Revista ARACÊ
ISSN: 2358-2472

RESILIENCE OF STUDENTS OF THE ADMINISTRATION COURSE IN PONTA PORÃ: CHALLENGES AND IMPACTS DURING THE PANDEMIC PERIOD

https://doi.org/10.56238/arev6n3-118

Submitted on: 10/12/2024 **Publication date:** 11/12/2024

Glaucia Worell Rodrigues[1], Romildo Camargo Martins[2], Adriana Bilar Chaquime dos Santos[3], Rildo Vieira de Araújo[4], Deimison Rodrigues Oliveira[5], Ana Cristina de Almeida Ribeiro[6], Micaella Lima Nogueira[7] and Reginaldo B. Costa[8]

ABSTRACT

Studies on human resilience seek to understand why, in the face of the same adverse conditions, some individuals develop satisfactorily, while others succumb, develop pathologies or assume a posture of victimization. This research aims to analyze the perception of Business Administration students at the State University of Mato Grosso do Sul, at the University Unit of Ponta Porã/MS, regarding the difficulties faced during their training in the pandemic period and its subsequent consequences. The research focuses on identifying the main challenges and impacts experienced by these students. For this, the methodological procedures involved a broad literature review in scientific bases, based on dissertations, theses, articles and other relevant publications on the subject. The study, of a qualitative nature, is characterized as exploratory, since it addresses a subject that has not yet been explored. Data collection was carried out through a questionnaire with closed and semi-structured questions, aimed at students in the 2nd, 3rd and 4th years of the Business Administration course. The results reveal that the challenges faced by students during remote classes included: i) adaptation to the virtual format, ii) difficulty with the methodology, iii) demotivation and iv) discomfort in attending classes at home. These factors show that Emergency Remote Learning was one of the main obstacles. However, it was found that many students developed new skills throughout the remote classes. They demonstrated patience, reinvention, learning capacity, adaptation, and resilience to face and overcome the difficulties imposed.

Keywords: COVID-19. Pandemic. Upgrading. Emergency Remote Teaching.

[1]Graduated in Business Administration – State University of Mato Grosso do Sul – UEMS – Ponta Porã/MS
[2]Dr. in Local Development – Dom Bosco Catholic University – UCDB – Campo Grande/MS
[3]Doctorate student in Environmental Sciences and Agricultural Sustainability – Dom Bosco Catholic University – UCDB – Campo Grande/MS
[4]Dr. in Environmental Sciences and Agricultural Sustainability – Federal Institute of Education, Science and Technology – IFMT – Barra do Garças/MT
[5]Graduated in Biological Sciences – Federal University of Mato Grosso – UFMT – Pontal do Araguaia/MT
[6]Graduated in Biological Sciences – Federal University of Mato Grosso – UFMT – Barra do Garças/MT
[7]Doctorate student in Environmental Sciences and Agricultural Sustainability - Dom Bosco Catholic University - UCDB - Campo Grande/MS
[8]Dr. in Forest Sciences – Dom Bosco Catholic University – UCDB – Campo Grande/MS

Revista ARACÊ
ISSN: 2358-2472

INTRODUCTION

Studies and research on human resilience seek to understand why, in the face of the same adverse conditions, some individuals manage to develop satisfactorily, while others succumb, develop pathologies or put themselves in a position of victimization. In the context of adversity, the world faced a serious global crisis with the COVID-19 pandemic, which began on December 31, 2019, in China, with SARS-CoV-2 identified as the etiological agent.

The presence of multiple factors and consequences related to pandemics increases the need to understand the aspects that interfere in the development of the disease. A pandemic is considered to be any disease with a high degree of contagion and spread, regardless of its severity. From a historical point of view, it is the most critical scenario, since the contamination reaches global levels, spreading to different regions of the planet.

COVID-19 has affected more than 180 countries, and, given the high degree of contagion and spread of the disease, governments around the world have been forced to adopt plausible measures and strategies to contain its advance. Among these actions are behavioral measures, such as isolation and *lockdown*, and other clinical and state interventions (Kraemer *et al*., 2020). These procedures were necessary, considering that the virus is transmitted through the air or by personal contact, spreading through saliva droplets, sneezing, coughing, and by contact with contaminated objects and surfaces followed by contact with the nose and eyes (Who, 2020).

Due to the risk of rapidly spreading viral infection, other sanitary measures and restrictions on social contact also had to be implemented, such as the closure of several sectors of the economy, including bars and restaurants, except for those considered essential, such as markets and pharmacies. In addition, there were restrictions on holding events that generated agglomeration of people, such as concerts, cults and parties. In the educational sector, face-to-face classes had to be suspended.

This scenario has brought profound changes to personal and family routines, both in the domestic and professional spheres. In view of this perception, the present study aims to investigate the main difficulties and consequences of COVID-19 experienced by students of the Administration course at the State University of Mato Grosso do Sul, in the Ponta Porã-MS unit, focusing on the relationship between resilience and academic performance in the face of the adversities imposed by the pandemic.

Revista ARACÊ
ISSN: 2358-2472

THEORETICAL FRAMEWORK

RESILIENCE – CONCEPT

Studies on resilience allow us to understand how individuals respond (or fail to respond) to the common problems of a society. That is, they examine how people react to difficulties and crises, seeking to understand how they deal with adversity.

Before moving forward in this discussion, it is essential to explore the concept of resilience, its definition, and the role it plays in the various areas of knowledge. Next, it will be possible to observe the complexity of its definition, as scholars seek to conceptualize it according to the numerous areas of knowledge, as well as its evolution over time.

According to Yunes (2003), the term "resilience" applied to the social sciences and humanities is relatively recent in our context. In this sense, the use of the term in Brazil is still limited to a restricted audience in academic circles. Many professionals in the areas of Psychology, Sociology and Education, for example, still do not know or have never had contact with the concept of resilience.

For Luthar, Cicchetti and Becker (2000), the definition of the term resilience requires terminological consistency. The authors suggest the need for coherent terminology so that research on resilience can encompass both characteristics intrinsic to some individuals and skills that can be developed by any human being. These skills are related to protective factors in adverse situations, which demand an adaptive response to the situation.

Yunes (2003) identifies as a precursor of the term resilience the English scientist Thomas Young, who, in 1807, described experiments on the tension and compression of bars, seeking the relationship between the force applied to a body and the deformation that this force produced.

Originally, resilience is a concept in physics, related to the resistance properties of a material when subjected to certain conditions – its resilience is observed by measuring its ability to return to its original state after going through external pressures (Yunes, 2001).

There is, however, a consensus on the term resilience, as Tavares (2001) points out:

> Whether in mechanics, physics, or medicine, there is the idea of a solid material, with a reliable, flexible and consistent, healthy texture, underlying the concept of resilience that allows that object or subject, which in the end are nothing more than 'packages' of energy, of information at various and more or less high levels of complexity and organization, capable of self-regulating and self-recovering, returning to their initial form or position (Tavares, 2001, p. 46, emphasis added).

Revista ARACÊ
ISSN: 2358-2472

In everyday life, when a person is overwhelmed by pressures and demands, it is necessary to remain calm and not give in to anxiety, preserving peace in the midst of difficulties:

> Studies and research on human resilience seek to understand why, in the face of the same conditions understood as adverse, some individuals develop satisfactorily or surpass themselves, apparently beyond the limits of the human condition, while others succumb, develop pathologies or become victimized (Barlach, 2005, p. 2).

