Students' Evaluation of Online Education During the Covid-19 Period and its impact on their sociological & Psychological behavior: The Case of UOS Student

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Abstract:
People's well-being, health, and ability to go about their regular lives have all been profoundly affected by the COVID-19 viral epidemic. One of the most formidable challenges brought on by the epidemic is the need to adjust to a new educational system, which has been called the nation's schools' "most daunting issue" ever. Students' emotional well-being has taken a significant hit because of the compelled shutdown of schools and the widespread use of online education. This research aims to determine whether students' mental health was negatively impacted by their usage of online learning settings during the recent Covid 19 Epidemic. The focus will be on those studying at the University of Sharjah during that time. Students were given extensive surveys to fill out throughout their time studying online so that researchers could learn more about the many forms of communication technology each student uses. Following the Covid-19 outbreak, this study's findings on the effects of distance learning on students' mental well-being can guide policymakers' choices on how to serve kids with a high-quality education best. The current COVID-19 outbreak has heightened the importance of several issues, including distance learning, student mental health, university research, survey techniques, and instant messaging services.

Keywords: COVID-19, online education, mental health, distance learning, and policymakers.

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Introduction

The current Covid-19 Pandemic profoundly impacts people's well-being, health, and how they live, learn, and work. The Pandemic is an infectious disease caused by what is now called SARS-CoV-2, a new virus detected, previously known as 2019-nCoV (Covid-19) (Basilaia & Kvavadze, 2020). The pandemic was first reported in December 2019 in Wuhan, China, and later spread to all countries and territories. Almost all the world sectors have already been affected by Covid-19, leading to dire consequences for every member of society. This is because the Pandemic has severely impacted people's lives worldwide and prevented them from their ordinary lifestyles due to emergencies of the measures taken to control the virus-like lockdown, avoiding social gatherings, physical distancing, company shut down, and job loss (Baloch et al., 2021). Among the most significant challenges created by the Pandemic is adapting to the new education system, which has been described as the most significant challenge the national education system has ever faced. Nearly 1.6 billion learners have been affected globally by the Pandemic due to the changing learning environment. The sudden transformation of online teaching methods and forced school closures, like cancellation of on-campus lecturers, sports, events, and other activities. Due to the lack of social and emotional support available in schools, this newly changed school environment has proved to be essential to experiencing mental stress among students (Salimi et al., 2021). This implementation of distance online learning has effectively ensured students' education continuation. However, the changing learning experience and paradigm shift in how educators deliver quality education through online platforms induced new changes to people's mental health as not all students seem to enjoy the new, unexpected change. There is no size-fits-all pedagogy in online learning; thus, the unexpected transition of the students from traditional face-to-face learning to online learning caused a significant mental impact, especially in low-income families due to the lack of internet or gadgets to access online

platforms (Singh et al., 2020). This shows that poor mental health has been associated with the rapid societal change in online learning because readiness needs to be gauged and supported accordingly to adapt to new educational system changes. Nonetheless, this was not the case with the unexpected ripple effect of the Covid-19 enforced changes.

All public and private schools in the UAE were no exception because the colossal closure of the schools made the country enforce the online learning mode across the whole educational system starting in March 2020. The measures taken in the education system across all seven emirates, like distance learning to prevent the impacts of the Covid-19 Pandemic, resulted in students having new learning experiences that impact their mental health status (Basilaia & Kvavadze, 2020). This sudden conversion to online learning had devastating impacts related to psychological and emotional distress, which ultimately resulted in negative impacts on their mental health status and well-being (Baloch et al., 2021). The sudden conversion of online learning in the education system and its impacts on students' mental well-being has not been well-received by many. Therefore, the survey study in this paper focuses on the student's experience and mental health status during the Covid-19 Pandemic's unexpected shifts in the education system by observing students' behavior and experience at the University of Sharjah. As such, the paper conducted an oriented and well-rounded survey on the impacts of different communications applications usage on students' mental health during the Covid-19 Pandemic on online learning among the students in the University of Sharjah to determine its impacts on the mental health status and well-being.

