



# PSCYCHOLOGICAL AND SOCIAL SIDE EFFECTS OF THE COVID-19 ON STUDENTS

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## Abstract

This article explores the COVID-19 psychological and social effects and how; as students, we can minimize the side effects of the COVID-19 on the students for overcoming them from next global crisis. The COVID-19 has also highlighted the vulnerability across students' education. Thus, we need to understand, monitor, and evaluate these affects to ensure our immediate and long-term responses account of these psychological and social changes and provide effective mechanism to address the impacts of the COVID -19 on Students. To address the research questions, quantitative data were collected from 281 students who are those study from 4th grade to 8th grade at schools in Istanbul. Mainly due to the study the quantitative data related to the demographic variables and psychological and social effects of the COVID-19 on students have been presented in percentages and frequency. In the determination of process of the study, the data were collected via a survey. The results revealed that the respondents have been positively affected psychological and social side effects of the COVID-19. Most of the respondents (%52) agreed for positive effects of the COVID-19 that caused more family engagement, (%48.4) more free time, (%48.4) reading more books, and (%48) more time to study. However, the respondents (%6.4) indicated that they have not been affected any psychological and social sides effects of the COVID-19. Most of the respondents (%69.4) agreed for negative effects of the COVID-19 that caused isolation and loneliness through a lack of friend's relationship, (%68) feeling bored, (%52.3) feeling stress and anger, (%45.2) feeling anxiety due to people who do not implement restrictions.

**Keywords:** COVID-19, Psychological and Social Side Effects of the COVID-19, Students's Learning, Outbreak

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## 1. Introduction

There is still, however, very little consideration of the psychological and social effects of the COVID-19 on students. It is now widely accepted that students can develop Post-Traumatic Stress Disorder (PTSD) and anxiety that being experienced by terrifying situations such as the COVID-19. In addition, it has been reported that the COVID-19 is causing negative impacts wellbeing of society. The COVID-19 has also highlighted the vulnerability across students' education. In this environment, education-from early

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childhood to adolescence all the way through tertiary studies has been disrupted by the COVID-19. The remote and decline in participation and engagement levels have raised concern for regarding the lasting impacts of the COVID-19 on students learning outcomes and opportunity being in collaboration.

Thus, we need to understand, monitor, and evaluate these effects to ensure our immediate and long-term responses account of these psychological and social changes and provide effective mechanism to address the impacts of the COVID -19 on Students. The COVID-19 is not just a physical health condition, but also a mental health condition and must be require special attention from students. Students have been clearly in unprecedented times that student's study on social media in isolation and overwhelming sense of uncertainty. This situation is common to experience heightened stress and anxiety. Responding to a mental health perspective, including feelings of uncertainty, isolation, and loneliness through a lack of face-to-face collaboration. In addition, many students need to juggle priorities in a new way studying at home from school and potentially seeking learning their responsibilities. The COVID-19 requires students to adhere to psychological and social distancing requirements.

In addition, the COVID-19 has highlighted the vulnerability across students' education. In this environment, education- from early childhood all the way through tertiary studies has been disrupted by the COVID-19. The remote and declines in participation and engagement levels have raised concern for regarding the lasting impacts of the COVID-19 on students learning outcomes and opportunity being in collaboration. According to a global study revealed that %67 of people have increased level of stress, %57 of people have increase anxiety, %53 of people feel loneliness day by day and %42 of people has declined mental health (American Psychiatric Association (APA), 2020).

188 countries more than 1.6 billion students imposed countrywide school closures during COVID-19. Children's learning was in crisis, and COVID-19 had hit to school children in psychological and social mental problems hard. Children in all countries are suffering from consequences of the COVID-19 having a profound effect on mental health has been reported that include psychological health services for children routine including %70 of outreach services (WHO,2020). The impact of the COVID-19 related vulnerable situations continue to be affected in relation to measures will be long-term health outcomes for children.

