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EFFECTS OF BOREDOM AND ANXIETY DURING THE PANDEMIC AMONG SCHOOL STUDENTS

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Abstract

The outbreak of Covid 19 pandemic has affected almost every human being in one other way. One of such is the closure of schools. School is a place where a child grows and learns many things apart from academics. The children are exposed to multi-cultural and multi lingual environment which acts as a greater platform that ensures learning of many aspect and one's culture. The closure of schools has made the students to learn virtually where, only academics is concentrated and all other co-scholastic areas are not concentrated much. Thus, this has increased boredom among the school students where they only concentrate on academics and other areas remains un explored. The current situation has also contributed a lot in building up the anxiety level among the school students. The age factor is the great drawback where, they are not able to cope up with the current scenario and that turns into anxiety. In this review study we will explore ore on the effects of boredom and anxiety among school students in the current Covid scenario.

(keywords: boredom, anxiety, pandemic(covid19), closure of schools, school students)

INTRODUCTION

The COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools, early childhood education and care (ECEC) services, universities and colleges.

Most governments decided to temporarily close educational institutions in an attempt to reduce the spread of COVID-19. As of 12 January 2021, approximately 825 million learners are currently affected due to school closures in response to the pandemic. According to UNICEF monitoring, 23 countries are currently implementing nationwide closures and 40 are implementing local closures, impacting about 47 percent of the world's student population. 112 countries' schools are currently open.

Early childhood education and care (ECEC) as well as school closures impact not only students, teachers, and families, but have far-reaching economic and societal consequences. School closures in response to the pandemic have shed light on various social and economic issues, including student debt, digital learning, food insecurity, and homelessness, as well as access to childcare, health care, housing, internet, and disability services. The impact was more severe for disadvantaged children and their families, causing interrupted learning, compromised nutrition, childcare problems, and consequent economic cost to families who could not work. The impact on academic integrity has been observed around the world. A rise in contract cheating and academic file-sharing, and exam cheating were identified as particularly problematic. Due to the fact that learning is mostly remote since the start of COVID-19 in March, cheating has become far easier for students. There is no remorse from students since attitudes have shifted away from prioritizing education over other things. From the point of view of teachers' rights, online education has exposed various as yet unresolved legal issues, especially in terms of copyright and how to deal with unapproved misuse of lectures.

Many institutions turned to commercial services to take over exam proctoring, but almost immediately concerns were raised about student privacy, surveillance, and the impact on student mental health.

The lack of student to teacher interaction has also led students to feel less passionate about the integrity of their work. This leaves students to turn in half-completed assignments, get the

answers from their friends in class, or turn in nothing at all simply because education has become less important due to COVID-19.

CLOSURE OF SCHOOLS

School closures in response to the COVID-19 pandemic have shed a light on numerous issues affecting access to education, as well as broader socio-economic issues. As of 12 March, more than 370 million children and youth are not attending school because of temporary or indefinite country wide school closures mandated by governments in an attempt to slow the spread of COVID-19. As of 29 March, nearly 90% of the world's learners were impacted by closures.

According to the United Nations International Children's Fund (UNICEF), the COVID-19 pandemic has affected more than 91% of students worldwide, with approximately 1.6 billion children and youngsters unable to attend physical schools due to temporary closures and lockdowns.

Even when school closures are temporary, it carries high social and economic costs. The disruptions they cause affect people across communities, but their impact is more severe for disadvantaged children and their families including interrupted learning, compromised nutrition, childcare problems and consequent economic cost to families who cannot work. According to Studi Economici Dell'Ocse (OECD) studies, school performance hinges critically on maintaining close relationships with teachers. This is particularly true for students from disadvantaged backgrounds, who may not have the parental support needed to learn on their own. Working parents are more likely to miss work when schools close in order to take care of their children, incurring wage loss in many instances and negatively impacting productivity. Localized school closures place burdens on schools as parents and officials redirect children to schools that are open.

BOREDOM

The COVID-19 pandemic has forced institutions of higher education to adopt an “emergency remote teaching” model, in which teachers are attempting to rapidly digitize their lecture materials and put them online while also delivering classes in a synchronous manner to students who are online. While this approach has allowed at least some engagement between faculty and

students, it is far from optimal. The greatest disadvantage of digital education today is the risk of low inclusion, given the digital divide in India due to patchy internet connectivity and limited access to devices like smart phones and laptops. And that's why online education cannot replace traditional education, at least in today's India. But it certainly can play a very important role in supplementing traditional education and performing functions that cannot be done through traditional means. For instance, digital learning can help students who are unable to enrol at traditional institutions due to issues of distance, thereby improving the gross enrolment ratios, which is a goal of the National Education Policy. The COVID-19 situation is forcing us to find new solutions and pushing the limits of how teachers teach, how students learn and how infrastructure is used. At this time, students are bored and teachers are exhausted because we have been caught unprepared.

ANXIETY

High school students are increasingly vulnerable to social and psychological disturbances, due to developmental and academic requirements (Alfoukha et al., 2019). The pandemic of COVID-19 has forced senior high school students in many countries around the world to stay home and adhere completely to online education. High school students are vulnerable to more aggravation of these feelings during this time of social isolation, confusion and sudden changes. Students may feel less connected with their peers, groups, and hobbies if they are separated from their social support system and extracurricular activities at their school. Furthermore, they face uncertainty about their future, their own health, and the well-being of their friends and loved ones. The circumstance they are going through is traumatic and induces anxiety, as, in addition to lack of control, there is a constant fear of the unknown, making them more vulnerable to developing mental health problems. COVID-19 may have significant effects on the mental health of people, in addition to its physical effects. The pandemic has had a damaging impact on the mental health of the public that can also lead to psychological crises. Early detection of people in the early stages of a psychiatric illness makes the therapeutic methods are more successful.

