

**Fostering Resilience & Adaptability in Confronting
Unexpectancies: Learning from the COVID-19 pandemic
A sampled mixed methodstudy
Favoriser la résilience et l'adaptabilité face
aux imprévus : Apprendre de la pandémie de COVID-19
Uneétudemixteéchantillonnée**

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Abstract

In an attempt to mitigate the heaviness of the pandemic, massive social, sanitary, and economic measures have been taken. The reasons that prompted governments and local authorities to respond urgently to the pressing needs of the crisis. As a result, clinical studies have been conducted with the aim of alleviating the consequences of such ordeals. However, little has been discussed at the heuristic level. The CORONA virus has completely changed people's habitual actions and moves. Among those affected by the crisis were university students; as a sample, by means of a mixed method, the current research focused on forty learners belonging to the didactics stream and the way the COVID-19 pandemic impacted their learning and psychological well-being as well. A questionnaire addressed to students and an interview for teachers were conducted to achieve this study. The findings revealed that asymmetrical perspectives and attitudes werenoticeable regarding learning. And that the health crisis has tremendously shifted the students' motivation and care towards course contents, and lack of interest, mindlessness, and anxiety were flagrant in attaining the target language. As a result, learners' perceptions played substantial roles in coping with the unprecedented conditions. Likewise, teachers were in a constant search for alternative mechanisms to make learning enjoyable and pleasant as it was before. Therefore, both students and instructors should be geared up for such outbreaks in the future. This proactive approach not only fosters resilience but also promotes a collaborative environment where both parties can thrive despite challenges. Emphasising adaptability and open communication will ultimately enhance the educational experience and better prepare everyone for unforeseen circumstances.

Keywords:

COVID-19 pandemic; Cognitive facet; Psychological facet; Learning, Resilience

Resumé

Dans une tentative d'atténuer la gravité de la pandémie, des mesures sociales, sanitaires et économiques massives ont été prises. Les raisons qui ont poussé les gouvernements et les autorités locales à répondre d'urgence aux besoins pressants de la crise. En conséquence, des études cliniques ont été menées dans le but d'atténuer les conséquences de telles épreuves. Cependant, peu de choses ont été discutées au niveau heuristique. Le virus CORONA a complètement changé les actions et les comportements habituels des gens. Parmi ceux touchés par la crise se trouvaient des étudiants universitaires ; comme échantillon, par le biais d'une méthode mixte, la présente étude s'est concentrée sur quarante apprenants appartenant au domaine de la didactique et sur la manière dont la pandémie de COVID-19 a impacté leur apprentissage et leur bien-être psychologique. Un questionnaire destiné aux étudiants et une interview pour les enseignants ont été menés pour réaliser cette étude. Les résultats ont révélé que des perspectives et des attitudes asymétriques étaient perceptibles en ce qui concerne l'apprentissage. Et que la crise sanitaire a considérablement modifié la motivation et l'engagement des étudiants envers le contenu des cours, et le manque d'intérêt, l'inattention et l'anxiété étaient flagrants dans l'apprentissage de la langue cible. En conséquence, les perceptions des apprenants ont joué un rôle substantiel dans l'adaptation aux conditions sans précédent. De même, les enseignants étaient en constante recherche de mécanismes alternatifs pour rendre l'apprentissage aussi agréable et plaisant qu'auparavant. Par conséquent, les étudiants et les instructeurs devraient être préparés à de telles épidémies à l'avenir. Cette approche proactive non seulement favorise la résilience, mais elle promeut également un environnement collaboratif où les deux parties peuvent prospérer malgré les défis.

Mots clés

Apprentissage ; Facette cognitive ; Facette psychologique ; Pandémie de COVID-19 ; Résilience

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1. INTRODUCTION:

The COVID-19 pandemic has been a serious global issue that adversely impacted humans' lives. The viral crisis has dramatically altered people's lifestyles all around the globe. The exponentially ongoing spread of the COVID-19 virus was declared by the World Health Organisation (WHO) on March 11th, 2020, during

its first germination in China, specifically Wuhan, to the rest of the world (Ducharme, 2020). The Algerian government and federal agencies, like those of other countries, have attempted to impose stringent measures, such as lockdown and social isolation in all sectors, notably in the field of education, including higher educational institutions and universities. As an urgent and reasonable solution, the educational setting has been converted from face-to-face learning and teaching into a remote learning and teaching processes in order to ensure a safe learning environment and successful academic outcomes. In fact, during the pandemic, EFL teachers and students have used a variety of technological devices and ways, such as the Moodle platform, which is defined as an electronic crucial website of learning. The accessibility and flexibility of this technique make it a valuable means. In addition to e-mailing and Facebook page creation.

