

Youth in the Society During the Pandemic. Subjective Evaluation of the Pandemic and Its Objective Consequences for Students in the Remote Teaching Process

Młodzież w społeczeństwie pandemicznym. Subiektywna ocena pandemii i jej obiektywne skutki dla uczniów w procesie zdalnego nauczania

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Received: 30 Mar 2023

Revised: 29 Apr 2023

Accepted: 15 May 2023

Published: 30 Jun 2023

Abstract: The article discusses problems related to the educational crisis caused by the COVID-19 pandemic. The crisis hit the whole society, but it especially affected disadvantaged groups by increasing the existing social inequalities. The article, moreover, analyses factors influencing various ways of experiencing the pandemic and its effects by particular groups of students, as this age group was most severely affected by the pandemic. Contrary to adults, almost all students were transferred to the remote education for a prolonged period of time. This article presents first of all a subjective assessment of the period of remote education made by students, their understanding of the situation, how they assessed teachers, parents and their colleagues. Next, the article points to both the protective and risk factors related to experiencing crises, especially in the context of family and religiousness. Finally, the article illustrates how the pandemic deepened the existing social problems rather than created new ones, primarily affecting the most vulnerable groups.

Keywords: youth, pandemic, COVID-19, religiousness

Abstrakt: Artykuł opisuje problemy kryzysu edukacyjnego, jaki został wywołany przez pandemię koronawirusa. Kryzys ten dotknął całe społeczeństwo, jednakże bardziej uderzył w grupy poszkodowane już wcześniej, powiększając istniejące nierówności społeczne. Artykuł diagnozuje także czynniki różnicujące sposób przeżywania pandemii i jej efektów przez poszczególne grupy uczniów, jako najbardziej dotkniętą przez pandemię grupę wiekową. W przeciwieństwie do dorosłych prawie wszyscy uczniowie zostali przekierowani na tryb pracy zdalnej na bardzo długi okres. W niniejszym artykule przedstawiam po pierwsze subiektywną ocenę okresu edukacji zdalnej dokonaną przez uczniów, to, jaki mieli obraz sytuacji, jak oceniali nauczycieli, rodziców i swoich współpracowników. Następnie wskazuję na czynniki chroniące i czynniki ryzyka związane z przeżywaniem kryzysów, zwłaszcza w kontekście rodziny i religijności. Na koniec obrazuję, w jaki sposób pandemia raczej pogłębiła dotychczasowe problemy społeczne, aniżeli wytworzyła nowe, przede wszystkim dotykając najbardziej narażone grupy.

Słowa kluczowe: młodzież, pandemia, covid-19, religijność



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INTRODUCTION

The outbreak of the coronavirus pandemic in 2019 posed to the entire world the challenge of coping with the situation unexperienced since the times of the Spanish flu. As regards sociologists, they were interested not only in reactions to the disease or methods of coping with it by individuals and groups, but also in those elements that affected both those who fell ill, and who remained healthy. This involves ways of coping with the fear of contracting the disease, or with stress and concerns for their own and their relatives' and friends' life and health, how people coped with fears about their livelihood, ensuring proper education or coping with the fact of being locked at home due to restrictions introduced by governments.

In March 2020, at the beginning of the pandemic in Poland, remote teaching was implemented with just a few days' warning, initially, for a few weeks, and eventually it lasted until the end of June and the beginning of the summer holiday.¹

In September 2020, students returned to schools after the summer break, but in October 2020, due to the second wave of the pandemic, the teaching again changed to the remote mode for all students until February 2021. Unfortunately, at that time the third wave of the virus, this time in the "British variant" spread, and after just several days, students once again sat in front of their computers to study online. This situation continued until June 2021, when students returned to schools for the last few weeks, following the success of the first stage of vaccinations. As it can be seen in the chronology of events described above, decisions about starting and ending remote education were neither permanent nor predictable. Furthermore, each time students, parents and teachers did not know how long those educational restrictions were going to last.

This paper describes factors differentiating the ways of experiencing the pandemic and its effects by individual groups of students, as the age group most heavily affected by the pandemic. Contrary to adults, nearly all students were transferred to the remote education for a prolonged time. The period of adolescence is also the time when peers play an increasingly important role in the individual's life. However, remote education and other restrictions in each country significantly limited options for direct contacts with friends.