### *1.1. Historical Framework of the COVID-19*

On 31 December 2019, WHO was reported to that more than 126.000 cases had been recorded of unknown cause in Wuhan City of China. On 30 January 2019, WHO Director

reported the coronavirus was temporarily named” 2019-nCoV”. On 30 January 2020, Dr Tedros Adhanom Ghebreyesus, WHO Director-General declared the novel coronavirus outbreak a public health emergency of international concern (PHEIC), WHO's highest level of alarm. At that time there were 98 cases and no deaths in 18 countries outside China. On 11 March 2020, China led the WHO to announce that more than 126.000 cases had been reported in 114 countries. On 14 March 2020, the rapid increase in the number of cases reporting over, 119.220.681, and 2.642.826 deaths had been recorded (WHO,2020b).

### *1.2. The Definition of the COVID-19*

Pandemic emerges when a new disease spread of worldwide. A new virus emerges and spreads around the World typically originated from animal influenza viruses. Some aspects of influenza viruses can appear in quite different periods. The distinction between “outbreak”, “endemic” and “pandemic” have been used quite different periods. For three seasonal periods, when an anticipated increase in number of endemic single cases in a new area that can be refer outbreak. Outbreak can become an epidemic. Meanwhile, Endemic refers a new influenza can cause infections in part of much larger number of people who lack of pre-existing to the new virus. However, the proportion of those infected that go on and develop other countries that's spread over multiple countries worldwide, the pandemic levels of activity would be expected to occur (Hacımustafaoglu & Önürmen, 2018).

### *1.3. Pandemic Restrictions*

We need to rely on classical public health measures to curb the epidemic of this respiratory disease. The primary goal of such public health measures is to prevent person-to-person spread of disease by separating people to interrupt transmission. The tools we have at hand are isolation and quarantine, social distancing, and community containment (Wilder-Smith & Freedman, 2020). The non-specific symptoms at early stages of COVID-19 and absence of clear transmission links have defied conventional containment strategy by case isolation and contact quarantine (Wang et al, 2020).

### *1.4. Psychological, Social and Economical Side Effects of the COVID-19 on Students*

#### *1.4.1. Psychological Impacts of the COVID-19*

Although experience from the 2003 several diseases such as SARS, H1N1, EBOLA, HORSE INFLUENZA, outcomes, and treatment of the COVID-19 that tremendous effort are being made to investigate psychological outcomes of the COVID-19 (Johnson, & Mueller, 2002). The psychological effects related to the COVID-19 are driven by many

factors except from nosophobia, including the risk of contagion to loved ones, uncertainty, loneliness, anxiety, stress, and fear (Cao and others,2020). The psychological effect of this pandemic on people can increase to suicidal behavior that cannot be overlooked (Ahmed, and others,2020). The highlights the complexity of issues faced by people during COVID-19. It has been postulated that this psychological side effects of COVID-19 on people must be taken into consideration urgently (Wang, et.al, 2020).

Not surprisingly, providers recently have been reported that children and adults are among those at greatest risk of psychologic distress. A survey of 1143 parents caring for children and adults with the pandemic in Italy and Spain found that these providers, had significantly more social and emotional distress, including %76.6 of respondents had concentration problem, %52 of respondents had boredom, %39 of respondents had angriness, %38.8 of respondents had unrest, %31.3 of respondents had loneliness, %30.4 of respondent's anxiety and %30.1 of respondents was afraid. Mental health and psychosocial considerations during the COVID-19 outbreak (WHO/2019-nCoV/Mental Health/2020.1.). Another observational study of university students found that substantial levels of anxiety are among those at risk of increasing anxiety which affect from living in a metropolis and economic distress during the COVID-19 (Cao, and others, diğerleri, 2020).

Importantly, those who reported a strong anxiety, fear and depression showed that these psychological distress around the university students in China had significantly higher than other university students are those who live in other countries (Lei, and others, 2020). Mainly due to these psychological distress around personal safety, isolation from society and risk of contagion to loved ones may conflict with adults' professional duty care and the prevalence of current depression and anxiety. Addressing barriers to access to delivery of mental health and substance use services and use of mental health treatment and substance use recovery adults, is important.