Literature Review

The Covid-19 Pandemic affected almost every aspect of student's life, impacting people financially, psychologically, and sociologically. According to Zolotov et al. (2020), the physical, emotional, and social distancing experienced by students during the Pandemic resulted in unpleasant challenges in their everyday life (Zolotov et al., 2020). On

May 27, 2020, when the Covid-19 Pandemic was announced as a national Pandemic, it closed all learning institutions. As such, the online learning approach adapted to fit the new teaching strategies, as postulated by Doucet et al. 2020, had devastating effects on the student's life and well-being. The online learning environment needed to be better received by all learners, which hindered the student's motives and abilities in learning (Doucet et al., 2020). Li & Lalani (2020) shows that most students doing well in the typical classroom of traditional face-to-face communication face academic troubles due to the sudden change to online learning (Li & Lalani 2020). This is because the lecturers faced challenges in facilitating online applications. Others needed to maintain an active class environment, making many students unmotivated, bored, distressed, and even psychologically upset. Dhawan. (2020) states that nearly 1.6 billion learners were affected globally by the sudden transition caused by the schools closing (Dhawan, 2020). Many students across the globe depend on schools and libraries as their only way of accessing the internet and reading materials. However, the application of online platforms for learning with limited reading materials and the cessation of social gatherings where students would access the libraries induced rippling effects on their academic performances.

According to Kecojevic et al. (2020), educators and learners using online educational tools face frequent hiccups to the identified challenges of communication resources like accessibility, flexibility, affordability, and reliability of internet connections (Kecojevic et al., 2020). There is no one-size-fits-all pedagogy for online learning for students, as revealed by Doucet et al. 2020 (Doucet et al., 2020). Students require different approaches to online learning; thus, due to the online experience, students need more physical engagement, giving them more freedom to participate in the learning process. As reported by Sahu (2020) shows that many students need help to learn and adjust to the new system while using online applications to facilitate their education (Sahu, 2020). The level of academic performance for these

students has drastically dropped since the instigation of online learning, thus the critical drive to mental health problems in students. The covid-19 Pandemic made educators less ingrained in the student's welfare due to a lack of physical engagement and contact; thus, lack of consultation with teachers when facilitating difficulties in learning and understanding is another imperative aspect that has affected students (Doucet et al., 2020), according to Maqsood et al. (2021) school times raise the social skills and awareness of the students; thus, with a sudden shift in the learning experiences of the Pandemic, students are becoming less engaged and committed to schoolwork (Maqsood at al., 2021). This is because the Covid-19 Pandemic has made online learning an expensive aspect, thus limiting some students from having equal accessibility and affordability of the quality of school learning provided with online learning.

According to Erfurth and Ridge (2020), the Covid-19 pandemic underlined major psychological and neurological repercussions that were not exceptional to students because the challenges of the Civil-19 control measures led to stress and mental effects among the learners (Erfurth & Ridge, 2020). Singh et al. (2020) discovered higher anxiety levels among university students due to the effects of COVID-19 in disrupting face-to-face learning and the sudden transition to online learning (Singh et al., 2020). The increase of anxiety, stress-related illnesses, and moods has been reported to increase among students since the onset of the Pandemic. According to Maqsood et al. (2021), the number of mental health diseases per the World Impairment Index has increased and is evident with the growth of suicidal behaviors among university students. This shows that the introduction of online learning has dire consequences on the mental health of students across the globe since the communication channels used are not accessible and affordable to all students (Maqsood et al., 2021). Students learning behavior drastically changed with online learning because many become students, especially those from low-income families, have

dropped out of school and increased stress-related behaviors that fuel suicidal thoughts and behaviors.

Vulnerable students with little access to pedagogical tools and communication appliances for facilitating effective online learning have become mentally and emotionally affected (Sahu, 2020). This shows that the unprepared plans for the e-learning system have never been an all-inclusive strategy among the students because online platforms such as Teams, Zoom, Google Classroom, and virtual learning environments have only been conducive to some students. Therefore, the transition from face-to-face to online classes due to disruption by the Covid-19 Pandemic learning environment presents challenges to teachers who need to be digitally savvy (Li & Lalani, 2020). These educators face challenges in virtual work environments because students need an engaging and lively environment to foster academic performance. Additionally, some schools need more services to implement online learning successfully, which is another critical aspect that increases their lack of quality education. These aspects have increased students' mental wandering, which has resulted in much psychological distress.

