



Australian Federation
of Islamic Councils

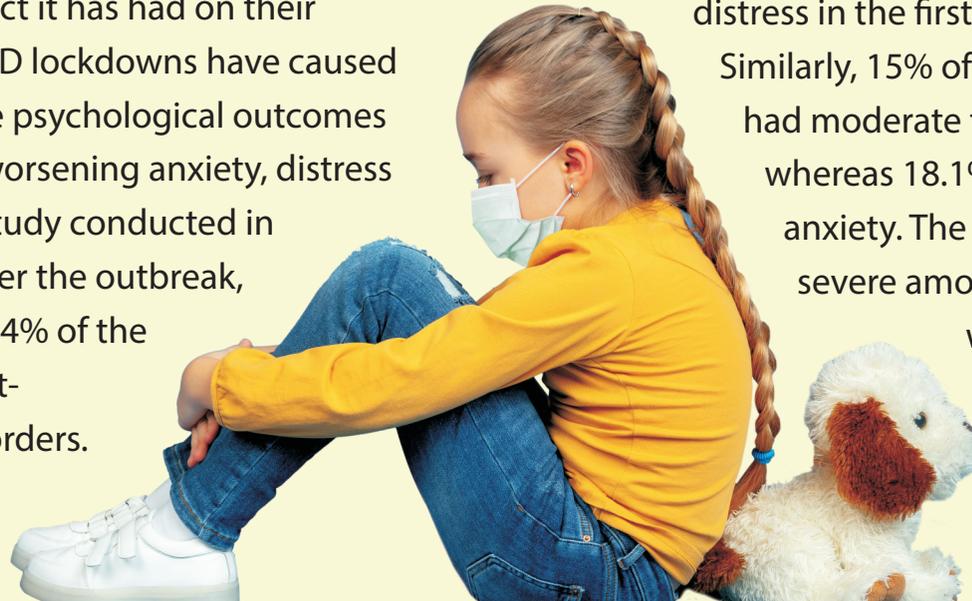
PART 2
COVID-19
**IMPACT ON
EDUCATION**



PSYCHOLOGICAL IMPACT of Covid-19 Lockdown Measures

The COVID-19 outbreak was a shock to the entire global community. Students/youth have been the most vulnerable group affected by the pandemic because of the impact it has had on their education. The COVID lockdowns have caused tremendous adverse psychological outcomes such as loneliness, worsening anxiety, distress and insomnia. In a study conducted in China two weeks after the outbreak, it was found that 14.4% of the youth exhibited post-traumatic stress disorders.

A survey conducted by the University of Valladolid, Spain, found that 50.43% of the participants experienced moderate to severe psychological distress in the first week of their confinement. Similarly, 15% of the students in Bangladesh had moderate to severe depression, whereas 18.1% were suffering from severe anxiety. The impact seems to be more severe among the older students who were self-financing their higher-level education.



Source: <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0253059>



NSW Year 12 Students

Face to face learning vs online education?

Many students in NSW, particularly for year 12 have found the online learning experience to be challenging and are fearing that the lockdown restrictions and school closures will severely impact their marks and ability to get into university.

The biggest impact that lockdown and online education has had on students is the mental health issues that have arisen. Many year 12 students are suffering from anxiety, depression and low self esteem because they are not able to comprehend the complexity of their work through online mechanisms. They are unable to have the one-on-one support that some students need or the ability to socialise with other students and work together to complete tasks.

Source: <https://www.sbs.com.au/news/the-feed/nightmare-nsw-high-school-students-prepare-for-online-learning>

Study Conducted in Malaysian Universities

A study conducted at private and public Malaysian universities found that 80% of participants agreed that their academic study was impacted/affected by the COVID-19 outbreak and that online learning was not as effective as face to face.

More than half of the participants agreed that online learning was impacted/affected by their unstable internet connection depending on where they lived. However, half of the participants agreed that online learning helped to facilitate their studies during the outbreak and allowed communications with lectures and other students.

Two-thirds agreed that e-learning was flexible in time and place.