#### *1.4.2. Social Impact of the COVID-19*

To date we have observed negative impacts in our border social indicators on students including, nosophobia, social isolation and decline scaffolding from peers. The decisions associated with the education impacts have flow-on effects of closing schools on students. Students have witnessed social connectedness on global scale, and adoption of new isolation life. We need to understand, monitor, and evaluate these affects to ensure our policy responses account of these changes to take advance of the positive aspects and provide effective mechanism to address the social impacts of the COVID-19 on students. A survey of focused on social impact of the decision of closing schools have flow-on positive effects on spreading speed of COVID-19 around the World. The data been have

reported that the decision of closing schools have declined the spreading speed of COVID-19 (Singh, and others,2020) .

While the COVID-19 outbreak affects all the population with different consequences including, people social living and economic impacts that have being borne by poor people may also increase inequality and discrimination and global unemployment in long term. That is, we may lose social gains thereby we can continue to protect those who are at more risk and enhancing people's capacity to overcome mental, social, and economic shocks. Comprehensively, We must ensure the decisions being made today and during the recovery phase of the COVID-19 that way, when we take advantage of the our nations' economic and social system. And maybe this will change our behavior and deliver better social outcomes. If not properly addressed through the social crisis occurred by the the COVID-19, decline in our collective understanding may also affect personal safety and self-confident among at risk group of people (Huang, and others,2020). Social protection system have to be play a much durable role in protection people to unprecedented changes related to the COVID-19 differ type of crime such as homicide, robbery, and burglary by country or region and over time (Polis Akademisi Başkanlığı,2020).

#### *1.4.3. Economic Impacts of the COVID-19*

The COVID-19 has led to a dramatic loss of global economy. The global outbreak has caused significant turbulence in human life worldwide. The economic disruption estimated global GPD growth is expected to contract sharply by - 5% is likely to be seen especially in advanced economies, with most of these economies reported a contraction in 2020 global trading output could shrink by -11%. International Monetary Fund (IMF) in January 2020, global GDP growth is expected to contract 2.5% that remained in June 2020, global GDP growth expected to record to a contraction ranging -5.2% below the pre-shock point of 7.7 (IMF,2020). The global outbreak has caused negative impact on economic recession by providing evidence on the impact of the COVID-19 from World War II on income distribution. In addition, Organization for Economic Cooperation and Development (OECD) has reported that nearly half of the world's 3.3 billion global workforce are at risk of losing their livelihoods and unemployment rate decline in February 2021, to 6.7% remaining points 1.4% points above the level reported in February 2020 before the COVID-19 (OECD,2021). The COVID-19 hit to labor market. Millions of people face an existential threat that presents a challenge to economic and social disruption is devastating people falling into poverty and unemployment. Currently reported that at nearly 690 million of undernourished people may increase by up 132 million by the end of the year (WHO,2021). Responding to earn an income during lockdowns, families cannot feed themselves. No income refers no foods. The COVID-19 has already showed that how the more vulnerable socio-economic groups suffer from

unemployment, poverty, health risk and financial exposure. Immediate, productive action to save lives and livelihoods have to extend social and economic protection. Adhering to these issues, in particular health, safety, converge actions to save lives may most be affected.