The UAE has strengthened its precautionary, preventive health, and proactive measures against the Pandemic with increased control policies like total school closure, cessation of movement, and social gatherings. It is worth noting that the Covid-19 Pandemic resulted in the UAE Ministry of Education enforcing online learning mode across the whole educational system starting in March 2020. The Ministry instructed the regulations to be the guidelines for the whole university learning programs. All private and public schools in the seven Emirates had to run online classes and shun face-to-face classes due to Covid-19 Pandemic (Kecojevic et al., 2020). The education system was forced to make numerous changes to accommodate the new online learning. The faculty members enforced these changes to change how examinations and assessments are conducted to fit the virtual setting. However, the measures have become difficult to contain and maintain

because it has become difficult for the faculty to track students during the online examination and ensure they perform exams ethically. The ability to conduct and engage students virtually through practical exams like laboratory tests and other practical exams has become ineffective (Li & Lalani, 2020). Therefore, students in UAE have varied responses to these measures in the educational system because some feel they need more than critical thinking, creativity and innovation, and class participation achievements in the new learning environment, according to Zhou et al. (2020), the sudden transition and closure of schools also resulted in international students needing access to alternate housing because they could not travel back to their home countries (Zhou et al., 2020). This contributes to many UAE students in our universities and colleges negatively responding to the impacts of the transitioned online learning system.

Theory

Students' mental health was severally impacted due to poor academic performance and disrupted lifestyles and engagement among the learners. The goal achievement theory shows that the changes in attitudes and motivations among students due to the sudden shift of the education system during the covid-19 Pandemic led to mental health problems. According to Telyani et al., 2021goal achievement theory is effective when providing equitable and all-inclusive access to learning resources (Telyani et al., 2021). However, digital learning resources become a significant problem for students from humble backgrounds because they lack the internet and devices to access education, leading to poor academic performance. Digital pedagogical tools adopted online; learning becomes inaccessible to every student across the globe leading to poor academic performance and psychological distress due to the lack of a supportive environment to foster education. The students became mentally disturbed, increasing adverse mental health outcomes (Dhawan, 2020). Due to many students' goal achievement inefficiency through the online learning system, many become mentally disturbed and increased psychological distress. The increase

of anxiety, stress-related illnesses, and moods has been reported to increase among students since the onset of the Pandemic.

Additionally, students have increased suicidal behaviors since the Pandemic, representing that poor academic performance, as reported by the goal achievement theory, can cause severe mental health in students (Telyani et al., 2021). Students have reported experiencing enthusiasm, decreased self-efficacy, and experience more stress about their academic activities. United Arabs Emirates' cancellation of face-to-face classes resulted in students developing uncertainty about the semester's completion. Many were also confused about the study expectations, resulting in higher stress levels.

The unexpected shift from traditional learning to digital teaching and learning in UAE presented unprecedented challenges to students, which made them struggle with the stressful events of education. The students struggled with this unexpected shift because Covid-19 has a more significant impact on students than expected because the lengthy continuation of the Pandemic than expected limited social life among the students leading to many feeling lonely, depressed, and anxious (Chaturvedi et al., 2020). According to the goal achievement theory, the necessary achievement of a student's success and achievement is based on competency. Competence in students is demonstrated with performance and mastery of academic goals; thus, unexpected shifts severely affected students' self-regulation of self, emotions, interest, and learning strategies, leading to adverse learning outcomes (Telyani et al., 2021). Additionally, the lack of motivation from teachers to students has resulted in unexpected behavior changes in students. This shows that the educational system was unprepared for the pandemic because of the unexpected shift, negatively impacting student well-being and learning behavior. This shows that the exacerbated mental health issues and difficulty for the students to accept and adjust to the new learning system have greater impacts on students than expected, alluding to the inefficiency of goal achievement among the students.

Methodology

The research study employed a descriptive survey design using qualitative and quantitative research approaches. The Likert scale was used to measure the descriptive research study. Five Likert scales ranging from strongly agree to disagree strongly were used to examine the impacts on students' broad experience in online learning. The research participants were strictly students at the University of Sharjah during the Covid-19 Pandemic (Chaturvedi et al., 2020). The research design mainly collects students' beliefs, attitudes, and opinions on the transition to online-based learning platforms. Therefore, due to the containment and control policy measures used by the UAE during the Pandemic, the research utilized WhatsApp groups' Google Classrooms and YouTube Channels, among other online platforms, to gather information. Interviews with students and questionnaires were the primary method of collecting data among the students (Baloch et al., 2021). The research participants were invited through online links to fill out the questionnaires.