For Grotberg (2005), resilience can be defined as a universal capacity that enables the person, group or community to prevent, minimize or overcome the harmful effects of adversity, coming out of these situations strengthened or even transformed, but not unscathed. Poletto (2007, p. 27) adds that "the subject learns, grows, develops and matures".

Garcia (2001) classifies resilience into three areas: emotional, academic, and social. Emotional resilience is associated with factors such as self-esteem and self-efficacy, experiences in which individuals develop positive feelings when facing adversity and adapting to new realities. Academic resilience encompasses skills developed in conjunction with school professionals to solve specific problems.

Social resilience, on the other hand, involves feelings of belonging to a social group, which stimulates the ability to learn to solve problems. In this sense, Masten states that "resilience refers to a class of phenomena characterized by good results in the midst of serious threats to adaptation or development. Research on resilience aims to understand the processes that account for these good results" (Masten, 2001, p. 228).

In this way, it is understood that the concept of resilience is of significant importance and is directly related to situations faced throughout life. These relationships are constituted in a particular way, based on social, cultural and historical factors and, especially, on the way each individual perceives and reacts to adversities over time.

Etymological origins

With regard to etymological origins, the word "resilience" encompasses, in the field of physics, the idea of returning to the original state after the application of different pressures. The term derives from the Latin *resilio*, *resilire*, and is composed of *re* (indicating retrogression) and *salio* (to jump), thus meaning "to go back" or "to retreat" (Faria, 1967).

In English, *resilient* refers to elasticity and the ability to recover quickly. In this sense, Yunes (2001) explains that there are two interpretations of the term resilience: (i) the ability

Revista ARACÊ
ISSN: 2358-2472

to return to the usual state of health or spiritual balance after facing problems, difficulties or diseases, among other factors; and (ii) the ability of a substance to return to its original shape when pressure is removed.

According to Brandão (2009), the term "resilience" began to be used in Brazil in the late 1990s, initially in psychology studies, and, over the years, it spread to the lay public, being used in self-help materials. The word was not usual in the Brazilian vocabulary and, in dictionaries, its technical meaning was associated with physics.

According to Yunes (2001), the author consulted two dictionaries to verify the meaning of the word in Portuguese. In Novo Aurélio, there is reference to resilience in materials; in *Houaiss* (2001), the term encompasses both the physical and the figurative sense. In the physical realm, resilience refers to the ability of a material to return to its original shape after undergoing elastic deformation. In the figurative sense, the definition applies to human aspects, referring to the ability to react and adapt to certain changes.

Brandão *et al.* (2011) point out that the term resilience was already included in the English dictionary *Barsa* in 1970 and in *Michaelis* in 1961, according to the dates of edition. This suggests that the term was already used by English speakers before the first publications on resilience in psychology. In Brazil, however, the use of the term was adopted later, and the Aurélio dictionary itself attributes its origin to the English language, although it points to a Latin root for the verb *resilir*.

FACTORS OF RESILIENCE

According to Pinheiro (2004), no one is immune to adversity; Resilience is not synonymous with a "protective shield" that prevents problems from reaching a person, making them rigid and resistant to difficulties. For the author, there is no such thing as a "resilient" person in an absolute way, because resilience is a process determined by the mutual interaction between the environment and the individual, influencing how he reacts to a specific situation.

Rutter (1985) emphasizes that resilience encompasses both protective and risk factors:

> Risk factors are stressful life events, such as poverty, affective losses, illnesses, unemployment, wars, calamities, among others. According to the author, protective factors are the influences that modify, improve or alter a person's response to some danger that predisposes to a non-adaptive outcome. These factors refer to

Revista ARACÊ
ISSN: 2358-2472

> characteristics that seem to change or reverse potentially negative circumstances (p. 58).

Pinheiro (2004) explains that the main protective factors include satisfactory family relationships, social support, positive self-image, beliefs or religiosity, as well as good communication and cooperation in solving problems.

In turn, Yunes (2001) emphasizes the importance of understanding the processes and mechanisms associated with risk and its consequences, considering the individual's history. Most studies on the subject define resilience as the positive aspects that allow overcoming crises and adversities.

From this perspective, the development of resilient behaviors can stimulate collective learning in social groups. Grotberg (2005) adds that resilience depends on specific factors and actions, varying throughout the stages of development. Thus, adverse situations require constant adaptation in the face of new challenges.

Chart 1 - Factors related to resilience

FACTORS OF RESILIENCE	SKILLS
The management of emotions	Ability to remain calm under pressure.
Impulse control	Ability not to act impulsively.
Optimism for life	Ability to have the firm conviction that adverse situations will maintain hope for a better future.
Analysis of the environment	The ability to accurately identify a problem or adversity and its causes.
Self-efficacy	It is described as a conviction of being effective in actions, based on the power to find solutions to problems and excel.
Empathy	Ability to recognize the emotional and psychological states of other people.
Reach people	Ability to connect with others to enable solutions to life's adversities.

Source: prepared by the authors based on Ripar *et al.* (2008, p. 37-38)

Chart 1 shows the result of a study developed by Reivich and Shatté (2002), based on a questionnaire used to assess the personal factors that make up resilience.

2.3 EMOTIONAL RESILIENCE

The concept of "resilience" was, for a long time, associated with the idea of resistance. However, scholars such as Michael Rutter and Emmy Werner have expanded this concept, applying it to psychology, approaching this field of study as the human capacity to overcome crises and the autonomy to solve problems, covering different aspects of the individual (Yunes, 2001).

Revista ARACÊ
ISSN: 2358-2472

These theorists become even more relevant today, when external factors directly affect academic life, imposing goals that are difficult to achieve, the need to adapt to new environments, high levels of stress, new routines, high demands and insecurity in relation to the job market, in addition to strict standards and overload of tasks.

According to Barlach (2005), the issue of resilience has gained prominence among researchers who seek to understand how people face adversity. It is assumed that common situations can impact the reactions of individuals in peculiar ways in times of crisis. The author points out that, while some individuals develop positively in this process, others have negative reactions.

In this context, it is essential to address resilience in the emotional sphere. According to Angst (2009), in traumatic situations, most people seek professional support to face adversity, and the psychologist is essential in this help through psychotherapy. Peres *et al.* (2005) state that the objective of psychotherapy is to help trauma victims "learn and grow from positive and negative life experiences and develop the ability to deal with severe adversity, crucial aspects to be worked on in psychotherapy" (p. 136).

According to the Ayrton Senna Institute (2020, p. 6), emotional resilience "is related to someone's ability to deal with their own emotions, demonstrating balance and control over their emotional reactions, such as anger, insecurity, and anxiety, without showing sudden changes". However, to develop emotional resilience, it is necessary to understand the characteristics that define it, which will be addressed in the following section.

CHARACTERISTICS OF RESILIENCE

Individuals with similar trajectories do not always respond in the same way to crises; While some manage to overcome adversity, others do not. This difference is related to the personal characteristics of each individual, which include "gender, temperament, personality traits, genetics, relationships with family and friends, social and economic aspects, interaction with the environment and style of parenting practices" (Pinheiro, 2004, p. 70).

Barreira and Nakamura (2006) point out some common characteristics in resilient people, such as positive self-esteem, give-and-take skills in human relationships, discipline, responsibility, receptivity, interest and tolerance to suffering, among others.