### *1.5. Psychological, Social and Economical Side Effects of the COVID-19 on Students*

We need to understand, monitor and evaluate these affects to ensure our immediate and long-term responses account of these psychological and social changes and provide effective mechanism to address the impacts of the COVID -19. The COVID-19 has posed major challenges to provision of mental health services in a time of crisis that mental health, in terms of psychiatric disorder, psychological distress form the COVID-19. World Health Organization (WHO) and Centers of Disease Control and Prevention (CDC) have been providing a framework for understanding the key challenges for psychologically informed mental health care during the COVID-19. Clinicians have been not working in their Office but often from our homes. Thus, the therapy must be created new space, in where, video-therapy has been part of technologically mediated delivery of psychological interventions (Barello, & Graffigna, 2020). Drawing on the technologically mediated delivery of psychological interventions. Organizations have been provided new instructions and policy to protect patients' rights (Duan and Zhu, 2020). Responding to emerging the digital health technologies have been applied to support psychological interventions, a wide range of platforms and mobile applications such as Google play and Apple store have offers telehealth threapies. The COVID-19 has presented opportunity to implement and evaluation of digital health interventions in the space of the technologically mediated delivery psychological interventions. There need to global collaboration about the technologically meditated effective solutions to reduce the psychiatric disorders and the psychological distress and promote healthy behaviors towards the COVID-19.

### *1.6. The Impacts of COVID-19 on Adolescents*

Mainly due to the COVID-19, children and young people have experienced specific challenges are likely to have adverse psychological effects of the COVID-19. Children and adults have been suffered from the COVID-19 death may overwhelm them with fear, anxiety, stress disorder, excessive worrying, inattention. At the same time, children are exposed to lives of adults being taken care of by their parents and relative are subjected to fear, anxiety and excessive worrying (OECD,2020). During adolescence, the body's natural stress response leading to persistent elevation of toxic stress which may stimulate negative health outcomes later in future life (Türk Psikologlar Derneği ,2020)). The psychological impacts of the COVID-19 on adolescents have been higher frequency of parent- adult relationship, anxiety, and stress. The COVID-19 pandemic has impacted

parents' life that the database from Italy has been provided valuable information about how parents relate to parental engagement in the period of social distancing caused more fear, anxiety and excessive worrying than survive for suitable life conditions for example, family life balance. Therefore, social distancing has caused more fear, anxiety, and excessive worrying for children due to lack of sufficient support of parental engagement (Brooks, and others, 2020).

### *1.7. Specific Conditions of Students Due to the COVID-19*

The international data has been provided that parents' engagement in children's learning has negatively affected during the COVID-19 period. Mainly due to the research of OECD it can be claimed that children social and cognitive development connects with parents' educational status. Therefore, parents are those who have more learning experiences such as literacy and arithmetic skills have potential to provide learning experiences for children (OECD, 2018). During the COVID-19 period, parents have spent more time with their children to enforce them distance learning. Due to the inequality of parents' educational experiences that the demand of how parents are building their capacity to give sufficient support of children learning is a substantial body of literature which explores parental engagement in distance learning.

Moving from readiness for distance learning inequalities also has existed among students according to their age, social and economic background, and special conditions of learning. International database revealed that the readiness for distance learning can decrease when the students' age decrease. The school closures showed that distance learning can cause significant loss of learning for childhood if learning experiences are not engaging in the hands-on learning experiences they need (Kaufman, 2020). For all students to benefit from distance learning, several conditions must be met. There must be affordable and stable access to digital sources, as well as home schooling needs that support children during the distance learning experiences. Due to the lack of sufficient resources and needs of children during distance learning can caused explicit or implicit negative impact on students' mental health. The COVID-19 is not just a physical health condition, but also a mental health condition and must be require special attention from students. Students have been clearly in unprecedented times that student's study on social media, in isolation and overwhelming sense of uncertainty. This situation is common to experiences heightened stress and anxiety. Responding to a mental health perspective, including feelings of uncertainty, isolation, and loneliness through a lack of face-to-face collaboration (OECD, 2020). Around the World, due to the COVID-19, children's mental health is affected by many factors over the impact of social isolation and they may feel more fear, anxious and bored than before. These complex array factors have brought dynamic mental responses that has been distributed since the COVID-19 outbreak (Prete, and others, 2020).