First, the participants were briefed about the purpose of the survey to ensure their consent. The students were interviewed for approximately 10 minutes and later administered seven questions to answer using the Five Likert Scale. The sample size for the students at UOS was approximately 200, including males and females experiencing challenges in online-learning methods and their effect on their mental health. Apart from the online interview with the students, the questionnaire forms were created through Google forms and passed to the 200 participants to answer the questions. They were supposed to answer the questions based on the five Likert- scales of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), to strongly Disagree (SD).

Results

This sub-theme analyzes the survey results and general research findings to understand UOS Student's evaluation of online education

and perspective. The questionnaire covers questions about students' experience in online learning during the Covid-19 Pandemic.

*Figure 1: Students' Opinion About the Online Teaching*
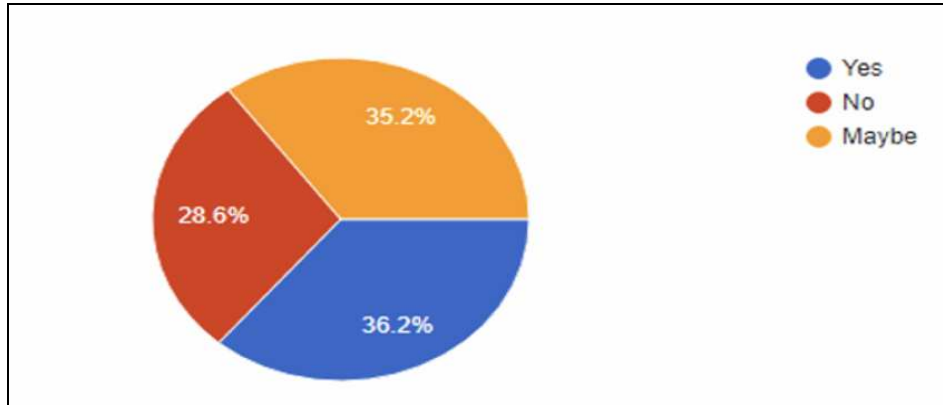
The research findings related to survey question (1) showed that many students at the University of Sharjah favor the transition toward online learning and e-learning. In this survey question, though many students at UOS favor online education, 63.8% disagreed or were hesitant about whether it positively or negatively impacted them. This could be due to various reasons, such as the uncertainty of this emerging world and the required adaptation period as the world has shifted suddenly and without prior notice forcing them to adapt fast. Even though online learning has its benefits in practicality and speed, not all individuals can get used to and adapt quickly. In addition, many others cannot own the electronic devices required to access their coursework and learning sessions, causing them to despair.

Likewise, students' perceptions of online education in terms of instructional quality and student involvement were usually favorable. This is likely due to the many benefits of online teaching styles, including flexibility and ease for students with hectic schedules or who reside distant from the school. Furthermore, teachers may give more interesting classes by using multimedia technologies, which can hold

students' attention. However, online learning has disadvantages, such as losing human connection with teachers and needing help remembering the material.

*Figure 2: Online Learning Effects on Students' Mental Health*
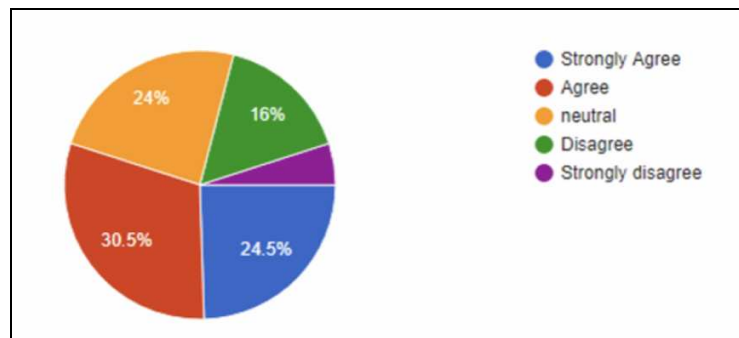
The uncertainty took a toll on students' health, affecting their general roles as students and their performances. As demonstrated in the above chart, a higher percentage agreed on how online learning platforms have badly affected their mental health; 55% of the students admitted that online learning is inefficient as the traditional learning system and has affected them negatively to a certain degree. This could be because of the lack of day-to-day and face-to-face interactions and the inability to work the utilized learning platforms. The lack of such interaction can cause anxiety, depression, sleep deprivation, and other mental health issues.

