

How to Cite:

Agrawal, R., Gade, S., & Bhadarge, G. (2022). Lockdown adversity on students life: A review article . *International Journal of Health Sciences*, 6(S2), 652–660.
<https://doi.org/10.53730/ijhs.v6nS2.5045>

Lockdown Adversity on Students Life: A Review Article

Rehaan Agrawal

First Year student Datta Meghe Medical College, Shalinitai Meghe Hospital and Research Centre Hingana Road, Nagpur.

Subhada Gade

Professor and HOD Dept. of Physiology Datta Meghe Medical College, Shalinitai Meghe Hospital and Research Centre Hingana Road, Nagpur.

Gangaram Bhadarge

Tutor Dept. of Biochemistry Jawaharlal Nehru Medical College, Datta Meghe Institute of Medical Sciences, Sawangi (Meghe) Wardha

Abstract---Introduction: The first verified case was discovered in Washington State on January 20, 2020, and the first person died on February 29, 2020. The lives of millions of people have been shattered by the rapid spread of the epidemic and the mitigation measures that came out just weeks before the virus arrived in the United States. The outbreak of COVID-19 has affected people from all walks of life, and residents have been advised to isolate themselves from their homes to prevent the virus from spreading. Being locked out has a huge negative impact on mental health, expressing dissatisfaction, anxiety and despair. The effects of COVID-19 on students of all ages have been identified as time spent in online and self-study classes, intermediate reading, sleep habits, daily exercise, and effects on weight, public health and mental health. Aim: Lockdown Adversity on Students Life. Material And Method: This study included 100 subjects of males and females with the age group of 18-25. DMMC and SMHRC, Nagpur in collaboration with ABVRH and JNMC (DMIMS Deemed to be University), Sawangi, Wardha, Maharashtra. Results And Conclusion: According to our research, the current COVID-19 epidemic has a profound impact on the mental health of college students.

Keywords---COVID-19, education, impact, mental well-being, students.

Introduction

The new illness was identified in Wuhan, in December 2019 i.e. COVID-19. The first confirmed case was identified in Washington State on January 20, 2020, and the first person died on February 29, 2020. The lives of millions of people have been shattered by the rapid spread of the epidemic and the mitigation measures that came out just weeks before the virus arrived in the United States. The outbreak of COVID-19 has affected people from all walks of life, and residents have been advised to isolate themselves from their homes to prevent the virus from spreading. Being locked out has a huge negative impact on mental health, expressing dissatisfaction, anxiety and despair. The effects of COVID-19 on students of all ages have been identified as time spent in online and self-study classes, intermediate reading, sleep habits, daily exercise, and effects on weight, public health and mental health. In addition, our findings show that people use a variety of coping strategies and seek the support of loved ones to cope with stress and anxiety.¹

In addition, research has looked at how students of different ages use social networking sites. In light of these findings, government officials should take all necessary steps to improve learning skills by reducing the negative effects of the COVID-19 epidemic. According to preliminary figures from China, the outbreak had a profound psychological impact on many people, as well as an unusual government response. 1 Many university and college students are thrown out of their dorms and by peer groups, forced to leave campus without their belongings (in most cases), and are expected to finish their academic work as usual, far away.²

The objective of the research is to understand more about the pandemic's impact on first-year university students' mental health and wellness, as well as the mitigation strategies that have emerged as a result. ³ There are a variety of other reasons why students, in particular, may be vulnerable. Many undergraduate students experienced this upheaval due to a lack of a recognised routine and aid in establishing a feeling of stability and coherence.⁴