However, the adoption of this new policy, as well as the ongoing outreach of the viral aftermath, result in massive struggle at the level of the cognitive functioning and the psychological state of being of the learners regarding language attainment. Moreover, this stressful change generated a number of affective disorders as well as troubled learning among students. Lack of motivation, anxiety, and cognitive impairments regarding dependent and independent learning styles were the most salient consequences of the health crisis. Besides, other challenges were encountered, sometimes embedded, sometimes not, when evoking online learning. As a result, appropriate solutions would be beneficial in promoting students' psychological well-being and effective cognitive functioning amid the critical period of the coronavirus pandemic in Algeria. Likewise, alternative methods and tools were provided by the Ministry of Higher Education and Scientific Research to accomplish and optimise the pedagogical process and

outcomes. In this respect, different studies, however, claim that the core issue resides in the psychological and cognitive effects of the viral aftermaths on the learning outcomes. Accordingly, the current paper primarily aims at investigating the psychological and cognitive impact of the health crisis on master's students in didactics, then their consequences on the learning process. In order to conduct the research the following questions were formulated:

1. To what extent did the COVID-19 pandemic disrupt the learning process and outcomes?
2. What were the consequences of the viral crisis on learners emotionally and cognitively?

For the sake of answering the above inquiries, the research hypotheses are as follows:

1. The COVID-19 has drastically changed students' behaviour and the learning ways.
2. This hasty phase appeared shocking at the heuristic and psychological levels.
3. Its impact was sharp in exacerbating learners' groupings, between dependent and independent.
4. It gave birth to a mixture of frustration, anxiety, and mindlessness among students.

Master's students were the core of this study, a promotion of forty learners belonging to the didactics stream. Therefore, committing to the teaching and learning interplay with a mixed method, a triangulation was used, observation, a questionnaire, and a semi-structured interview. The study has involved five teachers, among others, teaching them. A priori, university students are more likely to experience higher levels of absence of motivation. This burden was amplified

when their educational experience underwent major changes in the phase of the pandemic. Therefore, one of the new policies in replacing face-to-face interaction was learning electronically to fluidise the process of learning and teaching amid the outbreak.

2. Review of Literature

The pandemic phase has fostered new pathways of learning as alternatives to in-person conventional method alongside a panoply of lifesaving instructions to be compulsorily respected. Therefore, it was imperative to balance between installing a safe atmosphere and achieving success in learning. According to Tao et al., (2006), the new environment for learning is centred on electronic networks that have enabled university students to receive individualised support as well as learning schedules that are more appropriate to guarantee a safe learning atmosphere. This offered, on the one hand, more interaction and collaboration between instructors and peers tutoring. On the other, mental health is a considerable concern encompassing the emotional, social, and psychological wellbeing of an individual. The psychological wellness of a person depends heavily on the positive functioning of several facets. These include interpersonal interactions, the ability to make independent judgements and personal development. Thence, there is an interplay between happiness and wellbeing that is why it is crucial to keep a healthy lifestyle (Ryff and Singer, 1998).

Psychological wellbeing is a term that refers to happiness and growth. Therefore, it plays an important part in personality development, and it is frequently used by psychologists to influence their patients' goals (Christopher, 1999). In their studies (Ryan and Deci 2000a,b) believed that motivated learners get extremely engulfed

in demanding activity because they are more involved in creating new strategies for the sake of easing the learning. In a similar vein, Brown (2000) argued that motivation is the process that paves the way for smooth transfer from goal A to goal B. It is simply pictured as the effort being used in the transmission of willingness into action. Motivation then is seen as an innate desire that fosters someone to do something so as to attain another thing (Harmer, 2007). To wrap up, motivation is based on three major components, which are activation, persistence, and intensity. According to Harandi (2015), there is a strong link between e. learning and student motivation. More specifically learners, intrinsically motivated did not encounter any difficulty during the online learning process, because they are completely adaptable to all types of educational conditions (Change, 2010). In contrast, extrinsically motivated students encountered a number of difficulties during the virtual learning due to the absence of various motives such as rewards as well as teachers' involvement. Moreover, extrinsically motivated students learn for external rewards such as teacher and peer approval and for good grades too. However, intrinsically, motivated learners learn for internal rewards (Mueller, Yankelwitz and Maher, 2010).

