

# Educational Research and Development Journal

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## **Understanding the Effects of Emotion, Parental Support, and the Pandemic on Students' Learning in K-12 School Contexts: Notes from the Editors-in-Chief**

Jian Wang and Raymond Flores

Welcome to the Summer 2021 Issue of Volume 24 of *Educational Research and Development Journal*. In this issue, we bring you three articles that address the roles of academic emotions and parental support in shaping students' achievements and the effects of the pandemic on K-12 schooling.

Students' academic emotions are seen as an essential factor shaping how students learn and their learning outcomes in school contexts in western literature (Pekrun, Elliot, & Maier, 2006; Perera, 2016). In the first study of this issue, Xie and Kuo examined the relationship between students' academic emotions, their resilience on learning, and academic achievements of 172 eighth grade students in the school contexts of China where such a relationship has not been examined empirically and systematically. Using the questionnaires of adolescent academic emotions and the Connor–Davidson Resilience Scale developed in the western literature and students' academic achievements in five subject content areas, they found that students' positive academic emotions mediated the relationship between resilience and students' academic achievement. In contrast, no direct connection was identified among students' other academic emotions, resilience in learning, and academic achievements.

Parental support is presumably central to influencing students' school learning quality, while such supports vary across parents in different cultures (Phillipson & Phillipson, 2007). Students from families who immigrated from South Asian countries have demonstrated higher school achievements (Shams, 2020). However, how their school performances are shaped by their parents' support at home and the extent to which such parent supports are associated with their cultural values are the issues seldom investigated in the US contexts in the literature (Abbas, 2002; Ballard, 2002). Rasoll and his colleagues address this much-needed area of research in the second study in this issue by developing and validating an instrument helpful in measuring the parent support for their children's school learning among the South Asian parents in the U.S. Using Exploratory Factor Analysis, the study examined the items of a questionnaire survey designed based on parental involvement literature and implemented among parents of South Asian K–12 students. It identified 25 items under five factors in the survey to understand relationships between parental involvement and students' academic achievement for the South Asian American families.

The Covid 19 pandemic has changed, is changing, and will continuously transform school education and, thus, students' learning (Masonbrink & Hurley, 2020; Schleicher, 2020). Consequently, it is important to examine such influences using carefully designed empirical investigations and then synthesize the results of these studies and understand their scholarship, policy, and practice implications for school education (Pokhrel & Chhetri, 2021; Richmond et al., 2020). The third article by Huck and Zhang in this issue is a literature review study that synthesizes the results and quality of the studies developed to examine the influences of the COVID-19 pandemic on K–12 schooling using the concept mapping approach. It selected 49 relevant studies for the review, reviewed the focuses, participants, theoretical frameworks,

research methods, major findings, and limitations of this body of literature. With the review results as the base, the authors identified future research directions. They discussed the review implications for policymakers and practitioners concerning the school transformation under the pandemic.

We would like to thank all the reviewers for this issue for their thorough and constructive suggestions and comments that made this issue possible. Finally, we sincerely encourage all the Chinese American Educational Research and Development Association members, other professional researchers, and practitioners to contribute their work to the *Educational Research & Development Journal*. Such contributions are essential to the development of the journal as a high quality outlet that advances our understanding of various issues of professional education.

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