This article will first present a subjective evaluation of remote education by students, their understanding of the situation, and their assessment of teachers, parents, and colleagues. Then, it will indicate protective factors and risk factors related to experiencing crises, especially those related to family and religiousness. Finally, the article will show how the pandemic rather than creating new social problems, exacerbated the existing ones by affecting mainly the most sensitive groups.

¹ In Poland, a school year covers a period from 1 September to the last weekend of June. The education system is based on primary schools: eight years of education for children aged 7 to 15 years, after which one of three types of secondary schools can be selected: comprehensive secondary school: for four years, 15 to 19 years of age; technical secondary school, for five years, 15 to 20 years of age; or 1st grade vocational school, for three years, from 15 to 18 years of age.

The problem of coping with crises concerns practically the entire world, regardless of the region of the globe and the period in which a given crisis has occurred; usually, it results in the impoverishment of a large part of the society. However, the studies show that poorer people are the most vulnerable to the consequences of crises.

An example might be a situation after the food crisis in Zimbabwe. Studies on its consequences demonstrated that it mainly affected poor households, as the first consequence of that crisis was an increase in food prices. As rich households have options to reduce their spending in a way enabling them to continue providing food for their families and have reserve resources that can be spent on food during a crisis (Tawodzera 2011, 518), it were poorer households that felt the crisis more acutely. The financial crisis in Indonesia in 1997 also mainly affected the poor, as when compared to other groups of society, it was them who felt its consequences the longest (Suryahadi and Sumarto 2003). A similar situation also occurred as a result of the crisis in Mexico in 1995, where the poorest again were those who suffered most and needed the longest time to recover from it (Cunningham and Maloney 2000). Similarly, during the previous global crisis, that is, the financial crisis of 2008, those who were affected the most were less affluent people, mainly living in rural areas. In this case, the ability to cope with the crisis consequences also depended on households' pre-crisis characteristics such as accumulated financial and material resources (Faulkner, Murphy and Scott 2019).

Therefore, regardless of the scale of a crisis, whether it occurs in one country, in a given region of the world, or globally, like the financial crisis of 2008, the poorest people are the social group most exposed to its consequences and to the long-term recovery from the crisis. Moreover, it is not important whether it is a financial, food or political crisis. The deeper the crisis, the richer groups it affects.

So, what was the situation during the COVID-19 pandemic, the global health crisis? Research carried out in Chicago shows that COVID-19 affected mainly poor African Americans in Chicago to a much greater extent than other social groups in this city (Kim and Bostwick 2020). Also in Japan, COVID-19 hit mainly the poorest groups (Kikuchi et al. 2020, 2). Studies by Robinson (Robinson et al. 2021) indicate that the pandemic crisis not only affected the poorest classes, but also exacerbated the already existing inequalities.

One of the factors influencing inequalities during the pandemic were digital competencies, very important in the context of quarantine, remote work, and remote education introduced in many countries of the world. Beaunoyer indicates that COVID-19 increases digital inequalities, which in turn increases the risk of falling ill, and thus the consequences of the crisis caused by those inequalities (Beaunoyer, Dupéré and Guitton 2020). In the first days of the pandemic digital inequalities impacted obtaining information. Results of some other studies also show that digital competencies were a factor that influenced the capability of coping with the pandemic crisis. People with low digital competencies coped worse, received less information, and they found it more difficult to deal with the pandemic situation. (Yap, Xu and Tan 2021; Robinson et al. 2020; Nguyen, Hargittai

and Marler 2021). Other researchers indicate clearly that digital competencies and technology, especially digitalisation of the society, is not only a tool of individual people or social groups, but actually something that establishes and stabilizes the social order, while deficiencies and inequalities in digital competencies only intensify this problem (Zheng and Walsham 2021; Deursen 2020).

The areas of sociological interests also include religion and its relationship with the way of experiencing the pandemic. Researchers focused mainly on how the pandemic and the associated restrictions affected religiousness and religious practices (Kowalczyk et al. 2020). The Pew Research report of 2020 indicated a change in the forms religious practices. People more frequently prayed individually for the end of the pandemic, and less often participated in services in churches, rather watching them on TV or on the internet (Pew Research Centre 2020). The Gallup study implied that the pandemic led to the increasing, rather than decreasing religiousness among Americans (Newport 2020).

The ethnic and religious differentiation in the approach to the pandemic showed that in the U.S., representatives of the Protestant Churches more frequently worried about the condition of the economy, while the representatives of the Catholic Church were more concerned with the public health (Cox 2020).