Source: <https://journals.sagepub.com/doi/full/10.1177/00368504211029812>



PERCEPTION TOWARDS E-LEARNING & COVID-19 ON THE MENTAL HEALTH STATUS OF UNIVERSITY STUDENTS IN MALAYSIA

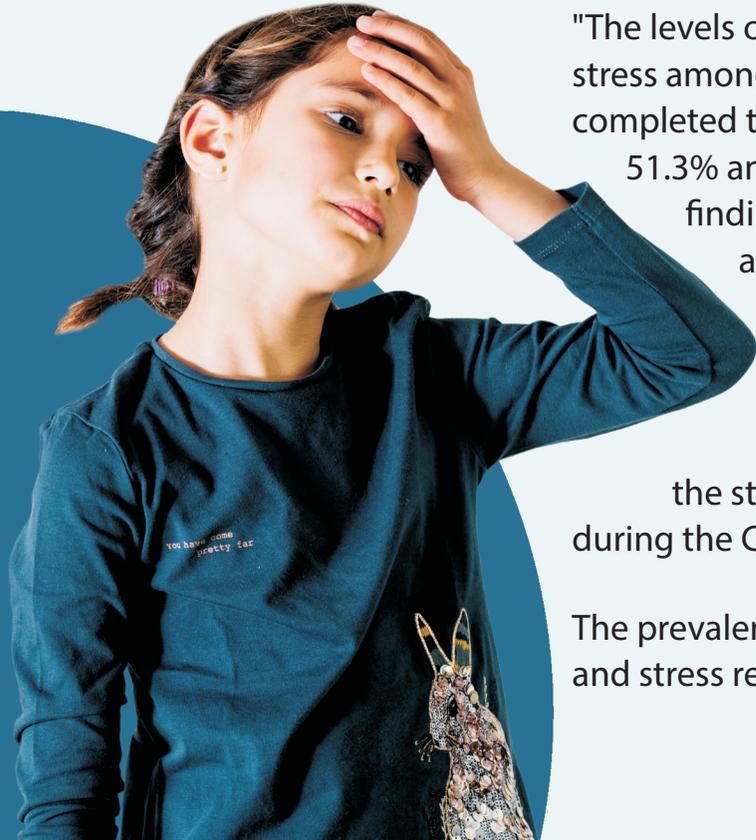
Source:

<https://journals.sagepub.com/doi/full/10.1177/00368504211029812>

Perception on E-Learning during Covid-19 outbreak		
Item	Options	n (%)
My academic study is affected by the COVID-19 outbreak	Strongly disagree	5 (1.6)
	Disagree	18 (5.8)
	Neutral	33 (10.6)
	Agree	119 (38.4)
E-learning may not be as effective as face-to-face teaching	Strongly agree	135 (43.5)
	Strongly disagree	5 (1.6)
	Disagree	23 (7.4)
	Neutral	37 (11.9)
E-learning is affected by internet connection at where I stay	Agree	119 (38.4)
	Strongly agree	126 (40.6)
	Strongly disagree	15 (4.8)
	Disagree	69 (22.3)
E-learning is easy to understand and use	Neutral	55 (17.7)
	Agree	91 (29.4)
	Strongly agree	80 (25.8)
	Strongly disagree	17 (5.5)
E-learning allows communication with lecturers	Disagree	51 (16.5)
	Neutral	138 (44.5)
	Agree	86 (27.7)
	Strongly agree	18 (5.8)
E-learning allows communication with other students	Strongly disagree	8 (2.6)
	Disagree	43 (13.9)
	Neutral	106 (34.2)
	Agree	132 (42.6)
E-learning has facilitated my studies during this COVID-19 outbreak	Strongly agree	21 (6.8)
	Strongly disagree	15 (4.8)
	Disagree	56 (18.1)
	Neutral	96 (31.0)
E-learning is flexible in time and place	Agree	123 (39.7)
	Strongly agree	20 (6.5)
	Strongly disagree	12 (3.9)
	Disagree	49 (15.8)
	Neutral	95 (30.6)
	Agree	130 (41.9)
	Strongly agree	24 (7.7)
	Strongly disagree	9 (2.9)
	Disagree	27 (8.7)
	Neutral	57 (18.4)
	Agree	161 (51.9)
	Strongly agree	56 (18.1)

Perception on Covid-19		
Item	Options	n (%)
I feel that I might be infected by COVID-19 at any moment	Strongly disagree	41 (12.7)
	Disagree	63 (19.4)
	Neutral	106 (32.7)
	Agree	88 (27.2)
I feel COVID-19 will spread quickly	Strongly agree	26 (8.0)
	Strongly disagree	4 (1.2)
	Disagree	6 (1.9)
	Neutral	27 (8.3)
I feel COVID-19 will persist in the community for a long time	Agree	181 (55.9)
	Strongly agree	106 (32.7)
	Strongly disagree	3 (0.9)
	Disagree	9 (2.8)
I feel COVID-19 is difficult to prevent	Neutral	36 (11.1)
	Agree	178 (54.9)
	Strongly agree	98 (30.2)
	Strongly disagree	18 (5.6)
I worry that my family and friends will be infected	Disagree	68 (21.0)
	Neutral	80 (24.7)
	Agree	135 (41.7)
	Strongly agree	23 (7.1)
I feel that it is difficult to control the COVID-19 epidemics	Strongly disagree	3 (0.9)
	Disagree	12 (3.7)
	Neutral	38 (11.7)
	Agree	170 (52.5)
I worry about the poor relationship between family members, course mates, friends and myself induced by COVID-19	Strongly agree	101 (31.2)
	Strongly disagree	3 (0.9)
	Disagree	38 (11.7)
	Neutral	73 (22.5)
I feel COVID-19 restricts my social meetings with my friends	Agree	160 (49.4)
	Strongly agree	50 (15.4)
	Strongly disagree	34 (10.5)
	Disagree	75 (23.1)
I feel COVID-19 restricts my shopping, sporting and religious activities	Neutral	78 (24.1)
	Agree	96 (29.6)
	Strongly agree	41 (12.7)
	Strongly disagree	11 (3.4)
I feel uneasy with the news on COVID-19 from social media	Disagree	29 (9.0)
	Neutral	52 (16.0)
	Agree	123 (38.0)
	Strongly agree	109 (33.6)
I feel I am not getting adequate and timely information regarding COVID-19 outbreak	Strongly disagree	10 (3.1)
	Disagree	18 (5.6)
	Neutral	37 (11.4)
	Agree	139 (42.9)
I am affected financially by the COVID-19	Strongly agree	120 (37.0)
	Strongly disagree	19 (5.9)
	Disagree	59 (18.2)
	Neutral	94 (29.0)
I feel I am not getting adequate and timely information regarding COVID-19 outbreak	Agree	111 (34.3)
	Strongly agree	41 (12.7)
	Strongly disagree	61 (18.8)
	Disagree	131 (40.4)
I am affected financially by the COVID-19	Neutral	78 (24.1)
	Agree	42 (13.0)
	Strongly agree	12 (3.7)
	Strongly disagree	35 (10.8)
	Disagree	81 (25.0)
	Neutral	97 (29.9)
	Agree	74 (22.8)
	Strongly agree	37 (11.4)

DEPRESSION & ANXIETY



"The levels of depression, anxiety and stress among the participants who completed the survey were 29.4%, 51.3% and 56.5% respectively. The findings for depression and anxiety were comparable with those reported before the COVID-19 pandemic, however, the stress level was higher in the study which was conducted during the COVID-19 pandemic.

The prevalence of depression, anxiety and stress reported before COVID-19

among the Malaysian undergraduate students ranged from 13.9% to 29.3%, 51.5% to 55.0% and 12.9% to 21.6% respectively. Another study among only medical undergraduates reported that the prevalence of depression, anxiety and stress, were 30.7%, 55.5% and 16.6%, respectively.

Studies from other countries also found significant proportions of university students to experience mental health problems during the COVID-19 pandemic.

HOW TO SUPPORT YOUR MENTAL HEALTH



SELF-CARE

Most people are rightly focused on caring for others, such as our elderly parents, siblings, children and grandparents. Because we focus so much on them, sometimes we neglect our own health and therefore don't take the time to focus on our mental, physical, spiritual and emotional wellbeing. It is important we take a step back every now and then and take care of ourselves, whether it is to go to work, read a book, cook a home meal or take a relaxing bath.



DEVELOP RESILIENCE

It is important that one can mentally or emotionally cope with a crisis or to return to pre-crisis status quickly. Developing solid strategies for managing your thoughts and feelings now will help you and your household respond to this challenge, as well as future ones.



ACCESS SERVICES

There are many services that have specifically tailored courses to help you manage your own mental health and support others who are struggling. The Australian government lists a number of not for profit organisations that can provide support:
<https://www.service.nsw.gov.au/covid19/counselling-and-support>

Recommendations for ensuring mental well-being of children and adolescents during the COVID-19 pandemic and lockdown and the role of parents, teachers and the health system

PARENTS

It is recommended that parents do the following:

- ◆ Devote time to provide children undivided, positive attention and reassurance. You can alleviate anxiety by limiting exposure to news.
- ◆ Model appropriate preventative measures and coping mechanisms.
- ◆ Create a consistent routine with enough opportunities for play, rest and physical activity particularly for younger children.
- ◆ For adolescents it is important to provide them with better knowledge about COVID-19 therefore communicate openly about the issue.
- ◆ Encourage them to keep in touch with peers and communicate their feelings.

TEACHERS

It is recommended that teachers do the following:

- ◆ Promote mental health among students and have open discussions about it.
- ◆ Create interactive online sessions with quizzes, puzzles or small competitions.
- ◆ Interact with parents online or through the phone regarding student feedback and their mental health issues.
- ◆ Make arrangements to ensure that the reading material related academics and life skills is made available to the underprivileged children who do not have access to the internet.
- ◆ Serve as a doorway for identification and referral to specialty mental health providers.

HEALTH SYSTEM

It is recommended that the Health System do the following:

- ◆ Cater for inclusive approaches in which health care workers e.g. pediatricians, general physicians, schools and related non-government organizations are involved.
- ◆ Develop, in consultation with State and local public health authorities, flexible strategies that can be revised and adapted to school and throughout the community.
- ◆ School re-entry policies should be defined considering strict implementation of key principles of social distancing and hygiene.
- ◆ Ensure adequate fund allocation and proper monitoring and utilization of the funds for policy implementation.