### 1.8. Aims of the Study

Children have many mental problems related to the COVID-19 such as anxieties because of the uncertainty in their lives. Children have been isolated with their friends and relatives, go to school. COVID-19 is not just a physical health condition, but also a mental health condition and must be require special attention from students. Students have been clearly in unprecedented times that student's study on social media in isolation and overwhelming sense of uncertainty. This situation is common to experiences heightened stress and anxiety. Responding to a mental health perspective, including feelings of uncertainty, isolation, and loneliness through a lack of face-to-face collaboration. In addition, many students need to juggle priorities in a new way studying at home from school and potentially seeking learning their responsibilities. COVID-19 requires students to adhere to psychological and social distancing requirements. In addition, COVID-19 has highlighted the vulnerability across students' education, therefore, this study conducted on the COVID-19 psychological and social side effects and how; as students, we can minimize these side effects on the students for overcoming them from next global crisis.

### Method

To address the research questions, quantitative data were collected from 281 students who are those study from 4th Garde to 8th grade at schools in Istanbul. Mainly due to the study the quantitative data related to the demographic variables and psychological and social effects of the COVID-19 on students have been presented in percentages and frequency. In the determination of process of the study, the data were collected via a survey. The participant of the study comprised were ranging from 11 to 12 ages (%47.3) and ranging from 7. to 8. grade (%44.1) mostly female (%55.9). See table 1. Identify subsections

Table 1. Frequency Distribution

		f	%
1) Age	• a) 9-10	76	7,0
	• b) 11-12	133	47,3
	• c) 13-14	72	25,6
2) Gender	• a) female	157	55,9
	• b) male	124	44,1
4) Grade	• a) 4. grade	44	15,7
	• b) 5.-6. grade	113	40,2
	• c) 7.-8. grade	124	44,1
Total		281	100,0



## 2. Results

According to results, the respondents (%20) had quarantine besides general rules, (%3.9) individually and (%10.0) at least one person from family's members. See table.

Table 2. Respondents' reflections about the closure during COVID-19 pandemic

Have you had full closure during the COVID-19?		f	%
5) [• a)	Yes, in neighborhodd	12	4,3
5) [• b)	Yes, in flat	23	8,2
5) [• c)	Yes, in family house	28	10,0
5) [• d)	Yes, individually	11	3,9
5) [• e)	No	225	80,1
Total		281	100,0

The respondents (%40) had received the COVID-19 treatment, at least one family members (%6.4) had received the COVID-19 treatment, close relative (%28.5) had received the COVID-19 treatment. See table 3.

Table 3. Respondents' reflections about their relatives' COVID-19 treatment

Have your relatives received the COVID-19 treatment?		f	%
6) [• a)	Yes, mother,father and sibling	18	6,4
6) [• b)	Yes, close relative	80	28,5
6) [• c)	Yes, neighborhood	26	9,3
6) [• d)	Yes, close friend	12	4,3
6) [• e)	No	171	60,9
Total		281	100,0

The respondents (%54.4) indicated that " I have been positively effected by the COVID-19 psychological and social sides' impacts". Most of the respondents (%52) agreed for positive effects of the COVID-19 that caused more family engagement, (%48.4) more free time, (%48.4) reading more books, (%48) more time to study. However, the respondents (%6.4) indicated that " I had no psychological and social sides' impacts during the COVID-19 ". Most of the respondents (%69.4) agreed for negative effects of the COVID-19 that caused isolation and loneliness through a lack of friend's relationship, (%68) feeling bored, (%52.3) feeling stress and anger, (%45.2) feeling anxiety due to people who do not implement restrictions.

Meanwhile, it was noted that the most of respondents ranging from %44.8 to %54.4 agreed that they have been positively affected by the COVID-19 psychological and social side impacts. However, the respondents ranging from %19.6 to %69.4 agreed that they

have been not affected by the COVID-19 psychological and social side impacts. See table 4.

