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Original Article

Evaluation of Attitude and Emotions towards Sudden Closure of Educational Institution during COVID-19 among Medical Students: A Cross-Sectional Survey

Saniea Qaiser[1], Hira Riaz[1], Asadullah Arslan[1], Ashfaq Ahmad[1], Rabia Sana[1]

[1]UIPT, The University of Lahore, Lahore, Pakistan

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***Corresponding Author:**

Mohammad Hassan
Jinnah Postgraduate Medical Center
hassanmumtaz.dr@gmail.com

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ABSTRACT

In reaction to an alarming increase in the number of infected cases and fatalities due to new coronavirus infections in 2019, all academic institutions, including primary and secondary schools, were closed. **Objective:** To assess medical students' attitudes and emotions concerning a sudden shutdown of an educational institution during COVID-19. **Methods:** After meeting the requirements for 139 patients, data was collected from medical students at The University of Lahore and medical students at Allama Iqbal Medical College in Lahore, and a Performa was affixed for this purpose. Convenient sampling was employed by employing a different questionnaire to collect data from public and private patients in order to obtain consent to proceed with this data **Results:** The mean and standard deviation for the achievement feelings questionnaire total score were found to be 80.76±4.128 on the histogram with a normal curve. The mean and standard deviation for achievement emotions questionnaire categorization were determined to be 67.30±3.44 on the histogram with a normal curve. The mean and standard deviation for the achievement emotions questionnaire good emotions were determined to be 79.47±6.039 on the histogram with a normal curve. The mean and standard deviation for achievement feelings questionnaire negative emotions were determined to be 55.88±3.801 on the histogram with a normal curve. **Conclusions:** In conclusion, children scored higher on positive emotions (31/40 versus 25/55, respectively). Students are typically delighted with the return of school activities, according to the study. This could be viewed as an indication of the student's future curiosity and drive to study. According to the findings of this study, aging has both an inverse and direct association with good and negative emotions

INTRODUCTION

COVID-19 pandemic resulted in the closures of educational institutions to avoid the spread of the infection among the general public [1]. In addition, to ensure their safety, all youngsters were urged to remain at home throughout the school year. School closures during the COVID-19 outbreak had a direct impact on today's pupils. Despite the fact that more than two-thirds of countries have built a distant learning platform, the program has not been as successful in developing countries as it has been in wealthy ones, with only around a third of destitute countries being able to run one. Even before the COVID-19 outbreak, more than 30% of the world's youthful population lacked access to digital educational programs, an issue that has only gotten worse as the pandemic proceeded [2,3]. However, this is not the first time when schools have been closed. During the H1N1 flu pandemic in the United States, public health professionals urged for temporary school closures. Pupils' activities, as shown by their grades, did not diminish during this time period, according to the findings of a study done during this time period to assess the impact of school closures on students. On the other hand, their interactions with their peers declined dramatically throughout this time period [4,5]. Leaving the academic and educational environment may have an impact on kids' behavior and attitudes toward education, as well as their ability to attend and prosper in school. As a consequence, it is plausible to suggest that public health crises have an emotional impact on pupils and that authorities must pay attention to and

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assist in these instances. To effectively address these crises, it is advised that schools work together to provide crisis-related psychological help and resources to their students and instructors [6,7]. "Progress feelings" are defined as emotions strongly related to either an emotion experienced during the activities or emotion experienced as a result of the activities, which might apply to a variety of scenarios. Students' excitement, academic success, self-regulation, and learning methods were found to be linked to their academic emotions, as well as their class experiences and personal traits [8,9]. Anger, worry, despair, shame, and boredom are examples of negative emotions. Positive emotions are supposed to have positive outcomes, whilst negative emotions are thought to have negative outcomes; yet, each of these two types of emotions has specific advantages [10,11]. Positive emotions promote creativity, curiosity, and connection with others, as well as identifying new social viewpoints, developing new social relationships, and improving physical and social capabilities, all of which contribute to extend the human mind. Negative emotions, alternatively, act as motivators for self-defense, collaboration (because of guilt), justice (due to wrath), information (due to sadness over a fault, for example), and the development of learning and education. A bad mood signals the presence of a problem and hence encourages us to find a solution [12,13]. Even after controlling for students' family socioeconomic status, intelligence, and gender, negative and positive emotions predicted achievement. Furthermore, the combined effect of perceived teacher emotional support and perceived student academic self-efficacy beliefs on behavioral engagement was equal to the effect of perceived student academic self-efficacy beliefs on behavioral engagement in the scientific sector [14-16]. Given the variety of repercussions connected with school closure, this study looked at students' positive and negative attitudes and feelings about school closure as a result of the COVID-19 outbreak, as well as the relationship between these attitudes and emotions and pertinent academic characteristics. The findings of this research will help to develop a well-thought-out approach for maximizing learning in the vulnerable population [17-19]. During the COVID-19 pandemic, the globe was alerted to an epidemic of a new viral illness in Wuhan, China, which was rapidly contained. The pandemic moved from China to Europe, then to other countries, including the United States, and finally to the entire world. Washing hands, wearing a mask, and avoiding congregating in groups were among the suggestions for preventing the spread of COVID-19, because congregating in groups at universities has the potential to speed up the virus's transmission [20,21]. As a result, large institutions (up to several hundred people) were forced to work with health management organizations in order to relocate professors' and students' courses online, as China did. Because to the growing threat of COVID-19, elementary and secondary schools were closed in March 2020, as were the majority of significant universities and colleges [22]. Students were frequently given only a few days' warning to leave campus, and within two weeks, they were notified that the remainder of their spring 2020 semester will be completed entirely online, with no in-person sessions. As a result, students had to not only change their lifestyles while at university, but also deal with the challenges of viral illness outbreaks associated to a lingering pandemic, as well as the myriad unknowns and pressures that came with it [23,24].

