

# The Psychological and Educational Impact of the Corona Epidemic (Covid 19) and its Relationship to Some Variables on University Students

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## ABSTRACT

The aim of the research is to: Exposing the psychological effects that the Corona virus (Covid-19) left on university students and knowing the educational effects that the Coronavirus (Covid-19) has left on university students. so it used Questionnaire of the psychological and educational effects of the Corona pandemic on university students. The research sample amounted to 221 students from the University of Bisha, with different academic levels. Results show that It is evident from the results of study that there is a positive statistically significant relationship between the degrees of educational and psychological effects that the Corona virus (Covid-19) left on university students, as the results showed that the value of the correlation coefficient is statistically significant with a significance of 0.01.

**Keywords:** psychological and educational impact, Corona Epidemic (Covid 19)

## INTRODUCTION

The effects of the emergence of the Corona virus, which causes respiratory syndrome in the Middle East, controversy and questions in the countries in which it is spread, and even in the world at large about its causes and its source, especially since the death rates resulting from it are very high, which may exceed 50% at times, as there are a large number of people infected with infection Coronavirus, which causes respiratory syndrome in the Middle East, remains unknown. Understanding the extent of infection in communities and other domains can provide the insight needed to map out how the virus is distributed and how people become infected. At the global level, the biggest concern is whether this virus will spread more internationally and expand its geographical scope, or what? Especially in light of travel facilities, transportation and trade between countries

At the end of 2019, what is known as the emerging corona virus (COVID-19) appeared in Wuhan, the capital of the Hubei Province of China, prompting the whole world to describe it as a crisis? The emerging corona virus pandemic has caused all groups of societies to undergo an unprecedented change in A short period of time, a change in their lifestyle, devastating the economy of many countries, and its impact on health care systems in all countries of the world, preventing movement and halting flights, and the world became captive to the Corona virus (Viswanath & Monga, 2020

This is also reinforced by the strict home quarantine measures imposed on most of the world's population, travel restrictions, constant checks and constant monitoring, as well as the spread of misinformation on social media (Banerjee, 2020).

Here it can be pointed out that when university students are constantly exposed to psychological pressure, this makes them in a state of stress. (Dong & Bouey, 2020) It is a condition that is worse than the response to stress, and it has immediate effects if left without psychological and educational guidance that may lead to exacerbation and suspension of life.

Since the beginning of the new Corona virus crisis, the concern of everyone, especially university students, has become a concern of everyone, especially university students, to follow news bulletins and wait for the numbers of infections and daily deaths resulting from this terrifying virus, and the painful scenes that we see in many countries such as America, Italy, France, Spain ... etc., have become a permanent address for conversations between them, All these loud events,

which made the current research a drive towards examining the psychological and educational effects that the Corona virus (Covid-19) left on university students.

### **Research Problem and its Questions:**

The impact of the Coronavirus pandemic has reached educational systems around the world, leading to widespread school and university closures. On March 16 (2020), governments in 73 countries announced school closures, including 56 countries shutting schools across the country and 17 countries closing schools within a specified range.

The closure of schools and universities nationwide affected more than (421) million learners worldwide, while the limited closure of schools and universities exposed (577) million learners at risk. According to data released by UNESCO on March 10, the closure of schools and universities due to the spread of the Covid-19 virus has left one in five students out of school globally. Efforts to stop the spread of Covid-19 through non-pharmaceutical interventions and preventive measures such as social distancing and self-isolation have prompted the closure of primary and secondary schools, as well as post-secondary schools, including colleges and universities, on a large scale in at least 61 countries. UNESCO, 2020))

The majority of Covid-19 patients have been adults, as preliminary evidence indicates that children are less likely to be infected with the virus, but children are believed to be able to spread the virus. Therefore, school closures are generally an effective way to reduce the spread of disease, but more data is needed to clearly assess the impact.

In some cases, school and university closures have been found to be ineffective if implemented too late. As closures tend to occur in conjunction with other interventions such as banning public assembly, it was difficult to measure the specific impact of school and university closures, as the closure of schools and universities had psychological and educational effects on students in general and university students in particular.

There is no doubt that university students are the most interacting social groups affected by social, economic, cultural and political mobility and events (Ali, 2016). In addition, the interest in monitoring what life problems they face from the reality of their own point of view, their vision of them, their positions towards them, and the extent of their influence in all fields is the way to identify their psychological and educational needs and thus work to satisfy them.

The results of the study (Chong et al., 2004) indicated that the spread of the SARS virus (2002) resulted in more psychological effects such as fear, anxiety, depression, panic, and after psychosomatic illnesses and post-traumatic stress disorder and included different sectors of society (children 0 adolescents - adults - the elderly) .

In light of the above, the research problem is determined by the existence of negative psychological and educational repercussions on university students, and here several questions can be raised:

- 1- What are the psychological effects that the Corona virus (Covid-19) left on university students?
- 2- What are the educational effects that the Corona virus (Covid-19) has on university students?
- 3- What is the relationship between the educational effects and the psychological effects that the Corona virus (Covid-19) has on university students?
- 4- What are the differences in the psychological and educational effects that the Corona virus (Covid-19) left on university students in light of some variables (gender - marital status - employment status) for university students?

