

TECHNICAL

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EXPLORING PSYCHOLOGICAL IMPACT
AMONG ADOLESCENTS DURING
HOME-BASED LEARNING AMID
COVID-19 PANDEMIC
IN SELANGOR

MOH/S/IPTK/40.24(TR)
National Institutes of Health
Ministry of Health Malaysia
Institutes for Health Behavioural Research

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Glossary Of Acronyms

ACRONYMS		
HBL	Н	ome-based learning
MHL	. N	lental Health Literacy
MOH	- N	linistry of Health
WHO	N C	Vorld Health Organization
PdP	_	engajaran dan Pembelajaran di Rumah Home-based Teaching and Learning)
PPS	_	usat Pemindahan Sementara Femporary Moving Centre)
IDI	Ir	n-Depth Interviews
MCC	O N	lovement control order
EMC	O E	nhanced Movement Control Order
CMC	co c	conditional Movement Control Order
MOE	E M	linistry of Education
B40	В	ottom 40% income group
M40) N	1iddle 40% income group
T20	Te	op 20% income group
SRR	S	elf-Regulated Learning

Executive Summary

The COVID-19 pandemic affected the lives of people across the world. In particular, all adolescents in Malaysia were restricted to studying at home. The shift from classroom learning to online home-based learning (HBL) ensured adolescents' education continuity. Yet, there was little understanding of whether the learning atmosphere at home and separation from school during a pandemic might positively or negatively impact adolescents. The consequences of not addressing the negative impact might have affected adolescents psychologically and their potential to thrive, which is critical for their well-being during adolescence and their physical and mental health in adulthood. This study explored the psychological impact on adolescents (aged 10,11,13,14 and 16 years old) who resided and attended HBL in Selangor, Malaysia, amid the COVID-19 pandemic. This study parallels the 2030 Agenda for Sustainable Development Goals adopted by all United Nations countries: Goal 3 (Good health and well-being) and Goal 4 (Quality education). We run online in-depth interviews in the presence of a counselor from the Ministry of Health (MOH) during the movement control order. We delved into the adolescents' perceptions, experiences, challenges, satisfaction, and expectations. The information gathered was based on self-reports during the interview.

The result of this study weighs heavily on the negative side. All 23 adolescents expressed negative emotions, which indicated a psychological impact. Interestingly, few adolescents highlighted having a physical impact during HBL. Unfortunately, they were unaware that these impacts might imply early signs and symptoms of stress. They were experiencing such symptoms due to the challenges posed by the HBL environment during the pandemic.

Consequently, only a few adolescents expressed satisfaction with HBL, which was linked to subjective norms such as daily routine flexibility, balancing time, and emotional attachment. Additionally, their satisfaction was associated with perceiving the usefulness and ease of use of online HBL. Adolescents generally did not favour online HBL but did their best to follow instructions and tried to embrace the situation with a positive attitude.

In conclusion, adolescents experienced psychological and physiological impacts during HBL amid the pandemic. Still, they were unaware it might be an early sign and symptom of stress. Therefore, improving mental health literacy (MHL) and improvising online teaching-learning methodologies from direct instruction to flipped learning or problem-based learning is essential. Enhancing mental health literacy and assigning student projects that require social collaborations or group interaction may allow adolescents to improve their social and communication skills, minimise self-isolation, and improve and maintain a healthy state of mind.

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