MENTAL HEALTH AND EDUCATIONAL ISSUES IN STUDENTS DURING PANDEMIC

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COVID-19 has emerged as the most serious public health issue today, with significant implications for the general public. Many extra hazards must be added to the already established dangers directly associated to the disease (morbidity/mortality), such as the influence on students' health and the pandemic's effect on their learning trajectories. The global mobility restrictions and social distancing measures enacted to stop the virus's spread (WHO, 2020) have had a significant impact on student psychological health (Li et al., 2021; Son et al., 2020), as well as the most significant change in traditional educational practices in human history, affecting millions of students in countries around the world (Pokhrel and Chhetri, 2021).

Numerous research show that the epidemic has caused anxiety, despair, and stress in students (Wang and Zhao, 2020). (Odriozola et al., 2020). The pandemic has caused uncertainty among students about what will happen in the future, which causes stress, which has negative consequences for students' learning and mental health (Sahu, 2020). Emotional distress, despair, fear, compulsion, anxiety, neurasthenia, and hypochondria are all linked to higher levels of perceived stress (Yang et al., 2021).

Many students find e-learning platforms challenging due to technological constraints, limited internet connectivity, insufficient gadgets for online learning, and a lack of technical understanding. A recent study (Owusu et al., 2020) identified several issues for kids as a result of school closures and the advent of online learning; for example, students had difficulty studying well from home, and parents had difficulty overseeing their children's learning. According to another study (Aucejo et al., 2020), the epidemic caused a substantial number of students to postpone graduation and lose their jobs.
Furthermore, some students must cut their study time owing to socioeconomic disadvantages, which is why lower-income students are more likely to postpone graduation. Delays in academic tasks have been linked to anxiety symptoms (Cao et al., 2020), and hence to greater difficulty in meeting academic objectives. Institutions and educational systems must make extra efforts to assist kids whose parents do not support them and who live in settings that are unsuitable for learning (Daniel, 2020).

We could be at the start of a new age in educational practices. Different administrations, as well as public and educational authorities, must adopt evaluation methods in order to understand how teaching is progressing in the current environment and to mitigate any potential detrimental impact on learning processes. They must provide the appropriate tools to ensure that online education meets the same high quality criteria as face-to-face teaching and that students' learning paths are not negatively impacted. In order to reopen, proper planning in the combination of virtual and face-to-face teaching, as well as addressing potential barriers to access and affecting socio-economic and cultural issues, must be developed. Students must receive quick and appropriate treatment for mental health issues induced by the pandemic, which have a substantial impact on their academic progress.

References:

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