Research limits: Research is determined by the following limits:

- 1- Objective limits: The research was limited to the psychological and educational effects that the Corona virus (Covid-19) left on university students in.
- 2- Human boundaries: University students of both sexes (male - female).
- 3- Spatial boundaries: Bisha Governorate, Kingdom of Saudi Arabia.
- 4- Time limits: The first semester of the academic year (1442 AH)

Research objectives: The aim of the research is to:

- 1- Exposing the psychological effects that the Corona virus (Covid-19) left on university students.

2- Knowing the educational effects that the Coronavirus (Covid-19) has left on university students.

3- Determine the relationship between the educational effects and the psychological effects that the Corona virus (Covid-19) left on university students.

4- Determining the differences in the psychological effects and educational effects that the Corona virus (Covid-19) left on university students in light of some variables (gender - marital status - employment status) for university students

Research importance: represented in: The group of university students, who are a large sector of young people most affected by the Corona virus, dealt with the psychological, educational, and social effects it may have on it ... etc.

Monitoring some of the negative psychological and educational repercussions that the Coronavirus (Covid-19) has left on education because of school closures around the world.

Providing data on school closures around the world, which provides a reference vision for decision-makers to face the negative repercussions of the Corona pandemic on the field of education

Proposing a number of alternatives to treat the negative repercussions of closing schools across the world, which may help decision-makers to activate some mechanisms to reduce the negative effects resulting from that.

Reaching a set of recommendations emanating from the research to contribute to reducing the psychological and educational impact of Coronavirus (Covid-19) on university students.

### **Research Methodology:**

Represented in (Comparative Causal Approach and Descriptive Relational Approach)

-search tools:

Questionnaire of the psychological and educational effects of the Corona pandemic on university students.

- Search procedures:

- Reviewing the educational literature related to the research topic.
- Reviewing previous studies related to the research topic.

Preparing and controlling the psychological and educational effects of the Corona pandemic on university students.

- Application of the questionnaire and data collection
- Analyzing the data statistically and interpreting the results
- Presenting the proposed vision for alternatives to treat the negative repercussions of school closures around the world in light of the results reached on these negative consequences.
- Presenting a number of procedural recommendations in light of the results that will be reached
- To propose a number of research related to the current research.

### **Search terms: are procedurally determined as follows:**

**Psychological effects:** They are a variety of behaviors related to psychological aspects that hinder university students from practicing their normal life, which may lead them to feel confused, ambiguous, and an urgent need for explanation and clarification, including psychological distress, compulsive obsessions, psychological loneliness, pathological fears, boredom, sleep disorders, eating disorders ... etc. . It is determined by the degree that the student obtains on the questionnaire used in the research.

**Educational effects:** It is a variety of behaviors related to educational aspects that hinder university students from achieving better learning than they may lead to a feeling of temporary failure or the inability to satisfy their educational needs ... etc. It is determined by the degree that the student obtains on the questionnaire used in the research.

**Corona virus:** It is that virus that belongs to the known corona viruses that may cause disease to humans and animals, which the World Health Organization has described as delinquent (WHO, 2020)

## **Theoretical framework and previous studies:**

School closures as a result of the Covid-19 pandemic have highlighted many issues affecting access to education, as well as broader socio-economic issues. As of March 12, 2020, more than 370 million children and youth have stopped attending schools and universities due to temporary or non-temporary closures. Time-limited time at the country level, imposed by governments in an attempt to slow the spread of COVID-19.

As of March 20, the impact of the closure affects more than 70% of the learners in the world, even when the closure of educational institutions is temporary. It entails high social and economic costs as the disruptions caused by the closure affect the various strata of societies, but its effect includes stopping learning, bad Nutrition, leakage problems and the consequent economic cost to families who cannot work (Saudi Ministry of Health, 2020).

Educational institutions provide essential learning opportunities, and when closed, learners are denied opportunities to grow and develop. This deprivation is more harmful to less fortunate learners who have fewer educational opportunities outside of school, and while school closures appear to be a logical solution to imposing social distancing within local communities, closing them for a long time will have a disproportionate negative impact on the students most affected. These students have fewer opportunities to learn at home, and the time they spend outside of school may represent an economic burden for their parents, who may face challenges in finding care for their children for a long time, or even providing adequate food in the absence of school meals. The hard-won gains in expanding access to education can also halt, and even end, with extended school closures, and access to alternative options - such as distance learning - remain out of reach for those without the means of communication. This could cause further losses in human capital and reduced economic opportunities. (WHO, 2013, 1)

Schools are considered centers of social activity and human interaction. When schools are closed, many children and youth lack the necessary social contact for learning and development. The impact of the economic crisis on higher education has been observed in a number of countries around the world. Where all universities in crisis countries such as Venezuela, East Asia, and even the United States suffered from the repercussions of the economic setback that prompted higher education institutions to take different measures based on what is appropriate for them. This crisis was exacerbated by the global outbreak of the Corona epidemic, as more than 700 million students were forced to stay in their homes (World Health Organization, 2020, 44).

