



Investigation of Secondary School Students' Education Needs in the Context of the Supportive Program After the COVID-19 Pandemic

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Abstract

The COVID-19 pandemic has affected several areas, including health, the economy, and education, at varying degrees. In the field of education, face-to-face education has been temporarily suspended in many countries, including Turkey, and as a replacement, distance education programs have been implemented synchronously or asynchronously. Students have faced several risks during this time, which have had negative effects on them. With the resumption of face-to-face education, the negative effects of the pandemic on students have become more apparent. This research aims to identify the changing needs of students in schools after the COVID-19 pandemic by using the Delphi technique with the opinions of school guidance teachers and class guidance teachers and to address these needs through supportive education programs. The research was conducted using a case study, one of the qualitative research designs. The data were collected and analyzed in three stages according to the Delphi technique. The results show that students' technology use and social withdrawal tendencies had increased, their attention span had decreased, and there were weaknesses in their basic school and communication skills. Furthermore, the students mainly experienced anxiety disorders, and their school motivation decreased, leading to an increase in psychosocial needs. As for supportive program activities, some schools have attempted to carry out sociocultural and educational activities as part of supportive programs, but participation and opportunities have been limited. To overcome these negative effects, it is recommended that the central authorities provide the necessary facilities to plan supportive educational programs in all schools that reach all students.

Keywords

COVID-19
Pandemic impact
Student needs
Extracurricular program
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Introduction

Throughout history, humanity has faced various natural and social disasters and crises. In this context, the COVID-19 pandemic period can be considered one of them. Since its emergence, the virus has spread rapidly worldwide due to globalization, and the World Health Organization (WHO) declared it a pandemic on "March 11, 2020" (WHO, 2020). This decision led to the implementation of various measures and practices in many areas, including health, the economy, education, and social life, to prevent the spread of the virus and protect human health. As a result of the COVID-19 pandemic, face-to-face education was temporarily suspended in many countries, such as China, the United States, Italy, Spain, France, Korea, Turkey, and Germany. Educational activities continued through distance education. Although some countries decided to keep schools closed throughout the country, most countries decided to keep some open (UNESCO, 2020). As of April 2020, approximately 92% of the global student population (1,576,021,818 students) was affected by school closures in 188 countries (Can, 2020; Micks & McIlwaine, 2020). Additionally, in Turkey, children were not allowed to leave their homes during this period, which limited their physical activity opportunities that they could use their childhood energy on.

The COVID-19 pandemic has resulted in the suspension of face-to-face education in many countries, prompting a shift towards distance or online education methods. Furthermore, general social isolation and quarantine measures have been implemented to curb the spread of the virus, leading to individuals spending more time at home with their families. While these measures have effectively controlled the pandemic, they have also resulted in various social, psychological, economic, and societal problems, including domestic violence and alcohol use (Ergöner, Biçen, & Ersoy, 2020).

The closure of schools and other facilities has increased mental health problems in families and exposed children to various risks, including child maltreatment. The risk of child abuse may not decrease after the pandemic, as economic pressures and parents' mental health issues may continue for a certain period. The effects of such abuse can have long-lasting impacts (Erol, 2020).

Studies have shown a significant increase in domestic violence and child abuse cases during the pandemic, such as a 65% rise in calls to the national domestic abuse hotline in the United Kingdom and a possible increase in child abuse cases in the United States. Nationwide violence in Singapore also rose by 35% in March 2020 (Koh, Lee, Lo, Wong, & Yap, 2020). The conditions of students and their families naturally affect the educational process and outcomes, underscoring the need for attention to be paid to their well-being during and beyond the pandemic.

When considering Turkey's case, measures such as partial and sometimes full closures have been implemented due to the detection of COVID-19, similar to other countries. Distance education processes were initiated on March 23, 2020, and face-to-face education was suspended in schools in response to the pandemic (Ministry of National Education [MoNE], 2020). Children who are continuing their education via distance learning are vulnerable to the negative effects of social media. They are increasingly spending their free time in the virtual world, leading to increased screen time and exposure to online groups or new contacts. Subsequently, with certain safety measures in place, the authorities gradually allowed students from specific grade levels, and later extended this permission to all of them, to return to physical school settings (MoNE, 2021a, 2021b, 2021c, & 2021d) but noticeable changes in their behavior were observed. They found it difficult to adapt to the school environment, focus on lessons, wake up early, and their friendships were more prone to anger and violence. Even the games they played often involved violence.

During the pandemic, the focus of educational studies was solely on meeting the academic needs of students. However, students' needs go beyond their academic needs. The measures taken during the pandemic resulted in physical distance from schools, disruptions in daily routines, inadequate time spent with peers, increased monotonous time at home, disrupted sleep patterns, increased screen exposure and internet use, inappropriate eating habits, decreased physical activity, and increased sedentary behavior, causing various problems. These include a decline in academic achievement, an increase in domestic conflict and violence, an inability to cope with negative emotions such as boredom, anger, and anxiety, and an increase in emotional reactivity and impaired emotion regulation skills (Kaya, 2020; Yektaş, 2020). Similar studies have also shown significant increases in fear and anxiety levels, sibling conflicts, restlessness, aggression, psychosomatic complaints, avoidance of responsibilities, difficulty focusing, sleep problems, and social withdrawal in school-age children (Imran, Zeshan, & Pervaiz, 2020).

Educational experts, such as Hamilton, Kaufman, and Diliberti (2020), have highlighted the significant efforts made to maintain communication with students and their families to address their academic, social, and emotional needs. Despite all these efforts, students are expected to face academic challenges due to the impact of distance education compared to face-to-face learning, technological infrastructure deficiencies, and the absence of a social learning environment provided by schools. Teachers are advised not to overlook these challenges and should address the social and emotional needs of students by employing differentiated learning methods, considering that the effects of distance education may vary from person to person (Kuhfeld et al., 2020).

In other words, meeting only students' academic needs is not sufficient for their emotional, physical, and mental development. Neglected social needs can negatively impact their lives and create problems in the school environment. Like other natural disasters, the pandemic has affected children more than adults, considering their developmental characteristics and has made them feel more vulnerable (Akaoglu & Karaaslan, 2020).

In summary, the COVID-19 pandemic has had negative impacts on education such as learning loss, an increase in dropout rates, and nutrition problems (Saavedra, 2020). Furthermore, unequal access to online education has been a significant issue, especially in developing countries (Saran, 2020). Moreover, the uncertainties caused by the pandemic can have a significant impact on a person's mental health, leading to anger issues, behavioral problems, mood disorders, and communication difficulties (Kaya, 2020). Thus, these negative effects pose a problem not only for individuals, but also for society at large.