Table 4. Respondents' reflections about the psychological and social side effects of COVID-19

<b>How have you been affected by psychological and social side effects of the COVID-19?</b>		f	%
Positive effects	7) [• a) More family engagement	153	54,4
	7) [• g) More free time	146	52,0
	7) [• p) Reading book	136	48,4
	7) [• i) More studying at home	135	48,0
	7) [• f) More watch TV and listen music	133	47,3
	7) [• k) Take a rest	128	45,6
	7) [• m) More time to hobbies	128	45,6
	7) [• l) Social media engagement	126	44,8
	7) [• s) No effect	18	6,4
Negative effects	7) [• b) More conflict among family members	55	19,6
	7) [• o) More eat junk food	83	29,5
	7) [• q) Restriction on freedom	90	32,0
	7) [• h) More sleeping	110	39,1
	7) [• e) The risk of contagion to loved ones	118	42,0
	7) [• n) Anxiety due to unimplemented restriction rules	127	45,2
	7) [• d) Feeling stress and anger	147	52,3
	7) [• r) Feeling bored	191	68,0
	7) [• c) A lack of friends relationship,	195	69,4
Total	281	100,0	

On the other hand, the respondents (%40.9) agreed that distance learning implementation was successful however, the respondents (%11.4) strongly agreed that the distance learning implementation was not successful while the respondents (17.8) agreed that the distance learning implementation was not successful. It was noted that the respondent's are those who do not agree that the distance learning was successful comprised of one third of the respondents. Meanwhile, the respondents (%90.4) indicated that they had not watch EBA TV , (%70.1) had not used EBA website and (%82.9) had no used EBA mobile application. See table 5.

Table 5. Distance Learning Frequency Distribution

		f	%
9) What do students think of distance learning?	very unsuccessful	32	11,4
	unsuccessful	50	17,8
	Normal	115	40,9
	Successful	53	18,9
	Very successful	31	11,0
10) Did students watch EBA TV ? ( TV lesson )?	• a) Yes	27	9,6
	• b) No	254	90,4
11) Did students use EBA website ? (www.eba.gov.tr)?	• a) Yes	84	29,9
	• b) No	197	70,1
12) Did students use EBA applications ? (Google play or Appstore ) ?	• a) Yes	48	17,1
	• b) No	233	82,9
Total		281	100,0

Mainly due to the educational needs of the respondents (%92.2) noted that they attended online lesson, (%66.2) studied from book and another resources, (%59.8) watched lesson. Most of the respondents (%8.9) were strongly agreed that they did not concern about the online lesson while the respondents (%3.6) were agreed that they felt boring therefore they did not concern about the online lesson. See table 6.

Table 6. Respondents' reflections about the educational needs

What did you do to meet the educational needs during the COVID-19 period?	f	%
13 • b) Attented online lesson	259	92,2
13 • a) Study from book and another resources	186	66,2
13 • c) Watched online lessons	168	59,8
13 • d) Not concern about it	25	8,9
13 • e) I was boring, not concern about it	10	3,6
Total	281	100,0

The respondents (%84) indicated that they miss their friends, (%83.3) miss school context, (%78.6) miss their freedom, (%76.9) miss social context and (%74.4) miss their teachers. The respondents (%50.9) noted that they miss studying at school however, the respondents (%6) indicated that they do not miss anything. See table 7.

Table 7. Respondents' reflections about school

What do you miss most about the school?		f	%
14) [• c)	Miss friends	236	84,0
14) [• a)	Miss school context	234	83,3
14) [• f)	Miss my freedom	221	78,6
14) [• e)	Miss social life	216	76,9
14) [• d)	Miss my teacher	209	74,4
14) [• b)	Miss my lessons	143	50,9
14) [• g)	Nothing	17	6,0
Total		281	100,0

The respondents noted that positive side effects of COVID-19 demonstrated on the table 8-A