As a result of the development, the differences between the adult subcortical regions (e.g., the small-core, and related instagran regions of the late-adolescence is a period of risk for the development of the central nervous system. Due to the rapid growth of the epidemic in the context of the general government, and educational approaches, and the re-emergence of a threat, it's a once-in-a-lifetime opportunity. The university and its students, and as a natural disaster, such as a hurricane or an earthquake, closed many of its aspects. These incidents, however, have a cumulative effect is devastating, and the long-term risks to the safety of the public. Fear, anxiety, sorrow, grief, and stress are the most common side-effects of the phenomenon, such as a decline in academic interest. COVID-related disruptions are expected to have negative consequences for students in the program.⁵

Educational effects on students

Because COVID 19 is transmitted through contact, saliva, and other means, many governments around the world are asking citizens to maintain a community distance, if not a physical distance, in order to prevent the virus from spreading. This has hampered educational efforts around the world. The functioning of educational institutions, as well as the areas of business, tourism and health, are all affected. Most governments around the world have temporarily shut down educational institutions to prevent the spread of the COVID-19 epidemic. This national closure affects more than 91 percent of students in the world. The closure has taken place in many other countries, affecting millions of students. UNESCO is assisting countries in protecting the immediate impact of school closures, especially on high-risk and low-income people, and making remote learning accessible to all. 6 The global long-distance travel protocol has been approved by the President of the United States, who has the largest confirmed disease of COVID-19. For the first time in a century, Americans have been instructed to stay in their homes and to avoid contact with the public since the flu outbreak of 1918. As a result, most public services and facilities are closed. More than a thousand schools and universities across the country have canceled classes and campus events due to the closure of the University of Washington on March 7, affecting millions of students.⁶

The government has taken many efforts to stop the spread of since the epidemic broke out in Indonesia. One of them is the Directorate of Higher Education's (Directorate of Higher Education) order No. 1 of 2020 by preventing the spread of Disease (COVID-19) in tertiary institutions, issued by the Department of Education and Culture (Kemendikbud). The Department of Education and Culture has published circulars directing colleges to pursue distance studies and to encourage students to study from home. To combat the spread of COVID-19, at least 65 institutions in Indonesia offer online courses (CNN Indonesia, 2020). To avoid the spread of COVID-19, the WHO recommends halting jobs that are capable of producing large quantities. As a result, traditional learning, which brings together a large number of students in one place, needs to be reconsidered in order to be implemented. In the learning areas, physical contact between students and other students, as well as between students and teachers, should be avoided. During the COVID-19 scenario, online learning is another form of learning that can be used. Online learning, according to Moore, Dickson-Deane, and Galyen (2011), is "learning that takes place online and involves accessibility, communication, flexibility, and the ability to innovate." Many learning groups were held in schools during the COVID-19 epidemic, including schools that took full advantage of school grades and used various online forums, schools that continued to use power, where assignments were sent via message without direct communication, and schools without internet, electricity, or television.⁷

The Impact on the students that COVID-2019, a form of pneumonia, which is the first location on December 31, 2019. in Wuhan, China and has since spread all over the world. With the continued growth of the epidemic, the strong-segregation mechanisms, the delayed opening of schools, colleges and institutions across the country are expected to have an impact on students mental health.⁸ The effects of the disease were being reported by a lot of people-patients, staff, children, and the

elderly. About 24.9 percent of the time, the students have also expressed concern over the COVID-19 pandemic. During the COVID-19 pandemic, students who live in urban areas are living with their parents, and have a steady income, are less likely to experience fear. On the other hand, having a family, or a friend who has COVID-19 is an independent risk factor for anxiety. The economic pressures that have an impact on the day to day life, and a delay in the science, all of which are contributing to the COVID-19 effort, and to be positively associated with the Chinese students' anxiety levels during the epidemic, while social support has a negative effect.^{8,9}

When a public health disaster is taking place, students' mental health is very much affected, and in urgent need of attention and assistance and support from the community, family, and educational institutions. It has been suggested that the Government and schools to work together in order to overcome this problem and to provide the children with a high quality of treatment is based on the problems as soon as possible. An individual student can be one of a kind. Policy-makers, health care providers, and mental health professionals can benefit from a better understanding of the complexity of their experiences, their beliefs, and their attitudes towards racial segregation.¹⁰

Impact on mental health issues in students

As the COVID-19 pandemic is man-made and natural disasters, which have the potential to cause harm to everyone's mental health and well-being. According to the WHO (2020), the creation of a global pandemic, it is of concern to the different levels of the society. Although there are no comprehensive studies have been conducted on the impact of COVID-19 on mental health, and numerous studies of the pandemic (such as the avian flu, and SARS have shown harmful effects on the mental health of the victims.¹¹ At the 2019 (COVID-19) epidemic, the cognitive ability, mental status, anxiety, and depression levels of the students in China have been studied, in order to get a better understanding of the psychological dynamics of their students. Data were collected from 509 to students through online surveys. The great Depression Scale and the Anxiety Self-assessment Scale are two of the self-assessment scale for anxiety and depression. Epidemiological studies have been used for the evaluation of all of the symptoms of anxiety and / or depression. Most of the students prefer to minimize their trips and meetings during the COVID-19 pandemic. There were significant differences between the genders of the students in the areas of anxiety and exposure to a panic at risk. In addition, during the COVID-19 pandemic, the Chinese students' levels of anxiety and distress than the national standard. In the course of a logistic regression analysis reveals a universal fear. During the COVID-19 pandemic, the level of anxiety and depression among college students has increased as a result of many factors. As a result, all of the psychological therapy for college students, it is of crucial importance.¹¹

Informational impact

False information about COVID-19 is spreading on social media amid a climate of panic and resentment. According to the study's findings, false information about COVID-19 was distributed 50 times between January and March 2020, with

articles on Corona Virus, treatment and prevention of Corona Virus, and community behavior in dealing with the virus. Students choose to focus on their discussions on issues that directly affect them, such as school closures and local issues.¹²

Apart from the fact that both teams had a very low rate of COVID-19 Tweets, college students had a very high level of badness. In addition, positive microscopic tests and negative tweets show their most disturbing feelings due to the increase in COVID-19, as well as negative reactions to disruption in their lives, such as racist anger. Moreover, during the COVID-19 era, we saw a change in the intentions of apartheid, which was rejected by the majority of students and the general public. To gain a deeper understanding of the COVID-19-related difficulties expressed in our work, well-written language details, such as emotions, hate speech, and racial recognition, can be explored. Students' academic achievements and social relationships can be severely damaged by mental health disruptions, diminishing their professional and future prospects. The rapid increase in COVID-19 and the anti-social methods used across the country are likely to have a negative impact on the mental health of people, especially college students. The psychological impact of the epidemic on many people has been studied in many studies.¹³

Material and Method

This study included 100 subjects of males and females with the age group of 18-25. DMMC and SMHRC, Nagpur in collaboration with ABVRH and JNMC (DMIMS Deemed to be University), Sawangi, Wardha, Maharashtra

Discussion

Previous research has found that public health emergencies have a substantial influence on college students' mental health. A few studies have surfaced since the COVID-19 epidemic, indicating greater levels of anxiety and heightened risk perception among college students during the COVID-19 pandemic.¹⁴ The current study is the first to look at the mental health effects of the COVID-19 epidemic among college students in the United States. North New Jersey has been one of the worst hit areas in the United States for the current epidemic, causing fear, anxiety, and panic.¹⁵ The epidemic has also raised concerns about the well-being of university community members, especially students. While previous research suggests that the current epidemic could have a variety of effects on student learning experiences, our findings suggest that college students facing a greater number of academic and daily challenges during the COVID-19 epidemic also face higher levels of mental health burden. This is about the fact that the epidemic occurs at a time when college students are experiencing an increase in mental health concerns. Additional stress can have a detrimental effect on the student's learning experience and mental health.¹⁶

Although there was no significant correlation between knowledge levels and mental health factors, the descriptive findings of this study suggest that undergraduate students had a sufficient level of understanding of COVID-19 at the time of the study. Almost all respondents accurately saw how the virus

spreads, clinical signs of infection, and the most at-risk groups. The data surrounding the COVID-19 epidemic have been described as "infodemic," with an infinite amount of information and information, which is very common on social media. However, participants in this study were more likely to report using "official" sources rather than "informal" or news websites, which led to more accurate information on COVID-19. In addition, students who participate in personal health education may be more familiar with the exact details of COVID-19. are unable to distribute it to others as they do not have the flu (35.8 percent of participants agreed to this statement). Another misunderstanding shared by a small percentage of participants (18.5%) is that young people do not need to take steps to avoid infection with COVID-19. College health educators should focus on educating students about the role of asymptomatic and pre-symptomatic people in the transmission of COVID-19, as return to campus may be limited to student gatherings in confined spaces or to wearing masks to prevent the virus from spreading.¹⁷

The impact of the epidemic on human behavior was widespread. Our responses almost always increased with hand washing, public travel restrictions, and we began to wear masks in line with current recommendations. This contradicts the findings of a recent study of seriously ill people in the United States, but is consistent with the behavioral changes seen in two human studies in Hong Kong and China. While part of the change in behavior may be due to restrictions (e.g., locking the keys, wearing a mask), it is also possible that students taking their health studies know better how the virus works and are more willing to adapt to behaviors that can prevent the virus from spreading.¹⁸

Official sources, such as health professionals (64.8%) and government websites (55.6%), were the most popular sources for corona virus graduates. In addition, authorized websites were the most reliable sources of data (87.0 percent). In this group (12.3 percent), social media has been the most reliable source of information for corona virus, similar to a U.S. adult study, which is encouraging because social media has great potential for disseminating unspecified information. Users seeking information on social media can also be referred to reputable authorities such as the CDC. Spending more time searching for corona virus equipment on news sites was linked to higher levels of concern in various adjustment models. This is in line with previous research, which found that time spent on social media each day was linked to higher levels of anxiety. While we did not examine the possible infection of the corona virus, it is thought that people who thought they were infected may look at the data. It is also thought that as a flexible approach, people who are more concerned will seek more information. Confidence in the media, on the other hand, was linked to lower levels of perception of physical dysfunction. News sites that provide verified and accurate information about corona may have the potential to create a favorable environment in which to reduce physical suffering as a result of stress.¹ A number of studies reflected on impacts of COVID in healthcare¹⁹⁻²¹. Gawai et. al. reflected on impact of COVID 19 and mental health²². Jachak et. al.²³, Kasturkar et. al.²⁴ and Naqvi et. al.²⁵ reflected on changes and shifts due to COVID on education system. Related studies on clinical and academic updates were reviewed²⁶⁻²⁸.

Conclusion

According to our research, the current COVID-19 epidemic has a profound impact on the mental health of college students. College students who face many academic and personal challenges may be prone to mental health problems. The current epidemic has the power to make the current problems worse. The timing of this epidemic is unknown, which has a detrimental effect on students' education, personal health and mental health. With the elimination of side effects linked to poor mental health, more research is needed to address additional risk factors in this population (such as drug use, coping methods, social support, and the importance of family and peer contact). More study into the epidemic's mental health impacts might help academics better comprehend corona virus influence on higher education. Our findings recommend that college health care practitioners and administrators take concrete efforts to assist students with mental health and well-being. Mental health services and well-educated counsellors can assist students in overcoming academic and financial difficulties, therefore minimizing the corona virus mental epidemic's impact. Many students will have specific needs and face new challenges due to public health conditions such as these, which require effective institutional programs.

References

1. Holshue ML, DeBolt C, Lindquist S, et al. First case of 2019 novel coronavirus in the United States. *N Engl J Med*. 2020;382:929-936.
2. Qiu J, Shen B, Zhao M, Wang Z, Xie B, Xu Y. A nationwide survey of psychological distress among Chinese people in the COVID-19 epidemic: implications and policy recommendations. *Gen Psychiatry*. 2020;33:e100213.
3. Tian F, Li H, Tian S, Yang J, Shao J, Tian C. Psychological symptoms of ordinary Chinese citizens based on SCL-90 during the level I emergency response to COVID-19. *Psychiatry Res*. 2020;112992.
4. M. Billy, "The Influence of Dynamic Organizations and the Application of Digital Innovations to Educational Institutions in the World during the COVID-19," 2019.
5. "school-closures-caused-by-coronavirus-(covid-19)." [Online]. Available: <https://en.unesco.org/covid19/educationresponse>. [Accessed: 06-May-2020].
6. S. R. Rahman, "Pembelajaran Online di Tengah Pandemi Covid-19," vol. 02, no. 02, pp.81–89, 2020.
7. Hardiknas Belajar dari COVID-19 dan Strategi Kemendikbud Tegakkan KBM - Berita Terkini Gugus Tugas Percepatan Penanganan COVID-19. Available: covid19.go.id/p/berita/hardiknas-belajar-dari-covid-19-dan-strategi-kemendikbud-tegakkan-kbm. Accessed: 06-May-2020.
8. W. Cao, Z. Fang, G. Hou, M. Han, X. Xu, and J. Dong, "The psychological impact of the COVID-19 epidemic on college students in China," *Psychiatry Res.*, vol. 287, no. March, p. 112934, 2020.
9. X. Zhong, X. Liu, X. Liu, J. Liu, and X. Zhong, "The Lancet Global Health Psychological state of college students during COVID-19 epidemic Psychological state of college students during COVID-19 epidemic Summary."

10. L. Huang, F. Xu, and H. Liu, "Emotional responses and coping strategies of nurses and nursing college students during COVID-19 outbreak," 2020.
11. V. Duong, J. Luo, and Y. Wang, "The Ivory Tower Lost: How College Students Respond Differently than the General Public to the COVID-19 Pandemic," 2019.
12. MEDIA SOCIAL DI," vol. 01, no. 09, pp. 60–73, 2020. Wang C, Pan R, Wan X, Tan Y, Xu L, Ho CS, et al. Immediate Psychological Responses and Associated Factors during the Initial Stage of the 2019 Coronavirus Disease (COVID-19) Epidemic among the General Population in China. *Int J Environ Res Public Health*. 2020 Mar 6;17(5):1729.
13. López, Ruth M.; Carales VD. Supporting College Students Through a Public Health Crisis: Lessons Learned from Hurricane Harvey—Higher Education Today. 2020 [cited 2020 Apr 26].
14. Carey K. Everybody Ready for the Big Migration to Online College? Actually, No—The New York Times. 2020 [cited 2020 Apr 27]. Available from:
15. American College Health Association. American College Health Association-national college health assessment II: undergraduate student reference group executive summary fall 2018]. Hanover, MD; 2018.
16. Zarocostas J. How to fight an infodemic. *Lancet* (London, England). 2020 Feb 29;395(10225):676.
17. Qian M, Wu Q, Wu P, Hou Z, Liang Y, Cowling BJ, et al. Psychological responses, behavioral changes and public perceptions during the early phase of the COVID-19 outbreak in China: a population based cross-sectional survey. *medRxiv*. 2020 Feb 20 [cited 2020 Apr 29];21(1):2020.02.18.20024448.
18. Brigati JR, England BJ, Schussler EE. How do undergraduates cope with anxiety resulting from active learning practices in introductory biology? Yan V, editor. *PLoS One*. 2020 Aug 12;15(8):e0236558. Available from: pmid:32785258.
19. Acharya, Sourya, Samarth Shukla, and Neema Acharya. "Gospels of a Pandemic- A Metaphysical Commentary on the Current COVID-19 Crisis." *JOURNAL OF CLINICAL AND DIAGNOSTIC RESEARCH* 14, no. 6 (June 2020): OA01–2. <https://doi.org/10.7860/JCDR/2020/44627.13774>.
20. Bawiskar, Nipun, Amol Andhale, Vidyashree Hulkoti, Sourya Acharya, and Samarth Shukla. "Haematological Manifestations of Covid-19 and Emerging Immunohaematological Therapeutic Strategies." *JOURNAL OF EVOLUTION OF MEDICAL AND DENTAL SCIENCES-JEMDS* 9, no. 46 (November 16, 2020): 3489–94. <https://doi.org/10.14260/jemds/2020/763>.
21. Burhani, Tasneem Sajjad, and Waqar M. Naqvi. "Telehealth - A Boon in the Time of COVID 19 Outbreak." *JOURNAL OF EVOLUTION OF MEDICAL AND DENTAL SCIENCES-JEMDS* 9, no. 29 (July 20, 2020): 2081–84. <https://doi.org/10.14260/jemds/2020/454>.
22. Gawai, Jaya Pranoykumar, Seema Singh, Vaishali Deoraoji Taksande, Tessy Sebastian, Pooja Kasturkar, and Ruchira Shrikant Ankar. "Critical Review on Impact of COVID 19 and Mental Health." *JOURNAL OF EVOLUTION OF MEDICAL AND DENTAL SCIENCES-JEMDS* 9, no. 30 (July 27, 2020): 2158–63. <https://doi.org/10.14260/jemds/2020/470>.
23. Jachak, Shrushti Prashant, Pratik Arun Phansopkar, Waqar Mohsin Naqvi, and Kiran Kumar. "Great Awakening - Telerehabilitation in Physiotherapy during Pandemic and Impact of COVID-19." *JOURNAL OF EVOLUTION OF*

- MEDICAL AND DENTAL SCIENCES-JEMDS 9, no. 45 (November 9, 2020): 3387–93. <https://doi.org/10.14260/jemds/2020/744>.
24. Kasturkar, Pooja Ramesh Rao, and Jaya Pranoy Kumar Gawai. “Engaging School Going Children During COVID-19 Lockdown.” *JOURNAL OF CLINICAL AND DIAGNOSTIC RESEARCH* 14, no. 8 (August 2020). <https://doi.org/10.7860/JCDR/2020/44800.13952>.
 25. Naqvi, Waqar M., and Arti Sahu. “Paradigmatic Shift in the Education System in a Time of COVID 19.” *JOURNAL OF EVOLUTION OF MEDICAL AND DENTAL SCIENCES-JEMDS* 9, no. 27 (July 6, 2020): 1974–76. <https://doi.org/10.14260/jemds/2020/430>.
 26. Phansopkar, Pratik Arun, Waqar Mohsin Naqvi, and Arti Isherkumar Sahu. “COVID-19 Pandemic- A Curse to the Physical Well-Being of Every Individual in Lock-Down.” *JOURNAL OF EVOLUTION OF MEDICAL AND DENTAL SCIENCES-JEMDS* 9, no. 35 (August 31, 2020): 2561–66. <https://doi.org/10.14260/jemds/2020/556>.
 27. Quazi Syed, Zahiruddin, Abhay Gaidhane, Shilpa Gaidhane, Mahalaqua Nazli Khatib, and Sanjay Zodpey. “Cultural Competency Framework for Masters of Public Health (MPH) Program: Calling for Action.” *MEDICAL SCIENCE* 24, no. 102 (April 2020): 776–85.
 28. Sharma, Kavya, Sanjay Zodpey, Zahiruddin Quazi Syed, and Abhay Gaidhane. “Accreditation of Public Health Education in India: Enhancing Quality, Competence and Trust.” *NATIONAL MEDICAL JOURNAL OF INDIA* 26, no. 6 (December 2013): 344–47.