Owing to the social and physical isolation measures imposed by the pandemic, children with limited daily activities require psychosocial support to adjust to the "new normal" and to deal with potential problems during and after this process (Aşkın, Bozkurt, & Zeynep, 2020). As schools are viewed as a tool for addressing many mental and psychological health problems for students (Lee, 2020), educators must acknowledge that long-term restrictions have had a negative impact on the mental health of many children. Therefore, schools should prioritize ensuring that students have a supportive environment that promotes their mental and psychological well-being and should be considered life centers where students can be supported (Jones, 2020; Lee, 2020; Lang, 2021; Whitaker & Lopez-Perry, 2022).

Considering the primary function of schools is to enable students to do good things not only in school but also in real life, schools should contribute to the psychosocial development of students (Eisner, 2016). In this context, supportive programs must be implemented, starting with the transition to face-to-face education in September 2021. When students returned from a virtual school environment and constant closure to the actual school environment, they encountered a variety of adjustment issues. Thus, the expectations and needs of students have been significantly affected and supporting program activities should be perceived as essential activities rather than additional activities to respond to the needs of students after the pandemic (Lang, 2021). Supportive programs, such as school-planned activities carried out outside of school, are essential for schools to reorganize the post-pandemic process, develop social engagement, increase academic success, and facilitate the transition from a virtual environment to real life.

Supportive programs can be defined as a type of program that encompasses all social activities. According to Posner (2004), who defined the curriculum by considering its functions and objectives, supportive programs are one of the classifications of programs that complement each other. They can be defined in different ways, such as school-planned activities (Broh, 2002; Davalos, Chaves, & Guardiola, 1999), after-school activities organized inside or outside of school (Eccles & Barber, 1999), and activities carried out outside of school (Lewis, 2004). In international literature, different terms are used to refer to supportive programs, such as supportive program activities, peer programs, complementary student activities, and socializing activities (Aslan Altan & Şeker, 2021). While, in national sources, the term "supportive program" is commonly used (Demirel, 2014).

Participating in supportive program activities can have several positive effects on students. Many researchers have found that such activities positively impact students' academic achievement (Broh, 2002; Holland & Andre, 1987; Massoni, 2011; Sari, 2012; Wilson, 2009). Furthermore, a study has shown that participating in supportive program activities positively affects students' personality development, attitudes, behaviors, discipline, and motivation (Holland & Andre, 1987). What's more, it has been noted that participating in these activities can contribute to developing a higher level of commitment to school, reducing dropout rates, providing a positive school experience, and fostering a positive attitude toward school (Brown & Evans, 2002; Mahoney, 2000; McNeal, 1995, as cited in Sari, 2012). The positive effects of supportive program activities on creating a positive school climate and on the comprehensive development of students is evident. Alternatively, supportive programs provide opportunities for students to develop skills such as analytical thinking, critical thinking, technological literacy, and project-based thinking, which are known as 21st-century skills.

In Turkey, the Ministry of National Education launched a project called "I am Also Here for Restoration" (Telafide Ben de Varım) from June to September 2021, which included supportive education programs aimed at helping students cope with the challenges related to the pandemic. The project offered various activities, such as nature walks and music courses, to enable students to start the new academic term with an open mind, increase their commitment to school, and meet their social needs. Nevertheless, the participation of both students and teachers was limited.

In summary, the importance of utilizing supportive program activities in schools to meet the needs of students after the COVID-19 pandemic is once again highlighted. Therefore, this study aims to identify the educational needs of students studying in schools in the central districts of Antalya province in the scope of supportive program activities and propose educational activities to address these needs. In this regard, the following subproblems were attempted to be addressed:

- What are the academic education needs of students during and after the pandemic process?
- What are the psychosocial education needs of students during and after the pandemic process?
- What are the educational needs related to the adjustment problems faced by students in school during and after the pandemic process?
- If students' education needs change during and after the pandemic, what supportive program activities are proposed to meet these needs?

The COVID-19 is not only a medical phenomenon but also a social occurrence that affects individuals and society in various ways and creates problems. Due to the perceived threat caused by the disease, people may exhibit behaviors that are different from usual, causing panic and stress and leading to different behaviors (Karataş, 2020). This reflection can also be seen in students returning to school after the pandemic.

Transitioning from a digital school environment to a traditional one has been challenging for students, with several adjustment and behavior problems observed among students returning to school after the COVID-19 pandemic. These behaviors may include difficulty waking up early, disinterest in school, communication problems, and difficulty focusing, and may be caused by stress, anxiety, fear, mood disorders, anger, and other factors that affect a person's mental health due to the pandemic, as well as the fact that the pandemic has completely changed school habits. Students who have attempted to continue their education through live classes during the distance learning process may find it challenging to separate their school routine from their relaxation and sleep areas. Previous studies have predicted that students may also be disinterested in school and have difficulty adjusting to their social environment, indicating the need for psychosocial interventions (Akkaş Baysal & Ocak, 2020; Yaşar, 2021). However, studies focusing on the psychosocial needs of students returning to school after the pandemic are limited in the literature.

In this context, this research is significant as it provides valuable insights into the challenges of education during the COVID-19 pandemic, especially the neglected needs of students during online learning. Furthermore, this study aims to identify appropriate activities to address these needs and contribute to the long-term solution of adjustment problems in schools.

Method

This research was conducted with a case study design under qualitative research methods to determine the educational needs of students in the context of supportive programs during and after the COVID-19 pandemic. Case studies, which are commonly used in qualitative research (Metin, 2014), aim to provide a detailed description and analysis of a particular situation (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2014). The Delphi technique was employed to gather expert opinions and identify the current situation, in order to determine the educational needs for students in this context.

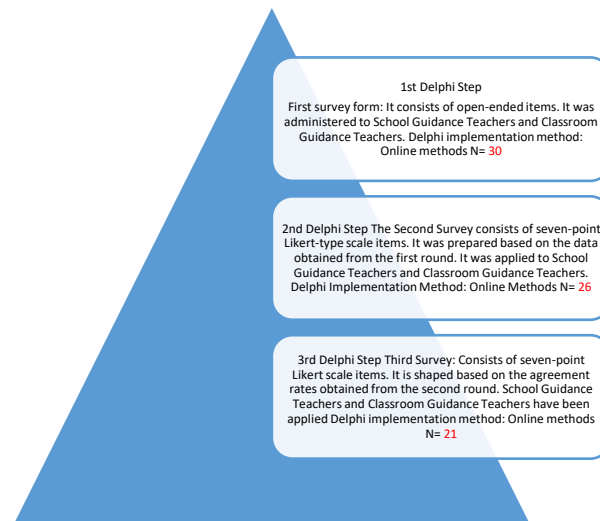


Figure 1. Steps of implementing the Delphi technique.