Furthermore, online learning systems have been demonstrated to encourage plagiarism among students. According to research, 47% of student papers for online courses include plagiarized material, a considerable rise over the 22% rate recorded in 2009. This might be due to a lack of oversight or these platforms' encouragement of reckless writing habits. Overall, 55% of respondents believed that online learning platforms had negatively impacted their mental health in some manner. This may be due to the absence of daily and face-to-face encounters and the incapacity to apply the employed learning

tools (Basilaia & Kvavadze, 2020). The absence of such engagement may lead to anxiety, sadness, insomnia, and other mental health disorders.

Figure 3: Students' Performance and Mental Health
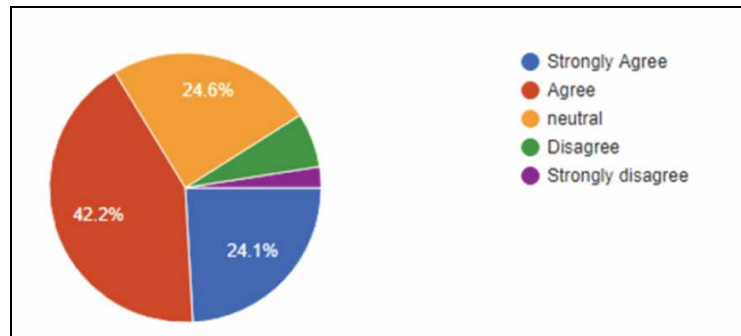
Additionally, the research finding in figure (3) on whether online learning platforms harm students' performance and mental health revealed that UOS students strongly agree that online learning has a ripple effect on their mental health. The 42.2% of students agree that the Covid-19 outbreak severely impacts their academic performance and mental health aligns with the goal expectation theory. The finding shows that students at the University of Sharjah suffered greatly from mental health issues during the Pandemic (Basilaia & Kvavadze, 2020).

Moreover, the study also revealed that the Covid-19 outbreak had a negative effect on students' mental health. Of the students who responded, 42.2% agreed that online learning platforms harm their mental health, which increases when considering only female students (50%) as opposed to male students (29%). This could be because girls are more likely to experience anxiety and depression than boys, and as a result, online learning can affect their mental health in a negative way (Chaturvedi et al., 2020).

Figure 4: Covid-19 effect on Students' Sociological Behavior
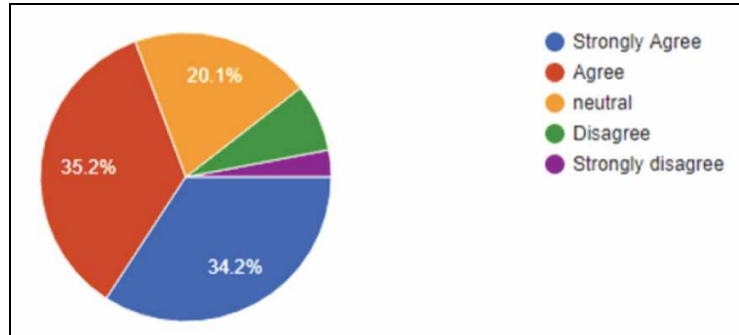
The survey also identified the effects of e-learning on a social level. The study showed that almost 70% of UOS students were impacted significantly. The main issue about the pandemic and online learning is social isolation, reduced interactions, and depending mainly on social platforms. Students need a more traditional social life to adapt to the current change in sociological behaviors. In addition, the reduced activity level could ultimately lead to a rise in mental and physical health issues.

In addition, the survey found that more than 60% of students found in-person contact with instructors to be the most helpful in learning. The survey findings indicate that students' mental health and social lives have suffered because they use online learning platforms. Most students believe the best way to learn is through direct connection with an instructor. In light of this, service providers should enhance their existing resources to assist distance education students better. As a corollary, service providers must concentrate on developing dynamic and interactive learning systems that facilitate meaningful interactions between students and instructors. Providers also need to ensure that students who struggle with the negative consequences of online learning have access to good support options, such as counseling services. Lastly, providers should cultivate a community in which students feel comfortable interacting with one another. Because of this, students would feel less alone, and their mental health would improve.