METHODS

Following the completion of the criteria for 139 patients, data was collected from medical students at The University of Lahore. A formalized variety of questionnaires were used to gather data from medical students, and permission was obtained before any further action was taken with the information obtained.

RESULTS

The results regarding gender showed that 18.0% were males and 82.0% were females. The results regarding institutes showed that 20 (14.4%) were public and 119(85.6%) were private. The results regarding residences showed that 43.9% were urban and 56.1% were rural. The results regarding CGPA showed that 19.4% had CGPA 2.6-3.0, 47.5% had 3.1-3.5 and 33.1% had 3.6-4.0. 33.8% were neutral, 29.5% agreed, and 36.7% strongly agreed when it came to Enjoyment (I love being in class). The results showed that 33.8% were neutral, 35.3% agreed, and 30.9% strongly agreed when it came to Hope (I am confident when I go to class). The results regarding Pride (I am proud of myself) showed that 31.7% were neutral, 33.1% agreed and 35.3% strongly agreed (Table 1). The results regarding anger (I am angry) showed that 28.1% agreed, 35.3% were neutral and 36.7% strongly disagreed. Regarding anxiety (thinking about class makes me feel uneasy), results showed that 28.1% agreed, 29.5% were neutral and 42.4% were strongly disagreed.

Variables	Frequency	Percent
Pride: I am proud of myself		
Neutral	44	31.7
Agree	46	33.1
Strongly Agree	49	35.3
Total	139	100.0

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Variables	Frequency	Percent
Learning: I Hope, I have an optimistic view of studying		
Neutral	47	33.58
Agree	50	36.0
Strongly Agree	42	30.2
Total	139	100.0
Learning: I feel ashamed that I can't absorb the basics of details		
Neutral	46	33.1
Agree	49	35.3
Strongly Agree	44	31.7
Total	139	100.0
Anger: I am fairly annoyed		
Neutral	51	36.7
Agree	47	33.8
Strongly Agree	47	29.5
Total	139	100.0

Table 1: Questions asked from respondents

The results regarding Shame (I get embarrassed) showed that 39.6% agreed, 28.1% were neutral and 32.4% strongly disagreed. The results regarding Hopelessness (I feel hopeless) showed that 28.1% agreed, 43.9% were neutral and 28.1% strongly disagreed. The results regarding boredom (I get bored) shoed less than 37.4% agreed, 30.2% were neutral and 32.4% strongly disagreed. The results regarding Enjoyment (I enjoy acquiring new knowledge) showed that 35.3% were neutral 29.5% agreed and 35.3% were strongly agreed. The results regarding Learning: Hopelessness (I feel hopeless when I think about studying) showed that 29.5% agreed, 32.4% were neutral and 38.4% disagreed. The results regarding boredom (the material bores me) showed that 30.2% agreed, 36.0% were neutral and 33.8% disagreed. The results regarding the enjoyment for me the test is a challenge that is enjoyable 33.8% were neutral 33.1% agreed and 33.1% strongly agreed. The results regarding the test: hope I have great hope that my abilities will be sufficient that is 35.3% were neutral 30.9% were agreed and 33.8% were strongly agreed. The results regarding the test: pride I'm proud of how well I mastered the exam 34.5% were neutral 40.3% were agreed and 25.2% were strongly agreed. The results regarding the relief: I feel very relieved that 31.7% agreed 37.4% were neutral and 30.9% disagreed. The results regarding Test: Anger I am fairly annoyed that 36.7% agreed 33.8% were neutral and 29.5% disagreed. The results regarding Test: Anxiety I feel panicky when writing an exam 34.5% agreed 36.7% were neutral and 28.8% disagreed. The results regarding the test: shame I feel ashamed that 30.9% agreed 33.1% were neutral and 36.0% disagreed. The results regarding the test: hopelessness I have lost all hope that I have the ability to do well on the exam 33.8% agreed 33.8% were neutral and 32.4% disagreed. The mean and standard deviation for the achievement feelings questionnaire total score were determined to be 80.76±4.128 on a histogram with a normal curve (Figure 1).