Another subject of studies were certain areas of the social reality such as accelerated digitalisation of religious communities forced by the pandemic (Kühle 2021; Barreau 2021; Ganiel 2021) or religious, ethnic and political conflicts, for which the pandemic frequently acted as a catalyst (Perry, Whitehead and Grubbs 2020; Erdoğan 2020; Sexton 2021), which was true also in Poland (Bożewicz and Boguszewski 2021).

Comparisons were also made on how individual religions dealt with the pandemic, or to be more precise, how they facilitated or complicated coping with this problem for their followers (Robinson 2020; Gerstenfeld 2020). It was demonstrated that more religious people significantly better coped mentally with the fight with the pandemic and stress associated with it (Schnabel and Schieman 2021). This relationship was already observed in the past and concerned not only the last pandemic (Hill and Mannheim 2014; Pearce and Koenig 2010).

1. RESEARCH METHODOLOGY

The research presented in this article was conducted in May-June 2021, that is, a little more than a year after the outbreak of the SARS-CoV-2 coronavirus pandemic in Europe. It was also the period when students had already spent a significant time studying remotely, with a break at the beginning of the school year and in the beginning of 2021. Furthermore, in April, an action of mass vaccinations started, designated not only for elderly citizens, but, by the end of May, for almost all adult citizens. Therefore, the research was conducted at a period of a certain relief and enthusiasm associated with a hope for the end of the pandemic,

which was also enhanced by decreasing number of COVID-19 cases. On 31 March 2021, an average number of newly diagnosed infections for the last 7 days reached almost 29,000 cases, while on 31 May that average amounted to 871 cases (John Hopkins University 2022).

The main research was preceded by a pilot study, in which 2399 students (15 to 19 years old) took part, answering an online survey questionnaire and participating in a random survey in a period from October to December 2020. Furthermore, simultaneously 7 FGI were conducted in a group of 49 participants aged 15 to 16 years and 7 FGI were conducted in a group of 49 participants aged 17 to 19 years. Additionally, we conducted individual in-depth interviews (IDI) with parents, students and teachers.

The main quantitative research had a form of an electronic survey (CAWI). From the database of the Educational Information System, we selected at random schools participating in the study. The database was limited to primary schools teaching Grades 7 and 8, comprehensive secondary schools, first grade vocational schools, and technical secondary schools.

22,097 educational institutions became subject of the research in the whole of Poland. From this group of population, a sample of 378 schools in specific voivodeships was randomly selected. The above sample allows drawing conclusions with a maximum error of 5% and the confidence interval of 95%.

Table 1. Sample classification according to a school type and a voivodeship.

	Primary schools		1st grade vocational schools		Technical secondary schools		Comprehensive secondary schools	
	urban area	rural area	urban area	rural area	urban area	rural area	urban area	rural area
Dolnośląskie	6	5	2	0	4	0	5	0
Kujawsko-pomorskie	6	6	3	0	3	1	3	0
Lubelskie	3	11	2	0	4	1	4	1
Lubuskie	2	3	2	0	2	0	2	0
Łódzkie	4	8	2	0	4	0	5	1
Małopolskie	5	15	3	1	5	1	5	0
Mazowieckie	11	15	4	1	7	1	13	1
Opolskie	2	3	1	0	1	0	2	0
Podkarpackie	3	12	2	0	3	1	4	1
Podlaskie	2	4	1	0	1	0	2	0
Pomorskie	4	5	3	0	3	1	4	0
Śląskie	13	7	4	1	7	0	8	1
Świętokrzyskie	2	6	1	0	2	1	2	0
Warmińsko-mazurskie	5	4	2	1	3	0	3	0
Wielkopolskie	6	11	3	1	4	1	5	0
Zachodniopomorskie	4	3	2	0	3	0	4	0
Total:								378