At the end of February 2020, when alarm bells began to ring to warn of the increasing outbreak of the new Corona virus, the World Bank formed a global multi-sector task force to support countries' response to this crisis and the measures they take to adapt to it. At the time, only China and a few other affected countries were enforcing social distancing by closing schools. After a little more than two weeks, 120 countries closed schools, which affected about a billion students around the world who saw their schools closed for different periods of time, and the education ministers of the G20 also confirmed that the measures taken to contain the outbreak of the Corona virus have affected education and many aspects of life in a way. The closure of educational institutions for a long time has also affected teachers, educators, students and their families around the world, including developing and least developed countries, as education systems in those countries faced additional challenges during the response to the pandemic. They affirmed their support for the development of educational content, technical and digital solutions, and other means that contribute to facilitating the continuity of education in line with the conditions of countries and the security and privacy of their data, taking into account the role of both the private sector and international organizations in supporting the continuity of education (Saudi Ministry of Health, 2020).

Indeed, educational interventions during crises can support prevention and public health recovery while mitigating the impact of those crises on students and the learning process. When sanitation facilities are scarce, schools can be turned into temporary detention centers during crises. All of this must be taken into account in the planning process, especially in the adaptation and recovery stages it is worth noting that education can contribute to protecting children and youth. It helps them to adapt or maintain normal conditions to some extent during crises, and recover more quickly with the hope of acquiring some useful new skills (i.e., acquiring distance learning skills, and more mastering digital skills when the need arises). Moreover, in some settings with reduced capacity, particularly in parts of sub-Saharan Africa, schools are often the only permanent government structure in rural villages and can be used as temporary centers for crisis response. Teachers, often among the most educated in hard-to-reach areas, can also be trained to act as contact tracers and advocates for outreach campaigns. Just as the new Corona epidemic, "Covid 19", overran the barriers of time and

space, the calls for "distance learning" - which accompanied the spread of the virus - came to sweep over the barriers of space and time. The overrun of my place made the absence of fixed spatial barriers an excuse to rise to different worlds through the vast internet networks, and the overrun of my time possessed the tools to get rid of the routine of coming and going and crowding out others in search of speedy access to a space that was narrower than the spaciousness of minds could bear. With all its audio-visual resources, illustrations and animations, distance education has transformed from the method of "indoctrination" to "interactive" style accompanied by visual and audio effects, which make the educational process "static" a more attractive process, and helps students to access content without stopping At the thresholds of the smell of leaves, which is what the Ministry of Education and Technical Education in Egypt rushed to, through the Egyptian Knowledge Bank, as a way to overcome the two-week suspension of studies (Viswanath & Monga, 2020).

UNESCO notes that the wealth of digital educational resources has made new demands on higher education systems and institutions, which include the development of innovative curricula, study programs, alternative educational paths and higher education methods, all of which can be facilitated via the Internet, distance education and short skills-based courses. The organization developed a set of programs that help with distance learning, including the Black Board application It is an application based on designing and electronically correcting courses, assignments, assignments and tests, and communicating with students through a virtual environment and applications that are downloaded via smart-phones. As well as the "Edmodo" platform, which is a free social platform that provides teachers and students with a safe environment for communication and cooperation, and the exchange of educational content and its digital applications, in addition to homework, grades and discussions. (World Health Organization, 2020, 44).

In addition, university students are living an exceptional circumstance these days associated with the emerging corona virus pandemic, such as suspending studies until further notice, and contenting themselves with studying via the Internet and this is something that many students have not trained in. Music and other things, and some others appeared before him negative psychological feelings and became captive to negative thinking, and the signs of psychological problems began on him, and this is supported by what the American Psychiatric Association indicated that exposure to stress and psychological stress and going through crises leads to many psychological problems. (APA, 2013).

Feeling of psychological loneliness, feelings of fear, isolation, chagrin, anger, sleep disturbances, disturbing dreams, pathological fears, and most psychosomatic diseases are among the most common psychological problems and the greatest human bitter feelings common among university students as a result of the Corona virus (Kang et al., 2020) The results of the study of (Kang et al., 2020) (Cao et al., 2020) (Qiu. Et al 2020) confirmed the implications of the outbreak of the new Corona virus, on the level of mental health for a sample of doctors and nurses in Yohav City, China, as they showed elevated levels of anxiety, depression, insomnia and fear

The ministers of education in the member states of "IESCO" also concluded the works of their hypothetical extraordinary conference under the slogan "Educational systems in the face of crises and disasters Covid-19". The conference discussed the challenges facing the world in light of the exceptional circumstances resulting from the Corona pandemic, especially the education sector that It witnesses multiple types of impacts, In addition to coordinating efforts leading to the adoption of appropriate strategies to deal with the pandemic, the themes of the conference dealt with the successful educational experiences of the member states in facing the challenges of the pandemic, and discuss ways to address the problem of educational loss that has been exacerbated by the closure of schools and universities, and the preparations of member states to secure return to education in light of the pandemic. Corona and the conference made a number of recommendations, namely:

- 1- Supporting the organization's vision based on ensuring the right to education as a fundamental human right, and a commitment to work to achieve the fourth goal of the sustainable development goals by 2030, which is represented in "ensuring quality, equitable and inclusive education for all and enhancing lifelong learning opportunities."
- 2- Taking measures and procedures for member states to ensure the sustainability of the right to education, in light of the outbreak of the Covid-19 pandemic, valuing their efforts, and calling for the preparation of a comprehensive study on the mechanisms and procedures followed to reduce the repercussions of the pandemic on the education sector, and future prevention mechanisms for emergencies and crises.
- 3- The discrepancy between Member States in limiting the repercussions of the Covid-19 pandemic on their educational systems; It renews the commitment of the Member States to employ their expertise and capabilities to support each

other, and to intensify consultation and coordination to enable every child within the Islamic world to have their right to education.

4- Calling for coordination of efforts, ensuring the effectiveness of interventions, and exchanging experiences between member states on preparations to secure return to the educational institutions in the most appropriate circumstances with the outbreak of the pandemic, under the umbrella of the organization, and asking them to prepare a directive that sets procedures and measures to ensure a safe school return.

5- Welcoming the report on the roles of artificial intelligence and its applications in developing educational systems, dedicating the principles of quality, equity, equality and inclusiveness during emergencies and crises, and a commitment to harnessing the material and technical capabilities necessary to take advantage of the advantages of these smart applications.

6- Believing in the importance of communication and information technology; The OIC countries are committed to working to make educational resources and open data available to all groups of learners, and to adapt national legislation towards establishing public digital educational facilities, and to include virtual education in our legal systems, and to consider it as a complement to urban educational systems.

7. Undertaking to take quick measures and launch effective practical initiatives to face the worsening educational losses. Because of the outbreak of the Covid-19 pandemic, threatening the quality of education and the principles of equity, inclusiveness and equality, and addressing deficiencies and lack of academic achievement.

8- Emphasize the need to keep pace with the new features of educational systems and their human and technical needs, and work to support capabilities through training policies, rehabilitation programs, guidelines and training courses for the benefit of all components of the educational family, in line with emerging practices and future directions after the Covid 19 pandemic.

9 - Realizing the magnitude of the negative repercussions of the crises and emergencies on women, girls, groups with special needs, refugees and residents of rural and remote areas, with a commitment to preparing strategies, action plans and budgets for education, by adopting approaches based on gender equality, rejecting discrimination and providing equal educational opportunities for all groups.

10- To evaluate students and pupils, the OIC countries are committed to working gradually to unify mathematics and science programs in the countries of the Islamic world, and ISESCO, in cooperation with international organizations, is entrusted with the task of submitting proposals.

11- The covenant to ISESCO, as the organization specialized in the fields of education within the Islamic world; Coordinating the efforts of the Member States by facilitating the exchange of experiences and expertise, developing evaluation standards for educational systems, and defining guidelines for the sustainability of the right to education in emergency and crisis situations.

12- Supporting the comprehensive humanitarian alliance initiative launched by ISESCO in order to limit the repercussions of the Covid-19 pandemic on member states, advocating for the initiative internally and externally, and calling for its contribution to the success of this alliance.

13- Emphasizing the importance of bilateral and multilateral cooperation, especially in light of crises and emergencies, and working on the sustainability of the organization's resources through regular payment of contributions to its budget and working to provide external resources.

### **Methodological procedures for research:**

#### **A- Field search procedures:**

**1- Research sample:** The research sample amounted to 221 students from the University of Bisha, with different academic levels

#### **2- Search Tool:**

#### **A - Building the questionnaire:**

The study tool was derived from many sources represented in theoretical writings and previous studies. The questionnaire is the main tool for the field study. The first part of the questionnaire included the basic data required of students of the University of Bisha. The basic data were defined by the characteristics of the study individuals and their variables, in terms of: (Type - Level - Specialization ... etc.) and it included the second part, as the questionnaire included the two axes of the questionnaire, and under each axis a number of phrases, and in front of each statement three degrees of response, where the student puts (/) in front of the response that expresses his opinion.

### **Validity and Reliability of the Study Tool:**

#### **Verification of arbitrators:**

To assess whether the study tool actually measures what it was set to measure, the questionnaire was presented to a group of specialized referees at the University of Bisha, whose number is (10) members of the faculty at the University of Bisha who have a link to education at the University of Bisha to arbitrate the questionnaire in terms of the quality of the vocabulary, its wording and clarity And the individual belonging to the fair worker within him, with the suggestion of the appropriate worker in the event of his suitability, as well as adding all the appropriate vocabulary or what was not mentioned in the questionnaire, and the study took notes received from the arbitrators so that it made 80% of the opinions of the arbitrators a criterion for judging the validity of The paragraph in the questionnaire, and in light of this, the questionnaire has become in its final form (60) phrases distributed on two axes (the psychological effects of Corona - the educational effects of Corona) on university students.