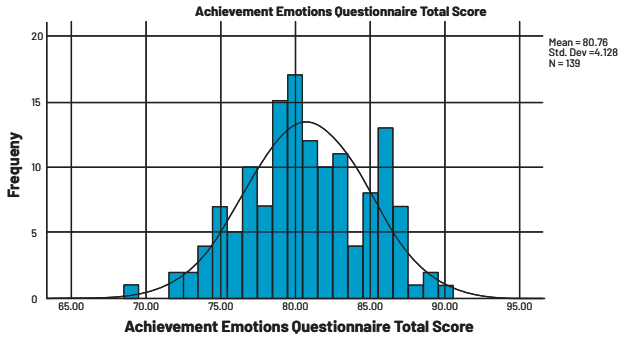

Figure 1: Mean and standard deviation for the achievement feelings

The mean and standard deviation for achievement emotions questionnaire categorization were determined to be 67.30±3.44 on the histogram with a normal curve (Figure 2).

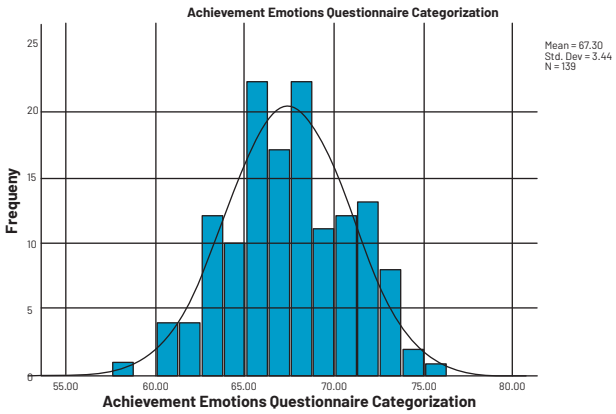

Figure 2: Mean and standard curve for the achievement emotions

The mean and standard deviation for the achievement emotions questionnaire: good emotions were determined to be 79.47±6.039 on the histogram with a normal curve. The mean and standard deviation for achievement feelings questionnaire negative emotions were determined to be 55.88±3.801 on the histogram with a normal curve (Table 2).

	Mean	Std. Deviation	Std. Error Mean	P-value
AEQ: Positive Emotions	79.4726	6.03898	.51222	0.752
ADQ: Negative Emotions	55.8753	3.80115	.32241	
Paired Samples Correlations				
	N	Correlation	Sig.	
AEQ: Positive Emotions & ADQ: Negative Emotions	139	.027		

Table 2: Correlation of Positive and negative emotions

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DISCUSSION

Concerns about public health, such as the COVID-19 outbreak, may worsen students' mental discomfort. These difficulties manifest as a wide range of emotions, including rage, anxiety, worry, despair, and boredom. The goal of this research was to look into students' positive and negative views about school and education during the COVID-19 outbreak, as well as the factors that influenced such sentiments. When we compared positive and negative attitudes towards school, we discovered that kids scored higher on positive emotions (31/40 versus 25/55, respectively). Students are usually delighted with the restoration of school activities, according to these findings. This could be due to the fact that schools were forced to close in February and March, when students were studying for exams and teachers were looking forward to returning to work. This might be seen as an indication of the student's future enthusiasm, curiosity, and drive to study. This study's results show both an inverse association between aging and good emotions and a direct relationship between aging and unpleasant emotions. During the teenage and high school years, a study reported a reduction in both rule compliance and passion for education, as well as devotion to study. These findings support those of prior studies. Despite the lack of a significant link between good or negative emotions and the types of schools studied in our study, two studies were undertaken in the Philippines to investigate the variations in motivation and attitude between public and private schools. Pupils in private schools showed a more positive attitude about learning and were more motivated to study than students in public schools, according to the researchers. This could be because private school students receive greater parental and teacher support, resulting in better learning settings[25].

Prior research on undergraduate university students has revealed several recurring causes of anxiety and stress, including "accommodation worries," "fear about the future," and "worry about test results." Female college students reported higher levels of stress than male undergraduate students, indicating that the average level of stress differs between the sexes. One unexpected, yet predictable, finding of this study was that undergraduate students who participated in the survey reported increased levels of anxiety. Other recent studies have shown that heightened anxiety was more common in those under the age of 35 during the COVID-19 outbreak. These features were most likely present throughout a regular semester, but they might have been accentuated by the abrupt transition to online learning, which added to the high proportion of student replies suggesting anxiety. Furthermore, while undergraduate students' computer skills vary by field of study or major, they have high computer self-efficacy and utilize computers for research, obtaining electronic resources, and connecting with others. Many undergraduate students who benefit from university-based internet-based learning, on the other hand, are likely to have enhanced intellectual understanding, which should serve as an extra source of incentive for students interested in furthering their study of online education. Undergraduate students may need greater motivation when comparing online distance education to regular in-class teaching. However, creating and using films for online learning to augment traditional teaching methods may aid in this endeavor. Student engagement indicators such as online lectures, discussion questions, and email communication with professors have been recognized as effective online teaching techniques that lower students' anxiety while boosting their learning[26].

CONCLUSION

Finally, children scored better on positive emotions. Students are typically delighted with the return of school activities, according to the study. This could be interpreted as a sign of the student's future interest, curiosity, and desire to learn. The findings of this study reveal that aging has both an inverse link with positive emotions and a direct relationship with negative emotions.

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