Figure 5: Covid-19 effect on Students' Psychological Behavior
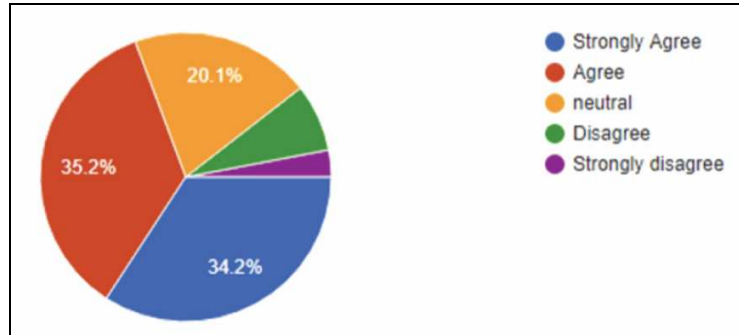
Additionally, based on survey finding number (5), the results indicated that the Pandemic had affected students' academic performance, disturbed them mentally, and made it difficult to cope with the new sudden change made by the virus in the education system. 38% of the students strongly agreed that Covid-19 negatively causes long-term psychological effects on their lives and harmed their learning abilities. Many attested that the Covid-19 impacts of the enforced change of learning environment have become unbearable and created an unmanageable stress level.

*Figure 6: The Methods Preferred by Students*
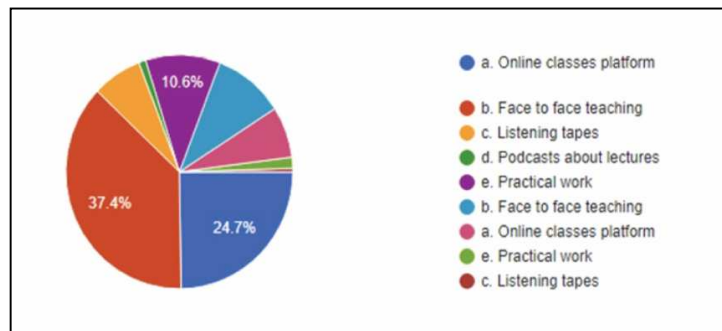
Many prefer the face-to-face teaching method and indicate that the best method to overcome mental abilities is for the professor to inspire young minds to participate actively through learning engagement (Chaturvedi et al., 2020). Therefore, the goal achievement theory

strongly supports the student's perspectives and beliefs on the impacts of Covid-19 on their academic performance and mental well-being. The theory states that effective students' senses, emotions, behavior, and cognition are essential to effective performance. Therefore, the disrupted mental health well-being and poor performance students said after the instigation of the online learning system are indicators that Covid-19 has negative impacts that adversely affected the student's well-being and performance.

Further, the theory suggests that students more invested in their studies would get greater results. Moreover, the educational content, methodologies, and feedback on online learning platforms should be modified to promote student participation (Lam & Yeung, 2017). Based on the findings of this study, it is clear that the inefficient teaching style used by Covid-19 has seriously influenced students' emotional well-being. This suggests that online education platforms might benefit from rethinking their design to boost student motivation and achievement. The goal accomplishment theory supports students' opinions and beliefs about the effects of Covid-19 on their academic performance and mental well-being. Covid-19's adverse effects may be seen in the students' reports of disruptions to their mental health and low performance after implementing the online learning system (Li & Lalani, 2020). In addition, proponents of this notion argue that students more invested in their studies would get greater results.

Figure 7: Overcoming Mental Health Obstacles
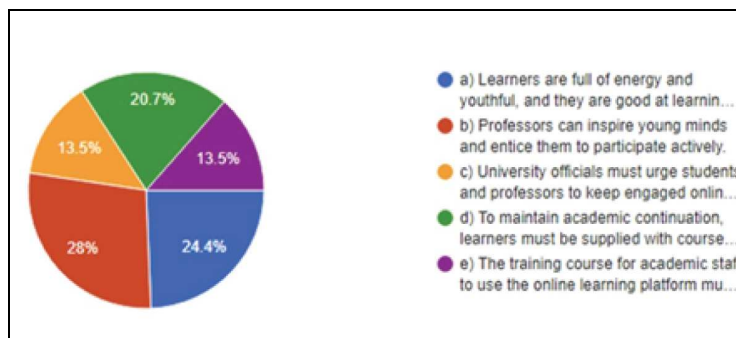
The epidemic of COVID-19 has had a profound influence on the mental health and well-being of students throughout the globe. Due to altered habits, social distancing tactics, and higher academic requirements, many students have suffered loneliness, worry, tension, and uncertainty. Overcoming these mental obstacles is crucial for students' academic achievement and well-being (Chaturvedi et al., 2020). Educators and institutions may assist in ensuring that students have the emotional resilience and coping skills required to face the continuing difficulties of the epidemic and beyond by supporting their mental health. For example, during the study, most respondents, accounting for 28 %, revealed that professors could inspire young minds and encourage them to participate actively in overcoming mental abilities during COVID-19.