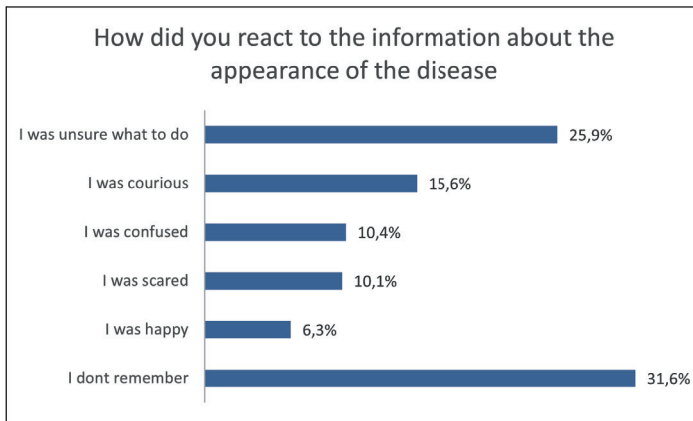
In each school, we asked for one class to be selected for the survey. This way, we collected 5906 anonymous student responses. The survey for parents was completed by 5174 respondents, and for teachers by 2419. A link to the survey was distributed with a support of individual voivodeship education superintendents, so the respondents received it from school directors. For the quantitative data analysis, we applied weights for age and sex of the respondents.

2. RESULTS

We mainly asked the respondents about their emotions associated with the emergence of the pandemic and their experience of it. We asked students about their emotions at different stages of the pandemic crisis, and parents and teachers about their perception of students' behaviour and reactions to the pandemic.

Fear and uncertainty about the future, both in terms of health hazards, and the economic and school situation, predominated in all answers. With time, the increasingly often expressed attitude was the sense of responsibility and boredom, but fear remained the most common factor influencing students' behaviour throughout that period.

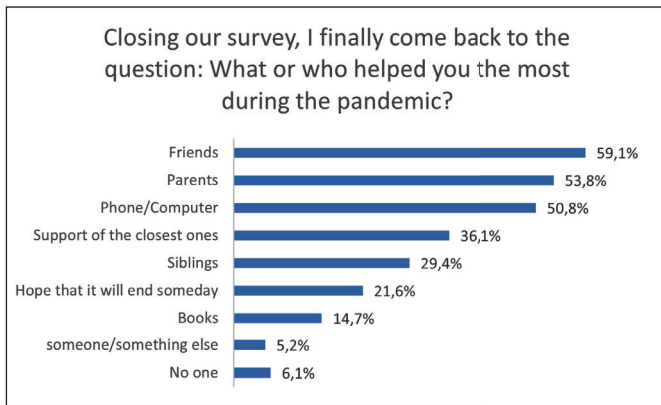
Figure 1. Reactions to the outbreak of the disease, *source*: Kurzępa, Leszczyński and Przybysz 2021.



The outbreak of the disease brought mainly uncertainty (Fig. 1), 25.9% of students gave this answer as their main reaction to the emergence of the disease. 15.6% indicated their interest in a phenomenon that had previously been unknown to them. Both fear and confusion were declared by slightly more than 10% of respondents each. The only positive reaction, "I was glad" was selected by only 6.3% of the respondents. This positive reaction to the pandemic was caused by closing of schools, which for many students initially seemed to be a very welcome information.

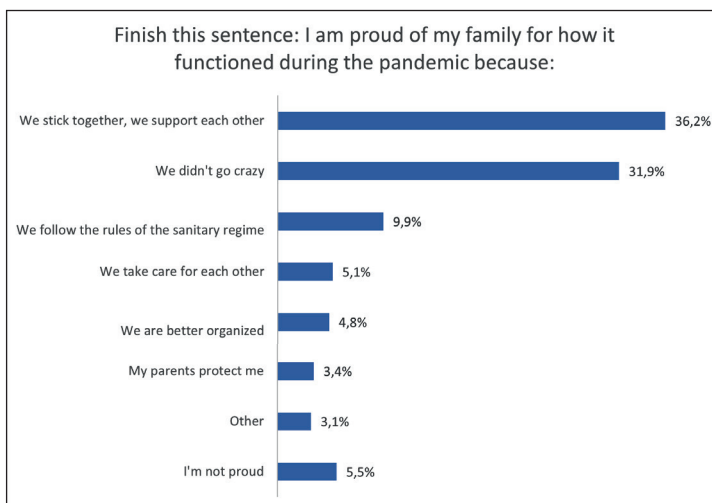
Figure 2. What or who helped you most during the pandemic?

Source: Kurzępa, Leszczyński and Przybysz 2021.



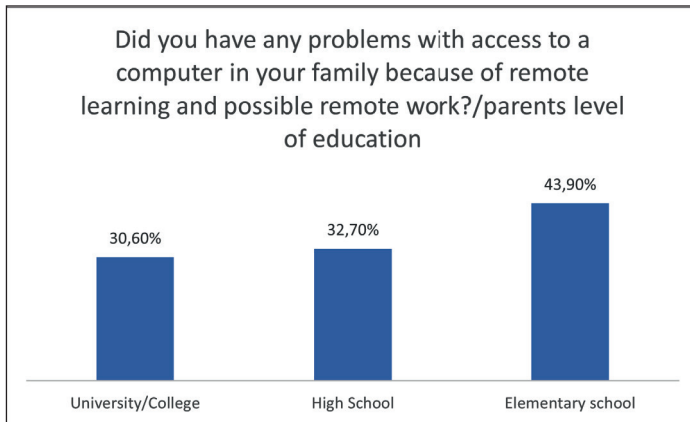
A very important factor helping to deal with problems resulting from the pandemic was a well-developed network of social relations. The students named first their friends (59.1%), followed by their parents (53.8%) and a smartphone /computer (50.8%) as elements most helpful during the pandemic. The smartphone and the computer were important for two reasons. First, they helped to deal with boredom through playing games, watching films, and access to the Internet resources, and second, they were a means of communication with friends and other members of the family, and this was of crucial importance for young people at the time of the strictest restrictions. 6.1% people indicated that nothing helped them during the pandemic. The students who were surveyed were between 13 and 20 years old, i.e., during their adolescence, when parents are shifted to the background and replaced by friends as the most important reference group. In this situation, access to the Internet was even more important, as it enabled contacts with peers and continuous belonging to the group, despite isolation.

Figure 3. Pride in the family, source: Kurzępa, Leszczyński and Przybysz 2021.



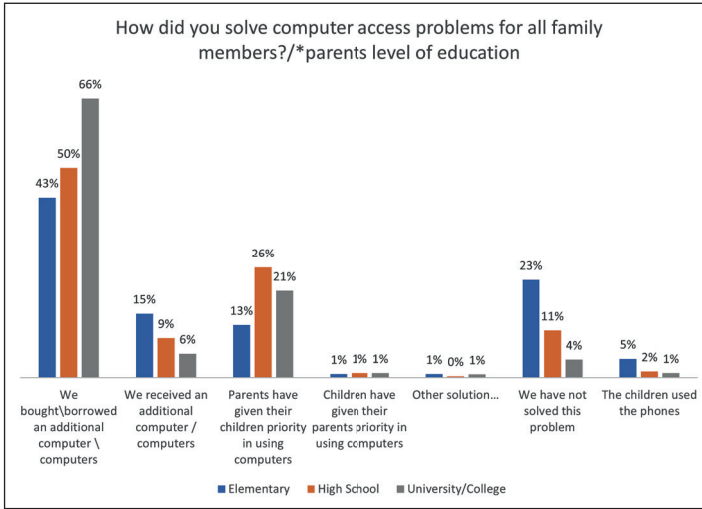
However, the family was not completely forgotten by young people. 94.5% of the respondents were proud of the way in which their family functioned during the pandemic, regardless of whether the family followed the restrictions or belonged to the so-called coronasceptics; the subjective opinion of the student was important. The qualitative analysis demonstrated that the answer “We didn’t go crazy”, indicated by 31.9% of the students, was actually the answer of people negating the pandemic or questioning the sense of far reaching restrictions in social life. A well-functioning family turned out to be an important factor protecting young people against negative consequences of the pandemic crisis. Those who perceived their family well were involved in providing assistance to their peers and to seniors during the pandemic more frequently than others. Satisfaction with family life, expressed as pride in one’s family made students more frequently involve in various help actions, including those addressed to strangers.

Figure 4. Problems with access to a computer and parents’ education background, *source: Kurzėpa, Leszczyński and Przybysz 2021.*



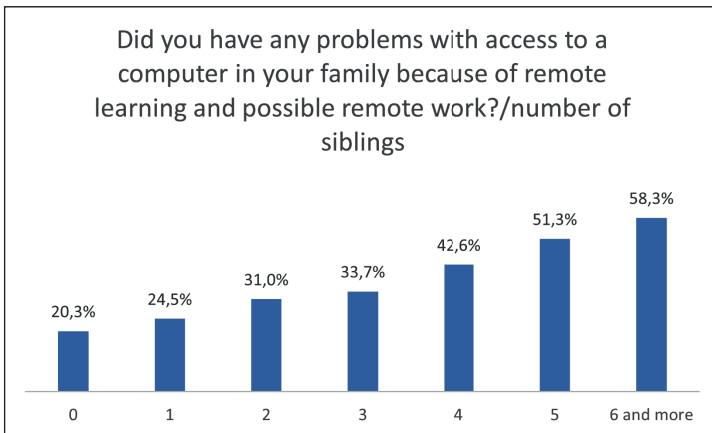
As the answers above proved, during the pandemic, the smartphone and the computer were very important tools for students, both due to the online mode of education, and the possibility of maintaining social contacts. However, a significant group of parents declared having problems with access to the computer for all members of a family. An important variable affecting the ability to ensure this access was the educational background of the parents, which in Polish conditions is reflected in salaries (Fig. 5). Statistically, people with primary education earn significantly less than people with higher education. This problem was indicated by as many as 43.9% of parents with primary education, 32.7% of parents with secondary education, and 30.6% of parents with higher education. This already significant difference exacerbated when we asked parents how the problems with the access to the computer for all members of a household were solved.

Figure 5. Problems with access to a computer versus parents' education background, *source: Kurzēpa, Leszczyński and Przybysz 2021.*



One year after the beginning of the pandemic, as many as 23% of parents with primary education indicated that they still had not solved that problem, while among parents with higher education this ratio was only 4%. This means nearly sixfold difference between those two groups. Therefore, the economic factor had a very high influence on the way children could participate in remote education.

Figure 6. Problems with access to a computer versus a number of siblings. *Source: Kurzēpa, Leszczyński and Przybysz 2021.*

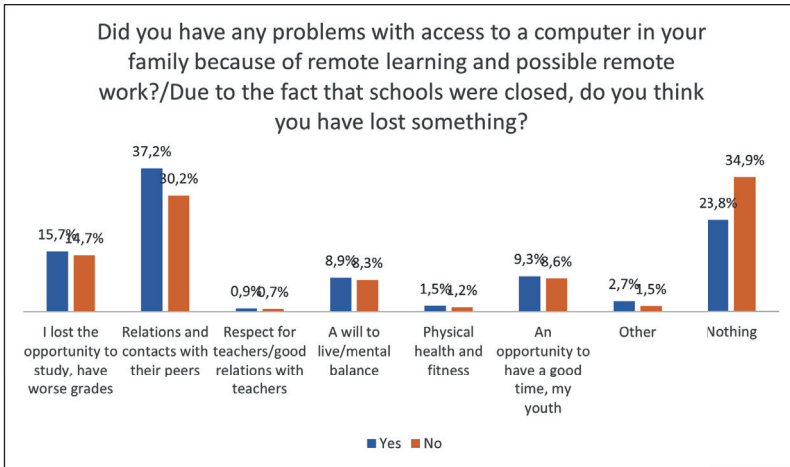


Unfortunately, the family had a negative impact on access to a computer. This concerned, in particular, large families. The more siblings students had, the more often they indicated lack of a sufficient number of computers at home. The chart below (Fig. 6) shows that in the case of six siblings this problem concerned every second household. Among only children, 20.3% indicated that they had

a problem with access to the computer at home. Of course, this situation also derives from economic problems. It is understandable that before the pandemic, in large families not everybody had their own computer, even in the case of wealthy people; however, in the case of an educational crisis wealthier parents were able to quickly purchase computers for their children.

Figure 7. A sense of loss versus problems with access to a computer.

Source: Kurzępa, Leszczyński and Przybysz 2021.



The above chart demonstrates how important the computer was for young people. The answers to previous questions already clearly showed that students value the access to a computer very highly. In this case (Fig. 7) we see that lack of the access to the computer negatively affected practically all spheres of their life. People who declared problems with the access to the computer, more often indicated that they lost something in each category during remote education and closing of schools. Regardless of whether those were issues strictly associated with the school or learning, such as “I lost the opportunity to study, have worse grades” or “Respect for teachers/good relations with teachers”, those students also more frequently indicated that they lost “Relations and contacts with their peers”, “A will to live/mental balance”, “Physical health and fitness”, and “An opportunity to have a good time, my youth.” At the first glance, those areas are not directly associated with access to the computer. Those who had no problems with access to the computer, more frequently noted that they did not lose anything.

This problem shows how important the computer is to young people, and how important it was during the pandemic. Its role was not limited to education alone, but it organised the entire life of young people. Therefore, problems with access to the computer, resulting mainly from economic factors, significantly influenced not only poorer educational results, but also other areas of satisfaction with life, physical and mental health, free time, and many other.

In subsequent individual and focus group interviews (IDI and FGI) it was shown that when students had problems with access to the computer, they usually used a smartphone instead of a computer, or took turns with their siblings, so each of them could optimally use the time for studies. Some students admitted that they wrote tests during classes on their smartphones, and this significantly prolonged their time, when compared to colleagues who used their computers. This, of course, resulted in worse grades.

The study focused on equipment shortages, and on an assumption that in rural areas and more distant places children would have problems with access to the Internet, and this would also create an advantage for students from cities. Indeed, this was partly true. According to the GUS data (2021) it appears that in 2020, 90.4% of households had access to the Internet (for households with at least one child this percentage is higher), with 67.7% of them having access to the broadband Internet. However, it turned out that it was not the internet access but an internet router at a household that was the weakest link. Equipment for home users frequently did not manage to handle several live streamings at the same time, e.g., in a situation when parents worked from home, and two or three children were participating in the remote classes at the same time. Even though everybody had a computer and the broadband internet provided, it turned out that the problem was often associated with technical capacities of the equipment, which had not been used so intensely before the pandemic.

A very important factor protecting the youth during remote education, the pandemic, isolation and closing of schools was religiousness, associated, of course, with the Catholic faith, as Poland is a homogeneous society in terms of ethnicity and religiousness. Religions other than the Catholic one represent less than 5% of the society, and people declaring themselves to be atheists left the Catholic Church rather than any other. Therefore, when comparing the influence of the religion on students' behaviour and choices during the pandemic, the present study actually compares the influence of the Catholic faith.

Table 2. Correlation between religion and pride in the family, developed on a basis of Kurzępa, Leszczyński and Przybysz 2021.

		I am proud of the way my family functioned during the pandemic
What is your faith?	Pearson's correlation	0.199
	Materiality	0.001
	N	5880

The first correlation worth noting is the one between religiousness and the pride in the family. People declaring themselves as Catholics more frequently indicated that they were proud of their family. A sense of pride in the family also influenced the overall mood during the pandemic, and the declared will to help others. Those happier with their family more often helped other people, not members of their family.

Table 3. Correlation between religion and a sense of being supported by mother, developed on the basis of Kurzępa, Leszczyński and Przybysz 2021.

		Who helped you during the pandemic? Mother
What is your faith?	Pearson's correlation	0.153
	Materiality	0.001
	N	5880

Table 4. Correlation between the faith and a sense of loneliness.

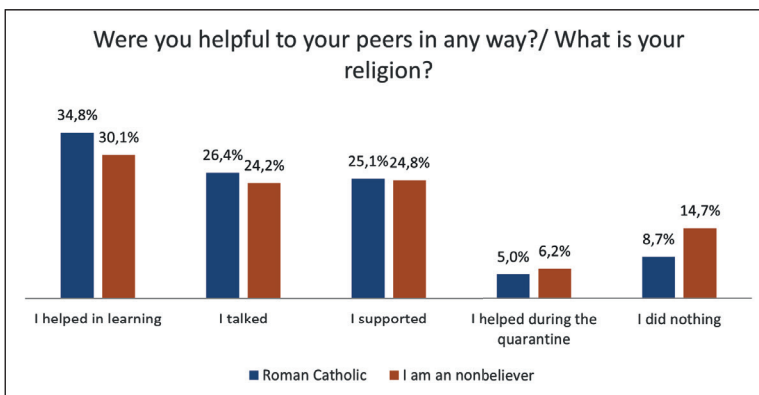
Source: Kurzępa, Leszczyński and Przybysz 2021.

		Who helped you during the pandemic? Nobody
What is your faith?	Pearson's correlation	-0.075
	Materiality	0.001
	N	5880

The two correlations between the declared faith (Catholic) and a feeling of being supported by others, as presented above, indicate that Catholics more frequently declared that a person who helped them during remote education was “Mother”, while atheists more frequently indicated that “Nobody” offered them support. These correlations show the influence of the Catholic faith declared by students on their sense of loneliness or receiving support, proving that religion was an important factor supporting young people during such a large crisis as the pandemic and associated sanitary restrictions, including remote education.

Figure 8. Type of assistance provided to peers versus the religious background.

Source: Kurzępa, Leszczyński and Przybysz 2021.