2.1 The Impact of the Pandemic on Dependent Learners Regarding the Online Instruction

Dependent students' learning process was hindered because the environment and social settings are the main factors influencing the development of dependent learning (Pithers, 2002). It is characterised then by decreased levels of educational success and involvement with others, associated with lower perceptions of support from peers (Neel

and Fuligni, 2013). This overlaps the absence of both engagement and extrinsic motivation on behalf of dependent learners. Moreover, lack of physical presence as well as between students and their peers, as in face-to-face classes is the cause of hampered motivational development (Pappas and Giannakos, 2021).

2.2The Impact of the Pandemic on Independent Learners Regarding the Online Instruction

Independent learners do not seek help from peers or instructor because they regulate their learning. Additionally, they possess the ability of metacognition so as to reflect on their own accomplishment (You and Kang, 2014). It should be noted that self-regulation and intrinsic motivation are important factors ensuring a successful online course experience (Matuga, 2009). Eventually, self-regulation is the ability of students to plan and monitor their own behaviour. However, it is not enough to succeed in the academic realm; students must also be intrinsically and extrinsically motivated to use their own strategies for a better performance (Matuga, 2009).

3. Research Method

3.1 Participants

As in any EFL situation, the investigation was built upon subjects categorised into two: students and teachers, forty master's learners and five teachers from the department of Letters and English Language. The sample population was chosen based on their availability, since the researcher was in charge of teaching them. Throughout the process, two research instruments, besides observation, seemed to be the most appropriate tools in covering such a study. Therefore, a questionnaire

addressed to students, and a semi-structured interview meant for teachers. It is worth noting that the respondents have already experienced e- learning amid the quarantine period of the years 2019-2020. The instruments helped in understanding some embedded factors in an extraordinary context.

3.2 Instruments

The questionnaire was designed and dispatched during the first semester of the current year. It aimed at identifying the psychological as well as the cognitive effect of the health crisis on the target population. The questionnaire was divided into three sections; the first section was devoted to demographic data, the second to spotting participants' approaches toward the pandemic. There were other questions tackling its effect on the dependent and independent categories, alongside its impact on the cognitive facet as well. The interview consisted of nine questions; five dealt with the psychological consequences of the viral crisis on them, and four questions tackled its positive and negative aspects regarding motivation, amotivation, and frustration. The remaining one revolved around teachers' support and recommendations in promoting psychological well-being as well as pedagogical ease to attend online contents.

3.3 Findings

The study found that teachers' random selection was significant in eliciting learners' asymmetrical responses, behaviours, and motivation rate amid the outbreak. According to the instructors, students' lack of motivation during the pandemic was due to the sudden change in learning style, which entailed a shift from in-person class to virtual learning, as well as health worries about viral infections risks and spending most of the time at home. In contrast, some teachers attributed learners' amotivation to the outbreak, but to social issues and academic

considerations as well. This implies that the health crisis was just an excuse to justify their lack of motivation and frustration that are exacerbated by the indolence rather than the pandemic sequels. The majority of teachers reported that the pandemic had a detrimental impact on the dependent students due to the lack of externally driven elements like social connections. However, it was not the case for independent learners who are intrinsically motivated and possess an internal reference. The finding posits then that this category was not massively affected.