The Delphi technique is a method used to obtain consensus among experts by sending repeated surveys to the same group based on their opinions. In each round, the statistical analysis of the previous round is shared with the experts, and they provide their assessments based on the results. Developed by Dalkey and Helmer in the 1950s, the Delphi technique is still widely used today for various purposes, including predicting the future, obtaining expert opinions, reaching agreements, and forming collective wisdom on complex issues (Hsu & Sandford, 2007). This method is preferred in situations where it is difficult to bring experts together due to time and financial constraints or where it is necessary to keep the identities of experts confidential due to differences in opinion. It is also useful for obtaining opinions from experts or individuals with diverse experiences (Linstone & Turoff, 2002)

In accordance with the study's objective, the Delphi technique was applied multiple times, refining the data obtained from the first round based on relevant literature. The aim was to determine the consensus reached by the experts. Numerous studies have highlighted the significant impact of the COVID-19 pandemic on people's lives and the subsequent changes in habits and needs. Therefore, investigating changes in the educational needs of students who have been away from school for around 18 months can help schools fulfill their existential function. The Delphi technique was deemed suitable for this research as it allowed the opinions of teachers, who spend the most time with students and closely monitor their academic and psychosocial development, to be obtained. Additionally, it facilitated reaching consensus and agreement on the educational needs of students.

Study Group and Delphi Process

In the study, both school counselor teachers (specializing in psychological counseling and guidance) and class guidance teachers (from other branches) working in official and private middle schools located in the central districts of Antalya were included. The purposeful sampling method, specifically criterion sampling type, was utilized to select participants (Fraenkel & Wallen, 2009), which is a nonrandom sampling technique. It should be noted that qualitative studies have limited generalizability (Büyüköztürk et al., 2014), and therefore, the term "study group" was used instead of "sample" in this research.

There is no consensus in the literature on how to select experts for the Delphi technique or on the appropriate number of participants (Turan Bektaş, 2020; Williams & Webb, 1994). However, it is generally agreed that experts should have sufficient knowledge and experience related to the topic ; be able and willing to participate, communicate effectively, and make a positive contribution to the study (Adler & Ziglio, 1996, as cited in Skulmoski, Hartman, & Krahn, 2007; Landeta, 2006). In this study,

participants were selected based on their broad knowledge of the subject, frequent interaction with students, keen observation skills, interest and willingness to participate, and potential for positive contribution to the study. Brief informational notes and invitation links were provided to teachers, and 30 teachers agreed to participate. Demographic information for the 30 participants in the study group is presented in Table 1.

Table 1. Demographic characteristics of Delphi participants by rounds

Variables / Rounds		1.Round		2.Round		3.Round	
		f	%	f	%	f	%
Gender	Female	21	70	18	70	15	71
	Male	9	30	8	30	6	29
Seniority	1-5 Year	1	3	1	3	1	4
	6-10 Year	4	13	3	12	3	14
	11-15 Year	6	20	6	23	5	23
	16-20 Year	3	10	3	12	2	10
	21-30 Year	16	54	13	50	10	49
Profession	Class Guidance Teacher	13	44	12	46	12	57
	Psychological counselor	17	56	14	54	9	43
District	Muratpaşa	15	50	13	50	10	49
	Konyaalti	6	20	6	23	5	23
	Kepez	4	13	3	12	3	14
	Döşemealtı	4	13	3	12	3	14
	Aksu	1	4	1	3	0	0

Based on the information presented in Table 1, it can be observed that the majority of participants in the study are female, accounting for 70% of the total sample size. In terms of expertise, the distribution is dominated by school guidance teachers, accounting for 56% of the sample, with the remaining 44% being class guidance teachers. Additionally, most of the participants are from the Muratpaşa district. During the second round of the Delphi technique, feedback was not received from four experts, three of whom were school guidance teachers and one was a class guidance teacher. As a result, the process was continued with the remaining 26 experts. Some participants withdrew from the study due to various health reasons, and four participants were eliminated in the second round. In the third round, three participants requested additional time but still did not provide a positive response within the specified time, and two participants withdrew from the study without providing any reason. Consequently, the study was completed with 21 people. The entire application process was conducted online, which eliminated issues with time, place, and cost and expedited the data collection and analysis process.

Validity and Reliability

To ensure validity and reliability in the Delphi technique, various factors are taken into consideration, such as the scope created based on literature and expert opinions, the criteria used to select experts, the clarity and comprehensibility of survey items used during the implementation stage, and the consensus rates among implementation rounds (Fish & Busby, 1996, as cited in Atasoy, Güyer, Yüksel, & Aydoğdu, 2021). In this particular study, open-ended items were designed based on expert opinions and presented to the participants in the first round. Subsequently, based on the responses received, the items to be used in the second- round of the survey were determined, adhering to the nature of the Delphi technique.

In addition to the literature review and study group, the expert opinions of an academician and two school guidance teachers with more than 15 years of experience in the field were considered to create a pool of items. The items in the pool were compared with the data obtained in the first round but were not shared with participants to prevent any influence or guidance. The survey items

determined from the open-ended questions were compared with the previously prepared item pool for compatibility and consistency with the literature. Expert opinions were also sought for the survey forms based on the data obtained from the previous round before each implementation stage. Participants were given time to provide feedback on the items during each stage. To determine agreement rates between rounds, differences between the quarters, the total percentage of those who gave 6 and 7 points, and the median values were considered. Thus, a condition for the agreement was sought to be the difference between the quarters being less than 1.5 (Christie & Barela, 2005), the total percentage of 6-7 being above 80%, and the median being more significant than 6.

Furthermore, this study has been conducted in alignment with the guidelines for scientific research and publication ethics established by the Higher Education Council (YÖK). All references cited within the study are appropriately presented in both the main text and the references section, adhering to the relevant writing conventions. The data collection process was carried out with participants' voluntary engagement, and the acquired data have been confined to the specific scope of this study. Ethical approval for the research has been granted by the Ethics Committee of the Akdeniz University Rectorate, Social and Human Sciences Research and Publication Ethics Board (Date: 16.02.2022, Number: 75).

Data Collection and Analysis

Overall, the study employed an online data collection method using forms developed specifically for the research. The researchers used content analysis to analyze the qualitative data gathered from the open-ended questions in the first round, which were then coded and separated into themes. The results were presented in a table format. Following this, a seven-point Likert scale was developed for the second round based on the data from the first round. The data collected in the second and third rounds were quantitative and were analyzed using computer programs, allowing for the calculation of statistical data such as interquartile range, median, mode, standard deviation, and percentage.

First Delphi Round

During the initial phase, the participants were asked to provide their opinions through open-ended questions, and online data collection tools were used to gather the responses. The qualitative data obtained from the first stage were subjected to content analysis, and the researchers coded the data based on the study's objectives and organized them into distinct themes. The findings were presented in Table 2.