On the other hand, Angst (2009) points out that an individual cannot be classified simply as resilient or not, as the characteristics associated with resilience depend on the environmental factors that involve each person. The indiscriminate use of the term can

Revista ARACÊ
ISSN: 2358-2472

generate prejudice and limitations, leading to negative consequences. The author also reinforces the importance of "identifying the aspects of risk that should be improved, as well as the qualities and attributes to be emphasized in order to value what already exists and that can contribute to overcoming current situations" (p. 258).

Chart 2 - Characteristics of resilient people

REFERENCE	FEATURES
Kobasa (1979)	• Seeing change or stress as an opportunity •Compromise • Recognition of limits to control
Rutter (1985)	• Obtaining support from others • Close and secure relationships with others • Personal and collective goals • Personal effectiveness • Stress with a strengthening effect • Past successes • Realistic sense of control/having alternatives • Sense of humor • Action orientation • Adaptability to change
Lyons (1991)	•Patience • Tolerance of negativity
Connor & Davidson (2003)	•Optimism •Faith

Source: Connor & Davidson, (2003).

RESILIENCE – OPPORTUNITY OR CHALLENGE

In general, all research on resilience addresses an intrinsic trait of some individuals or a skill that any human being can develop. These skills refer to protective factors in adverse situations, which promote personal development in the face of difficulties.

For Infante (2005, p. 34), based on the most recent research on resilience, it is clear that it is essential to stimulate specific resilient factors, as "it is crucial to advance in research and elaboration of theories that explain how these specific factors interact in the ecology of the individual, allowing for resilient adaptation".

Benetti *et al.* (2017) highlight that resilience involves skills that can be built in adverse situations, through flexible coping strategies, creative problem-solving, and positive thinking. Although there is no guaranteed solution against feelings of powerlessness, certain strategies have proven effective in promoting and reinforcing resilience, helping to overcome and transform people. Thus, resilience can be seen as an opportunity for growth in the face of adversity, reinforcing the importance of strengthening this capacity in each individual.

Revista ARACÊ
ISSN: 2358-2472

WHAT IS A PANDEMIC?

In this section, the main aspects and factors that characterize a pandemic are discussed. First, the concept of pandemic is explained, followed by a brief history of COVID-19 and the implications of a pandemic crisis. To contextualize, it is essential to clarify the differences between outbreak, epidemic, endemic, and pandemic, which are epidemiological classifications to describe the behavior of a disease.

The São Paulo Medical Association (2024) provides the following distinction between these terms:

- Outbreak: refers to an unexpected increase in cases of a disease in a specific region. For example, in some cities, dengue is considered an outbreak because it is limited to specific areas, such as certain neighborhoods.
- Epidemic: it is characterized by the occurrence of outbreaks in several regions. At the municipal level, the epidemic occurs when several neighborhoods register cases; at the state level, when there are records in several cities; and, at the national level, when the disease manifests itself in different regions of the country. Example: in February of this year, twenty cities declared a dengue epidemic.
- Pandemic: it is the most serious stage, representing the spread of an epidemic on a global scale, reaching different parts of the world.

Based on this, the section will detail the impacts and characteristics of a pandemic, contextualizing COVID-19 as a recent and high-impact example.

In addition, Barata (1987, p. 3) states that "the issue of pandemics has been present since the beginning of human history. Over time, the concept has undergone several changes according to the control practices developed in response to the phenomenon". The World Health Organization (WHO) contributes by highlighting that the word "pandemic" refers to a disease with a high degree of contagion and spread, regardless of its severity, that is, it is a disease that spreads rapidly at a regional or global level.

In this context, Chart 3 presents a chronological synthesis of pandemics throughout history, from the first record of a pandemic in the history of humanity to the present day, discussing their origin (date and place), type of disease, and duration.

Table 3 - Summary of the chronological order of pandemics over periods

PANDEMIC	PERIOD	ORIGIN	DISEASE/ TRANSMISSION	DEATHS	DURATION

Revista ARACÊ
ISSN: 2358-2472

PLAGUE OF JUSTINIAN	Occurred around 541 AD.	It began in Egypt until it reached the capital of the Byzantine Empire.	Caused by the bubonic plague, transmitted through fleas in contaminated rats.	The disease killed between 500 thousand and 1 million people.	The pandemic is estimated to have lasted for more than 200 years.
BLACK DEATH (BUBONIC PLAGUE)	Bubonic plague pandemic, from the fourteenth century.	It began in Central Asia.	Black Death can cause fever of 41° degrees, in addition to vomiting with the presence of blood and complications in the lung, in addition to the appearance of black spots that come out on the body of those who contract the disease.	It killed between 15 and 100 million people. In 1334 it caused five million deaths in Mongolia and northern China. The death toll in the countries of the East is estimated at 24 million.	The pandemic occurred between 1346 and 1352.
RUSSIAN FLU	It began in 1889.	Initial two-week proliferation over the Russian Empire.	A subtype of Influenza A.	1 million people died.	Duration between 1889-1890
SPANISH FLU	It began in 1918.	Possibly originating in the United States.	It started from a mutation of the Influenza virus (H1N1).	It mowed down among forty million people and estimated that it reached 100 million people.	Duration between 1918 and 1920.
HIV/AIDS	Since 1980.	Recognized in the United States.	Caused by HIV-2.	20 million people have died.	From 1980 to the present day.
CORONA VIRUS 2019 (COVID-19)	December 2019.	In Wuhan, China.	Caused by severe acute respiratory syndrome coronavirus 2 (SARSCoV2).	15 million.	From 2019 to the present day.

Source: Data compiled by the author from (Alone, 2021), Ministry of Health, (2020).

In this way, a pandemic is understood as any disease in which it has a high degree of spread worldwide, regardless of its severity and even if in different historical contexts it had the same level of negative consequences for the entire population. In this context, it is essential to address a brief history of the current COVID-19 pandemic.

Revista ARACÊ
ISSN: 2358-2472

COVID-19- A BRIEF HISTORY

At the end of 2019, the world witnessed the emergence of one of the most alarming pandemics of the Contemporary Age: COVID-19. It is an emerging respiratory disease caused by a new virus first detected in December 2019 in Wuhan, China. At the time, pneumonia caused by an unknown pathogen was reported, which was quickly reported to health authorities (Brito, 2020).

COVID-19, which is highly infectious, has symptoms such as fever, dry cough, fatigue, myalgia, and dyspnea (Ministry of Health, 2020). It is estimated that 80% of patients have mild, 14% severe and 5% critical cases. Elderly people or those with comorbidities, such as hypertension, diabetes, heart disease, lung disease, or cancer, are more prone to severe conditions, which can progress to Acute Respiratory Distress Syndrome (ARDS), acute heart failure, kidney damage, infections, sepsis, or shock (Conceição and Campos, 2020).

The immune system is essential in defending against infectious agents, with an initial response of innate immunity and subsequent action of adaptive immunity. In COVID-19, an efficient inflammatory response allows for a self-limiting evolution of the disease. However, the severe form occurs in patients with an exacerbated immune response to SARS-CoV-2 (Wang *et al*., 2020)

In June 2020, the pandemic surpassed eight million cases and almost half a million deaths in the world, according to WHO data (Who, 2020). In Brazil, the number of infected people reached one million, and deaths exceeded 50 thousand. The WHO declared an international public health emergency on January 30 of the same year, requesting cooperation among countries to contain the spread of COVID-19. In Brazil, the first positive case was confirmed on February 26, 2020, with the first death on March 17; the country declared a National Public Health Emergency on February 3 (Ministry of Health, 2020).