METHODOLOGY

This article examines the present studies on effects of boredom and anxiety during the pandemic among school students. The primary mode of data collection was through search engines such as Google scholar, Sage hub, PubMed by using key words such as “Boredom”, “Anxiety” and “closure of schools”. The papers which discussed about the boredom and anxiety and the effects of closure of schools were selected. They were mostly from the countries like United States, China, Korea and India. All the papers were published in English language. There were certain criterions upon which the papers were selected and is based on Boredom, Anxiety and closure of schools experienced by the school students. The literature does not include the extremities in the psychological disorder spectrum.

OBJECTIVES OF THE STUDY

1st objective: To study the effect of boredom caused due to the closure of schools.

Problem: is boredom caused only due to the closure of schools.

2nd objective: To study the level of anxiety developed during the pandemic.

Problem: Has the level of anxiety increased during the pandemic.

SIGNIFICANCE OF THE STUDY

The study of the effects of boredom and anxiety during the pandemic among school students will address the consequences faced by the school children due to the closure of schools. It gives the idea of how the children get affected mentally. The children might also lose their efficiency, productivity, and interest in education.

RESULTS

The below reviews provide a brief description of the papers examined with supporting empirical data.

REVIEW OF LITERATURE

The study by Manar al azzam et al (Aug, 2020) Predictors of Depression and Anxiety Among Senior High School Students During COVID-19 Pandemic found that Jordanian senior high school students are suffering depression and anxiety and that their social characteristics and online educational difficulties are significant predictors of depression and anxiety. The study confirms that online education is a source of mental health problems for high school students. Integration of psychosocial and mental health intervention should be considered as part of the online education programs. Teachers and instructors need to allocate time for mental health support to relieve students' concerns and worries to mitigate depression and anxiety. Mental health school nurses and counselors need to develop interventional online packages to support high school students in managing stress, anxiety, and depression related to home quarantine and academic online education demands.

Ioanna et al (Nov,2020) conducted a study on high school students of Greece. The study was conducted to examine the impact of the nationwide lockdown on the levels of anxiety and depression among last year senior high school students preparing for the upcoming university entrance exams. The study infers that, higher baseline anxiety symptoms and greater lockdown experienced distress were significantly associated with higher anxiety levels in time of home confinement.

High Prevalence of Depression, Anxiety and Stress Among Secondary School Students During COVID19, a study conducted by Gunn.P,Rasmon.k (Oct,2020). A combination of emotions such as boredom, anxiety, depression and fear may lead to increased substance use as a means of coping. With many countries closing down shops and public services, with some even enacting corona virus alcohol bans, many themselves in forced abstinence. Access to recreational substances normally used which have been limited, for example due to lockdown or otherwise, can exacerbate mental health effects. They have also found that reports of decreased cannabis use were significantly associated with higher levels of depression.

O. Boateng et al (2021) Compared the experiences before and during the pandemic, there was an increase in boredom and anxiety symptomatology, and a decrease in well-being mean scores. The adjusted model shows participants with existing medical conditions had higher scores on boredom and anxiety. In a separate model, anxiety scores before the pandemic and having prior

medical conditions were associated with decreased psychological well-being scores during to upload associated with an increasing change in boredom, anxiety, and well-being.

Aasim U.R, Irtifa.M(July 2020) conducted a review study on childrens reaction to lockdown. Due to the current pandemic crisis children showing emotional and behavioral problems at home are not uncommon and parents may find it difficult to manage the children due to inadequate information and awareness. It is known fact that due to impact of adversities children become vulnerable to develop psychological and behavioral issues due to their social and physiological development. Parents and adult family members need to create efforts to promote, encourage and practice resilience building measures among children in this time of crisis.

Sanjay et al (Aug,2020) studied about the impact of lockdown on school education. The study infers that simply sitting at home has increased the sense of boredom, loneliness and the fear of when things would get back to normal has caused anxiety among students as well. Further, with the rise in job losses, a lot of families are forced to leave their place of residence. younger kids are unable to understand why things have to be this way and this leads to a lot of acting out and tantrums. Older kids are forced to spend more time babysitting their younger siblings to help out their parents as the parents are working in online mode. This causes further stress among family members. Parents have to balance between work and family are forced to distract younger kids with more screen time. Some kids miss the physical presence of getting help from school to do their homework or classwork, which makes difficult in learning. The closure of schools and the lack of social and environmental interactions among the school going kids has caused a lot of boredom and anxiety among them.

CONCLUSION

From the above discussions conducted by reviewing various research papers regarding the study variables, we can find the answers for the research questions which we proposed earlier. As a result of reviews analyzed we infer that, closure of schools is not the only cause of boredom among school students rather than, it is one among the causative factors of boredom. The other factors include monotonous way of online schooling, lack of social interactions, etc. the literature reviews on anxiety among school students during the pandemic infers that, there is a

raise in the level of anxiety among school students when it is compared before and on course of time in the pandemic. The level of anxiety among female students are higher than that of male students. It also reveals the fact that the level of anxiety among the individuals has increased drastically high when compared to those of normal students.

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