After completing the questionnaire and making the amendments suggested by the judges; As some phrases were formulated and others modified, others were deleted and some were replaced, until the questionnaire became in its final form (60) a valid statement to be applied to the study sample .

#### **Validity of Internal Consistence:**

The researcher explains it as follows in the following Table (1)

Correlation coefficients between sub-axes and the total degree of the resolution

S	Variable	Correlation coefficient of the total degree
1	The psychological effects of Corona	0.79
2	The educational effects of Corona	0.78
*	Total marks	0.86

Correlation coefficient of the total degree VariableS

It is evident from the previous Table (1) that all correlation coefficients are function at the level of (0.01), which confirms the validity of the internal consistency of the questionnaire and that it is generally valid in measuring what was set to measure, and this confirms the validity of the questionnaire for application.

**B-Reliability:** The Reliability factor was calculated using the re-application method and the "Alpha Cronbach" method.

Cronbach's Alpha: Where The Reliability was verified using the Cronbach alpha coefficient, and this is shown in Table (2)

Reliability coefficient using the Cronbach alpha factor questionnaire

S	variable	Correlation coefficient of the total degree
1	The psychological effects of Corona	0.84
2	The educational effects of Corona	0.87
*	Total marks	0.88

It is evident from Table (2) that the reliability coefficients of the questionnaire are high for the axes and the overall degree, all of which are at the level of (0.01), where the reliability coefficient of the questionnaire as a whole reached (0.88), indicating that the questionnaire has a high degree of reliability and thus its reliability for application.

### 3- The final image of the questionnaire:

The questionnaire was built according to the previous axes presented in (50) phrases presented to the study sample, where they express their opinions according to the importance of each statement in three levels of "degrees of importance"

#### Statistical methods used:

Statistical methods were used through the (SPSS) program as follows:

Frequencies, percentages, and relative weight.

Arithmetic means and standard deviations.

#### Results of the field study:

After performing the statistical treatment, then monitoring the results in the form of statistical tables, analyzing them and interpreting them as follows:

#### 1- Presenting the results of the first question:

What are the educational effects that the Corona virus (Covid-19) has on university students? The question aimed to identify the educational effects that the Corona virus (Covid-19) left on university students, and under this axis (30) phrases fall, and to answer this question, the researcher presented the results and opinions of the sample members as follows as shown in Table (4)

Frequencies, averages, standard deviations, and the relative weight of each statement of the educational effects that the Corona virus (Covid-19) has on university students.

S	Phrases	Great		Medium		Few		Digital appreciation	Relative weight	K <sup>2</sup>	Significance
		N	%	N	%	N	%				
1	I express my intense hatred for the college after the pandemic Corona (Covid-19)	212	95.93	6	2.71	3	6	651	2.9457	579.2	0.01
2	I look dull and uncomfortable while I am in college the pandemic Corona (Covid-19)	214	96.83	5	2.26	2	9	654	2.9592	595.3	0.01
3	I have difficulty expressing my love for study with words after the pandemic Corona (Covid-19)	209	94.57	7	3.17	5	2.26	646	2.9230	555.4	0.01

4	I seem afraid to talk in the classroom after the pandemic Corona (Covid-19)	207	93.67%	10	4.52%	4	1.81%	645	2.9185	540.3	0.01
5	I have difficulty focusing on university work after the pandemic Corona (Covid-19)	210	95.02%	9	4.07%	2	.0900%	650	2.9422	563.7	0.01
6	I expect the failure of the new education system after the pandemic Corona (Covid-19)	214	96.83%	4	1.81%	3	1.36%	653	2.9547	595.2	0.01
7	I find it difficult to complete the university work assigned until after the pandemic Corona (Covid-19)	211	95.48%	8	3.62%	2	0.90%	651	2.9457	571.5	0.01
8	I do not participate in curriculum-related activities after the pandemic Corona (Covid-19)	218	98.64%	2	0.90%	1	0.45%	659	2.9819	628	0.01
9	My relationship with my teachers is bad after the emergence of pandemic Corona (Covid-19)	215	97.29%	2	0.90%	4	1.81%	653	2.9547	603.3	0.01
10	I find it difficult to focus when I read a long lesson after the pandemic Corona (Covid-19)	214	96.83%	5	2.26%	2	0.90%	654	2.9592	595.3	0.01

11	I make a great or continuous effort in achieving the courses after the pandemic Corona (Covid-19)	141	63.80%	77	34.84%	3	1.36%	580	2.6244	210.3	0.01
12	I do not enjoy learning new things in online courses after the outbreak of the Corona pandemic (Covid-19)	142	64.25%	75	33.94%	4	1.81%	280	1.2669	179.3	0.01
13	I don't make sure to finish listening to my lectures, even though it was boring	132	59.73%	82	37.10%	7	3.17%	567	2.5656	182.7	0.01
14	I do not like university work that allows me to be informed of everything new after the pandemic Corona (Covid-19)	135	61.09%	78	35.29%	8	3.62%	569	2.5746	192.5	0.01
15	I leave school assignments due to my lack of confidence in my abilities after the pandemic Corona (Covid-19)	141	63.80%	70	31.67%	10	4.52%	573	2.5927	193.3	0.01
16	I put myself a new rule that there is no benefit from education after the pandemic Corona (Covid-19)	136	61.54%	80	36.20%	5	2.26%	573	2.5927	242.3	0.01

