] N. Ugarriza Chávez and L. Pajares Del Águila, “La evaluación de la inteligencia emocional a través del inventario de BarOn ICE: NA, en una muestra de niños y adolescentes,” *Persona*, no. 8, pp. 11–58, 2005, Accessed: Oct. 14, 2020. [Online]. Available: <https://www.redalyc.org/pdf/1471/147112816001.pdf>.
- [21] K. Ramchandran, D. Tranel, K. Duster, and N. L. Denburg, “The Role of Emotional vs. Cognitive Intelligence in Economic Decision-Making Amongst Older Adults,” *Front. Neurosci.*, vol. 14, pp. 1–15, May 2020, doi: 10.3389/fnins.2020.00497.
- [22] A. A. Fernandez and G. P. Shaw, “Academic Leadership in a Time of Crisis: The Coronavirus and COVID-19,” *J. Leadersh. Stud.*, vol. 14, no. 1, pp. 39–45, May 2020, doi: 10.1002/jls.21684.
- [23] A. M. Alenezi, “The relationship of students’ emotional intelligence and the level of their readiness for online education: A contextual study on the example of university training in Saudi Arabia,” *Obraz. i Nauk.*, vol. 22, no. 4, pp. 89–109, May 2020, doi: 10.17853/1994-5639-2020-4-89-109.
- [24] A. O. Mohammed, B. A. Khidhir, A. Nazeer, and V. J. Vijayan, “Emergency remote teaching during Coronavirus pandemic: the current trend and future directive at Middle East College Oman,” *Innov. Infrastruct. Solut.*, vol. 5, no. 3, Dec. 2020, doi: 10.1007/s41062-020-00326-7.
- [25] C. Lellis-Santos and F. Abdulkader, “Smartphone-assisted experimentation as a didactic strategy to maintain practical lessons in remote education: alternatives for physiology education during the COVID-19 pandemic,” *Adv. Physiol. Educ.*, vol. 44, no. 4, pp. 579–586, Dec. 2020, doi: 10.1152/advan.00066.2020.
- [26] E. T. Baloran, “Knowledge, Attitudes, Anxiety, and Coping Strategies of Students during COVID-19 Pandemic,” *J. Loss Trauma*, vol. 25, no. 8, pp. 635–642, Nov. 2020, doi: 10.1080/15325024.2020.1769300.