Table 2. Content analysis of data collected from the first Delphi round

Theme	Code	f	Expressions
Academic	Regression in basic skills	5	Falling behind peers in basic knowledge and skills and difficulties in perception and reasoning increase academic needs.
	Deficiency in educational attainment	10	It was seen that the deficiencies in the subject and some of the gains given in the previous years were forgotten.
	Absenteeism school dropout	7	There are also problems with attendance at school. School attendance problems began to spread among younger age groups as well.
	Quick boredom, inability to focus	12	We often encounter situations such as not being able to adapt to the lessons, getting bored very quickly from the lessons, and not being able to stay without a phone.
	Lesson Duration	5	They find the duration of class hours too long. (While the class duration is 30 min in remote education, face-to-face classes are 40 min).

Table 2. Continued

Theme	Code	f	Expressions
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Psychosocial	Fear—Anxiety	14	Individuals have become more anxious and are having difficulties controlling their emotions.
	Stress disorder	6	I think that psychological conditions that create anxiety and stress about oneself, one's family, and close ones are increasing and showing changes.
	Distractibility	5	Distractedness, difficulties in perception, anxiety, and decreased motivation are clearly visible.
	Communication and interpersonal relationships/behavior.	11	There have been inadequacies in communicating and conducting group work. They are having difficulties making friends. Peer bullying has increased.
	Anger aggression tendency.	9	Communication problems with friends, lack of problem-solving skills, anger management, etc. They are aggressive, disrespectful, and easily violent toward their friends.
	Disregard for rules.	12	They are having difficulties adapting to a structured environment and forming social relationships. They are unable to comply with school rules and continue their home habits.
	Sleep disorders (staying up late—difficulty waking up early).	3	. They are late because they are unable to wake up early.
	The effect of social media.	6	There is a strong desire among students to be on the internet and social media.
	Technology addiction.	8	When students have their phones taken away from them, their tendency toward violence increases. I am observing responses similar to addiction.
	Use of slang	2	The pandemic process has caused and continues to cause many adjustment problems, including changes in sexual identity and self-identity. In addition, I think the effects of TikTok, Instagram, chat forums, and other similar environments that children have been exposed to during the pandemic have resulted in the use of swear words, slang, careless speech, etc.
Attitude	5	... attention to various social media streams. Some students want to return to online education. Students are reluctant to school; they do not want to come.	
Supportive program	Sportif activities	18	There can be activities that require teamwork within the scope of sports activities. Inactivity has negatively impacted body mass index, so sports activities must definitely be planned.
	Art/music	9	. together cinema and theater events can be organized. In fact, apart from the school process; theater and painting works can be done. Social activities such as musical entertainment etc. should be organized in the school garden.
	Social/cultural	18	School trips, camping, and club activities organized by the students themselves can be emphasized.

Table 2 presents the results of an analysis of statements made by participants, focusing on two main themes: academic and psychosocial. Within the academic theme, the analysis revealed codes such

as regression in basic skills, deficiency in educational attainment, absenteeism and school dropouts, boredom, and an inability to focus. In the psychosocial theme, codes such as fear, anxiety, stress disorder, attention deficit, anger, and violent tendencies, communication and human relationships, social media, technology addiction, and slang usage were identified. While within the psychosocial theme, codes such as fear, anxiety, stress disorder, attention deficit, anger and violent tendencies, communication and human relationships, social media, technology addiction, and slang usage were identified. Regarding the study findings, the opinions of the experts are accumulated under the psychosocial theme.

Second Delphi Round

In this stage, the data obtained from the first Delphi round were combined with items from the item pool and relevant literature to create a seven-point Likert scale.

Consequently, a scale comprising three dimensions, namely, academic (12), psychosocial (24), and supportive program (8), and a total of 44 items was generated. The psychosocial dimension played an inclusive role in addressing psychological and environmental factors related to school adjustment and psychosocial needs. Analysis of items with low agreement rates revealed that the items were related to students' anxiety levels, self-perception, depression tendencies, and stress disorders. Conversely, greater agreement was expressed regarding items related to school adjustment.

The items created based on the data obtained from the first-round responses of the participants are listed below;

Psychosocial Theme

- 1.1. The students' perceptions of subjective well-being have decreased.
- 1.2. The students have increased expectations for interest.
- 1.3. The students' need for socialization has increased.
- 1.4. The students' feelings of anxiety/fear have increased.
- 1.5. The students generally have increased reluctance and disinterest in school.
- 1.6. The students need help to conform to the school/class culture.
- 1.7. The students have become more impatient or intolerant.
- 1.8. The students' asocial behavior has increased.
- 1.9. There has been an increase in behavior that is in violation of school rules, which requires disciplinary action.
- 1.10. The students' ties to the school or reluctance and disinterest towards school have increased.
- 1.11. The students' levels of aggression/irritability have increased.
- 1.12. The students are observed to be more introverted.
- 1.13. The students are seen to be experiencing stress disorders.
- 1.14. The students are more likely to feel lonely.
- 1.15. The students generally have more sleep problems, such as staying up late and waking up early.
- 1.16. The students carry the fear of losing a family member.
- 1.17. The students are more likely to get bored in school/classes.
- 1.18. There has been an increase in the desire for quick wealth and luxurious living among students, which can be associated with social media influence.
- 1.19. The students experience distraction.
- 1.20. The students' state of depression has increased.
- 1.21. The students' anger control problems have increased.
- 1.22. The students' technology use has increased.
- 1.23. The students have more difficulty complying with societal norms.
- 1.24. Peer bullying has increased.

Academic Theme

- 2.1. The students' learning speed has decreased.
- 2.2. The view that school is unnecessary has become more widespread among students.
- 2.3. The students' dependence on technology has increased.
- 2.4. There has been a decline in basic skills such as reading comprehension and simple mathematical operations among students.
- 2.5. School absenteeism rates have increased among students.
- 2.6. There has been an increase in school dropout rates among students.
- 2.7. The students' motivation is lower.
- 2.8. The students' learning loss has increased.
- 2.9. Indirectly, educational inequality has increased among students.
- 2.10. The students' attention spans have decreased.
- 2.11. The students' time management has weakened.
- 2.12. The students' skills, such as writing, have weakened.

Supportive Program Theme

- 3.1. Nature walks/scouting activities should be regularly planned for students.
- 3.2. Sports activities that students can participate in as a group should be planned.
- 3.3. Events such as school concerts should be organized for students.
- 3.4. Events that provide opportunities for students to spend time with the soil, such as gardening or farming, should be organized in schools.
- 3.5. Schools should open courses that allow students to learn a musical instrument or improve their drawing skills based on their interests and abilities and encourage students to participate if available.
- 3.6. Theater events and other activities should be organized in schools where students can participate as players.
- 3.7. Free theater/cinema events that students can watch should be planned.
- 3.8. Academic support classes should be offered to students based on their individual levels and needs to help them succeed in their studies.

The form generated at this stage was distributed to participants using online tools, and 26 participants responded. The quantitative data obtained from the second round were analyzed using computer programs to obtain statistical data, including the interquartile range, median, standard deviation, agreement rate, and percentage. The findings from the second round are presented in Table 3.