Parente (2020) highlights the severe effects of COVID-19 on the economy, health, and society. At the end of 2020, the start of vaccination brought hope, but also uncertainties:

> Scientists rushed to find ways to treat and the vaccine appeared as the best option, becoming a hot topic in public discussions, pointing out that it was the possible way out of this situation in which the country and the world found themselves. The scientific innovations of vaccination, then, were being widely followed and acclaimed, with great expectations that they would work, but also surrounded by uncertainties, due to new variants that were emerging, varying levels of efficacy, possible side effects, among others (Kramer, 2022, p.5).

Revista ARACÊ
ISSN: 2358-2472

In addition, questions about vaccination have arisen that go beyond the medical-scientific sphere, encompassing political, social, cultural, religious, and historical factors. Although there are controversies in the field of public health, vaccination is only effective if it achieves wide population coverage (Kramer, 2022).

THE PANDEMIC AND ITS CONSEQUENCES

The pandemic has triggered a series of impacts and adaptations on society, both positive and negative. In addition to the deaths and sequelae caused by COVID-19, profound effects were observed in the economic and social spheres. People's routines have changed, requiring new ways of working and studying. With the adoption of remote learning as of March 2020, there was an impact on student resilience and performance, varying according to the level of adaptation and context of each individual. Resilience encompasses not only the academic area, but also the social and emotional aspect (Garcia, 2001), promoting unique responses from each one to new circumstances, such as the pandemic.

Strict measures were adopted to contain the spread of the virus, including social isolation (*lockdown*), a minimum distance of one and a half meters, and the prohibition of agglomerations in schools, universities, events, and other places with a large concentration of people (Reis-Filho & Quinto, 2020). Changes in habits have become essential to face COVID-19:

> [...] in general, many schools, churches, shops, theaters and stadiums were closed [...] most employees started to carry out their activities from home, and our 'normal' life had to adapt to a new reality, the 'new normal'. New words began to integrate our daily lives: distancing, social isolation, *lockdown*, coronavirus, pulmonary ventilators, intubation, pandemic, N95 masks, among others. Habits were quickly modified so that work, education and family life could continue, in a different way from the 'normal' [...] (Silva, 2020, p. 5-6).

With the *lockdown* and social isolation, the economic consequences were severe: many businesses closed, raising unemployment rates, and schools and universities adapted to emergency remote teaching, supported by technological innovations, but with limited access to low-income populations. Moraes (2020) also highlights the emotional effects of the pandemic, which especially impacted the most vulnerable groups, such as the poorest populations and the people most exposed to the virus. According to the author, five factors aggravated these consequences: "i) the fear of being infected; ii) the reduction of

Revista ARACÊ
ISSN: 2358-2472

income; iii) confinement; iv) conflicting or inaccurate information about the pandemic and its confrontation; and v) the absence of a strategy to exit the crisis" (p. 37).

These effects highlight the importance of mental health support. The World Health Organization (WHO) considers mental health part of the emergency response in the management of COVID-19, given the magnitude of the pandemic and its psychosocial impacts, which hinder a positive response for the affected population, affecting everyone in varying degrees of tension and anguish. From this context, the changes in the educational scenario are discussed.

FACE-TO-FACE TEACHING VERSUS EMERGENCY REMOTE TEACHING – A NECESSARY CHANGE

The COVID-19 pandemic also imposed significant changes in schools and colleges, as a protective measure, quarantine or social isolation was imposed, students were physically removed from the place of study, but not from teaching. Institutions adopted the remote method of classes, which was possible through technology. In this sense, schools, teachers and students had to adapt to a new teaching method, which caused certain weaknesses and uncertainties.

According to Costa and Nascimento (2020), the transformations brought about by remote teaching have increased social, technological, and economic inequalities, as the lack of face-to-face interaction has affected social awareness in the school environment. Despite this, remote teaching is seen as the best solution for the continuity of activities. Emergency Remote Teaching is defined as a temporary regime that uses Digital Information and Communication Technologies (DICT), preferably with free software, to enable interaction between students and teachers and promote the development of knowledge, without the need to share a physical space (UFAC, Resolution No. 11, 2020).

Remote teaching was an emergency measure to continue classes during the pandemic, presenting challenges for everyone involved. According to Hodges *et al.* (2020), the term "distance education" was avoided, as emergency *online* learning is often seen as inferior to face-to-face teaching. In this context, the new reality imposed by COVID-19 raises questions about access and the availability of adequate conditions for teachers and students to fully use technological resources, promoting collaborative learning. However, there are significant challenges, such as the lack of structure in schools and the need for adequate training for the critical use of technologies (Cani *et al.,* 2020).

Revista ARACÊ
ISSN: 2358-2472

In this way, it is noticeable that emergency remote teaching is a new modality, and in turn, it is considered an extremely important alternative for the continuity of teaching in the context of the pandemic, even if it presents a series of challenges such as: accessibility; the performance of both students and teachers, among others; It is a necessary change.

MATERIAL AND METHODS

This is a qualitative study, with bibliographic and exploratory characteristics. At first, a literature review was carried out on the concept of resilience, addressing its definition, etymological origins and main characteristics, as well as related factors. Then, the concept of pandemic and its implications were analyzed, relating this context to Emergency Remote Teaching. To this end, a bibliographic approach based on consultations with books, dissertations, theses and relevant scientific articles on the subject was used.

After reviewing the literature, an exploratory research was conducted. According to Prodanov and Freitas (2013, p. 51), exploratory research aims to "provide more information on the subject to be investigated" in its preliminary phase. According to Fernandes *et al.* (2018), exploratory research is particularly valuable when seeking to investigate and deepen a problem that is still little explored, allowing for a broader understanding of the topic.

For data collection, a semi-structured questionnaire composed of closed questions was prepared, applied to students of the Administration course on September 19, 2022. Participation was completely voluntary, with adherence by all students, totaling 63 questionnaires analyzed. This instrument served to collect data on students' perceptions of the main difficulties and impacts of COVID-19 experienced by them.

The choice of students from the 2nd, 3rd and 4th grades of the Administration course is due to the fact that they entered the course in 2020, the year in which the pandemic was declared on March 11 (WHO, 2022). The collected data were transcribed and tabulated using Excel 2013, software that allowed the organization and presentation of the data through graph figures, facilitating the percentage visualization and analysis of the results obtained.