17	I lose my focus from the start of the online lectures after the pandemic Corona (Covid-19)	152	68.78%	66	29.86%	3	1.36%	591	2.6742	221.2	0.01
18	I hate university work that requires a meticulous focus on details after the Corona pandemic (Covid-19)	146	66.06%	71	32.13%	4	1.81%	584	2.6425	38.5	0.01
19	I do not wish to participate in online lecturing activities after the Coronavirus (COVID-19) pandemic	81	36.65%	86	38.91%	54	24.43%	469	2.1221	172.7	0.01
20	I am not inclined to cooperate in the performance of educational tasks after the pandemic Corona (Covid-19)	134	60.63%	76	34.39%	11	4.98%	565	2.5565	210.3	0.01
21	I see that the sudden shift from traditional education to electronic education will fail after the Corona pandemic (Covid-19)	139		78		4		577	2.6108	202.9	0.01
22	I find it difficult to deal with technical media compared to the university textbook after the Corona pandemic (Covid-19)	128		90		3		567	2.5656	185	0.01

23	I find it difficult to adapt to the current conditions for a long period of time after the Corona pandemic (Covid-19)	136		80		5		573	2.5927	193.3	0.01
24	I see that the existing e-learning is nothing but traditional learning in the form of electronic containers after the Corona pandemic (Covid-19)	124		87		10		556	2.5158	157.2	0.01
25	I find the lack of internet in some remote areas does not meet the requirements of e-learning after the pandemic Corona (Covid-19)	197		11		13		626	2.8325	465.9	0.01
26	I find some teachers' lack of experience in dealing with e-learning media after the Corona pandemic (Covid-19)	187		20		14		615	2.7828	397.9	0.01
27	There is a weak interaction between the course professor and the student after the Corona pandemic (Covid-19)	120		86		15		547	2.4751	137.5	0.01

28	There is unequal access to digital learning portals after the Corona pandemic (COVID-19)	133		79		9		566	2.5610	175.8	0.01
29	I don't like hearing lectures online after the Corona pandemic (COVID-19)	131		77		13		560	2.5339	161.3	0.01
30	I do not prefer learning through Zoom programs after the Corona pandemic (Covid-19)	175		42		4		613	2.7737	337.2	0.01

From Table (4), it is clear that:

The responses of the sample members as shown in Table (4) on “the educational effects of the Corona pandemic on university students.

B- The phrase (8), which reads, “I do not participate in activities related to the curriculum after the emergence of Ganja Corona (Covid-19)” came first in the order, as (218) of the sample members benefited from a percentage (98.64%), and this is due to Sudden shift towards the electronic system without training students on how to deal with the electronic system.

C- The phrase (4), which reads "I do not enjoy learning new things in online courses after the emergence of Janjeh Corona (Covid-19)" came last in the ranking, as (142) of the sample members benefited from a percentage (64.25%), and this This is due to the fact that the Internet in general is a source of attraction and excitement, but in other areas such as chatting and social networking.

**Second question:**

What are the psychological effects of Corona virus (Covid-19) on university students? In order to answer this question, the researcher presented the results and opinions of the sample members as shown in Table (5)

Frequencies, averages, standard deviations, and the relative weight of each statement of the psychological effects caused by the Coronavirus (Covid-19) on university students

S	Phrases	GREAT		Medium		Few		Digital appreciation	Relative weight	K <sup>2</sup>	Significance
		N	%	N	%	N	%				
1	I changed from a state of sadness to a state of joy or vice versa suddenly after the Corona pandemic (Covid-19)	136	61.45%	72	32.58%	9	4.07%	572	2.5882	190.4	0.01
2	I do not find I have the power to change the opinions of some individuals after the Corona pandemic (Covid-19)	128	57.92%	76	34.39%	32	14.48%	567	2.5656	185	0.01
3	I will not be calm and positive even in difficult circumstances after the Corona pandemic (Covid-19)	123	59.73%	87	39.37%	5	2.26%	570	2.5791	188.3	0.01
4	My emotions changed after the Corona pandemic (Covid-19)	128	57.92%	105	47.51%	3	1.36%	565	2.5565	178.5	0.01
5	I am not optimistic when problems arise after the Corona pandemic (COVID-19)	137	61.99%	98	44.34%	8	3.6%	571	2.5837	187.3	0.01
6	I avoid anyone I don't know after the Corona pandemic (Covid-19)	127	57.47%	78	35.29%	11	4.98%	555	2.5113	151	0.01
7	I cannot express my positive feelings after the Corona pandemic(COVID-19)	86	38.91%	95	42.99%	22	9.95%	458	2.0724	31.7	0.01
8	I cannot express my positive feelings after the Corona pandemic (COVID-19)	140	63.35%	80	36.20%	25	11.3%	515	2.3303	181	0.01