Religiousness was also a factor that slightly influenced providing help to friends and peers during the pandemic. As the above chart (Fig. 8) shows, people declaring themselves as Catholics helped others more frequently than those

declaring themselves as non-believer, regardless of the type of the assistance, excluding help during the quarantine. A significant difference is also visible for the answer "I did nothing", as it was given by 8.7% of Catholics and 14.7% of atheists.

Therefore, religion not only influenced the students' mood, support of their families, and better mood during the pandemic, but also their actions outside the circle of their nearest family, such as informal help to their friends and peers.

CONCLUSIONS

The above results indicate that factors such as the number of siblings, family prosperity, perception of the family situation and relations at the respondents' homes, and membership in larger communities, such as, e.g., the Catholic Church, significantly contributed to the way of experiencing the pandemic. Economic factors were the main thing influencing students' educational opportunities, mental well-being, and ways of experiencing the pandemic. People who could afford to immediately purchase computers for all members of the family, and those who could obtain computers from formal communities and other support networks, were less affected by educational problems as those who did not have such options at their disposal. Therefore, children who had to participate in classes using their smartphone, those who had to give way to their parents when it came to the use of the computer, or those who took turns in using equipment resources with their siblings were on the other end of the scale as regards this problem.

This implies the occurrence of the Matthew effect, known for centuries and adapted for the needs of sociology by Robert Merton (Merton 1968). It was much easier to go through remote education and isolation caused by the pandemic for children from families with certain resources, and they additionally increased their advantage in terms of the gained knowledge and the quality of obtained information and skills, when compared to those children who had already been in a worse social and economic situation before the pandemic. On the other hand, ten years after Merton, Lipton described a situation where the poor stay poor and cannot escape their economic situation. Lipton indicates that this happens, because even when they manage to achieve something, the rich, people with various types of capital, are intermediaries in supplying goods to the market or in getting various resources (Lipton 1977).

The above observations, translated into the educational reality during the pandemic, indicate that those most affected in the described situation, i.e. those less wealthy, with lower digital competencies, people from families in which parents do not pay a lot of attention to education of their children, students that were more alienated and less involved in providing help to their colleagues, will bear the consequences of the pandemic and remote education also after their end. Furthermore, they will be affected by those circumstances much longer and more intensely than their colleagues from families less affected by this crisis. The very example of teachers from better, private paid schools very well demonstrates the

economic differences and their importance for fixing the social order that prevailed at the outbreak of the pandemic.

In the case of families who were not able to provide the necessary access to the computer to all members of their household, the educational crisis during the pandemic is the lose-lose situation, as both children and their parents lose in this case, regardless of which of the generations could use the computer more. Additionally, this crisis may result in consequences such as being discouraged to study in those who experienced more problems during the pandemic. After all, it is also a social stigmatisation for those absent at classes. When a student is absent at remote classes for longer, and this is caused by no access to a computer, their colleagues know the cause. In the future, this may result in stigmatisation of those “absent” as poorer, so poor that they could not even go to school.

This paper presents problems of the educational crisis caused by the COVID-19 pandemic. This crisis affected the entire society; however, to a great extent it hit stronger those groups who had already been disadvantaged before the pandemic thus further exacerbating social inequalities. To overcome the consequences of this crisis, political decision-makers, but also directors of schools and teachers, should pay attention to the fact that it was not only laziness or students’ dislike of work that caused their poorer results and worse attendance in classes. Factors that to a large extent were beyond the control of students, or even their parents, were of a great significance. Thus, to prevent exacerbation and prolonging of this crisis, it would definitely be necessary to provide an additional psychological support for students, as well as for teachers and parents, and, depending on educational shortages caused by the pandemic, also create opportunities for students to catch up with their education. In the future, in order to secure ourselves against educational crises of this type, all students must be provided with the broadband Internet access, computers for studying, or at least emergency educational programmes and lesson scenarios must be developed in the case of remote education, which are similar for the entire country, instead of depending on the initiative and resourcefulness of a given teacher. This would allow to equalize the level of education and support teachers that have problems with coping with this situation. It is also crucial for all teachers, regardless of their age and taught subject, to develop digital competencies.

Funding: This research was funded by Ministry of Science and Higher Education grant number MNiSW/2020/BPM/ZPM/3

Institutional Review Board Statement: Not applicable.

Conflicts of Interest: The author declares no conflict of interest.

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