

Predictors of Adolescent Well-Being in Online and Face-To-Face Education: A Longitudinal Study

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Abstract

COVID -19 pandemic affects the mental health of people in different age groups. Well-being, as one of the most important positive attributes of mental health, is related to both individual and social factors. Adolescence is an important period for promoting positive mental health. The aim of this study is to determine individual and social predictors of adolescent well-being during and after the pandemic COVID -19. The sample consisted of 125 adolescents (M=11.82, SD = 0.90 N_{girl}=75, 60%; N_{boy}=50, 40%) and one of their parents (N_{mother}=100, 80%; N_{father}=23, 18.4%, N_{other}=2, 1.6%). We reached participants in two waves, an online education process during the pandemic and face-to-face education process after the pandemic. We ran two hierarchical regression models to compare predictors of adolescents' well-being during and after the pandemic. In both models, adolescents' emotional problems were included in the analysis in the first step. In the second step, parental variables were added. Last, social support from classmates was included. Results during the pandemic showed that adolescent well-being was negatively predicted by adolescent emotional problems and positively predicted by parental control mediation and social support from classmates. Post-pandemic results showed that adolescents' emotional problems and parental active mediation strategies negatively influenced adolescents' well-being; parental control mediation and classmates' social support from classmate was positively predicted adolescents' well-being. The findings underscore the importance of social support from classmates in adolescence.

Keywords: Movies in TESL, ESP, Teaching ESL in HE at the University of Prizren COVID-19 pandemic; emotional problems; parental mediation; social support from classmate; youth.