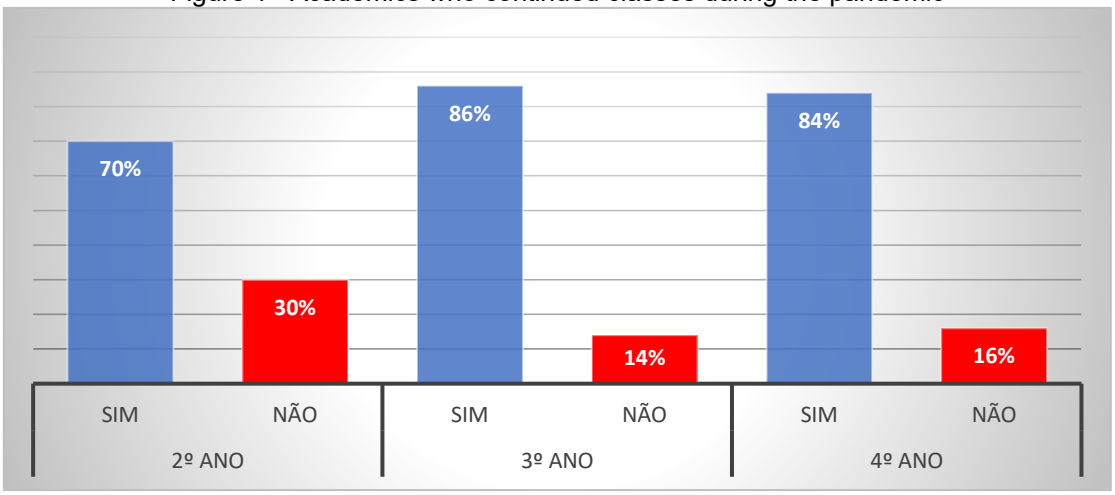
RESULTS AND DISCUSSION

The first question aimed to understand whether, during the social isolation imposed by the pandemic, university students were able to follow classes and complete the

Revista ARACÊ
ISSN: 2358-2472

academic year. It is observed that the highest dropout rate occurred among 2nd year students, which may reflect the difficulties of adaptation faced in the transition from face-to-face to remote teaching.

Figure 1 - Academics who continued classes during the pandemic



Source: Prepared by the authors, 2022.

The analysis of the responses on the emotional impact of social isolation shows a significant variation between the years, showing how each group dealt differently with the restrictions imposed by the pandemic.

In the 2nd year, the data reveal a predominantly negative scenario: 30% of the students felt "bad" and half of the students evaluated the period as "regular". None of the students responded that they felt "great," and only 20 percent reported feeling "good." This profile may indicate that 2nd year students had greater difficulty adapting, perhaps because they are still at an early stage of their studies and more accustomed to the face-to-face environment.

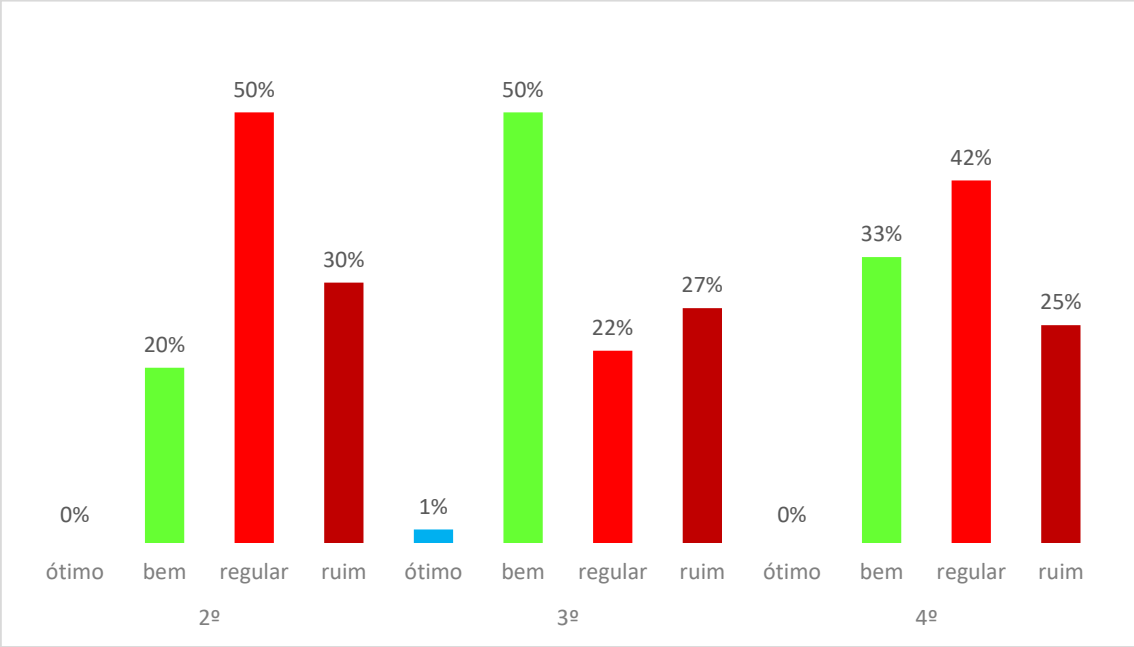
On the other hand, 3rd grade students presented a more positive outlook, with 50% reporting that they felt "good" and 22% classifying themselves as "regular". The lower rate of "poor" answers (27%) and a small percentage that answered "excellent" (1%) suggest that students in this group already had greater resilience or adaptation to the academic environment, possibly because they were at a more advanced stage.

On the other hand, in the 4th year, there was a lower proportion of "good" answers (33%) and a higher rate of "regular" (42%), while 25% felt "bad". This response may be associated with the impact of the transition to remote learning among students closer to

Revista ARACÊ
ISSN: 2358-2472

completing the course, who faced the additional challenge of adapting to a new teaching model at the end of their academic training.

Figure 2 - How did you feel emotionally in the face of isolation?



Source: Prepared by the authors, 2022.

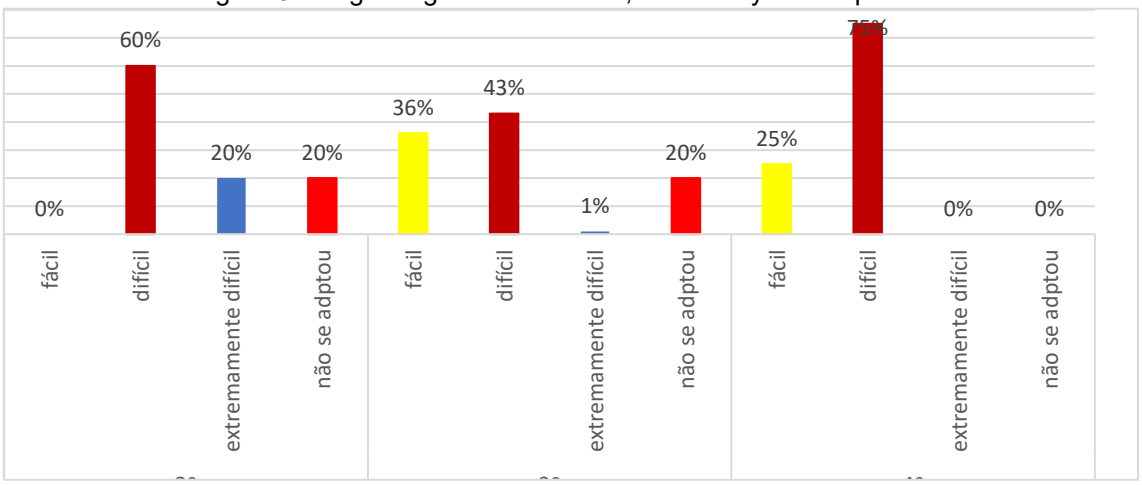
These results suggest that emotional adaptation to social isolation was progressively more positive as the course progressed, but the impact was still substantial in all years, reflecting the complexity of the pandemic context and the emotional demands it imposed.

