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An In Depth Analysis: Following the Potential Long-Term Effects of Loss of Engagement on Students

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An In Depth Analysis:

Following the potential Long-Term Effects of Loss of Engagement on Students

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Abstract

This capstone paper examines the various factors influencing student engagement and academic performance as a result of the COVID-19 pandemic. This report addresses the following research questions: (1) "What might be the long-term effects of loss of engagement on children after the COVID-19 pandemic? (2) What are the primary factors that affect student engagement? In a review of the literature, this paper examines the research on natural disasters, extreme weather conditions, truancy, and summer vacations to project the impact on interrupted education. In order to fully consider the impact of the year-long Shelter-in-Place order on a local middle school, this qualitative study draws on interviews with the Principal, teachers, and parents. In sum, the data indicated that there is a loss of engagement in students' academics due to the COVID-19 pandemic. In conclusion, the data show that the COVID-19 pandemic has resulted in a decrease in student academic engagement. Teachers, on the other hand, can help students become engaged by being respectful and making them feel connected. In addition, results also showed that "unreliable" internet was a significant factor in engagement loss. Finally, the data revealed that student participation was another central theme that emerged; the data showed that participation decreases due to not having adult supervision and self-efficacy.

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An In Depth Analysis:

Following the potential Long-Term Effects of Loss of Engagement on Students

This capstone project examines the long-term implications to student learning due to a lack of engagement in school. Under a year-long pandemic Shelter-in-Place order, students are currently receiving virtual learning. This means that students are not getting the same quality education that in-person instruction would provide. Many students are not meeting the academic requirements to be on track for the following school years. Moreover, students are in danger of not graduating and meeting the minimum college entry requirements. To examine this issue further, I began to conduct research using Eric, Ebscohost, and scholarly peer-review articles and journals. This analysis will go into depth on the different factors that affect students' loss of engagement. These factors include home environment self-efficacy, emotional difficulties, and parental involvement practices. This literature review section aims to state the studies overall findings based on various sources to improve students' lack of engagement through different methods and strategies. To understand the issue that we are dealing with, extensive research into the various aspects and circumstances that show the primary reasons why student engagement is decreasing in order to understand this issue.

According to a literature review on the potential projections of COVID-19, findings show that student academics, particularly in reading and math, decline for every day a student is absent, regardless of the circumstances Kuhfield, Soland, Tarasawa, Johson, Ruzek, and Liu's, (2020). In addition, this study found that socioeconomic status is a significant predictor of

student achievement decline, particularly during vacation breaks (Kuhfield et al. 2020). How might we project the long-term effects of the COVID-19 pandemic? It is especially significant because this capstone investigates the impact on a local rural school in San Marcos, California, based on the research findings, to help identify the potential long-term effects students will have after the COVID-19 pandemic. Students are currently at risk of not graduating or meeting the minimum requirements to graduate; additionally, students in lower grades fall behind in their overall academics, which leads back to the current student achievement gap that we face with minority students Benner, Boyle, and Sadler (2016). This report presents a case study of the potential long-term effects of loss of engagement on students' overall academics.

Loss of Engagement and Long-term Impact

Since the COVID-19 pandemic occurred, many questions have been raised. For instance, what are the long-term effects of loss of engagement on children? What are some primary factors that affect student engagement? The questions are limitless, but there aren't many answers right now. However, we can make potential projections on students' academic effects following the COVID-19 pandemic based on prior research. In Kuhfield, et al., (2020) the study highlights the potential impacts COVID-19 will have on students' academic performance, based on prior studies, unexpected natural disasters, and summer school. Kuhfield, et al. (2020) reported that students' academic performance declines when students are not in school for different reasons.

Therefore, we can predict that students' academics might have a potential decline throughout this unexpected situation of COVID-19. Research indicates the possible projections

students will have once they return to in-person learning (Kuhfield et al., 2020). These projections are based on previous research and the NWEA's MAP, a database used by school districts to track elementary and secondary students' growth throughout the school year (Kuhfield et al., 2020). A study that included five million third and seventh graders between 2017 and 2018 and one year of summer school break was also a primary source in understanding how students' performance changes when they are on break. Attendance data, natural disasters, and summer school were all taken into account in the projections (Kuhfield et al., 2020).

Who is most at risk?

According to studies, students' performance, particularly those with low socioeconomic characteristics tends to decline more during the break. Kuhfield et al. (2020) reported that achievement slows or declines during the summer months, with mathematics showing a steeper decline than reading. The study also demonstrates that socioeconomic status is a significant predictor of students' achievement decline during the summer break. As stated in Kuhfield et al. (2020) socioeconomic status is a significant predictor of students' achievement decline during the summer break. Therefore, it is especially important to consider those students who are more likely to be at risk of failing before it is too late. If schools want students to do better academically after the COVID-19 pandemic, it is essential to consider all the potential impacts students will face after this is all over.

Evidence from natural disasters

Natural disasters were an important factor in making potential projections on students' effects following the COVID-19 pandemic. Kuhfield et al. (2020) reported that weather natural disasters may also provide some potential COVID-19 effects because they occur unexpectedly. Hansen (2011)[as cited by Kuhfield et al. (2020)] mentioned that each day of school cancellation due to snow in Colorado reduced eighth-grade mathematics achievement by magnitudes ranging from 0.013 to 0.039. Furthermore, research shows that students receiving free or reduced-price lunches experienced a 0.014 decrease for each day of school closure. Finally, according to prior research and data, natural disasters such as snow, hurricanes, and other unexpected disasters have been linked to the potential loss of student achievement growth of the COVID-19 pandemic (Kuhfield et al., 2020). Therefore, we can conclude that a potential academic disaster might occur after students return to in-person sessions.

Evidence from Attendance Studies

Furthermore, student attendance is a distinguishing factor that aids researchers in understanding the projected impact that students will have following the pandemic. However, it is critical to consider the various reasons why students may miss school. According to Kuhfield et al. (2020), some of the reasons why students miss school are a lack of reliable transportation or caring for a family member. According to the report, minority and low-income students have more absences and are more likely to be absent on a regular basis than their non-minority peers.

Kuhfield et al. (2020) reported that absences had adverse effects on end of the year test scores based on different studies conducted in both elementary and secondary schools. Based on this data, students who miss more than ten days of school will most likely have lower test scores. This report indicates that minority students are at a higher risk of falling behind when they are not in school. Given this research, Kuhfield et al. (2020) argue that we can predict a real disaster from the COVID-19 pandemic.

Instructors and Technology

Moreover, instructors were unprepared to use technology following the closure of COVID-19. As a result, teachers became overwhelmed, and it became a challenging situation for many educators. Blanchard, LeProvost, Tolin, and Gutierres (2016) reported that teachers and students had been encouraged by the International Society for Technology Education (ISTE) to use valuable tools and technologies to prepare students for the knowledge, skills, and dispositions to be successful, and for teachers to be able to deliver this tools successfully. However, even before the pandemic, teachers could not provide these competencies to students because there was not adequate training for teachers to enhance technology usage in the classroom. Blanchard et al. (2016) cited in their report that most teachers have not had professional development that helps them integrate technology into their instructional practices. If teachers were offered more training, teachers would have been more prepared to support students more successfully during distance learning. Nevertheless, as cited in Blanchard et al.

(2019) that many concerns have been raised due to the lack of technology enhancement in the classroom, which ultimately affects the "opportunity gap" because students lack knowledge regarding practical technology.

Pandemic Preparedness

Furthermore, parents and students were not prepared for this situation. Because COVID-19 was an unexpected event, students didn't have the necessary tools to do distance learning. Nevertheless, many parents didn't know how to help their children with this new learning system. As a result, students lost complete motivation and engagement, which ultimately led to low academic performance. Christenson, Reschly, and Whylie (2012) share the importance of engagement, and how it ultimately affects the way students learn. Since students went completely online, engagement loss has been noticeable. In fact, Christenson et al. (2012) report that students who demonstrate academic engagement behaviors such as attending school, doing homework, paying attention, and participating in academic curricular outperform those who do not. For these reasons, it is evident that student engagement plays a significant role in student achievement and academic success.

Student Home Environment

Research shows the significant role that home environments play in student's engagement. Hooja and Shaktawat (2017) examine how a child's home and parental expectations affect students' academic performance and the importance of educating parents about having a

productive home for their children. This study also examines the impact that a healthy home

environment has on children's academic achievement and growth development, ultimately

contributing to children's motivation towards life and achievement. However, every child's

circumstances are different; so, it's essential to acknowledge that not every child has a favorable

environment as their peers. As Maddox & Lock (2020) presented, a "one size fits all" parent

involvement policy or practice may have limited success. As a result, these policies may often

fail to recognize differences in parents and social class with varied life contexts and

circumstances (Maddox & Lock, 2020, p. 694). In other words, what might work for one family

may not work for another. So it is essential to consider the different situations in which families

live and how they affect children's performance differently.

Students Self-Efficacy

In fact, many children fail to develop self-efficacy in their home environments, leading to

a loss of engagement and motivation. Research by Ahmad and Safaria (2013) examines the

effects of self-efficacy on students' learning achievement. The study states that a person who has

high self-efficacy believes in their capacities, completes tasks, and achieves their goals. On the

other hand, a person who has low self-efficacy avoids complicated tasks, doesn't set goals, and

doesn't believe in their capacities. Research states the importance of parents and teachers

understanding their role in supporting high self-efficacy in children to improve their overall

academic performance.

Similarly, Schunk and Mullen (2012) state that self-efficacy is "a key cognitive variable influencing motivation and engagement. Their report indicates the significance of having self-efficacy and how it contributes to students' achievements. However, the study also shows that a significant factor for student dropout is low academic motivation, which comes back to the self-efficacy that students are missing, especially those in lower socioeconomic status. As a result, students from lower socioeconomic backgrounds are more likely than those from higher socioeconomic backgrounds to develop low self-efficacy, which leads to poor academic performance, low graduation rates, and low achievement. Therefore, teachers need to help students develop self-efficacy by helping them "recognized the importance of effort and persistence for learning and achieving a goal by developing resilient self-efficacy' (Ahmad and Safaria, 2013, p. 23).

Pandemic Impact on Mental Health

Students' emotional difficulties also play a significant role in student engagement and achievement. Mega, Ronconi, and De Beni (2014) reported that emotions influence students' self-regulated learning and motivation, ultimately affecting students' academic achievement. Nevertheless, many students are not used to learning without adult supervision. It has become challenging to self-regulate when some students don't have adult supervision at home. This research suggests that emotions are related to self-regulation and motivation to pursue academic

achievement; however, positive emotions are not enough for students to achieve academically

(Mega et al., 2014, p. 128).

Parental Involvement in Mental Health

Parental practices and involvement contribute to student's engagement, mental health,

and academic success. Research by Baker, Wise, Kelley, and Shib (2016) highlights the

importance of getting parents to be engaged in their children's education. The study touched on

barriers and perceptions that educators may have about parents' lack of involvement in students'

overall academics. In addition, the report explains how to refrain from parent involvement

through "family and staff focus groups regarding parent and staff perceptions of barriers to find

solutions for families to increase engagement (Baker et al., 2016, p. 161). This report is critical

because it touches on the assumptions that teachers and parents have about each other regarding

the loss of engagement. Therefore, this information is critical because it provides strategies to

help parents and educators work as a team to support the student emotionally and academically.

Additionally, Baker et al. (2016) report that parents who are involved in their children's

education have more aspirations for their children. As a result, parent communication with their

child improves, and parents become more confident in their ability to support their children's

education and appreciate their teachers more Baker et al., 2016 p. 164). Furthermore, Benner et

al., (2016) investigated four aspects of parent educational involvement. For this study, data was

collected from the Education Longitudinal Study (ELS), a sample that was conducted by the

National Center of Education Statistics (NCES) (Benner et al., 2016 p. 1056). The findings

indicated that parent involvement is associated with higher cumulative GPAs and greater

educational attainment. Given this information, we can conclude that parents' involvement in the

students' educational setting has many benefits in students' academic success.

Conclusion

To conclude, since the COVID-19 pandemic occurred, many questions have been raised.

For instance, what will be the long-term effects of loss of engagement on children? Given

Kuhfield et al. (2020) on how attendance, natural disasters, and summer school negatively

impact student learning, we must have serious concerns about the future ramifications of

COVID-19. The report cited by Kuhfield et al. (2020) shows that students' achievement declines

over the summers, so we can predict that student academic performance will decrease based on

the number of times students lose on virtual learning. Another implication is that teachers weren't

prepared to do virtual learning. Blanched et al.'s (2016) research shows the importance of

technology integration into the classroom and the effects it has on students when teachers are not

prepared. If teachers were offered more training, teachers would have been more prepared to

support students more successfully during distance learning. These studies are essential because

they provide strategies to help students' performance and technology enhancement for teachers

and students.

The literature review has addressed the secondary research questions showing that

technology preparation, home environment, self-efficacy, emotional difficulties, and parent

involvement affect students' overall academic performance and engagement. Having a positive

environment helps students enhance positive habits that ultimately lead to success. Teaching

students the importance of self-efficacy is essential for students to improve academic

performance and improve self-responsibility. These findings also concluded that emotional

difficulties and parent involvement are significant factors that ultimately affect students'

academics, especially during distance learning. Many students don't have the support they need

to be entirely successful in online learning. Given what we know about engagement, what

evidence is there of the long-term effects of loss of engagement on children in our local district?

I now turn to an investigation of the impact on a rural coastal California middle school.

Methods and Procedures

To answer the primary research question (1) "What might be the long-term effects of loss

of engagement on children after the COVID-19 pandemic? I decided to follow a quantitative

interview method based on the Writing Qualitative and Mixed methods report by Dornyei

(2007). The participants of this study included one male principal, two female teachers, and four

female parents. The primary interview was conducted via video conference. Permission from the

principal was obtained before conducting the teacher and parent interviews. Once permission

was granted, I gave each participant a consent form. The two teachers conducted a phone

interview, and the parents agreed to participate in this form. Permission to record the interview

was obtained before the start of the interview. After the participants reached an agreement, a

recording system on my smartphone was used to record and store the data collected.

Context

Given this review, this report now examines the impact on local districts in a rural coastal California community. San Marcos Unified District is located in the Salinas Valley; this district currently serves around 2,344 students, based on Census bay data, about 1792 students receive free or reduced lunch. According to the[1] California Department of Education, 97.2% of students fall into the category of Hispanic or Latino. The district currently has 903 English Language Learners (ELL). However, for this research, I decided to mainly focus on the middle school which currently serves 543 students 193 which are ELL. To better understand the impact that this local middle school will have after the COVID-19, I concluded one interview with the Middle School Principal, and four interviews with parents, and two interviews with two teachers at this site to get a better understanding of the unexpected situation students are experiencing.

Participants and Participants Selection

For this study, I decided to interview the principal at Finland middle school because the principal is an essential asset to understanding the significant challenges this school faces during distance learning. The participant was given the interview questions to be reviewed before completing the interview. This interview was conducted via video conference; the video session took approximately twenty- minutes. The principal's participation in this study was critical to understanding the primary question; what are the long-term effects of loss of engagement on

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[1]. ı Pseudonyms have been used to give people, places, and organizations different names.

children? What are some primary factors that affect student engagement? To support the

principal's interview, I decided to interview two female teachers from different grade levels at a

Finland Middle school. These two teachers were chosen to participate based on their experience

working with middle school students and working closely with me during the current situation of

COVID-19.

Teachers were primarily affected by the unexpected changes that occurred, so their

participation in this study was necessary. Both of these interviews were conducted via phone

calls. These calls were recorded using a recorded system on my phone; before recording, I asked

the participants for their permission. Lastly, I interviewed four parents; the interviews lasted

approximately between fifteen-twenty minutes and included thirteen questions. I focused

primarily on students who had been affected by this unexpected situation and had lost complete

motivation and engagement due to online learning. Because These students had been working

closely with me, I was familiar with the issues that were happening.

Michael Sanchez

I decided to conduct an interview with the school principal as the primary participant. Mr.

Sanchez is a Hispanic/Latino male who has been with the district for approximately ten years.

Mr. Sanchez is a Liberal Studies Major with a Masters in Counseling. A few years ago, Mr.

Sanchez decided to return to school to get a Master's Degree in Administration to take upon the

role of Principal. His desire to become a principal came after realizing that he wanted to support

students and his community. Mr. Sanchez previously worked as a school counselor at the high

school for the San Marcos Unified School District and is now in his second year as the school

principal at Finland Middle School. His dedication to the San Marcos district is evident, and his

passion for supporting students is outstanding.

Mirna Campos

Mrs. Campos is a 32-year-old Hispanic female who teaches sixth grade at Finland Middle

School. Mirna has worked for this district for approximately six years; her dedication to

supporting students has been evident, especially during distance learning. Mrs. Campos'

experience working with middle school students at this site was a primary factor for considering

her for this interview. Mrs. Campos is someone I have been collaborating closely with this

academic year during the COVID-19 pandemic. As a result, her participation in this study was

critical in better understanding her perspective on the changes that are still occurring for her

students during the COVID-19 pandemic.

Bertha Perez

Mrs. Perez is a 32-year old Hispanic female who teaches seventh grade at Finland

Middle School. Mrs. Perez is very involved in the school community; therefore, she was an

essential individual to interview. Working at this site has allowed me to collaborate with Mrs.

Perez; during this time, I have learned about some of the primary concerns teachers have when

teaching students virtually. Mrs. Pereiz's 8th year of experience working in this district was a

significant factor in her selection to participate and provide her thoughts on the current situation we are facing due to the pandemic.

Maria Salazar

Mrs. Salazar is a Hispanic female who currently has a daughter attending Finland Middle School. Mrs. Salazar worked in agriculture and moved to San Marcos about four years ago from Yuma, Arizona. I have known Mrs. Salazar for approximately three years since I worked at the Elementary school where her daughter first attended when she transferred. One primary reason why Mrs. Salazar is an asset to this study is because her daughter attends my support meetings, Ms. Salazar has raised her concerns about her daughter's academic and engagement performance during distance learning. Also, her daughter attends my homework support sessions after school.

Esperanza Garza

Mrs. Garza is a thirty-year-old Hispanic female. Mrs. Garza has a son that attends Finland Middle School. He is currently in sixth grade, and due to his poor performance during Covid-19, Mrs. Garza decided to enroll her son in a "Hub," a small in-person group at the school site designed for students who struggle with distance learning. Mrs. Garza's participation was critical because she has struggled with supporting her son at home due to her work and unable to provide the attention needed to help her son during distance learning at home.

Dulce Villarreal

      Dulce is a Hispanic female working a full-time job while trying to support her 6th-grade son during distance learning. Dulce is an extremely supportive parent whom I have met various times. However, because of the current situation, Dulce has expressed her concerns and worries about her son's education and mental health. Due to this Dulce decided to enroll her son in the school's daycare since he was not attending his online classes and homework support sessions. I wanted to interview Dulce because her son is currently struggling to stay motivated and fully engaged.

Elizabeth Rosas

      Elizabeth is a 36- year old Hispanic female. She currently works as an Instructional Aide at an elementary school, while attending community college to pursue an education in child development. I have known Elizabeth for a few years now, her support for her children is evident. Elizabeth was valuable for this interview because she has experience working with children and currently has an 8th-grade son attending Finland Middle School. Also, her son was one of the many students who returned back to the in-school session.

Researcher

      This concern is personally significant because I currently work with students who are struggling with distance learning. As an Instructional Aide, I have worked closely with teachers,

parents, and students to support students' academics. However, because of the current situation, it has been challenging to help every student. Furthermore, students are not attending the extra support homework sessions that are available daily. It has become such a problem that I had to contact parents to support me in getting their children to attend the homework support sessions. However, this has not been very successful; many parents are working full-time, making it extremely difficult to support their children during their school sessions. Even though I have established a communication system with parents, it is still difficult challenging them because they are not at home when students are attending school virtually. I see the current difficulties that students are experiencing; however, it has been difficult to support each student and provide the quality education they deserve. Finally, the school is doing everything possible to assist motivated and engaged students, but student academic performance continues to decline.

Findings and Discussion

To examine the potential long-term effects of loss of engagement on children due to the pandemic, qualitative research that included one school principal, two sixth grade teachers, and four parents was conducted. After closely examining the data, four particular themes emerged. The themes include 1) Student connectedness, 2) Non-reliable Internet 3) Student participation. In order to fully comprehend the findings, the emerging themes were divided into three distinct theme sections. Each section will dive into its main theme and findings.

Theme 1: Student connectedness

The qualitative data indicated that decline in engagement was not one of the primary issues with distance learning. The participants expressed that "while students were initially quiet and shy, they began to feel more comfortable once they felt respected and connected." Furthermore, many students had many distractions at home that made it challenging to stay focused, but the majority of the students had their cameras on. According to the data collected, turning on the cameras was the most effective way to demonstrate that students were fully engaged during distance learning. This study concluded that, while there are distractions at home and students may experience various emotions, "having felt respected and connected in the classroom is a significant indicator that students are feeling engaged." Teachers can encourage student engagement in the classroom by simply being respectful and providing opportunities for students to feel connected. These results are consistent with Christenson, Reschly, and Whylie's (2012) research on the importance of student engagement and how it affects students' overall academic success.

Theme 2: Non-Reliable Internet

Another theme that emerged from the qualitative data collected from parents, teachers, and principals was the unreliability of the internet. According to the data, students' unreliable internet was a significant factor in their inability to participate in distance learning. As expressed "many student's parents are working during the instructional time and as a result students do not have anybody at home to push them to log into classes." Additionally, many students did not

have adult supervision at home, which meant that they did not have the support they needed to resolve it. As a result, students will miss class, affecting their attendance and academics. Furthermore, a parent stated that the internet connection was a significant issue because she lives on the outskirts of San Marcos, where the internet just isn't the best. Due to this situation, the student fell behind in her assignments which created frustrations for the student. These findings correlate to Blanched et al. (2016) that highlights the importance of technology in the classroom and Research by Baker, Wise, Kelley, and Shib (2016) which focuses on parent and engagement and the effects it has on students' performance and motivation.

   Theme 3: Student participation

   Another recurring theme was a lack of student participation. According to teachers and administrators, students have extra support meetings after class. However, many students did not attend these meetings. The principal stated that students who can create and follow a routine perform better in distance learning than students who do not recognize the importance of routines. In addition, some parents expressed that " the students need that in person interaction and support to participate more in class." In addition, students are feeling unmotivated to attend school since this is something new for them, and it takes time to adjust to the new changes. These results are consistent with those of Christenson et al. (2012) which found that students who are more engaged in their learning work harder and take upon more difficult tasks. Another correlation is Hooja and Shaktawat (2017) that examine how a child's home and parental expectations affect students' academic performance.

Limitations

Because of COVID-19-related circumstances, this study may have some limitations. One of the primary limitations was the inability to recruit a sufficient number of participants for the study. Many participants declined to participate due to busy schedules supporting their children at home while distance learning and working. Another limitation was the inability to find credible and reliable resources about COVID-19. Since there was not enough data, it was challenging to see future effects after the COVID-19. However, the findings of the literature and the interviews conducted provides some information that can help us see the potential projections that students will face following the COVID-19 pandemic for this specific school site.

Recommendations

This project fulfills the Liberal studies MLOS. To fulfill this project, I focused on *MLO 1: Developing Educator*; I used my previous experience working in various schools to understand the multiple perspectives of educators, administrators, and parents. Furthermore, I established positive relationships with some of these stakeholders, which was critical given my desire to become an educator. Again, having the prior experience made it much easier for me to communicate and collaborate with stakeholders. I learned the value of keeping an open mind in order to understand the various views and opinions that people hold, especially when it comes to

Students' education. To fulfill *MLO 2: Diversity and Multicultural scholar* I used my previous experience from the various LOTUS workshops I attended during my years at California State University Monterey Bay (CSUMB). As a result of this background experience, I was able to collaborate with a variety of people.

Throughout this experience, I've learned how important it is to educate ourselves about diverse groups and multiculturalism and its impact on how we perceive other people. Lastly, I satisfied *MLO 4: Social Justice Collaborator* through my research with parents, administrative staff, and teachers to bring awareness about social justice and the importance of providing an equal opportunity for all students, especially right now that we are seeing a decrease in students' engagement and academics performance due to the pandemic.

Conclusion

Although previous research allows for many projections, teachers, parents, and administrators must collaborate to find ways to help students during this unexpected situation. According to the qualitative study, increasing student participation requires the help of parents, teachers, and administrators.Based on the qualitative research, it is evident that parent, teacher and administration support is needed to increase student engagement. As a result, I recommend that this school continue to help students by continuing to provide each student with reliable hot spots and computers in order to make the school more accessible for everyone. Having reliable

technology can increase student participation and academic success in the long run. According to the qualitative study, having a non-reliable internet is one of the key factors for lack of engagement; this is a problem that can be resolved by ensuring that every student has fair access to education and reliable equipment.

Furthermore, the qualitative research revealed that it is important to make students feel comfortable and respected in order to encourage them to interact. According to the teachers from San Marcos Unified, students are more involved when they feel respected, so creating a welcoming environment for students would be a positive thing for students. As a result, I believe that providing parents with training and seminars that concentrate on parent involvement and techniques that parents can use to inspire their children to participate in extra support meetings and in their daily class would improve student participation. To summarize, this research project offers critical knowledge that will potentially aid in the prevention of future long-term effects resulting from a lack of engagement due to the COVID-19 pandemic.

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Appendix A

Principal Interview

1. Have you seen a loss of engagement in the students?

2. What are some factors that might be affecting a student's engagement?

3. In your professional opinion, what are the necessary tools for students to be successful?

4. What extra activities is the school offering the students to foster engagement?

5. What opportunities have you had to build relationships with parents?

6. How effective are parents in motivating children's engagement?

7. During the COVID 19 pandemic, have you been able to track student participation?

8. What is the biggest impediment to student participation in your opinion?

9. As a paraprofessional, what can I do to support engagement from your perspective?

10. What kids of school climate surveys have we conducted to address some of these issues?

11. How might I use my capstone research to support this issue?

Appendix B

Teacher Interview

1. Have you noticed a decline in student engagement??

2. In your professional opinion, what are some of the factors that might be affecting student engagement.

3. Is the school providing all of the tools needed for students to succeed during distance learning?

4. How well did you prepare for the transition to online learning in terms of technology?

5. Is the school currently providing extracurricular activities to encourage student engagement?

6. Do you provide additional support homework sessions? If so, do students go??

7. How frequently do students seek assistance outside of class?

8. In your opinion, what can the school do to increase student motivation and engagement??

9. In your opinion, what can parents do to help their children increase home engagement during distance learning??

10. How is communication with parents going?

Appendix C

Parent Interview

1. What does your child say about attending school? Which classes do they like the best?

    Why?

2. How important is school in your opinion?

3. What kind of communication do you receive from the school about your child's progress?

4. What kind of communication would you like best? What would be most convenient?

5. How often do you communicate with your child's teacher?

6. What resources is the school providing to support student engagement at home due to the

    pandemic?

7. What are some challenges you have encountered during distance learning?

8. How is your child doing at home?

9. As a parent, how do you encourage positive engagement to your child?

10. In your opinion, what can the school do to support the loss of student engagement?