Table 3. Statistical Analysis of Data Obtained from the Second Delphi Round

Items	Average	Standard deviation	Median	IR interquartile range	1. Quarter	3. Quarter	Sum of 6-7	Percentage of 6-7
1. 1	5,76	1,39	6	2	5	7	14	0,56
1. 2	5,6	1,58	6	2	5	7	14	0,56
1. 3	6,72	0,54	7	0,75	6,5	7	24	0,96
1. 4	5,72	1,46	6	2	5	7	14	0,56
1. 5	6,44	1,33	7	1	6	7	23	0,92
1. 6	6,48	0,82	7	1	6	7	20	0,8
1. 7	6,64	0,76	7	0,75	6,5	7	23	0,92
1. 8	6,36	0,99	7	1	6	7	20	0,8
1. 9	6,36	1,08	7	1	6	7	19	0,76
1. 10	6,16	1,40	7	1,75	5,5	7	18	0,72
1. 11	6,44	0,82	7	1	6	7	19	0,76
1. 12	5,52	1,42	5	2	5	7	12	0,48
1. 13	5,93	1,33	6	2	5	7	17	0,68
1. 14	5,52	1,48	6	2,75	4	7	14	0,56
1. 15	6,04	1,24	7	1,75	5	7	17	0,68
1. 16	5,2	1,91	6	3	4	7	13	0,52
1. 17	6,4	0,91	7	1	6	7	22	0,88
1. 18	6,08	1,38	7	1	6	7	20	0,8
1. 19	6,36	0,91	7	1	6	7	20	0,8
1. 20	5,84	1,21	6	2	5	7	15	0,6
1. 21	6,08	1,08	6	2	5	7	18	0,72
1. 22	6,92	0,28	7	0	7	7	24	0,96
1. 23	6,48	0,77	7	1	6	7	21	0,84
1. 24	6,12	1,13	7	1,75	5,5	7	19	0,76
Academic								
2. 1	5,92	1,08	6	2	5	7	16	0,64
2. 2	5,56	1,56	6	3	4	7	14	0,56
2. 3	6,92	0,40	7	0	7	7	23	0,92
2. 4	6,16	1,18	7	2	5	7	17	0,68
2. 5	5,56	1,78	6	2,75	4,5	7	16	0,64
2. 6	4,52	2,00	5	2,75	3,5	6	8	0,32
2. 7	6,16	1,21	7	2	5	7	18	0,72
2. 8	6,55	0,93	7	1	6,25	7	21	0,84
2. 9	6,08	1,50	7	1	5,5	7	18	0,72
2. 10	6,24	1,05	7	1	6	7	21	0,84
2. 11	6,28	0,84	6	1	6	7	21	0,84
2. 12	6,5	0,78	7	1	6	7	22	0,88
Supporting Program								
3. 1	6,64	0,76	7	0	6,5	7	23	0,92
3. 2	6,72	0,54	7	0	6,5	7	23	0,92
3. 3	6,84	0,37	7	0	7	7	24	0,96
3. 4	6,8	0,50	7	0	7	7	23	0,92
3. 5	6,48	1,29	7	0	6,5	7	21	0,84
3. 6	6,88	0,33	7	0	7	7	24	0,96
3. 7	6,72	0,68	7	0	7	7	23	0,92
3. 8	7	0,00	7	0	7	7	24	0,96

According to the statistical data of Table 3, items with a low agreement rate, which determined by a sum of 6–7 points and a total percentage below 80%, as well as interquartile range of (a width between quarters) less than 1.5, have been removed from the survey. The participants' opinions seem to be homogeneously distributed when considering the standard deviation value. The average scores of the items suggest that participants mostly agreed with the items. The lowest agreement rate was observed in item 6 (which pertains to an increase in school dropout rates), while the highest agreement rates were observed in items related to supportive programs. The items with low agreement rates appears to be linked to the students' the psychological well-being.

Third Delphi Round

After the second round, items that did not meet the desired level of agreement rates and width between quarters ($IR \leq 1.5$ and agreement percentage $\geq 80\%$) were removed from the survey. A total of 21 items did not meet these criteria. During this round, the statistical information related to the items was shared with participants, and a new survey process was conducted by creating a new one.

Table 4. Statistical Analysis of Data Obtained in the Third Delphi Round

Item	Average	Standard deviation	Median	IR	1.Quarter	3.Quarter	Sum of 6-7	Percentage of 6-7
2.3. The students' dependence on technology has increased.	6,65	0,49	7,00	1,00	6,00	7,00	18,00	0,90
1.3. The students' need for socialization has increased	6,65	0,49	7,00	1,00	6,00	7,00	18,00	0,90
1.5. The students generally have increased reluctance and disinterest in school.	6,35	1,09	7,00	1,00	6,00	7,00	16,00	0,80
1.6. The students need help to conform to the school/class culture.	6,45	0,69	7,00	1,00	6,00	7,00	16,00	0,80
1.7. The students have become more impatient or intolerant.	6,30	0,66	6,00	1,00	6,00	7,00	16,00	0,80
1.8. The students' asocial behavior has increased.	6,50	0,51	6,50	1,00	6,00	7,00	18,00	0,90
2.8. The students' learning loss has increased.	6,35	0,67	6,00	1,00	6,00	7,00	16,00	0,80
2.10. The students' attention spans have decreased.	6,25	0,97	6,00	1,00	6,00	7,00	16,00	0,80
2.11. The students' time management has weakened.	6,45	0,60	6,50	1,00	6,00	7,00	17,00	0,85
2.12. The students' skills, such as writing, have weakened.	6,35	0,81	6,50	1,00	6,00	7,00	16,00	0,80
1.17. The students are more likely to get bored in school/classes.	6,55	0,51	7,00	1,00	6,00	7,00	18,00	0,90
1.18. There has been an increase in the desire for quick wealth and luxurious living among students, which can be associated with social media influence.	5,80	1,32	6,00	1,75	4,50	7,00	13,00	0,65
1.19. The students experience distraction.	6,35	0,59	6,00	1,00	6,00	7,00	17,00	0,85
1.22. The students' technology addiction has increased.	6,65	0,49	7,00	1,00	6,00	7,00	18,00	0,90
1.23. The students have more difficulty complying with societal norms.	6,30	1,27	7,00	1,00	6,00	7,00	15,00	0,75
3.1. Nature walks/scouting activities should be regularly planned for students.	6,45	0,83	7,00	1,00	6,00	7,00	16,00	0,80
3.2. Sports activities that students can participate in as a group should be planned.	6,70	0,47	7,00	1,00	6,50	7,00	18,00	0,90
3.3. Events such as school concerts should be organized for students.	6,64	0,50	7,00	1,00	6,00	7,00	17,00	0,85
3.4. Events that provide opportunities for students to spend time with the soil, such as gardening or farming, should be organized in schools.	6,45	0,83	7,00	1,00	6,00	7,00	16,00	0,80
3.5. Schools should open courses that allow students to learn a musical instrument or improve their drawing skills based on their interests and abilities and encourage students to participate if available.	6,50	0,61	7,00	1,00	6,00	7,00	17,00	0,85
3.6. Theater events and other activities should be organized in schools where students can participate as players.	6,70	0,47	7,00	1,00	6,50	7,00	18,00	0,90
3.7. Free theater/cinema events that students can watch should be planned.	6,70	0,47	7,00	1,00	6,50	7,00	18,00	0,90
3.8. Academic support classes should be offered to students based on their individual levels and needs to help them succeed in their studies.	6,75	0,44	7,00	0,75	7,00	7,00	18,00	0,90