The COVID-19 pandemic has brought substantial changes, such as social isolation, that have tested students' resilience. According to Kobasa (1979), the ability to see changes and challenges as opportunities is a characteristic of resilient people, as is adaptability (Rutter, 1985).

The results on adaptation to remote classes show a significant variation among business students, with 2nd year students facing greater difficulty in adapting, while students in the more advanced years showed a relatively more positive adaptation.

Revista ARACÊ
ISSN: 2358-2472

Figure 3 - Regarding remote classes, how was your adaptation?



Source: Prepared by the authors, 2022.

In the 2nd year, no student classified the adaptation as "easy", and 60% reported that the adaptation was "difficult", while 20% considered it "extremely difficult" and another 20% stated that they were unable to adapt. This picture suggests that, for students at the beginning of the course, the transition to the remote model was challenging, possibly due to the lack of previous experience in higher education and the adaptation still under construction to the academic environment.

Among 3rd year students, a more balanced profile is observed, with 36% classifying adaptation as "easy" and the majority (43%) as "difficult", while a minority answered "extremely difficult" (1%) or "did not adapt" (20%). This data suggests a slightly better adaptation than that of 2nd year students, which can be explained by greater familiarity with academic requirements and the university environment.

Fourth-year students, on the other hand, exhibit a singular response pattern: 25% reported an "easy" adaptation and 75% as "difficult", with no answers to "extremely difficult" or "did not adapt". The absence of answers in the most negative categories suggests that, although challenging, adaptation was possible for everyone. These students, closer to the conclusion of the course, may have shown greater resilience, focused on completing their academic training, despite the difficulties of remote teaching.

In general, the data indicate that adapting to remote teaching was more challenging for students in the early stages of the course, while more advanced students, despite the difficulties, proved to be more resilient.

It is important to highlight that resilience should not be interpreted only as strength or stability; It involves an adaptive attitude, which allows you to recognize changes as

Revista ARACÊ
ISSN: 2358-2472

something positive. Adopting a flexible posture in the face of adversity contributes to the achievement of objectives, as pointed out by Masten (2001).

RELATIONSHIP BETWEEN RESILIENCE AND ACADEMIC PERFORMANCE OF BUSINESS STUDENTS

A better understanding of the relationship between resilience and the academic performance of business students is the main focus of this work, and considering the reality experienced in this period, they became the object of this study. Thus, after the investigation carried out in the bibliographic analysis, present the current and real scenario that is found in a specific way according to the answers analyzed from the questionnaires applied.

Chart 4 - Number by degree of relevance the challenges experienced by you, as an academic, throughout remote classes

Answer Options	2nd grade	3rd grade	4th grade
Of adaptation, as I was used to face-to-face classes	18,56%	21,30%	13,20%
I had difficulty with the methodology adopted by the teacher	14,62%	11,53%	14,00%
A lot of pressure from teachers	9,98%	8,02%	10,80%
Access by cell phone made it difficult to view and follow the content worked on in class	12,76%	8,77%	12,00%
Demotivation	17,63%	15,79%	17,00%
There was no family environment (without the support of my family members, in promoting a favorable environment for learning	7,66%	4,51%	4,40%
Internet signal didn't help	7,42%	5,76%	11,40%
Discomfort of attending classes at home	11,37%	14,29%	15,40%
None of the previous answers	0,00%	10,03%	1,80%
Other	0,00%	00%	0,00%
	100,00%	100%	100%

Source: Prepared by the authors, (2022).

The analysis of the main challenges faced by business students during the period of remote classes shows different degrees of adaptation and difficulties according to the year in which each group was, reflecting both the resilience and the barriers faced by these students during the pandemic.

2nd Year: 2nd year students indicated that "adaptation, as they were used to face-to-face classes" (18.56%) and "lack of motivation" (17.63%) were the biggest challenges, followed by "difficulty with the methodology adopted by the teacher" (14.62%). These data suggest that students in the initial phase of the course had difficulties in migrating to the remote environment, possibly because they were still adapting to the academic routine and

Revista ARACÊ
ISSN: 2358-2472

because they had a lower level of experience with higher education. Demotivation also emerges as an important challenge, reflecting the emotional impact and difficulty in engaging with a teaching modality that required greater autonomy and focus. The methodology adopted by the teachers, cited as one of the three main challenges, indicates that, for this group, the teaching style and resources used remotely may not have been sufficient to maintain interest and understanding of the content.

3rd Year: For 3rd year students, "adapting to face-to-face classes" (21.30%) still appears as the biggest challenge, followed by "demotivation" (15.79%) and "discomfort of attending classes at home" (14.29%). These students, although more advanced, still indicate adaptation as a significant obstacle, which can be attributed to the fact that they are used to face-to-face teaching in previous years and find difficulties in adapting to the remote format, even with more time at the university. The lack of motivation suggests that, despite being more experienced, these students still suffered from the lack of direct interaction and physical distancing, which possibly affected their involvement with the course. The discomfort of studying at home also points to structural issues, such as the lack of an adequate environment, which directly impacted their concentration and performance.

4th Year: In the 4th year, the main challenges reported were "discomfort of attending classes at home" (15.40%), "lack of motivation" (17%), and "difficulty with the methodology adopted by the teacher" (14%). The predominance of discomfort in the home study environment, followed by demotivation, indicates that students closer to completing the course faced greater resistance to the remote model, which may be related to a previous expectation of finishing the course in person. The impact of the methodology suggests that, for these students, the transition demanded a level of personalization and interaction that was not fully met by the adaptation of the teachers' methods. Thus, the physical environment and the disconnection with the way of teaching made academic engagement more difficult, compromising performance and increasing stress.

These results indicate that, in all grades, difficulties in adapting to remote teaching, demotivation, and limitations of the home environment were significant challenges. However, the weight of these difficulties varied according to the year of the students, especially between the younger ones having more difficulties in adapting and the more experienced ones suffering from the adequacy of the environment and methodology, showing that previous experience did not eliminate the difficulties, but transformed them. This variation of challenges highlights the importance of more flexible teaching models with

Revista ARACÊ
ISSN: 2358-2472

structural and emotional support to meet the specific needs of each group, promoting more effective adaptation and a less negative impact on academic performance.

The research on the overcomings that business students consider they have achieved during remote classes reveals important *insights* into the development of technological and organizational skills, as well as an adaptation to remote work. The analysis of the data highlights two main overcoming in each grade, reflecting the evolution of the academic experience in a context of non-face-to-face teaching.

Chart 5 - What overcomings do you consider to have obtained during remote classes

Answer Options	2nd grade	3rd grade	4th grade
I learned to deal with technologies: Zoom, Google Meet, Teams, etc.	41,73%	45,66%	34,92%
I learned to be more responsible about schedules, today I am more organized and committed	14,39%	2,74%	17,86%
Greater ease of use of ICTs5, thanks to their use during the pandemic	4,32%	3,20%	19,05%
I see myself working easily through home-office	12,95%	21,00%	14,29%
I identified a lot with this modality	5,04%	20,55%	9,92%
None of the previous answers	21,58%	6,85%	3,97%
Other	0,00%	0,00%	0,00%
	100,00%	100%	100%

Source: Prepared by the authors, (2022).

2nd Year: "I learned to deal with technologies: Zoom, Google Meet, Teams, etc." (41.73%) and, "None of the previous answers" (21.58%).