Furthermore, promoting mental health in school helps minimize the stigma associated with mental illness and fosters a more compassionate and inclusive learning environment. This may result in greater academic achievements, more student involvement, and an overall improvement in school culture. Overcoming the emotional obstacles students confront during the COVID-19 epidemic is essential for their academic progress, mental health, and general well-being. Educators, institutions, and communities must collaborate to offer children the necessary support, resources, and care to succeed at this challenging time (Erfurth & Ridge, 2020). In addition, it is essential to mention that tackling the mental issues kids confront during the COVID-19 epidemic is vital not only in the near term but also in the long term. The epidemic shows that mental health is crucial for school progress, job preparation, and general life pleasure. By addressing students' mental health needs, educators and institutions may better prepare students for future success.

Moreover, helping students' mental health may positively affect society. Kids who get the essential resources and assistance for mental health are more likely to become healthy, productive, and involved community members. This may result in a healthier and more resilient

society, with fewer mental health concerns and social challenges. Lastly, it is crucial to acknowledge that students' mental issues during the COVID-19 epidemic are not exclusive to kids. Educators, parents, and caregivers have also faced severe mental health issues throughout this period. It is possible to establish a more supportive and collaborative learning environment by addressing these difficulties and fostering mental health and well-being for all educational system participants (Dhawan, 2020). In conclusion, the most significant reason to surpass the mental abilities of COVID-19 kids is to promote their academic performance, general well-being, and future success. Furthermore, promoting mental health in school may foster a more inclusive and compassionate learning environment, enhance academic achievements, and benefit society.

Discussion

Based on the survey findings, it can be inferred that the Covid-19 pandemic has negatively impacted students' academic performance, mental well-being, and ability to cope with sudden changes in their education system (Dhawan, 2020).

Nevertheless, there are several reasons why the Covid-19 epidemic has had detrimental effects on students' academic performance, mental health, and adaptability to abrupt changes in the school system. One of the main reasons for this is that the pandemic has disrupted the traditional education system, causing schools and universities to close or shift to online learning models. This sudden change has caused a lot of stress and uncertainty among students, who may need more resources or technology to adapt to online learning. This disruption has also led to a lack of social interaction and support, an essential aspect of student life that contributes to their mental well-being.

Furthermore, the pandemic has also caused students a lot of anxiety and stress due to the fear of contracting the virus or infecting their loved ones. This fear can impact their mental health and make it difficult for them to focus on their studies. Additionally, the pandemic

has led to financial struggles for many families, which can also impact students' ability to perform academically. Moreover, the pandemic has also created much uncertainty about the future, particularly for graduate students facing a difficult job market. This uncertainty can cause a lot of stress and anxiety, which can, in turn, affect their mental health and academic performance.

In addition, the pandemic has disproportionately affected certain groups of students, such as those from lower socioeconomic backgrounds or students with disabilities, who may not have had access to the same resources and support as their peers (Erfurth & Ridge, 2020). This can create further disparities in academic performance and mental well-being.

Furthermore, the pandemic has also disrupted extracurricular activities, such as sports and clubs, essential for student's social and emotional development. This can contribute to feelings of isolation and loneliness, impacting their mental health. It is important to note that while the pandemic has negatively impacted students, it has also highlighted the importance of resilience and adaptability. Students have had to learn to cope with sudden changes and navigate new ways of learning and interacting with others. This experience can help them develop essential skills that will serve them well in the future. Overall, the Covid-19 pandemic has had far-reaching impacts on students. Schools, universities, and policymakers need to address these challenges and provide support to help students succeed during these difficult times.

Further, many students prefer face-to-face teaching over online because of the increased opportunities for active learning. This indicates that online learning systems may not be as effective as traditional face-to-face teaching methods when engaging students and promoting learning. Additionally, the findings suggest that mental health well-being and ability to cope with sudden changes are also adversely affected by Covid-19 (Li & Lalani, 2020). This suggests that

universities and educational institutions should take steps to mitigate the impacts of the pandemic on students' psychological well-being. The goal achievement theory supports the student's perspectives and beliefs on the impacts of Covid-19 on their academic performance and mental well-being. The theory states that practical students' senses, emotions, behavior, and cognition are essential to effective performance. Therefore, it can be inferred that Covid-19 negatively impacts students' ability to learn and concentrate in class. This indicates that universities may need to take steps to support students during the pandemic by providing additional resources such as support groups or counseling. Significant changes have been made to the education system due to the COVID-19 pandemic, with many students struggling to preserve their cognitive skills due to the disruptions produced by the epidemic.

