

Impact of COVID-19 in Academic and Psychology of Collegiate: A Review

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Abstract: *COVID-19 (Corona Virus Disease 2019) originated in Wuhan city of China, has spread rapidly all over the world during a short period of time, sending billions of people into lockdown. The World Health Organization (WHO) declared this epidemic a pandemic. It significantly resulted in a large number of psychological consequences leading to have profound psychological effects on all individuals. One psychological aspect of the COVID-19 pandemic in academic is fear, resulting to the shutting down of all Universities and Colleges to prevent and protect all students and staff members from the highly infectious disease. As a result teachers are already in the process of transitioning to online teaching platforms, the only mode of feasible teaching in current scenario. Online mode of teaching however, leads to a number of factors related to the quality of educational institutions, teachers, parents and students. The emotional states are assumed to be contributing factors that may affect the quality of remote or online learning, teacher performance, student knowledge and skills. Online teaching is not only a massive shock to student's understanding level but also to the student social life. In this review, the author will highlight the potential impact of the terrible COVID-19 outbreak on the education system and psychological impact on collegiate, teachers and parents.*

Keywords: COVID-19, online, pandemic, education, psychology, mental health, collegiate

1. Introduction

COVID-19 (Corona Virus Disease 2019) emerged by the end of December 2019 in Wuhan city of China is a highly infectious disease with a long incubation period caused by Sars-Cov-2 (Severe Acute Respiratory Syndrome Coronavirus 2) (Huang, 2019). The disease start spreading rapidly and authorities in Wuhan took unprecedented steps and locked down the city on January 23, 2020, to lower the risk of further disease transmission (Xiang, 2020). Several cases of COVID-19 within a few weeks were detected in several other countries and soon, it became a global threat (Spina, 2020) and World Health Organization (WHO) declared the coronavirus epidemic a pandemic (WHO, 2020). As on June 05 the virus had spread to more than 177 countries and infected more than 67 lakhs peoples resulting in 393,760 deaths worldwide, with total number of more than 2 lakhs people infection and 6,367 death in India. Many theories indicate that due to ambiguity and low predictability of COVID-19 it threaten people's physical health, but also affect people's mental health, especially in terms of emotions and perception. According to Behavioural Immune System (BIS) theory (John, 2013), people are likely to develop negative emotions (e.g., aversion, anxiety, etc.) and negative cognitive assessment (Mortensen, et al., 2010) for self-protection.

With the objective to respond COVID-19, countries all over the world introduced travel restrictions (both inward and outward) with the intention to prevent the spread of the epidemic. Across the country, public health experts, government officials, hospitals are taking numerous measures, like social distancing, used of masks, self-isolation, or quarantine; strengthening health facilities to control the disease; and asking people to work from home (Bedford, 2020). In India by the third week of March, state governments across the country start shutting down all the public gathering places including gyms, shopping mall, public and private transport, market, movie theatre, hotels

etc., including educational institutions temporarily to reduce the spread of infectious disease in the community by breaking important chains of transmission (Kawano, 2015 and Wheeler, 2010). Rising concern about the current COVID-19 pandemic, a large number of universities & colleges across the world have either postponed or canceled workshops, exams, conferences, sports (both intra and inter universities), and other activities and shifting their operations to online learning. Even, in India top educational institutions like IITs, NITs, Delhi University (DU), Jawaharlal Nehru University (JNU), Jamia Millia Islamia (JMI), Netaji Subhas University of Technology (NSIT), and more have stopped their offline learning procedure and shifted to online-learning procedure (Gewin & THE, 2020). Although the overall impact on education and mental health of the university environment is still unknown, it is expected to be very considerable (Araujo et al., 2020; Sahu, 2020). By taking into consideration the usual high incidence of emotional disorders in university students, it can be expected that the current situation may cause a notable impact (Bruffaerts et al., 2018; Hunt and Eisenberg, 2010). Considering the expected impact of current situation, it is crucial to analyze the experience of community members of the institution and confinement to develop measures and implement psychological interventions to mitigate the possible adverse effects on students, academic staff and parents. In this review, the author will highlight the potential impact of the terrible COVID-19 outbreak on the education, mental health of collegiate, teachers and parents.

2. Review

2.1 Challenges & Limitations face by Shifting from Face-to-Face to Online Classes due to Covid-19

It was found that the connectivity and signal of network issues became the most prevailing problems faced by students while attending the online classes. In India, the network infrastructure has not achieved a state of excellent

quality so far to ensure sound delivery of online classes to the students. To maintain permanency in teaching-learning process, study material are updated by the concern teachers by using simple tools like Skype, Zoom App, WhatsApp, G-mail etc., (Veena, 2020) based on the convenience. However, due to lack of proper network infrastructure, a sudden shift of total dependent on online platform of online lecturer seems to be somewhat a distant dream.

2.1.1 Challenges faced by Teachers:

The Covid-19 pandemic caused the educational institution worldwide to go online and many teachers and students have been excited to the online delivery mode. Online teaching is not a new mode of teaching and many faculty members get training to use online learning platforms as the only delivery mode or as an add-on to face-to-face teaching (Gewin and THE, 2020).

Following are some of the challenges faced by the teachers during online teaching mode.