Table 4 shows that two items do not meet the desired criteria. These items are as follows:

18. *There has been an increase in the desire for easy wealth and luxurious living among students, which can be associated with social media influence.*

23. *The students have more difficulty complying with societal norms.*

The total scores of 6–7 for the other items show that a large majority of the participants have given scores of 6 or higher. Therefore, it can be assumed that the data has achieved sufficient saturation.

Support Program Activities Round

In the first round, open-ended questions were posed to experts in an effort to determine the supportive program activities that students suggested for their needs. The data obtained is presented in Table 4.

Experts were also asked to provide information on whether the suggested activities were implemented in their schools.

Results

This section presents the findings obtained from the research questions within the scope of the study. Specifically, this study examines the educational needs of secondary school students in the context of the supportive program after the COVID-19 pandemic process, and the findings are presented accordingly.

What are the academic educational needs of students during and after the pandemic?

Table 5 displays the twelve items related to academic needs obtained from the first Delphi round. Through the second and third rounds, experts arrived at a consensus that five of these twelve items were agreed upon. In other words, more than 80% of experts highly participated in determining the situations related to the five items.

Table 5. Data on the academic needs of secondary school students after the pandemic

Item	Average	Standard deviation	Median	IR	1. Quarter	3. Quarter	Sum of 6–7	Percentage of 6–7
2.3. The students' dependence on technology has increased.	6,65	0,49	7,00	1,00	6,00	7,00	18,00	0,90
2.8. The students' learning loss has increased.	6,35	0,67	6,00	1,00	6,00	7,00	16,00	0,80
2.10. The students' attention spans have decreased.	6,25	0,97	6,00	1,00	6,00	7,00	16,00	0,80
2.11. The students' time management has weakened.	6,45	0,60	6,50	1,00	6,00	7,00	17,00	0,85
2.12. The students' skills, such as writing, have weakened.	6,35	0,81	6,50	1,00	6,00	7,00	16,00	0,80

Most of the teachers emphasize that students have learning losses, decreased attention spans, a decline in skills such as writing, and an increased addiction to technology. Among these factors, technology addiction ranks first, whereas time management follows in second place, and the decrease in attention span is ranked last.

What are the educational needs of students in terms of psychosocial aspects during and after the pandemic?

Twenty-four items were determined according to the data obtained from the first Delphi round. As a result of the second and third applications, the items that could not be agreed upon were removed. Table 6 shows the eight agreed items.

Table 6. Data on the psychosocial needs of secondary school students after the pandemic

Items	Average	Standard deviation	Median	IR	1. Quarter	3. Quarter	Sum of 6-7	Percentage of 6-7
1.3. The students' need for socialization has increased.	6,65	0,49	7,00	1,00	6,00	7,00	18,00	0,90
1.5. The students generally have increased reluctance and disinterest in school.	6,35	1,09	7,00	1,00	6,00	7,00	16,00	0,80
1.6. The students need help to conform to the school/class culture.	6,45	0,69	7,00	1,00	6,00	7,00	16,00	0,80
1.7. The students have become more impatient or intolerant.	6,30	0,66	6,00	1,00	6,00	7,00	16,00	0,80
1.8. The students' asocial behavior has increased.	6,50	0,51	6,50	1,00	6,00	7,00	18,00	0,90
1.17. The students are more likely to get bored in school/classes.	6,55	0,51	7,00	1,00	6,00	7,00	18,00	0,90
1.19. The students experience distraction.	6,35	0,59	6,00	1,00	6,00	7,00	17,00	0,85
1.22. The students' technology use has increased.	6,65	0,49	7,00	1,00	6,00	7,00	18,00	0,90

According to the results, 80% of the teachers agreed on the items which stated that the students were reluctant to go to school, intolerant, and had difficulty adapting to the school culture. Although 85% of the teachers agreed that students experience distraction, the agreement rate for items related to the need for socialization, asociality, boredom, and technology addiction was 90%. Based on their average scores, socialization and technology addiction were identified as more important than other items. The item expressing technology addiction was associated with both academic and psychosocial needs.

What are the educational needs of students regarding the adaptation problems they experience at school during and after the pandemic?

The data related to school adjustment were obtained from the responses provided by the participants to the open-ended questions in the first round and are presented in Table 7.

Table 7. Data obtained from open-ended items on secondary school students' school adjustment after the pandemic

Theme	Code	f	Expressions
Comply with school rules	Schedule	8	They find the duration of the lesson hours too long. (In distance education, the duration of the lesson is 30 minutes, while the face-to-face lessons are 40 minutes). They stay up late because they can't wake up early.
	Classroom/School Layout	12	I think they have difficulties in getting out of the virtual environment and getting used to the real classroom environment. They cannot follow the school rules, they continue their home habits. They are far from School Culture...
	Responsibility	3	I think the most basic problem is avoidance of taking responsibility. Difficulty in fulfilling responsibilities
Social cohesion	Behavior	11	They are aggressive, disrespectful, and easily violent toward their friends. ... they are incapable of communicating... they have various behavioral problems. They have difficulties in establishing friendships. Peer bullying has increased.
	Attitude	5	Some students want to return to online education. Students are reluctant to school; they do not want to come.

The data related to school cohesion were included in the Delphi process as part of the psychosocial theme and were evaluated. However, as it is important in terms of contributing to the interpretation of the study, it has also been presented in the Table 7. The table shows that, according to the opinions of the teachers, students' school adjustment is classified under the headings of school discipline and behavioral patterns. The frequency of codes related to school rules is higher than those related to behavior and attitudes toward school. In other words, teachers have provided more opinions based on social adaptation related to school culture and rules. In the teacher statements related to school discipline and rules, there are references to the new habits acquired during the remote education process, as well as communication problems and disruptions of social relationships related to social adaptation.

What are the recommended supportive program activities for meeting the changing educational needs of students during and after the pandemic?

Table 8 shows supportive program recommendations based on data obtained from Delphi rounds for the changing needs of students.