9	I use my negative feelings (anger) in dealing with others after the Corona pandemic (Covid-19)	141	63.80%	32	14.48%	29	13.1%	523	2.3665	173.3	0.01
10	I fail to set goals for his future life after the Corona pandemic (Covid-19)	151	68.33%	76	34.39%	13	5.88%	563	2.5475	200.6	0.01
11	I do not expect success in any work I do after the Corona pandemic (Covid-19)	163	73.76%	55	24.89%	3	1.36%	602	2.7239	283.3	0.01
12	I cannot understand my friends' insinuations towards a topic or event in the post-Corona (COVID pandemic -19)	136	61.54	72	32.58	13	5.88	565	2.5565	172.6	0.01
13	I surrender to pessimism when confronted with something that obstructs his will after the Corona pandemic (Covid-19)	120	54.30	90	40.72	11	4.98	551	2.4932	149	0.01
14	I can hardly summon positive emotions like fun after the Corona pandemic (Covid-19)	136	61.54	77	34.84	8	3.62%	570	2.5791	184.9	0.01
15	I hesitate to seek benefit for others after the Corona pandemic (COVID-19)	126	57.01%	81	36.65%	14	6.33%	554	2.5067	149.3	0.01
16	I do not remain hopeful and optimistic after the Corona pandemic (Covid-19)	120	54.30%	88	39.82%	13	5.88%	549	2.4841	143.1	0.01

17	I am not inclined not to mock my colleagues in painful situations after the Corona pandemic (COVID-19).	135	61.09%	9	4.07%	77	34.84%	500	2.2624	180.1	0.01
18	I hesitate to make decisions in resolving difficult issues after the Corona pandemic (Covid-19)	133	60.18%	78	35.29%	10	4.52%	565	2.5565	173.1	0.01
19	My desire to have any relationship with others has ceased after the Corona pandemic (Covid-19)	135	61.09%	79	35.75%	7	3.17%	570	2.5791	185.4	0.01
20	I do not follow events in the world after the Corona pandemic (Covid-19)	136	61.54%	72	32.58%	13	5.88%	565	2.5565	172.6	0.01
21	I do not want to make friends with others after the Corona pandemic (Covid-19)	139	62.90%	78	35.29%	4	1.81%	577	2.6108	202.9	0.01
22	I do not show signs of joy and sadness for others after the Corona pandemic (Covid-19)	128	57.92%	90	40.72%	3	1.36%	567	2.5656	185	0.01
23	I am bothered to be alone after the Corona pandemic (COVID-19)	136	61.54%	80	36.20%	5	2.26%	573	2.5927	193.3	0.01
24	I am distinguished by my ability to overcome difficult tasks after the Corona pandemic (Covid-19)	124	56.11%	87	39.37%	10	4.52%	556	2.5158	157.2	0.01
25	I am distant from anyone trying to approach me after the Corona pandemic (Covid-19)	197	89.14%	11	4.98%	13	5.88%	626	2.8325	465.9	0.01

26	I am doing well in critical situations after the Corona pandemic (Covid-19)	127	57,74	78	35,29	11	4,98%	555	2,5113	151	0.01
27	I do not buy my supplies and needs myself after the Corona pandemic (Covid-19)	128	57.92%		40,72%	3	1,36	567	2,5656	185	0.01
28	I honestly declare that I am not responsible for working in a team after the Corona pandemic (Covid-19)	136	61.54%		32,58%	13	5,88	565	2,5565	172.6	0.01
29	I do not initiate new friendships in college and outside after the Corona pandemic (Covid-19)	163	573.76%		24.89%	3	1,36	602	2,7239	283,3	0.01
30	I maintain his relationship with my friends after the Corona pandemic.	132	59,73		39,27	5	2,26%	570	2,5791	188,3	0.01

From Table (5), it is clear that:

A-The responses of the sample members were as shown in Table (5).

The phrase (25), which reads “Stay away from anyone trying to approach me after the Corona pandemic (Covid-19),” came in first place in the ranking, as it reported (197) sample members with a percentage (89.14%) and this is due to the extreme fear of Corona pandemic.

The phrase (7), which reads, “I cannot express my feelings after the emergence of the Corona pandemic (Covid-19),” came in last place in the ranking, as (86) of the sample members benefited from a percentage (38.91%) and this is due to the psychological disorder that Corona virus caused it on university students, which made them unaware of their psychological state.

**The third question:**

What is the relationship between the educational effects and the psychological effects that the Corona virus (Covid-19) has on university students?

The researcher calculated the correlation coefficient (Pearson) between the students’ scores on the questionnaire of the educational effects and psychological effects left by the Coronavirus (Covid-19), as well as the strength of the correlation as in the following table:

Correlation coefficients between degrees of educational effects and psychological effects that the Corona virus (Covid-19) has on university students

Variable	Psychological effects	Link strength	Sl
Educational effects	0.536 **	Strong positive	0.01

\*\* Signal at 0.01

It is evident from the results of the table that there is a positive statistically significant relationship between the degrees of educational and psychological effects that the Corona virus (Covid-19) left on university students, as the results showed that the value of the correlation coefficient is statistically significant with a significance of 0.01.