- One of the biggest challenges faced by teacher is how to keep their students on track and difficulty faced in distraction from other social networking sites during the learning period (Namrata, 2020).
- Disturbance in the minds of concern teachers when they have adopted virtual classrooms (Madeline, 2020).
- Converting the teaching materials into online notes within a short time has been a challenges for few teachers (Veena, 2020).
- Planning of daily and weekly assignment online, trying the students not to lose their interest and seriously towards the subject and estimating of degree of productive and understandable by the students (Veena, 2020).
- As students are from different social background and not all students has access to a laptop, high quality smart phone or an internet connection. It is not possible for each and every students to attend the online classes once at a time (Namrata, 2020).
- The feeling of online education is unsatisfied because of decreased human interaction (Alqurashi, 2018).

2.1.2 Difficulty in Assessment and Evaluation of students based on online performance:

As the colleges and universities have already been suspended, continuous assessment will go on along with the online classes. However, such sudden transition from face-to-face teaching to online delivery has a serious impact on assessments and evaluation of the students' performance. The application of assessments online on those courses designed for face-to-face learning is becoming a challenging task. Another challenges is the uncertainty about the procedure for administering outstanding assignments, projects, and other continuous assessments (Raaheim, 2019 and Kearns, 2012), so the teachers have to change the assessment types to fit online mode. It also becomes difficulty to monitor how the students are taking it online and to ensure that students are not cheating during online tests. Apart from theory, the lab tests, practical's and performance tests are not possible to conduct online.

2.1.3 Problem & Limitation faced by the students:

The online platform is the one and only means where the student can pursue knowledge during lockdown, but the

network infrastructure comes with its own challenges. While students and teachers living in remote areas are facing trouble due to slow internet and connectivity issues, city-dwellers too find it challenging. Following are some of the most common challenges college students are currently facing with online classes:

- **Technical issues:** Unfortunately, technical issues are bound to happen in an online-only environment. The situation is worse for those from remote, non-urban areas (Namrata, 2020). Virtual classes are dependent on the internet and infrastructure and the lack of these or frequent disconnections or poor signals is a problem that many students are facing.
- **Distractions and time management:** Attending online classes from home there is more distractions than usual, especially with family members and possibly younger siblings (Madeline, 2020). As a result of these distractions and possibly having additional responsibilities, time management becomes more challenging.
- **Understanding course expectations:** The sudden switch to online learning platform has left confused in few students about course requirements for the rest of the semester.
- **Lack of in-person interaction:** The lack of in-person interaction during lecture between teachers and students decrease the level of actual understanding and it can be particularly challenging.
- **Adapting to unfamiliar technology:** Providing everything from online learning platform to tools that track the productivity of students, believe they're poised to help tackle challenges (Madeline, 2020).
- **Uncertainty about the future.** The sudden switch to online learning platform has caused anxiety and raised questions among students about their academic futures.

3. Psychological Impact

The COVID-19 pandemic decided many colleges and university to suspend in-person classes and evacuate students in responding to the intensifying concerns surrounding COVID-19. It created a sense of uncertainty and anxiety about what is going to happen, causing a tremendous level of stress among the collegiate leading to unfavorable effects on learning and psychological health of students (Pradeep, 2020). Most of the students were in different phases of their academic year like some are about to complete the academic year, about to write examinations and some are writing their examinations (Singh et al., 2012). Examinations were postponed, class were suspended due to the lockdown and the actual date of exam is awaited. (Yusen & Xue, 2020) also said that college students experience distress contributed by the uncertainty and abrupt disruption of the semester in addition to the anxiety caused by school closure. In such many students were undergoing mental stress and there is a sturdy need to consider their mental health status (Agnew et al., 2019).

Apart from academic, few students also lost their on-campus jobs which can aggravate their financial hardship and mental health outcomes. Many also have their concerns for asymptomatic carriers and fears of infection and transmission of COVID-19 to their family members when

they return home as a result of evacuation (Yusen & Xue, 2020). Parents may add up more stress on their children as they are equally undergoing stress concerning the career of their kids. Though many of the educational institutes have launched online classes, adaptation of the student to the sudden transition from routine teaching method is stressful. This is true especially in case of the slow learners. Further, the fear of corona disease will add up to their stress.

4. Recommendation

All the faculty member, collegiate, parents and administrators should learn from this critical situation to overcome these challenges. Concern teachers should try to motivate the mind of the students to draw attention into active participation and encourage them to stay connected through the online or any social media platform. Students should be provided the best and easily understandable course instruction and other services in an online format to support academic continuity (Gewin, 2020). The virtual office hour other than online classes between students and teachers should be encourage to maintain the connection and help students process and address academic concerns caused by the disruption. As a part of mental health support, colleges and university should update health guidelines, online guidance for managing stress to cope up with the pandemic. Special guidance should be given to those students who have weak psychology (Pradeep, 2020).

5. Conclusions

An increase in negative emotions (anxiety, depression, and indignation) and sensitivity to social risks, as well as a decrease in positive emotions and academic satisfaction for students due to COVID-19. It is imperative for universities and colleges to build awareness of students' mental health needs and concerns. Students and teachers should exchange regular information through online. Efforts made by universities should be dedicated to helping students thrive in this crisis. Apart from this, health and safety of students and staff should be the top priority. Proper counseling services should be available to support the mental health and well-being of students. Faculty members should embrace technology and pay careful attention to student experiences to make the learning rich and effective.

6. Acknowledgement

I would like to thanks School and College of Nursing, NEMCARE FOUNDATION, Mirza for their help and support.

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