

**The effects of online education on students mental health during
COVID-19**

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***Abstract :** This study seeks to understand the impact of online learning on students' mental well-being during the COVID-19 lockdowns. Studies have looked into how new technologies affect the quality of online learning and its impact on students' mental health. This is crucial for understanding how students are coping with their studies. Various international research studies have provided statistics on this topic. Research found that online learning during the pandemic led to students feeling depressed rather than experiencing positive effects.*

***Keywords:** Covid-19, online learning, mental health, advanced technologies.*

Introduction

The coronavirus disease 2019 (COVID-19) has become one of the most serious health issues worldwide since the first case was confirmed in 2019 and the global outbreak occurred in 2020 (Zhu N., Zhang D., Wang W., Li X., Yang B., Song J., Zhao X., Huang B., Shi W., Lu R., 2019). According to the World Health Organization (WHO), as of 1 September 2021, there have been more than 218 million confirmed cases, with more than 4 million deaths reported by more than 200 countries (2021). *Literature review*

The COVID-19 pandemic has brought about changes in the education system, impacting universities as well. E-learning has become the primary mode of education, leading to fewer face-to-face interactions, potentially impacting the mental health of students. Most universities remained open during the first COVID-19 outbreak, even though some courses were simultaneously delivered in the classroom and online; that is, the students could either go to the classroom or

stay home to learn online (Yu-Hsiu Chu and Yao-Chuen Li, 2022). Online learning began in 1982 when the Western Behavioral Sciences Institute in La Jolla, California launched its School of Management and Strategic Studies. The School used computer conferencing to provide a distance education program to business executives. That sounds like a very relevant and important study, especially given the increased reliance on online education due to the COVID-19 pandemic. During school closures, online teaching and learning has become a new routine that may lead to changes in lifestyles and adversely affect university students' health (Yu-Hsiu Chu and Yao-Chuen Li, 2022). Due to technological advancements, students now have a wide range of internet resources and online classes available to them. These tools allow for individual communication during lessons, which can lead to more personalized learning experiences. Technological advancements have greatly assisted students in overcoming the challenges of attending classes and accessing scientific resources during remote learning.

The increasing trend of studies on mental health problems during COVID-19 shows that all parties must be more serious in dealing with this outbreak (Nuryana Z., Al Murshidi G., Rahman A. Publication trends related to schizophrenia, mental health, and depression during COVID-19, 2021). The mental health impacts of online learning on students may include heightened stress levels and feelings of depression ("Student stress and mental health during online learning: Potential for post-COVID-19 school curriculum development" Zalik Nuryana, Wenbin Xu, Luky Kurniawan, Natri Sutanti, Syahdara Anisa Makruf and Indah Nurcahyati, 2023). Education, like other important sectors, has a big responsibility in maintaining the continuity of education for the future development of the country (Breslin T. Routledge; Lessons from Lockdown: the Educational Legacy of COVID-19, 2021). Students experience increased anxiety when joining online learning (Husky M.M., Kovess-Masfety V., Swendsen J.D. Stress and anxiety among university students in France during Covid-19 mandatory confinement, 2020). A number of studies have explored the impact of the pandemic on the mental health of university students and factors associated

with higher levels of distress. For example, a US interview survey of 195 undergraduate students from one university reported negative impacts of the COVID-19 pandemic and the urgent need to develop interventions and preventive strategies. Another US survey of 162 undergraduates found high levels of mental health distress, with depression being associated with difficulties focusing on academic work and loss of employment and higher levels of anxiety more likely in students who spent more than an hour per day looking for information on COVID-19. An online survey of 255 students at a university in Hong Kong in July 2020 also found high levels of depression with perceived available peer support being negatively associated with depressive symptoms (Tianhua Chen, 2022).

References

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