



Contribution ID: 217

Type: Vortrag

## Psychological and social implications of the COVID-19 pandemic: A comparative analysis of preventive and interventive measures taken in Bulgaria, Germany, the Netherlands, and Romania

*Tuesday, 6 September 2022 16:45 (20 minutes)*

Not only performance deficits of pupils are a result of the COVID-19 pandemic but psychological stress and social isolation. Particularly badly integrated pupils could not maintain social contacts. Since a positive classroom climate and strong friendships reduce the probability of (Cyber-) Bullying, an increase of (Cyber-) Bullying is to be expected presently. In this respect, the question arises how teachers perceived the situation of their pupils during the pandemic and which measures were taken to support them.

Therefore, a qualitative empirical study was realised in Bulgaria, Germany, the Netherlands, and Romania. Semi-structured interviews were conducted on a sample of 10 to 30 teachers of each country and a content analysis was applied. The experiences of the teachers with the pandemic and the perceived effects on their pupils as well as measures taken to strengthen pupils' ability to cope with stress and social isolation were analysed and compared.

The results suggest a structural lack of supportive measures on different aspects in each country. Possibilities regarding school politics to ensure the psychological welfare of pupils in the future are discussed.

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**Session Classification:** RG Bewältigung der COVID-19-Pandemie

**Track Classification:** Gesundheitspsychologie