4. Results & Discussion

The discussion highlights some of the core research findings resulting from the questionnaire and the interview. Therefore, several conclusions can be drawn from the already mentioned results which were premised on a correlation between the participants' responses in the three sections of the questionnaire. It revealed that nearly 60% of them asserted that the pandemic has negatively affected their mental health. In parallel, intrinsically motivated learners which were almost 75% seemed to be unaffected by the viral crisis, because this type of motivation is characterised by an inner stimulation. Besides, EFL teachers argued, by the same token, that students who are extrinsically motivated 60% believed that the outbreak had a negative impact on them, because they like to socialising and studying in pairs or groups with the presence of the instructor. This finding aligns with a study done by Wong (2008), who discovered a correlation between social support and learners' motivation. According to Phan (2010), social support, including support on behalf of teachers as well as family members, particularly parents, has a significant impact on students' motivation to learn the target language. Furthermore, the majority of the participants, 72% argued that the

COVID-19 pandemic has a negative effect on their motivational state, resulting in a sense of amotivation, some prominent reasons behind the lack of motivation are displayed in the table below:

Table 1. Origins of Amotivation among Students

Descriptive Value	Respective Value
Academic pressure	32%
Loneliness	28%
Frustration regarding e-learning	25%
Social isolation	15%
Total	100%

According to the above table, motivation drives learners to engage with the material, persist through challenges, and ultimately achieve their educational goals. A priori, without strong sense of motivation, the effectiveness of online learning can be severely increased, highlighting the need for strategies that foster intrinsic motivation among students. Motivation is then the most significant ingredient for successful learning, notably online (Artino 2008, Keller 2008).

Moreover, the subjects experienced repetitive moments of negative thoughts, overthinking, stress, and boredom. Ultimately, the outcomes of the third section of the questionnaire disclosed that students who do not tend to favour attending virtual courses outnumbered learners who like to study virtually. Therefore, this category of students needs the actual presence of the teacher to provide them with courses in the usual conventional methods. Although, if lessons were only partially online, students may feel that online discussion takes away from their sense of community with peers and instructor. And this explains the reasons why learners

may favour more traditional in-class activity, even though social connectedness may be obtained online (Grieve et al., 2015), most students believe that face-to-face contact is necessary for developing a sense of connectedness (Conole et al., 2008). The main impact of the COVID-19 on both dependents with a total of (52%) and independents with (47.5%) has been described as negative when it comes to reliant students, especially while studying online. This phenomenon is due to several factors, such as lack of interactive communication with the teacher, absence of both the educator's assistance and extrinsic motivation, heavy academic workloads, and problems in memorising new material. The upcoming table summarises the given data in number as well as some impediments constraining the learning process among this category amid the pandemic:

Table 2. The Impact of the Outbreak on the Learning Process among the Dependents

Descriptive Value	Respective Percentage
Academic pressure	27%
Absence of the teacher's guidance	23%
Lack of interaction with the instructor	18%
Negative perspective regarding e-learning	17%
Problems of assimilation and memorisation	15%
Total	100%

Nonetheless, self-reliant students argued that the outbreak had a beneficial impact on their learning process, notably virtual instruction. This might be explained by means of several reasons, such as the positive influence of e-learning, openness to new experiences like learning new languages, which can be attained through research action, self-reliance, and interdependence. In addition to this, and most importantly, the analytical process of learning when the intrinsically motivated independent learner (Nakayama, 2007) is able to use various tactics and strategies

and seize control over them based on self-evaluation and assessment. The upcoming table demonstrates the effect of the pandemic phase on the independent category of students and the way they handled their learning. The table also shows, in number, some emergent assets on behalf of this grouping:

Table 3. The Impact of the Outbreak on the Learning Process among the Independents

Descriptive Value	Descriptive Value
Fostering self-reliance	30%
Research action initiatives	30%
Analytical tendencies	15%
Positive perspectives regarding e-learning	20%
Self-evaluation	05%
Total	100%

Interestingly, among the revelations of the interview, teachers also stated that the pandemic appears to have both positive and negative effects on both categories of learners. And this finding corroborates with studies done by Hall (2000), who claimed that dependent students have a passive global way of learning in which they are not responsive to visual and verbal perceptions. However, they appear to be sensitive toward external factors such as extrinsic motivation and social, including interaction and criticism, in addition to the individual analytical competitive and self-regulated processes of learning. This indicates that only dependent learners underwent a significant regression with regard to their cognitive functioning during the viral crisis, whilst self-reliant students experienced no challenges. The following bar graph demonstrates types of motivation in relation to the pandemic phase:

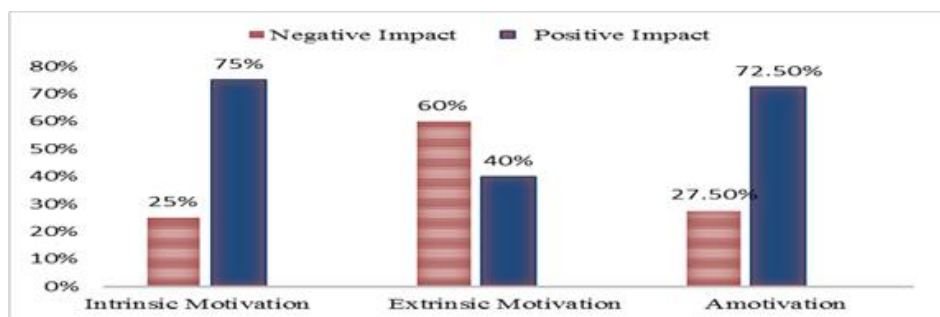


Figure1. Students' Motivational Types during the Outbreak

The remaining teacher (the fifth one) assumed that the lack of students' enthusiasm in general has nothing to do with the health crisis and that it was just a pretext to escape learning. According to the abovementioned clarifications, the second hypothesis is relatively correct, only when evoking the negative impact of the outbreak on dependent learners' cognitive functioning in terms of e-learning. And this is because they tend to be positively influenced by the pandemic, which seemed to have a beneficial aspect that achieved a slightly elevated level of improvement in their intellectual performance.

Culminations & Recommendations5.

The COVID-19 pandemic played a virulent and influential role in the field of education notably at universities. The aftermath of the outbreak brought out new governmental regulations and policies such as lockdowns, confinements, and social isolation. All of these measures forced students to study at home, through online-based learning and only attend traditional classes when necessary. As a result, feelings of amotivation have begun to surface, and they were more exposed to several mental health problems. Furthermore, the cognitive functioning of university students differs from one learner to another, since they do not share the same cognitive style of field dependence and independence. Therefore, students

belonging to the dependent field of learning encounter difficulties when studying online due to the absence of self-reliance and other considerations. In parallel, independent learners do not find it hard to cope with online-based learning owing to their analytical skills and other specific characteristics. Eventually, the role and experience of the teacher are irreplaceable. And that because their regular interaction with learners places them among the most significant agents of the educational change. In addition, instructors and school leaders are the most likely to be connected with the students' families and may play an important part in both reaching the most vulnerable learners and involving them in their education.

They are supposed to be key players in such dilemmas, helping them through the escalation of online distant learning. In this respect, providing teachers' assistance during such an ordeal represents a pivotal issue and a crucial policy area to promote fairness and inclusion in education. In the same direction, Harding et al., (2019) confirmed that child and university student wellbeing are linked to educator wellness. In other words, instructors who offer emotional support and build strong bonds have a direct influence on the mental health as well as the overall happiness of children and university students (Stewart and Suldo, 2011). Yet, more studies are required to expose what kind of influence the COVID-19 pandemic has generated or accentuated at the level of dependent and independent learning. The present research study highlighted how external circumstances can significantly sway educational engagement. Ultimately, the findings illuminate the necessity for fostering independence in learners to better equip them for future uncertainties while emphasising the importance of supportive environments that nurture cognition. This unexpected advantage may stem from increased flexibility in learning environments and the integration of

diverse digital resources. Consequently, educators are encouraged to explore innovative teaching methods that capitalise on these developments to further cultivate students' emotional intelligence and resilience as well as personal growth.

6. CONCLUSION

The present article shed light on the deep impact of the viral crisis on students, revealing a complex interplay of psychological consequences that include accentuated feelings of frustration and amotivation. As educational environments shifted dramatically, the necessity for effective teacher support became increasingly insisting; educators not only played a crucial role in safeguarding motivation through innovative methods but also provided alternative mediums of emotional reassurance. Recommendations for boosting psychological well-being emerged as paramount features in navigating this unprecedented landscape. Emphasising the importance of accessible online content tailored to meet student needs. Overall, the study findings underscore the critical role that both mental health support as well as pedagogical adaptability play in fostering resilience among students during challenging times.

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