**The fourth question:**

- What are the differences in the psychological and educational effects that the Corona virus (Covid-19) has on university students in light of the gender of university students?

To verify the validity of the question, the researcher calculated the average grades of university students according to gender. The "T" test was used for unrelated groups to verify the existence of a difference between the mean scores of males and females, and this is evident in the following table:

The difference between the average scores of males and females in the questionnaire on the psychological and educational effects of Coronavirus

Variable	group	N	SMA	Sd	Fd	T	SL
Educational Effects	Males	112	69.30	4.9227	219	17.956	0.01
	Females	109	81.0	4.2687			
Psychological effects	Males	112	67.90	5.9712	219	12.469	0.01
	Females	109	77.70	5.1001			
Total marks	Males	112	137.20	9.0919	219	16.407	0.01
	Females	109	158.7	9.4365			

It is evident from the previous table that there is a statistically significant difference between the average scores of males and females in the educational and psychological effects of Corona virus on university students, as the difference was significant at the level of (0.01) in favor of females.

The following figure shows the graphic representation of the average scores of males and females on the educational and psychological effects of Corona virus on university students.

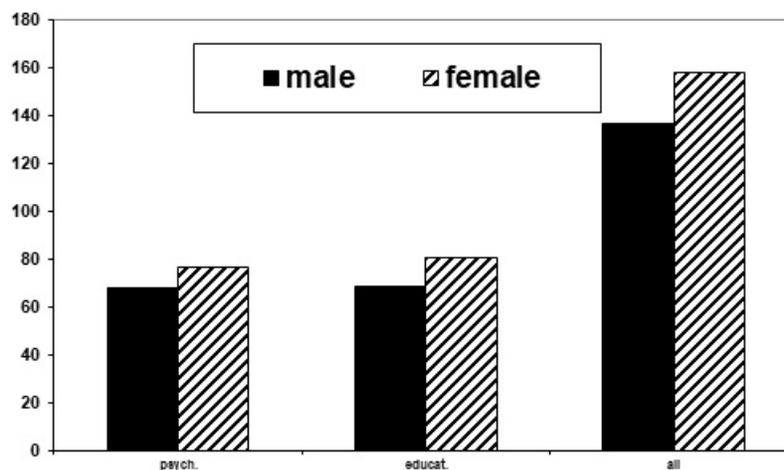


Figure (1)

A statistical representation of the mean scores of males and females on the educational and psychological effects of Coronavirus on university students

Interpretation of the results:

It is evident from the above that university students of both sexes, males and females, suffer from the psychological and educational effects of the Coronavirus, as we find that they are constantly subjected to psychological pressure, which makes them in a state of stress. In addition, it has immediate effects if left without psychological and educational guidance that may lead to exacerbation and the cessation of life, and this is consistent with what was indicated by the results of the study (Dong & Bouey, 2020).

Also, with what the results of the study (Chong et al., 2004) indicated that the spread of the SARS virus (2002) resulted in more psychological effects such as fear, anxiety, depression, panic, and after psychosomatic illnesses and post-traumatic stress disorder and included different sectors of society (children - teenagers - adults - The elderly), as the spread of the Coronavirus has increased the prevalence of various psychological problems.

The results of the study (Kang et al., 2020) also confirmed the prevalence of psychological loneliness, feelings of fear, isolation, chagrin, anger, sleep disturbances, bad dreams, sick fears, and most of the psychosomatic diseases among university students because of the Corona virus

The results also agree with the results of the two 2020 studies (Kang et al., 2020; Cao et al., 2020) (Qiu. ET al.2000) the results are also consistent with the results of the 2020 studies) (Kang et al., 2020) (Cao et al. (Qiu. Et al, 2020) the results of the current study in terms of the implications of the outbreak of the emerging corona virus, on the level of mental health enjoyment of the samples of these studies in the city of Yohaf, China, where they showed high levels of anxiety, depression, insomnia and fear. The new Corona, at the level of enjoyment of mental health for a sample of students in the city of Yohav, China, as they showed high levels of anxiety, depression, insomnia and fear.

#### **Study recommendations:**

Adopting measures and procedures to ensure the sustainability of the right to education, in light of the outbreak of the Covid-19 pandemic

Advocating for coordination of efforts, ensuring the effectiveness of interventions, and exchanging experiences on preparations to secure return to educational institutions in the most appropriate circumstances with the outbreak of the pandemic.

Determining the roles of artificial intelligence and its applications in developing educational systems, dedicating the principles of quality, equity, equality and inclusion during emergencies and crises, and a commitment to harnessing the material and technical capabilities necessary to take advantage of the advantages of these smart applications.

Inclusion of virtual education in our legal systems, and considering it a complement to urban educational systems.

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