Table 8-A. Respondents' reflections about the negative side effects of COVID-19

What do you think about distance learning?		Bad	Good	Both	of
				them	Total
15) [• r) Distance learning	f	28	225	18	271
	%	10,3%	<b>83,0%</b>	6,6%	100,0%
15) [• h) Taking online lessons with housedress	f	47	224	3	274
	%	17,2%	<b>81,8%</b>	1,1%	100,0%
15) [• g) No attendance	f	63	192	7	262
	%	24,0%	<b>73,3%</b>	2,7%	100,0%
15) [• i) Taking online lessons in home environment	f	77	196	2	275
	%	28,0%	<b>71,3%</b>	0,7%	100,0%
15) [• e) Recording online lessons to watch after them	f	74	158	6	238
	%	31,1%	<b>66,4%</b>	2,5%	100,0%
15) [• m) Teacher controlling	f	73	178	17	268
	%	27,2%	<b>66,4%</b>	6,3%	100,0%
15) [• k) Homework	f	87	170	16	273
	%	31,9%	<b>62,3%</b>	5,9%	100,0%
15) [• a) Parent controlling	f	86	159	16	261
	%	33,0%	<b>60,9%</b>	6,1%	100,0%
15) [• f) Online lesson time	f	111	152	11	274
	%	40,5%	<b>55,5%</b>	4,0%	100,0%

Most respondents (%83.0) indicated that they strongly agreed with face-to-face learning than distance learning. It was reported that the respondents had positive side effects of distance learning during the COVID-19 period. The respondents (%81.8) stated that they were more comfortable taking online lessons with housedress while the respondents (%73.3) were more agreed with not to be attendance at distance learning.

Meanwhile, the respondents (%71.3) were more comfortable taking the online lessons within home environment and the respondents (%66.4) who were more pleased to recording the online lessons to watch them after the lessons. They (%55.5) were more pleased to the online lessons' schedule time and they (%66.4) were glad to less responsibility to homework. However, it was reported that the respondents had negative side effects of distance learning during the COVID-19 period. These negative side effects included teachers' controlling (%66.4) and parent controlling (%60.9).

The respondents' reflections about the negative side effects of COVID-19 are demonstrated on Table 8-B

Table 8-B. Respondents' reflections about the negative side effects of COVID-19

What do you think about Distance Learning?		Bad	Good	Both of	
				them	Total
15) [• p) Easy to make cheaterly	f	232	23	11	266
	%	87,2%	8,6%	4,1%	100,0%
15) [• n) Closed camera by teachers	f	221	27	6	254
	%	87,0%	10,6%	2,4%	100,0%
15) [• l) No chance to ask right away questions to the teachers	f	229	35	4	268
	%	85,4%	13,1%	1,5%	100,0%
15) [• o) No face to face collaboration	f	230	31	11	272
	%	84,6%	11,4%	4,0%	100,0%
15) [• j) Closing camera to not listen to the teachers	f	221	35	9	265
	%	83,4%	13,2%	3,4%	100,0%
15) [• b) No close relationship with friends	f	223	41	4	268
	%	83,2%	15,3%	1,5%	100,0%
15) [• c) Parent attendance when taking lessons	f	209	38	11	258
	%	81,0%	14,7%	4,3%	100,0%
15) [• q) Distance examination	f	203	57	14	274
	%	74,1%	20,8%	5,1%	100,0%
15) [• d) No need to be actively engage with the online lessons	f	165	81	11	257
	%	64,2%	31,5%	4,3%	100,0%

Most respondents indicated that they strongly agreed with the negative side effects of distance learning such as closed camera by teachers (%87.0), no chance to ask right away questions to the teachers (%85.4), Parent attendance when taking lessons (%81.0), and distance examination (%74.1). Meanwhile, it was reported that the respondents were not pleased to easy to make cheater (%87,2), closing camera to not listen to the teachers (%83,4), no close relationship with friends (%83,2) and no need to be actively engage with the online lessons (%64,2).

### **3. Conclusion And Discussion**

The respondents indicated that “ I have been positively affected psychological and social side effects of the COVID-19”. Most of the respondents agreed for positive effects of the COVID-19 that caused more family engagement, more free time, reading more books, more time to study. It can be claimed that students desired getting more free time and family engagement than before. The decisions associated with the education impacts have flow-on effects of closing schools on students. Students have witnessed social connectedness on global scale, and adoption of new isolation life. We need to understand, monitor, and evaluate these affects to ensure our policy responses account of these changes to take advance of the positive aspects and provide effective mechanism to address the social impacts of COVID-19 on students.