Table 8. Data obtained regarding the supportive program recommended for secondary school students after the pandemic

Items	Average	Standard deviation	Median	IR	1. Quarter	3. Quarter	Sum of 6-7	Percentage of 6-7
3.1. Nature walks/scouting activities should be regularly planned for students.	6,45	0,83	7,00	1,00	6,00	7,00	16,00	0,80
3.2. Sports activities that students can participate in as a group should be planned.	6,70	0,47	7,00	1,00	6,50	7,00	18,00	0,90
3.3. Events such as school concerts should be organized for students.	6,64	0,50	7,00	1,00	6,00	7,00	17,00	0,85
3.4. Events that provide opportunities for students to spend time with the soil, such as gardening or farming, should be organized in schools.	6,45	0,83	7,00	1,00	6,00	7,00	16,00	0,80
3.5. Schools should open courses that allow students to learn a musical instrument or improve their drawing skills based on their interests and abilities and encourage students to participate if available.	6,50	0,61	7,00	1,00	6,00	7,00	17,00	0,85
3.6. Theater events and other activities should be organized in schools where students can participate as players.	6,70	0,47	7,00	1,00	6,50	7,00	18,00	0,90
3.7. Free theater/cinema events that students can watch should be planned.	6,70	0,47	7,00	1,00	6,50	7,00	18,00	0,90
3.8. Academic support classes should be offered to students based on their individual levels and needs to help them succeed in their studies	6,75	0,44	7,00	0,75	7,00	7,00	18,00	0,90

Table 8 presents eight items obtained from the teachers' statements in the first round, and a high level of agreement was reached on these items. The recommended supportive program activities for meeting the changing needs of students can be categorized into two groups: activities to be carried out within the school environment and activities to be carried out outside the school environment.

Activities outside of school, such as hiking and sporting events, are suggested, while activities within the school include group activities such as theater studies, agriculture and gardening, the development of music and drawing skills, and academic support programs suitable for the level of

students. Out of the eight supportive activities suggested for the students, only one is related to the academic support programs, whereas seven are for personal development and socialization of the students and involve group interaction and physical activities. However, the item with the highest average is related to academic support, whereas the items with the lowest averages are related to gardening and nature walks. In other words, according to the teachers' opinions, the supportive program's first priority activities are those with academic content, followed by group sports activities.

In the final round of the study, the teachers were asked whether the activities they recommended and agreed upon were implemented in their schools, and the findings are presented in Table 9.

Table 9. Percentage of activities suggested to be done in the context of the supporting program

Activities	Implementing		Not implementing	
	Percent %	Freq. (f)	Percent %	Freq. (f)
Nature walks/scouting activities should be regularly planned for students.	22	5	78	16
Sports activities that students can participate in as a group should be planned.	60	13	40	8
Events such as school concerts should be organized for students.	30	6	70	15
Events that provide opportunities for students to spend time with the soil, such as gardening or farming, should be organized in schools.	15	3	85	18
Schools should open courses that allow students to learn a musical instrument or improve their drawing skills based on their interests and abilities and encourage students to participate if available.	43	9	57	12
Theater events and other activities should be organized in schools where students can participate as players.	52	11	48	10
Free theater/cinema events that students can watch should be planned.	44	10	56	12
Academic support classes should be offered to students based on their individual levels and needs to help them succeed in their studies.	56	12	44	9

Table 9 reveals that the activities related to trekking and gardening have the lowest implementation rates. On the other hand, 60% of the students participate in group sports activities, and academic support courses are applied at a rate of 56%. The activities with music and art content have an average application rate of 40%. It can be observed that only three of the eight recommended activities are implemented in more than half of the schools, whereas the implementation rate of the other activities is less than half. Therefore, it can be inferred that the implementation of supportive program activities varies from school to school.

Conclusion and Discussion

This study was conducted with the premise that the COVID-19 pandemic has fundamentally impacted all aspects of society and led to changes in the needs and expectations of students. A study in 2021 found that staying away from school resulted in changes in students' well-being and perceptions of school. The students in this study expressed a need for a sense of belonging to a structure that provides both socialization and achievable goals (Buchanan, Hargreaves, & Quick, 2022). Thus, the fundamental idea of this research is supported by studies demonstrating the essential role of school in students' lives and how being away from school can impact their perceptions and increase their psychosocial needs.

The findings of this study indicate that there has been a shift in students' academic and psychosocial needs. Based on the teachers' opinions, students have experienced academic learning losses. Additionally, their socialization needs have increased, and they are finding it challenging to adapt to the school's routine. There has also been a rise in technology addiction among students, and their levels of tolerance and patience have decreased. Moreover, there has been a decline in students' communication and social skills, including their ability to make and maintain friendships. Many students have difficulty controlling their anger and incidents of virtual or physical bullying.

Based on the responses provided by teachers in the first round regarding students' psychosocial needs, it was determined that the pandemic had a significant psychological impact on students. They experienced anxiety and stress disorders, which negatively affected their well-being. These findings are consistent with a study conducted in the United Kingdom that examined the impact of staying away from school. In that study, students completed the Strengths and Difficulties Questionnaire, and the results showed that returning to school had a positive effect on their well-being scores. However, these scores remained lower than before the pandemic (Blanden, Crawford, Fumagalli, & Rabe, 2021).

Additionally, the report published by the University of California in 2021 on students' perceptions of subjective well-being revealed that the most commonly used expressions by students to describe themselves in 2021 were 'tense/stressful' and 'tired'. The report also asked students to rate their mental health status, which revealed an increase in the number of students reporting negative feelings compared to before the pandemic. Before the pandemic, only 8% of students reported feeling negative, but this rate rose to 23% in 2020, decreased in 2021, but is still below pre-pandemic levels. Similarly, while 69% of students reported feeling good before the pandemic, this percentage dropped to 39% in 2020 and only increased slightly to 42% in 2021. Therefore, the impact of the pandemic on students continues to persist, although to a lesser extent. Depression, irritability, insomnia, anger, and emotional exhaustion were also found to be common mental health problems associated with quarantine in a study conducted in 2020 (Brooks et al., 2020), and approximately 30% of quarantined or isolated children showed symptoms of post-traumatic stress disorder in a study conducted in 2013 (Sprang & Silman, 2013). In another similar study, school counselors were asked about the school adaptation process after the pandemic, and the need for psychosocial intervention studies for students was identified as the most frequent response.

The study findings from the first round are consistent with existing literature, indicating that students' psychosocial needs have been negatively affected by the pandemic, resulting in increased anxiety levels. Social-cultural and educational studies have been deemed important in closely monitoring those in the risk group (Yaşar, 2021). Nevertheless, in the third round, the agreement rate on items related to students' perceptions of well-being remained low, with teachers instead focusing on school culture, order, attitudes toward school, and asociality. There was also a difference in opinion between class guidance counselors and school guidance counselors who participated in the study. In the first round, school guidance counselors made up 56% of the participants, which decreased to 46% in the third round.

This may explain the trend of agreed-upon items. Future research may be conducted on the qualifications of class guidance counselors, who are branch teachers, to gain a better understanding of students' guidance needs.