Notwithstanding these obstacles, focusing on improving children's mental talents throughout this period is crucial. This is because cognitive talents are crucial to academic success and general well-being and are vital for future success (Basilaia & Kvavadze, 2020). By investing in students' mental health, we can guarantee that they are prepared with the skills and resiliency required to overcome the academic and personal obstacles they confront. Furthermore, addressing mental health in the school system leads to developing a friendly and inclusive learning environment where students feel valued and are encouraged to attain their full potential. Investing in kids' cognitive capacities throughout COVID-19 guarantees that the next generation of leaders and innovators will be ready to excel and flourish in a quickly changing world.

Moreover, concentrating on the cognitive capacities of pupils during the COVID-19 pandemic is crucial because it may help mitigate the detrimental mental health effects of the pandemic. The epidemic has caused elevated stress, worry, and depression among students, which may have long-term consequences for their health and academic performance. By addressing mental health and providing students with

support and resources, we can lessen the adverse effects of the epidemic and encourage resilience and well-being. Additionally, investing in mental health at this period may contribute to developing a sound and proactive culture around mental health, which can have long-lasting benefits on the attitudes and actions of students, instructors, and the larger community. Finally, conquering kids' mental abilities throughout COVID-19 is crucial for assuring academic achievement and personal well-being and creating a healthier, more robust future society.

In addition, addressing cognitive abilities throughout the COVID-19 process may enhance educational justice and diversity. The epidemic has disproportionately harmed vulnerable populations and worsened existing disparities, notably regarding access to mental health and education services (Basilaia & Kvavadze, 2020). We can promote educational fairness and inclusion by investing in mental health and offering support and resources to students who may face additional obstacles, such as financial insecurity, housing instability, or prejudice. In addition, by addressing mental health and encouraging a culture of well-being in the school system, we may minimize the stigma associated with mental health and create an atmosphere that is more welcoming and supportive of all children. Investing in the mental talents of kids during the COVID-19 epidemic is crucial not only for academic performance and personal well-being but also for advancing social justice and constructing a more equal and inclusive society.

Overall, the findings of this study suggest that Covid-19 has negatively impacted students' ability to cope with sudden changes in their education system and academic performance. Universities and educational institutions should take steps to mitigate these impacts by providing resources such as support groups or counseling for students affected by the pandemic. Additionally, face-to-face teaching methods may be more effective than online teaching methods when engaging students and promoting learning. Therefore, universities may have better options during the pandemic than online learning systems.

Limitations of this study include that it is an exploratory study and needs to provide conclusive evidence of the impacts of Covid-19 on students' psychological well-being (Erfurth & Ridge, 2020). Future research should explore these impacts in more detail using longitudinal designs or experimental studies.

Additionally, this study does not consider other factors, such as students' socioeconomic status, level of engagement with learning activities, and resilience skills. These factors may also significantly impact students' psychological well-being and ability to cope with sudden changes, and future research should explore these impacts in greater detail.

Conclusion

The survey study on the communication applications used during the Covid-19 Pandemic reveals that the online learning system has significantly impacted students' mental health because of poor academic performance and daily routine. The findings on the critical survey questions examined in this research show that students of UOS reported high mental distress and harmed learning abilities that led to poor academic performance. The finding supports the goal achievement theory because it shows that the sudden shift in the education format during the Covid-19 Pandemic disrupted key tenets of the theory's effectiveness, like motivations. Engagement and limited competence due to lack of critical thinking, creativity, innovation, and class participation and engagement. The findings show that more than 50% of the students at UOS experienced stress-related diseases, anxiety issues, and heightened negative behaviors that resulted in psychological issues and poor academic performances. The research findings further state that providing students with the necessary alternatives to these distressing events is essential by reconsidering face-to-face learning. High-quality student services promote student engagement and create a positive classroom environment. Therefore, the UOS must create counseling centers and facilities supporting

students' mental health and well-being. Additionally, the university championing better readiness when the MOE wants to instigate a new learning format in the education system will effectively foster better precautionary measures to the mental health impacts in students.

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