However, the respondents indicated that “ I have been negatively affected psychological and social side effects of the COVID-19 “. Most of the respondents agreed for negative effects of the COVID-19 that caused isolation and loneliness through a lack of friend’s relationship, feeling bored, feeling stress and anger, feeling anxiety due to people who do not implement restrictions. It can be claimed that students have been clearly in unprecedented times that student’s study on social media in isolation and overwhelming sense of uncertainty. This situation is common to experiences heightened stress and anxiety. Responding to a mental health perspective, including feelings of uncertainty, isolation, and loneliness through a lack of face-to-face collaboration. In addition, many students need to juggle priorities in a new way studying at home from school and potentially seeking learning their responsibilities.

On the other hand, most of the respondents agreed that distance learning implementation was successful however, the respondents strongly agreed that the distance learning implementation was not successful while the respondents agreed that the distance learning implementation was not successful. It was noted that the respondents are those who do not agree that the distance learning was successful comprised of one third of the respondents. Meanwhile, the respondents indicated that they had not watch EBA TV, had not used EBA website and had no used EBA mobile application.

Mainly due to the educational needs of the respondents noted that they attended online lesson, studied from book and another resources, watched lesson. Most of the respondents were strongly agreed that they did not concern about the online lesson while the respondents were agreed that they felt boring therefore they did not concern about the online lesson.

The respondents indicated that they miss their friends, miss school context, miss their freedom, miss social context, and miss their teachers. The respondents noted that they miss studying at school, however, the respondents indicated that they do not miss anything.

Most respondents indicated that they strongly agreed with face-to-face learning than distance learning. It was reported that the respondents had positive side effects of distance learning during the COVID-19 period. The respondents stated that they were more comfortable taking online lessons with housedress while the respondents were more agreed with not to be attendance at distance learning. Meanwhile, the respondents were more comfortable taking the online lessons within home environment and the respondents who were more pleased to recoring the online lessons to watch them after the lessons. They were more pleased to the online lessons' schedule time, and they were glad to less responsibility to homework. However, it was repoted that the respondents had negative side effects of distance learning during the COVID-19 period. These negative side effects included teachers' controlling and parent controlling.

Most respondents indicated that they strongly agreed with the negative side effects of distance learning such as closed camera by teacher, no chance to ask right away questions to the teachers, Parent attendance when taking lessons, and distance examination. Meanwhile, it was reported that the respondents were not pleased to easy to make cheater, closing camera to not listen to the teachers, no close relationship with friends and no need to be actively engage with the online lesson.

The decisions associated with the education impacts have flow-on effects of closing schools on students. Students have witnessed social connectedness on global scale, and adoption of new isolation life. We need to understand, monitor, and evaluate these affects to ensure our policy responses account of these changes to take advance of the positive aspects and provide effective mechanism to address the social impacts of COVID-19 on students. we have observed negative impacts in our border social indicators on students including, nosophobia, social isolation and decline scaffolding from peers.

Comprehensively, We must ensure the decisions being made today and during the recovery phase of The COVID-19 that way, when we take advantage of the our nations' education system. And maybe this will change our behavior and deliver better

educational outcomes. If not properly addressed through the educational crisis occurred by the COVID-19, decline in our collective understanding may also affect educational decisions and readiness for distance learning among at risk group of students.

We need to understand, monitor and evaluate these affects to ensure our immediate and long-term responses account of these psychological, social and educational changes and provide effective mechanism to address the impacts of the COVID -19. The COVID-19 has posed major challenges to provision of mental health services and educational context in a time of crisis that mental health and educational context, in terms of psychiatric disorder, psychological distress and insufficient learning outcomes form the COVID-19.



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