The results of the open-ended questions related to school cohesion suggest that students are having difficulty adjusting to the physical layout of the classroom, particularly when it comes to following rules. They often seek the comfort of their homes instead. Additionally, they require help in arriving on time for class, waking up early, and taking responsibility for their actions. In terms of their attitudes towards school, their motivation is low, and they struggle with effective communication. However, during the second and third rounds of the study, experts commonly emphasized the importance of addressing issues related to motivation, time management, and classroom layout.

In this sense, it can be concluded that teachers may be neglecting the psychological well-being of students when it comes to adaptation to school. This may be because the changes in habits observed during the pandemic, such as reduced physical movement and limited social interactions, could be contributing to difficulties students face in adjusting to the school environment.

In other words, staying at home during the distance education process will reduce the amount of daily movement, and physical contact with a limited number of people will limit communication and increase the tendency to be asocial. Nevertheless, this study's findings suggest that the issue of adaptation to school needs to be examined not only in terms of environmental factors but also from psychological dimensions. Due to the strong relationship between environmental factors and psychological factors that feed each other, The study attempted to explore this under the psychosocial theme, with items related to students' well-being, stress, and anxiety disorder included in the second-round survey aimed at teachers. However, the agreement rate on these items was low at the end of the third round. Therefore, it is believed that teachers mainly focus on environmental factors in school cohesion.

In the terms of academic needs, teachers agreed on items such as educational attainment deficiencies, writing skills, time management, and technology addiction. Learning losses can be attributed to either the efficiency of the distance education process, limited interaction, technical malfunctions or differences in access to technological infrastructure due to socioeconomic reasons, as identified by teachers in terms of deficiencies (Başaran, Doğan, Karaoğlu, & Şahin, 2020). A study conducted by Hevia, Vergara-Lope, Velasquez-Duran, and Calderon (2022) supports the idea that the decline in reading skills among students from low socioeconomic levels in Mexico in 2022 is more significant than among students from high socioeconomic levels. Another study found that the reading and math skills of the 7-year-old group lagged behind compared to the pre-pandemic period, corresponding to a two-month training gap. However, students from disadvantaged environments experienced a 7-month education gap compared to other students (Rose et al., 2021).

It is important to note a student's academic success is not solely related to access to education but is also influenced by several variables, including well-being perceptions and motivation levels. While the focus is heavily on the academic losses of students during the pandemic, the UK government even promised 1.7 billion pounds to address the missing education of the students. Nevertheless, it is crucial to recognize the strong link between students' mental health and academic success, and attention should be paid to students' social and emotional needs (Blanden et al., 2021).

This study aimed to identify supportive program activities to address the challenges that students are facing. Results revealed that activities that promote socialization and can be conducted outdoors were recommended the most. However, the implementation rate for these activities was less than 50%. Conversely, more than half of the schools conducted activities to address academic needs. These findings underscore the importance of prioritizing socialization and outdoor activities to support students' overall well-being, in addition to academic support.

In conclusion, the pandemic has had a significant psychological impact on students' school routines and activities, which is a concerning issue. Teachers have expressed problems that could be considered post-traumatic psychological maladjustments, according to the literature. To address these maladjustments and the changing habits and expectations caused by the pandemic, it is crucial to introduce new arrangements in schools with the support of expert psychologists and guidance counselors. Although teachers have mentioned psychological maladjustments such as depression, anxiety, and affective disorders in open-ended responses, they mostly agreed upon environmental factors such as rules and social order, raising the question of whether students' psychosocial needs have been overlooked. Furthermore, students' academic performance has been affected, and they have experienced regression in basic skills and learning loss.

Efforts to address these learning losses resulting from the pandemics should be carried out regularly. Teachers have reported an increase in technology addiction and asocial tendencies among students, emphasizing the need for students to socialize. Therefore, implementing supportive programs that promote socialization would be appropriate. Although some schools are conducting supportive training based on the findings, there needs to be more consistency in practice. Based on teachers' opinions, schools are implementing supportive educational activities for academic skills at a rate of 56%, followed by sports and physical activities at a rate of 60%. However, artistic and cultural activities are somewhat neglected. This implies that not every student has access to a supportive program activity that meets their interests and needs. Here it can be inferred that the current supportive program activities in schools are not fully accessible to all students, and the participation rates vary depending on the school's conditions and initiatives. Therefore, it is necessary to reorganize schools to ensure that all students can overcome the effects of the pandemic on their learning process and not be left behind, which will contribute to the future of society's development. Additionally, the implementation of distance education during the pandemic has highlighted the importance of technology in providing fast and easy access to information for individuals.

Beyond the transfer of information, schools provide a vibrant space for young students to expand their knowledge, build relationships, and explore their unique abilities. As we navigate the post-pandemic world, schools must adapt to meet the evolving needs of their students. The importance of offering engaging support program activities cannot be overstated, as they foster holistic growth and appeal to a wide range of students. By embracing the theory of multiple intelligences, schools can provide activities that support academic, psychosocial, and psychomotor development, empowering each student to reach their full potential.

Additionally, participating in supportive programs can have a positive impact on students' self-confidence, school engagement, and perception of education (Massoni, 2011), as well as leading to a significant increase in their academic achievements (Gerber, 1996). This notion is further supported by a master's thesis conducted by Çalık in 2017, which examined the relationship between extracurricular activities and students' academic achievements and self-esteem. The study found that students who participated in similar activities experienced a significant increase in their self-esteem values and academic achievements in subjects such as Music, Turkish, Foreign Language, and Physical Education. These findings underscore the crucial role of supportive programs, as previously mentioned.

Furthermore, the activities offered in supportive programs can shape students' hobbies and leisure activities in their adult life. By engaging in activities that align with their interests and needs, students can develop knowledge, skills, and experiences that can be beneficial for their personal growth beyond academic achievements. Those who excel academically but lack social or artistic skills may face limitations in their future personal and professional development. Therefore, it is crucial to provide students with diverse and inclusive opportunities to explore and nurture their multiple intelligences through supportive programs. Otherwise, future doctors, engineers, or teachers may not possess the necessary communication, teamwork, creativity, or problem-solving skills that are crucial in their fields. In addition, individuals who are only equipped with academic knowledge may not be able to adapt to the changing demands of the job market, where soft skills and versatility are becoming increasingly important.

In summary, The COVID-19 pandemic has brought about significant changes in the psychosocial needs of students, making it necessary for schools to supplement their academic curriculum with supportive program activities. In this regard, both the Ministry and schools have initiated some efforts, but more must be done to ensure that these activities reach all education stakeholders. Notably, the target audience of the supportive program mentioned in the research should be more comprehensive than students. Raising awareness of supportive program activities among all education stakeholders, including students, parents, and teachers, is crucial, and schools should immediately incorporate and promote the use of supportive program activities.

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