For the 2nd year students, learning in relation to communication and information technologies was the main highlight. This emphasis suggests that these students, still in an early phase of the course, faced a significant challenge in adapting to the use of these platforms, which is understandable, given that they were more accustomed to face-to-face teaching. The fact that 21.58% chose "none of the previous answers" may indicate a perception that, despite the difficulties, their overcoming goes beyond the options presented, revealing a search for recognition of experiences that do not fit into the proposed categories.

3rd Year: "I learned to deal with technologies: Zoom, Google Meet, Teams, etc." (45.66%) and, "I see myself working easily through *home-office*" (21%).

The 3rd year students also highlighted learning in technologies as the main overcoming. However, the inclusion of the ease of working from *home* suggests that these students are beginning to design their professional future, recognizing the importance of adaptability to the remote work environment. This vision may reflect a greater maturity and

Revista ARACÊ
ISSN: 2358-2472

a deeper understanding of the demands of today's labor market, which increasingly incorporates flexible employment modalities.

4th Year: "Greater ease of use of ICTs, thanks to their use during the pandemic." (19.05%) and, "I learned to be more responsible about schedules, today I am more organized and committed." (17.86%).

In the 4th year, the emphasis on greater ease of use of Information and Communication Technologies (ICTs) indicates that these students, already closer to the conclusion of the course, consolidated their learning and technological adaptation. The second answer, related to responsibility and organization, demonstrates that the experience of remote teaching has not only empowered them technologically, but also fostered essential time management and commitment skills. This duality of technological learning and personal development can be crucial in the formation of professionals who are more prepared for the future, capable of dealing with challenges more independently and autonomously.

These data reflect the trajectory of adaptation of academics to remote teaching, with a growing focus on skills that are highly valued in the contemporary job market. The learning of communication technologies stands out as a fundamental overcoming in all grades, indicating a change in the educational paradigm and the need for students to become proficient in virtual environments.

In addition, the responses of the most advanced students reveal an integration between technical and behavioral skills, suggesting that remote teaching, despite its challenges, provided significant opportunities for personal and professional growth. This analysis underlines the importance of continuous and adaptable support during periods of remote teaching in order to maximize student development in all its dimensions.

FINAL CONSIDERATIONS

The study on the adaptation of university administration students to emergency remote teaching highlighted both the challenges faced and the achievements achieved in this unique context of the COVID-19 pandemic. The results obtained, based on the theoretical frameworks, show a significant variation in the emotional impact and in the difficulties of adaptation between the different years of the course. This variation suggests that resilience and academic experience, as discussed by authors such as Kobasa (1979)

Revista ARACÊ
ISSN: 2358-2472

and Rutter (1985), directly influence students' ability to cope with abrupt and demanding changes, such as social isolation.

The study showed its novelty by investigating the relationship between resilience and academic performance in emergency remote teaching, a recent phenomenon whose literature is still being formed. By considering the impact of social distancing on mental health and pedagogical practices, the research offers an original insight into how students, at different stages of their academic career, perceive and respond to new educational challenges.

In addition, the comparative analysis between the years of the course contributes to the understanding of familiarity with higher education and academic maturity, as observed in the pertinent literature, affect the adaptation to remote teaching, enriching the debate on digital and emergency education.

The implications of this study are significant for educational institutions and educational policymakers. At a time when the hybrid teaching modality becomes increasingly relevant, the survey emphasizes the need for investments in technical and psychological support for students and teachers. The data show that adapting to remote teaching requires more than familiarity with Information and Communication Technologies (ICTs); It demands integration support between strengthening emotional and social skills, especially in periods of transition.

Therefore, educational institutions can benefit from implementing support programs that meet the diverse needs of students, offering guidance on the use of ICTs and psychological support practices that ensure a more effective and less stressful adaptation.

From this perspective, it is recommended to investigate in the long term the impact of emergency remote teaching on the academic and professional trajectory of students, especially with regard **to** skills such as autonomy, time management, and adaptability, which have become crucial during the pandemic. Therefore, it is relevant to explore how these factors influence the transition to the labor market, assessing to what extent the skills developed in remote teaching can affect employability and the ability to adapt in post-pandemic professional environments. Another promising line of research refers to a more in-depth analysis of pedagogical strategies that facilitate adaptation to remote teaching, especially those that promote greater student engagement and motivation.

Revista ARACÊ
ISSN: 2358-2472

These future studies could offer input for the creation of more resilient and adaptable curricula that are prepared to cope with unexpected changes and to provide more inclusive and accessible education in times of crisis.

Revista ARACÊ
ISSN: 2358-2472

REFERENCES

1. Angst, R. (2009). Psicologia e resiliência: Uma revisão de literatura. *Psicologia Argumento, 27*(58), 253–260.

2. Associação Paulista de Medicina. (2024). Surto, epidemia, pandemia e endemia: Entenda a diferença e quais se aplicam no cenário da dengue no Brasil. https://www.apm.org.br/o-que-diz-a-midia/surto-epidemia-pandemia-e-endemia-entenda-a-diferenca-e-quais-se-aplicam-no-cenario-da-dengue-no-brasil/

3. Barata, R. C. B. (1987). Epidemias. *Cadernos de Saúde Pública, 3*(1), 7–19. https://doi.org/10.1590/S0102-311X1987000100002

4. Barlach, L. (2005). *O que é resiliência humana? Uma contribuição para a construção do conceito* [Master's dissertation, Universidade de São Paulo]. Repositório USP. https://doi.org/10.11606/D.47.2005.tde-19062006-101545

5. Barreira, D. D., & Nakamura, A. P. (2006). Resiliência e a auto-eficácia percebida: Articulação entre conceitos. *Aletheia, (23)*, 75–80.

6. Benetti, I. C., Wilhelm, F. A., & Junior, J. P. R. (2017). Resiliência: Enfrentando os desafios do ambiente acadêmico e da vida. *Cadernos Brasileiros de Saúde Mental/Brazilian Journal of Mental Health, 9*(23), 14–23.

7. Brandão, J. M. (2009). *Resiliência: De que se trata? O conceito e suas imprecisões* [Master's dissertation, Universidade Federal de Minas Gerais]. Repositório UFMG. https://repositorio.ufmg.br/bitstream/1843/TMCB-7WYN7C/3/disserta__o_juliana_mendanha_brand_o.pdf

8. Brandão, J., et al. (2011). A construção do conceito de resiliência em psicologia: Discutindo as origens. *Paidéia (Ribeirão Preto), 21*(49), 263–271. https://doi.org/10.1590/S0103-863X2011000200012

9. Brasil. Ministério da Saúde. (2020). *Coronavírus: COVID-19*. https://www.saude.gov.br/saude-de-a-z/coronavirus

10. Brito, S. B. P., et al. (2020). Pandemia da COVID-19: O maior desafio do século XXI. *Vigilância Sanitária em Debate: Sociedade, Ciência & Tecnologia, 8*(2), 54–63. https://doi.org/10.22239/2317-269X.01529

11. Cani, J. B., et al. (2020). Educação e COVID-19: A arte de reinventar a escola mediando a aprendizagem "prioritariamente" pelas TDIC. *Revista IFES Ciência, 6*(1), 23–39. https://doi.org/10.36524/ric.v6i1.713

12. Conceição, R. M. da, & Campos, D. C. dos S. (2020). Alimentação e imunidade: O papel dos alimentos na redução das complicações causadas pelo COVID-19. *Revista de Nutrição, 33*, Article e200093. file:///E:/Downloads/28244-72547-1-PB.pdf

Revista ARACÊ
ISSN: 2358-2472

13. Costa, A. E. R., & Nascimento, A. W. R. do. (2020). Os desafios do ensino remoto em tempos de pandemia no Brasil. In *Anais VII CONEDU—Edição Online*. Realize Editora.

14. Connor, K. M., & Davidson, J. R. T. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). *Depression and Anxiety, 18*(2), 76–82. https://doi.org/10.1002/da.10113

15. Faria, E. (1967). *Dicionário escolar latino-português* (4th ed.). Departamento Nacional de Educação/Ministério da Educação e Cultura.

16. Fernandes, A. M., et al. (2018). Metodologia de pesquisa de dissertações sobre inovação: Análise bibliométrica. *Desafio Online, 6*(1), 141–159.

17. Garcia, I. (2001). Vulnerabilidade e resiliência. *Adolescência Latinoamericana, 2*, 128–130.

18. Grotberg, E. (2005). *A guide to promoting resilience in children: Strengthening the human spirit*. Early Childhood Development: Practice and Reflections, (8). Bernard Van Leer Foundation. https://www.bibalex.org/baifa/Attachment/Documents/115519.pdf

19. Hodges, C. B., et al. (2020). The difference between emergency remote teaching and online learning. *Educause Review*. https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

20. Kobasa, S. C. (1979). Stressful life events, personality, and health: An inquiry into hardiness. *Journal of Personality and Social Psychology, 37*(1), 1–11. https://doi.org/10.1037/0022-3514.37.1.1

21. Houaiss, A., & Villar, M. de S. (2001). *Dicionário Houaiss da língua portuguesa*. Objetiva.

22. Infante, F. (2005). A resiliência como processo: Uma revisão da literatura recente. In *Resiliência: Descobrindo as próprias fortalezas* (pp. 23–38).

23. Instituto Ayrton Senna. (2020). *Ideias para o desenvolvimento de competências socioemocionais: Resiliência emocional*. https://institutoayrtonsenna.org.br/pt-br/socioemocionais-para-crises.html

24. Kramer, L. (2022). *Confiança, incerteza e esperança: Um estudo sobre vacinas em tempos de COVID-19* [Doctoral dissertation, Universidade Federal do Rio Grande do Sul]. Repositório Lume UFRGS. https://lume.ufrgs.br/handle/10183/240209

25. Kraemer, M. U. G., et al. (2020). The effect of human mobility and control measures on the COVID-19 epidemic in China. *Science, 368*(6490), 493–497. https://doi.org/10.1126/science.abb4218

Revista ARACÊ
ISSN: 2358-2472

26. Lyons, J. A. (1991). Strategies for assessing the potential for positive adjustment following trauma. *Journal of Traumatic Stress, 4*(1), 93–111. https://doi.org/10.1002/jts.2490040108

27. Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development, 71*(3), 543–562. https://doi.org/10.1111/1467-8624.00164

28. Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist, 56*(3), 227–238. https://doi.org/10.1037/0003-066X.56.3.227

29. Moraes, R. F. de. (2020). *Prevenindo conflitos sociais violentos em tempos de pandemia: Garantia da renda, manutenção da saúde mental e comunicação efetiva*. Repositório IPEA. https://repositorio.ipea.gov.br/handle/11058/9836

30. Organização Mundial da Saúde. (2020). Organização Mundial de Saúde declara pandemia do novo Coronavírus. https://www.unasus.gov.br/noticia/organizacao-mundial-de-saude-declara-pandemia-de-coronavirus

31. Parente, M. P. P. D. (2020). COVID-19: Its consequences and lessons. *Revista Brasileira de Medicina do Trabalho, 18*(4), 369. https://doi.org/10.47626/1679-4435-2020-184

32. Peres, J. F. P., Mercante, J. P. P., & Nasello, A. G. (2005). Promovendo resiliência em vítimas de trauma psicológico. *Revista de Psiquiatria do Rio Grande do Sul, 27*(2), 131–138. https://doi.org/10.1590/S0101-81082005000200006

33. Pinheiro, D. P. N. (2004). A resiliência em discussão. *Psicologia em Estudo, 9*(1), 67–75. https://doi.org/10.1590/S1413-73722004000100009

34. Poletto, M. (2007). *Contextos ecológicos de promoção de resiliência para crianças e adolescentes em situação de vulnerabilidade* [Master's dissertation, Universidade Federal do Rio Grande do Sul]. Repositório UFRGS.

35. Prodanov, C. C., & de Freitas, E. C. (2013). *Metodologia do trabalho científico: Métodos e técnicas da pesquisa e do trabalho acadêmico* (2nd ed.). Feevale.

36. Reivich, K., & Shatté, A. (2002). *The resilience factor: 7 essential skills for overcoming life's inevitable obstacles*. Broadway Books.

37. Reis-Filho, J. A., & Quinto, D. (2020). The COVID-19, social isolation, artisanal fishery and food security: How these issues are related and how important is the sovereignty of fishing workers in the face of the dystopian scenario. *SciELO Preprints*. https://doi.org/10.1590/SciELOPreprints.54

38. Ripar, A. A., Evangelista, F. S. F. Q., & Paula, F. V. de. (2008). Resilience and gender. *Psicólogo Informação, 12*(12), 33–52.

Revista ARACÊ
ISSN: 2358-2472

39. Rutter, M. (1985). Resilience in the face of adversity: Protective factors and resistance to psychiatric disorder. *The British Journal of Psychiatry, 147*(6), 598–611. https://doi.org/10.1192/bjp.147.6.598

40. Silva, A. B. da (Ed.). (2020). *Pandemia da COVID-19: Reflexões sobre a sociedade e o planeta*. Escola Superior do MPPR. https://escolasuperior.mppr.mp.br/arquivos/Image/publicacoes/PandemiadaCovid-19Reflexoes_sobreasociedadeeoplaneta.pdf

41. Sozinho, C. (2021). As pandemias e endemias na história da humanidade: Balanço historiográfico. *Revista Eletrônica KULONGESA–TES, 3*(E-1), 25–32.

42. Tavares, J. (2001). A resiliência na sociedade emergente. In J. Tavares (Ed.), *Resiliência e educação* (pp. 43–75). Cortez.

43. Universidade Federal do Acre. Conselho Universitário. (2020). *Resolução nº 11, de 28 de agosto de 2020*. UFAC.

44. Yunes, M. A. M., & Szymanski, H. (2001). Resiliência: Noção, conceitos afins e considerações críticas. In J. Tavares (Ed.), *Resiliência e educação* (pp. 13–42). Cortez.

45. Yunes, M. A. M. (2003). Psicologia positiva e resiliência: O foco no indivíduo e na família. *Psicologia em Estudo, 8*(spe), 75–84. https://doi.org/10.1590/S1413-73722003000300010

46. Wang, C., et al. (2020). A longitudinal study on the mental health of general population during the COVID-19 epidemic in China. *Brain, Behavior, and Immunity, 87*, 40–48. https://doi.org/10.1016/j.bbi.2020.04.028

47. World Health Organization. (2020). *Mental health and psychosocial considerations during the COVID-19 outbreak*. https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf