The Impact of the Covid-19 Lockdown on the Psychosocial Wellbeing and Academic

Performance of Makerere University Students.

By

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A Dissertation submitted to the Department of Educational, Social and Organizational

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Industrial and Organizational Psychology Makerere University

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Declaration

I hereby declare that this is my work and it has therefore never been submitted to any University for academic or other purposes.

Signed ....[....]........................   DATE: 18/07/2022

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Approval

This dissertation on "The impact of COVID-19 lockdown on the psychosocial wellbeing and academic performance of Makerere University students" is a result of the research carried out by Nalukwago Felish under my supervision and is submitted for examination with my approval.

Signed………………………………   Date………17/11/22………………………

SARAH Gava

Dedication

This dissertation is to my lovely parents who have supported me financially throughout this educational journey. I also dedicate it to my close friends Edrine, Sandra, Jacenta for their moral/ academic support and advise.

Lastly, I dedicate it to my research group mates whom we have worked hand in hand to do this research.

Acknowledgement

I exalt the Almighty ever-living and ever-present God who has always dug me out of trials and temptations in my academics to this point in my life as I finish University.

Final thanks go out to my supervisor Madam Sarah Gava for the invaluable time, advice, and guidance throughout the course and in writing this dissertation.

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List of Acronyms

UN   : United Nation

PHW   : Public Health Workers.

UVRI   : Uganda Virus Research Institutes.

ICU   : Intensive Care Unit

WHO   : World Health Organisation.

BIOP   :Bachelor in Industrial and Organisation Psychology

Abstract

COVID 19 outbreak lead to a lock down which had an impact on the psychosocial well-being and academic performance of university students. In order to stop the spread of COVID 19, the president declared certain prevention measures like social distance, washing of hands, sanitizing and lock down being one of them, which led to the closure of all universities and other academic institutes in the country. As a result of that, it formed the purpose of the study that intended to examine the impact of COVID 19 lockdown on the psychosocial wellbeing and academic performance of students in Makerere University. A correlation design was used in the study which involved 132 students.

According to the research carried out, it showed that the lock down had less impact on the psychosocial wellbeing of university students but had a great impact on their academic performance. Furthermore, research shows that the psychosocial well-being had an impact on the academic performance therefore it was concluded that a good psychosocial well-being leads to good performance while poor psychosocial well-being leads to poor or bad performance.

Chapter One

Introduction

Background of the Study

In late December 2019 a new corona virus was identified in china causing severe respiratory disease including pneumonia. It was originally named Novel Corona virus and the World Health Organization (WHO) advised the following language associated with the virus. The virus causing infection has been named severe acute respiratory syndrome corona virus 2 (SARS-CoV-2).

The disease caused as a result of infection is named corona virus disease (COVID-19). COVID-19 has been categorized as an airborne High consequence Infections Disease that is spreading between people globally.

On 30 January 2020, the World Health Organization (WHO) declared the corona virus disease 19 (COVID-19) outbreak a public health emergency of international concern. On11 March 2020, the WHO Director-General characterized COVID-19 as a pandemic. In March 2020, the outbreak of COVID-19 led the national authorities of most countries in the World to implement extraordinary measures that dramatically restricted the mobility and Social interactions of the population, with the aim to limit the transmission of the virus. In Uganda, a lockdown was announced by the President on 31st March, and it entered into force beginning that very day at 10 pm. Only activities deemed "essential" were maintained, that is, some medical activities, but also food supply.

The lockdown also involved the closure, among others, of universities, and recreational spaces (including sports clubs). The population was required to stay home and only gooutside to locations in close proximity for essential needs (including grocery shopping, medical care, legal

obligations or limited recreational physical activity within a 1 km radius from home), under police control. Only workers from essential sectors (including healthcare) were allowed to continue their usual activity, with personal protective equipment and physical distancing guidelines. Universities were immediately closed, leading to urgent changes in teaching and examinations, including distance learning without physical class attendance.

Despite the fact that the lockdown measures where reduced, the universities remained closed with courses and examinations continuing online until the end of the academic year. Ensuring pedagogical continuity required the rapid application of distance learning to the traditional classroom. Some students feared the loss of human contact with an instructor, such as asking questions during and after class, which is known to promote learning, understanding and communication. Many students completing graduate courses face anxiety and panic due to the numerous implications for courses and assignments. University students face multiple stressors such as academic overload, constant pressure to succeed, competition with peer sand concerns about the future. Ever since then there have been several reports on the impact of COVID-19 lockdown on the psychosocial well being and academic performance of university students.

Problem Statement

In 2019, there was an outbreak of a disease called COVID-19 that led to a total lockdown of the whole country in March 2021. As a result of the lockdown, schools and universities were closed, people were stopped from moving from place to place, gathering of people was put on halt, the entertainment sector was also closed, domestic violence in homes increased and all this had an impact on the psychosocial wellbeing and performance of university students which saw their stress levels, anxiety and depression increase while their performance declined.

Purpose

The study intended to examine the impacts of COVID-19 lockdown on the psychosocial wellbeing and academic performance of university students.

The study intended to examine the impact of psychosocial well being on academic performance.

Objectives.

Below are the objectives that guided the study.

1. To examine the relationship between COVID-19 lock down and the psychosocial wellbeing of students.

2. To indentify how university students can improve on their psychosocial wellbeing after the lock down.

3. To examine the impact of covid19 lockdown on the lives of people.

4. To examine the impact of lockdown and psychosocial wellbeing on the academic performance of students.

Scope.

Geographical Scope.

The researcher carried out research in MakerereUniversity, School of Psychology, Kampala district.

Time Scope.

The study was intended to run from May to July 2022

Contextual Scope.

COVID19 lockdown: It is described as a set of measures that were aimed at reducing transmission of COVID 19 that were mandatory, applied indiscriminately to the general population ND involved some restrictions the establishment pattern of social and economic life.

Psychosocial wellbeing: is a super ordinate construct that includes emotional or psychological well-being, as well as social and collective well-being.

University Student: This is a person enrolled in any college, institute or recognized institute for the purpose of entry in any course for study for acquiring any degree, diploma or other academic distinction.

Academic performance: This is the measurement of student achievement across various academic subjects. (Ballotpedia.org)

Significance of the Study.

The significance of the study was to add on the already existing data or unavailable data on the impact of COVID-19 lockdown on the psychosocial wellbeing and academic performance of university students. It was noted there is a little information concerning this topic as present. This study will help university students for reference purpose about the impacts of COVID-19 lockdown.

Conceptual Frame work

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┌─────────────────────┐            ┌──────────────────────────┐
│    Lock down        │───────────▶│  Psychosocial well being │
└─────────────────────┘            └──────────────────────────┘
          │                                      │
          │                                      │
          ▼                                      ▼
        ┌──────────────────────────────────────────┐
        │          Academic Performance             │
        └──────────────────────────────────────────┘
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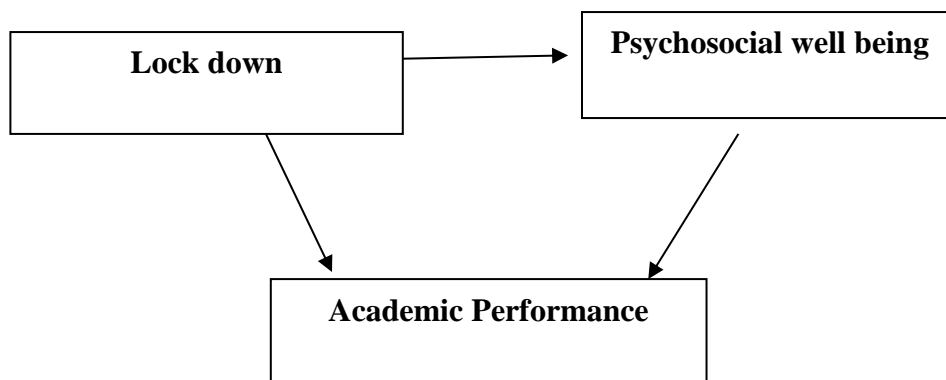
Figure 1: The COVID 19 lockdown as an independent variable will have direct influence on the psychosocial wellbeing of students. Still lock down and psychosocial well-being as independent variables will have direct influence on performance

Chapter Two

Literature Review

Introduction

This chapter presents literature review of what has been written about this topic of research.

Covid-19

On the 31st of December 2019 in Wuhan city, the WHO China Country Office reported the first corona virus disease (COVID-19) case, which began to spread rapidly from China to the rest of the world. According to the WHO, the novel COVID-19 was declared as a pandemic on the 11th of March 2020.

Many Ugandans knew about corona virus long before it arrived in the country. We heard of rising infections and deaths in China, then in Italy and Spain, in the national press. We understood this to be a global virus, but quietly we hoped the corona virus would not enter Uganda. Just as the recent Ebola outbreak was contained in the Democratic Republic of Congo (DRC), we hoped that this new virus would stay in the West and the East.

Long before Uganda registered its first case of Covid-19 on 15 March 2020, on 11 February Dr Jane Ruth Aceng, the Minister of Health, issued a statement rallying Public Health Workers (PHWs) and the country to stay vigilant. The Uganda Virus Research Institute (UVRI), the country's only Covid-19 test center, was re-equipped and restocked. Information sheets with telephone numbers of medical officers were developed and handed out to travelers at Entebbe International Airport, and screening began. PHWs were drafted into surveillance teams tracking returnees from abroad.

A month later, particularly when the neighboring countries of Kenya, Rwanda, Tanzania and the DRC started registering cases, President Yoweri Museveni responded decisively, putting the country under lockdown. Social lives were first affected: schools and universities closed, and mass gatherings were suspended. (Innocent 9th, 2020)

As a result of COVID 19 spreading, people contracted the corona virus which led to hospitalization of patients in hospitals, intensive care units and also resulted into death of some victims.

In order to curb the spread of corona virus, all returnees from abroad where put in quarantine for 14 days (2 weeks) in order to monitor their health and ensure that they were COVID19 negative. According toDr Allan Muruta, the health ministry's commissioner for public health emergencies, revealed that they had identified a number of hotels around Kampala in which the returnees will be booked for quarantining.(Chris 2020).

Covid-19 Lockdown

On Monday, March 31, Ugandan President Yoweri Museveni announced a 14-day nationwide lockdown from Wednesday, April 1, to prevent further spread of thecorona virus (COVID-19). Under the measures, the movement of people by private vehicles was prohibited from 22:00 (local time) on Monday, March 30. In addition, a curfew from 19:00 to 06:30 was put in place from Tuesday, March 31.

All members of the public were instructed to stay indoors, except for individuals transporting cargo, public servants like doctors, bank workers, factory workers, market venders and those who worked in communication companies.

Gatherings of more than five people were banned as a precautionary measure that's to say only 10 people were allowed to attend weddings, only the family of the dead were allowed to bury but for all other forms of parties, they were suspended.

Shopping malls, arcades, hardware shops and all non-food stores, except for mobile money shops, supermarkets and pharmacies, where also to be suspended for 14 days from April 1. Meanwhile, a ban on all public transport was put in place as of Wednesday, March 25 and this saw many non-government workers walk every morning and evening to and from their work places throughout the lockdown period.

Uganda's borders were closed since Saturday, March 21, due to the COVID-19 pandemic. Authorities closed all land, water, and air points of entry until further notice, while only cargo and humanitarian flights were allowed to land in the country

The lock down left many businesses closed which had a negative impact on the economy of the country, halted business recovery as well as left some people unemployed for a couple of months. According to (Rehema 2020) the Uganda government instituted a second COVID-19 lockdown in June 2021 for 42 days to contain the health impact of the second wave of the pandemic. This slowed and, in some cases, halted business recovery from the March 2020 lockdown. In addition, schools that had barely recovered from the 2020 lockdown were closed, worsening employment prospects for teachers.

The entertainment sector was closed during lockdown where concerts were banned and musicians were stopped from performing. As a result most social media houses opted to invite different artists to come perform on their television as away to entertain their viewers who were at home. and this was mostly done by NBS and BABA television.

Many children during lockdown got pregnant which increased the number of teenage mothers in the country. At least 644,955 teenage pregnancies were recorded during the COVID-19 lockdown in Uganda, according to the United Nations Population Fund-UNFPA. Figures from the agency show that since March 2020 when COVID-19 hit the world, an estimated 354,736 teenage pregnancies were reported following the closure of all schools in the country for at least eight months. An additional 290,219 pregnancies were reported between January and September 2021.

COVID 19 lockdown led to increase of domestic violence among homesteads as couples, children and parents were always together full time from morning to evening, Monday to Sunday. According (UN women2020), Domestic violence became more pervasive during the COVID-19 lockdown because a lot of people lost their jobs and were frustrated as a result. Additionally, partners and co-habitants were locked up together and had no money to cater for their families hence women bore the brunt because they relied on their partners to provide for the family. And also Kampala Metropolitan police spokesperson Patrick Onyango said at least 10 people were killed while 402 others sustained injuries in domestic brawls within the Kampala Metropolitan policing area during the COVID-19 lockdown because of the failure to provide for the family, drunkenness and extra-marital suspicions.

The lock down saw many students struggling to cope up with the new learning environment after the lockdown, universities like Makerere university suggested that all students were to be taught using a blended way of learning where students reported to school in shifts as others studied online. In Makerere University, the medicine students and all third years from different courses were the first students to report to campus as the rest of students studied online. Mohammed(2020) noted that many universities and colleges worldwide suspended classroom teaching due to the novel corona virus pandemic and switched to online teaching.

Psychosocial Wellbeingof Students

Psychosocial well-being is a multidimensional construct consisting of psychological, social, and subjective components which influence the overall functionality of individuals in achieving their true potentials as members of the society. Psychosocial well-being incorporates the physical, economic, social, mental, emotional, cultural, and spiritual determinants of health. Well-being of an individual includes coping with the various stresses of everyday living and realization of the full potential of an individual as a productive member of the society.(Chhabi 2020)

According to the East African Community (2019), "Psychosocial well-being involves developing cognitive, emotional, and spiritual strengths among individuals, families and communities which creates overall positive social relationships among them."
Students do quite well in managing emotions that's to say coping up with stress, depression and anxiety. In a study carried out in Hong Kong, female students showed more confidence about than male students in social skills, communication skills while male students where good in emotion management, problem solving and stress coping.(Regina 2005)

Female students maintain their psychosocial wellbeing by using interpersonal relationships where they discuss their problems and concerns with people close to them, praise others easily for their achievements and also get support from a network of caring people (Regina 2005) and this helps them to cope up with stress.

Covid-19 Lock down and psychosocial wellbeing of University Students

The imposing of a lock down in different countries had a great impact on the psychosocial well-being of university students that's to say it brought about stress, anxiety, depression to them. An on-line scale survey was carried out on 612 students in California University and it's found out

there were different degrees of depression, anxiety, and stress were reported by 74.5%, 47.1%, and 40.5% among the surveyed students, respectively.

Covid 19 lockdown limited social relationships as people were kept indoors since they were not allowed to move hence limiting face to face interactions due to social distancing measures which led to more subjective feelings of loneliness among university students hence limiting interactions yet social support was more important than ever in those times. The present study rapidly assessed the psychosocial effects and coping strategies of university students during COVID-19 pandemic through an online survey.

The findings of the current study have demonstrated much higher feeling of loneliness among university students during lockdown. Loneliness is often described as a painful emotional experience of being without any desired social contact or in isolation from the society.

Because of a lockdown imposed by nations to apply social distancing as a preventive measure to prevent the rapid spread of infection, all university students are quarantined in their own homes. University students are far more connected to their friends in this life stage. Social interaction relating to peers in adolescence becomes important for social development, determining beliefs and forming healthy relationships as adults. The sudden change in their lives because of lockdown during COVID-19 pandemic led to feelings of loneliness.

Besides, students reported an average increase in loneliness in a study that investigated changes in undergraduate students' social networks at the time of the COVID-19 crisis, the current survey indicated that 74.5%, 47.1%, and 40.5% of university students were afflicted with experiencing different degrees of depression, anxiety, and stress. Explanations could be given for these results that lockdown may produce a miserable feeling of loneliness.

Covid 19 lock down had a link with mental illnesses such as insomnia. According to research carries out by Ramesh(2020) et al in the south Asian continent, a total of 921 entries were recorded, out of which 743 were complete and hence, were included in the study (response rate: 80.7%). Insomnia was reported in 421 (56.7%) students, out of which, the highest was seen among dental (62.7%), followed by medical (59.8%) and nursing (45.3%) undergraduates.

According to Sarah(2021) et al, during the pandemic use of substances of addiction (alcohol, cannabis, tobacco, and prescription medication) increased drastically, especially among university students. These substances of addiction have been associated with increased mental illness symptoms among university students during the pandemic.

Most university students became anxious because of the fear of the risk of exposure to COVID-19 disease. There was too much tension in the country when numbers of people were getting COVID 19 and also dying. This made people fear to get COVID-19 due to its effects like difficulty in breathing, chest pain, cough and flu hence raising anxiety levels not only in university students but the country at large. According to the study that was carried out on Bangladeshi university students in May 2020, almost all participants had severe levels of anxiety (87.7%), indicating fear during this period mostly due to COVID-19 and fear of the unknown future

Lockdown studies show that male students exhibited high levels of stress and depression. Research indicate that the male sex was associated with having symptoms of depression and stress, similar to a general population study during the pandemic that found more stressed and depressed males. This was a surprising phenomenon seen in the pandemic because in Ugandan culture, with a notation of "men don't cry"; makes men not to typically open up about their mental symptoms as this is seen as a sign of weakness. This reporting could be attributed to the tool that was diverse and explored many symptoms leading to unmasking of the true mental symptoms experienced by

these participants. Male students were also found to not adhere to quarantine and protective measures as compared to females, putting them at higher risk, thus, more fear and mental unwellness. The possible reason was that Uganda men coping mechanisms for mental illness were eliminated during the pandemic such as freedom to move around, socialize, commune around shared interests, have agency, autonomy, among others.

Some university students became insecure about their future and some ended up committing suicide because of depression due to the long lockdown, death of parents and failed relationships. Under normal circumstances, previous studies carried out on college students have reported that areas of concern, including areas such as academics, sleep, the future, relationships, body image and personal health make students stressed, anxious, and depressed.

COVID 19 lockdown improved relationships between students (children) and their parents as they had time to interact and share a lot with each other. Sandeep (2020) et al the present study, in general, majority of the participants reported positive impact of the lockdown on the relationship dimension in terms of relationship with parents, children, spouse, colleagues, and neighbors. The improved relationship could be attributed to the availability of more free time, less work pressure and possible fulfillment of long desired free time. Findings of the present study are supported by many available websites/blogs, which have reported positive aspects of lockdown such as improvement in air quality/healing of nature, making people realize value of re-connecting with families and improvement in love/dating and family relationships hence improving on the psychosocial wellbeing of university students.

Psychosocial Welling and Performance of University Students.

The psychosocial well being of students has a great impact on the academic performance of students and this impact may be either positive or negative.

Students' social and emotional experiences influence learning processes and in turn affect students performance. According to (UNESCO 2017) schools that prioritize students' well-being have a higher chance of improving their academic achievements. (Yorke et al., 2021) further notes that attending to the social and emotional needs of students is key, especially in the aftermath of the COVID-19 pandemic, as many students have missed out on social interactions and support from teachers and peers.

The prevalence of school violence (physical, psychological, and sexual), as well as bullying both in-person and online, is a key obstacle to a positive psychosocial well being (UNESCO, 2017). School violence not only has a significant impact on the physical and mental well-being of learners, their ability to learn and their educational performance but also affects the students attendance at school, self esteem, leads to lower grades, depression, anxiety and/or dropping out of school entirely.

University students' performance is determined by many psychological and social variables like social relationships and one's perception of their selves.(Florian 2015), Research on individual factors that influence academic success tended to focus on cognitive or social variables, such as academic motivation and students' self-perceptions of their abilities, student–teacher relation-ships, and relationships with their fellow students.

Lockdown and Academic Performance.

The COVID-19 pandemic led to numerous governments deciding to close schools for several weeks in 2020. Empirical evidence on impact of COVID 19 related school closure on performance is only just emerging. Results indicate a negative effect of school closure on student performance (Svenja et al 2020)

Universities were affected adversely. (Manudeep 2021), Educational institutions around the world have either temporarily closed or implemented localized closures affecting about 1.7 billion of student population worldwide. Measures like cancelling classroom teaching, curricular activities & co-curricular activities lead to higher economical, medical, and social implications on students. Online education became the new buzz world. Suddenly it replaced the classroom teaching. However, many students had no access to the online teaching due to lack of financial resources and digital divide.

As universities discontinued face to face classes, majority Universities provided some online lessons during the last months of the school year. (Kuhlfeld 2020) But it remains unclear how effective online learning was given that students and teachers had little experience with online learning and that large gaps in technology. In addition to that, most times these online lessons where interrupted due to poor network which interrupted students learning as some could not login to the online class and even others being removed from class due to the net work issue hence negatively impacting the performance of university students.

School closure brought fear among parents and teachers as it would lead to an increase in educational inequality. (Meeter 2021) Studies at the school level observed that weak students were likely to show much decrement in performance after the pandemic which meant they would lag behind hence affecting the performance. Kuhlfeld (2020) also noted that students with parents with less educational attainment had learning decrements that were up to 55% than students with highly educated parents.

Conclusion

  Theabove literature has been got from different literature reviews that have been written in relation to the above study.

Hypothesis

1. Covid19 lockdown has a negative impact on the psychosocial well being of university students.

2. The impact of COVID-19 lockdown on performance of university students.

3. Impact of psychosocial well being on academic performance of university students.

Chapter Three

Methodology

This chapter stated the procedures and methods which were used by the researcher while carrying out the task, it spelt out the area of study, how data was analyzed and validated, the instrumentused, data collection and ethical considerations.

Research Design.

The researcher used a correlation design to analyse the relationship between the lockdown, psychosocial wellbeing and the academic performance of students. Thishelped the researcher understand the relationship between the variables in the study.

Population.

For this research, the study population was year three students of Industrial and Organization Psychology in Makerere University, comprising of an estimated number of 200 students.

Sample Size.

According to the Kreijcie and Morgan's(1970)table for determination size table, the sample size was 132 students who were selected to represent the entire population.

The research had an estimated population (N) of 200 students, while determining the sample size, we go to Kreijce and Morgan sample size determination table in the row of population(N), trace where 200 is then the number besides it, will be the sample size.

Sampling Technique.

The researcher used the random sampling technique where every unit on the population had a chance tobe selected in the sample hence samples were selected randomly.

Data Collection Methods

Structured questionnaires were used for this research work where respondents selected an answer from a given set of choices.

Data Collection Instruments.

A self administered questionnaire was used as a data collection instrument by the researcher to collect both qualitative and quantitative data from the respondents. The questionnaire had 5 sections, where section A contained background information, Section B had questions about the COVID-19 coping strategies, Section C about the psychosocial wellbeing of university students, section D having academic performance and section E had open-ended questions

Quality Control

Validity.

The researcher pretested the questionnaire items to see whether they measured what they were supposed to measure. This questionnaire was first given to some few respondents to test whether its items were valid and those items that did not bring out the answer the researcher needed, were rendered invalid hence excluded.

Reliability

A pilot study was carried out in Makerere University School of Psychology where a few respondents were given a questionnaire to test its reliability before the day of collecting data. Using Pearson correlation coefficient, the researcher correlated with the findings and the accepted reliability of the questionnaire was established to be (above 0.5) which is satisfactory

Data Collection Procedure.

The questionnaire that was used in the study was developed based on a review of existing literature on the possible effects of COVID-19 Lockdown on the psychosocial wellbeing and academic performance of students. It consisted of the demographics, impact on education, and psychosocial impact sub-sections.

An introduction letter from the head of Department school of Psychology was obtained by the researcher. This letter was shown to the index respondents before any data collection was made. The researcher gavethe questionnaires to the willing respondents who filled and returned them on completion.

Data Analysis

The researcher used inferential statistics to draw conclusion about the impact of COVID 19 lockdown on the psychosocial well being and academic performance of university students by using the Pearson correlation coefficient.

The researcher used frequency tables and percentages to show the respondents personal data, inferential statistics that tested the relationship among the variables. During data entry and coding, the researcher used package for social scientists (SPSS) version 23.

Ethical Considerations.

The permission to conduct the study was obtained from the research supervisor of School of Psychology.

The questionnaire was given to students who were around during the lecture and voluntarily willing to be involved in the study.

The willing respondents were showed an information letter about the study, and eligibility criteria as a pre-request to proceed in participation. This was meant to get their trust that all data would be treated in a confidential way and publications would include aggregate data only.

The researcher did not probe respondents beyond their will. Where the respondents did not feel comfortable answering, the researcher did not extend the limits.

Data Management.

After getting the questionnaires back, the researcher counted the number of questionnaires that were responded to and those that were responded to.

The researcher coded the questionnaires by writing numbers on them from the first to last questionnaire e.g 1, 2, 3. This was to avoid repeating the questionnaires and for easy reference.

Study Limitationsand Solution.

Some respondents refused to answer the questionnaire due to their busy scheduled however after consistent persuading, these respondents allowed.

Some respondents did not fill the questionnaires. The researcher retrieved the questionnaire from them and gave them to other willing respondents.

Chapter Four

Findings and Interpretation of Data

This chapter presents the findings of the study which is centred on the impacts of COVID 19 on the psychosocial wellbeing of university students. In this chapter, the descriptive statistics of gender, age, religion, marital status are presented in frequencies and percentages and the correlations between study hypotheses using Pearson correlation co-efficient.

Table 1: Frequencies of respondents' gender

Items	Frequency	Percentage (%)
Gender		
Male	43	32.6
Female	89	67.4

Results in table 1 showthat there were more females than male respondents where 89 (67.4%) were females and 43 (32.6) were males who were interviewed.

Table 2:Frequencies of respondents' age

Items	Frequency	Percentage (%)
Age group in years		
18=25	106	80.3
26-35	26	19.7

Results in table 2 shows the distribution of the various age groups where the majority of the respondents were aged between18-25 years (80.3%)while the rest were aged between 26-35 years (19.7%)

Table 3:Frequencies of respondents' marital status

Items	Frequencies	Percentages (%)
Marital status	115	
Single	115	87.1
Engaged	10	7.6
Married	4	3.0
Separated	2	1.5
Divorced	1	0.8
Total	132	100

Results from table 3 shows most of the respondent were single (87.1%) followed by engaged taking up7.6%, married were 3.0%, separated were (1.5%) and divorced who were the least (0.8%)

Table 4:Frequencies of respondents' employment

Items	Frequency	Percentages (%)
Student	114	86.4
Part time employee	11	8.3
Fulltime employee	7	5.3
Total	132	100

Results in table 4 shows that majorities were students (86.4%) and minority were full time employee (5.3%).

Table 5:Respondents' family size.

Items	Frequency	Percentages (%)
2-4 members	52	39.4
5-8 members	57	43.2
9 and above	23	17.4
Total	132	100

Results in table 5 shows that majorities have a family size of 5-8members and minorities were those who have 9 and above members in their family.

Table 6:Respondents' religion

Items	Frequency	Percentage
Anglican	42	31.1
Pentecostal	21	15.9
Roman catholic	40	30.3
Muslims	12	9.1
Others	12	12.9
Total	132	100

Result in table 6 shows that majority of the respondents were Anglicans (31.1%) , followed by roman Catholics (30.3%), Pentecostal (15.1%) and the minority were Muslims (9.1%).

Inferential Statistics

The first hypothesis of the study stated that there is a relationship lockdown and psychological well-being. To test this hypothesis, Pearson correlation coefficient (r) was used.

Table 7: Relationship between lockdown and psychological well-being .

		Covid 19 lockdown	Psychological well being
Covid 19 lockdown	Pearson Correlation	1	.095
	Sig. (2-tailed)		.281
	N	132	132
Psychological wellbeing	Pearson Correlation	.095	1
	Sig. (2-tailed)	.281	
	N	132	132

Results in table 7 shows that there is no a relationship lockdown and psychological well-being among the university student, (r=.095,p=.281).This is because p valve (p=.281)is greater in magnitude and the level of significant,(p=.281>0.05). Therefore the alternative hypothesis is rejected and it is concluded that there is no significant relationship between lockdown and psychological well- being. This implies that lockdown did not affect the psychological well -being of students.

The second hypothesis of the study stated that there is a relationship between covid 19 lockdown and academic performance among university students.

Table 8: Relationship between lockdown and academic performance.

		Covid 19 lockdown	Academic performance
Covid 19 lockdown	Pearson Correlation	1	.167
	Sig. (2-tailed)		.056
	N	132	132
Academic performance	Pearson Correlation	.167	1
	Sig. (2-tailed)	.056	
	N	132	132

Result in table 8 shows that there is a significant relationship between lockdown and academic performance among university students (r=.167,p=.056). This is because probability level (p value) is smaller in magnitude than the level of significant.(p< 0.05).therefore the alternative hypothesis is retained and it is concluded that there is a relationship between covid 19 lockdown and academic performance among university students. This implies that covid 19 lockdown affect the academic performance o university students

Third hypothesis of the study stated that there is a relationship between psychological well-being and academic performance among the university students.

Table 9: Relationship between psychosocial well –being and academic performance.

		Psychological wellbeing	Academic performance
Psychosocial wellbeing	Pearson Correlation	1	.181[*]
	Sig. (2-tailed)		.037
	N		
		132	132
Academic performance	Pearson Correlation	.181[*]	1
	Sig. (2-tailed)	.037	
	N	132	132

*. Correlation is significant at the 0.05 level (2-tailed).

Results in table 9 shows that there is a significant relationship between psychosocial well-being and academic performance among university students. (r=.181[*],p=.037).this because p(.037)is smaller in magnitude than the level of significant(0.05). Therefore the alternative hypothesis is retained and it is concluded that there is a relationship psychosocial well-being and academic performance among university students.

Chapter Five

Discussion of Findings, Conclusion and Recommendation

Introduction

The researcher will discuss the findings according to the hypothesis hence the study intends to examine the impacts of COVID-19 lockdown on the psychosocial wellbeing and performance of university students.

Discussion

Lock down and the psychosocial well being of student.

Hypothesis one stated that there was a relationship between lock down and psychological well being but the findings show that there is no a relationship between lock down and psychological well being among university students,(r=.095, p=.281)this is because the p valve (p=.281) is greater in magnitude then level of significant, (p=281>0.05) hence this shows that the lock down did not impact the psychosocial well being of university students in any way. According to (Regina 2005) students maintain their psychosocial wellbeing by using interpersonal relationships where they discuss their problems and concerns with people close to them, praise others easily for their achievements and also get support from a network of caring people and this helps them to cope up with stress. So regardless of the hardships in lockdown that students faced, majority of these students psychosocial well being was not affected because they kept in touch with their friends through using social media platforms like what's app, face book, instagram to communicate and share their problems even though physical meetings and gatherings where restricted hence improving their psychosocial well being throughout the lock down.

Some literature shows that COVID 19 lockdown improved relationships between students (children) and their parents as they had time to interact and share a lot with each other. Sandeep

(2020) et al the present study, in general, majority of the participants reported positive impact of the lockdown on the relationship dimension in terms of relationship with parents, children, spouse, colleagues, and neighbors. The improved relationship could be attributed to the availability of more free time, less work pressure and possible fulfillment of long desired free time hence proving that the lockdown had no great impact on the psychosocial well being of students due to stable relations.

Lockdown and academic performance.

The second hypothesis of the study stated that there is a relationship between COVID19 lock down and academic performance among university students.

Results show that there is a significant relationship between lock down and academic performance among university students(r= .167, p= .056). Because the probability level (p valve) was smaller in magnitude than the level of significance (p= .056< 0.05), the alternative hypothesis was retained. Therefore this showed that the lockdown affected the academic performance among university students.

In order to curb the spread of the corona virus disease, a lock down was put in place as prevention measure and this saw many universities being closed and students sent back home. This caused students to stop studying because all physical classes had been stopped. The lock down was along one that made students forget about reading their books and others losing hope on going back to study. So as students reported back to do their end of semester exams, the majority scored less in these exams hence showing that the lockdown had an impact on the performance of students. Even when the universities where opened, Universities & Colleges adopted online teaching to compensate for the loss as classroom teaching couldn't be resumed. However, many students had

no access to the online teaching due to lack of financial resources and digital devices (Manudeep 2021). As a result of this, many students lagged behind henceaffecting theiracademic performance. Kuhlfeld (2022) Stated that the online teaching was ineffective since teachers and students had little or no experience with online lessons. This further shows that students did not benefit from these lesson hence ended up missing out on important topics hence affecting their academic performance and acquisition of new knowledge.

Psychosocial well being and academic performance.

The third hypothesis of the study stated that there is arelationship between psychosocial well being and academic performance among the university students.

The findings show that there is asignificant relationship between psychosocial well being and academic performance among university students.(r= .181, p= .037)and this is because p(0.37) is smaller in magnitude than the level of significant(0.05).

According to research, the psychosocial well being of students has an influence on their learning process which in turn affectsthe students' performance. According to (UNESCO 2017) schools that prioritize students' well-being have a higher chance of improving their academic achievements. Therefore this proves that good psychosocial well being can result to good academic performance of university student

More findings showed that prevalence of violence (physical, psychological, and sexual), as well as bullying both in-person and online, is a key obstacle to a positive psychosocial well being (UNESCO, 2017). School or home violence not only has a significant impact on the physical and mental well-being of learners, their ability to learn and their educational performance but also affects the student's attendance at school, self esteem, leads to lower grades, depression, anxiety

and/or dropping out of school entirely. And as a result of this, it leads to poor performance of students.

Also (Florian 2015), wrote saying that the determinants of performance among students where majorly focused on cognitive and social variables like academic motivation and students' self-perceptions of their abilities, student–teacher relation-ships, and relationships with their fellow students. Hence a student that has a positive psychological wellbeing is likely to perform well as compared to a student with a negative psychological well being.

Conclusion

The findings added new evidence that undergraduate university students were not very prone to experience psychosocial problems during the pandemic but the lock down and psychosocial well being had an impact academic performance of university students.

Recommendations.

The recommendations put in this section were on the basis of the knowledge of the sampled respondents and the researcher on how to improve the psychosocial wellbeing of students and their academics

- Students should go for counseling and guidance programs to help improve on their psychosocial well being, counseling and guidance can also be in form of education where experts give advise concerning career paths, how to improve performance and more. In addition, students can maintain their psychosocial wellbeing by using interpersonal relationships where they discuss their problems and concerns with people close to them for examples friends, parents, and partners.

- Since the world is embracing technology, the students and teachers should adopt to these changes by learning how to use different electronic learning devices, lecturers increasing the

available time to solve the online tests, improving of internet speed and providing cheaper or even free internet packages and most importantly students are encouraged to read their books earlier before examinations, this helps them to be prepared in advance and also reduces on panicking when you have a lot to read in the shortest time hence improving on their academic performance.

- In case of another pandemic break out in the country, the government should put prevention measures in order to cube the pandemic for example if the disease has spread to one area of the country, the people in the affected area should be allowed to interact with other people hence the government is advised to put a lock down for that area.

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Appendices

Appendix I: Questionnaire

Introduction

Dear respondent, this questionnaire seeks to obtain data on the impact of covid19 on the psychosocial wellbeing of students of Makerere University. The study is purely for research purposes and your responses will be treated with confidentiality. I kindly request you to spare some time and respond to **the question as honestly as possible.**

SECTION A: (*Background Information)*

Instructions:*Tick*   *in the box against the most appropriate*

1	Gender	a) Male	
		b) Female	
2	Age (***Year***)	a) 18 – 25	
		b) 26 – 30	
		c) 31 – 35	
		d) 36 and above	
3	Marital status	a) Single	
		b) Engaged	
		c) Married	
		d) Separated	
		e) Divorced	
5	Employment status	a) Student	
		b) Parttime employee	
		c) Fulltime employee	
		d) Self employed	
6	Family size	a) 2-4 members	
		b) 5-8 members	
		c) 9 and above	
7	Religion	a) Anglican	
		b) Pentecostal	
		c) Roman Catholic	
		d) Moslem	
		e) Others (*specify*)	

Section B: (Covid19 Copying Strategies)

Read each statement carefully and tick the score that closely responds with how you view Covid19 and the related copying strategies as measured on the scale below.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1	2	3	4	5

No	Covid19 copying strategies measures	1	2	3	4	5
1	Quarantine had more disadvantages than advantages					
2	Masking was very inconveniencing.					
3	Closure of schools greatly affected my academic performance					
4	My program of study was affected by the curfew					
5	Transport limitations were bad to the economy					
6	Closure of churches affected my spiritual devotion					
7	The lockdown increased the levels of poverty at home					
8	Social distancing created stress and depression					
9	Mandatory vaccination greatly had side effects to my health					
10	It was difficult to access social and medical services					
11	Hand washing regularly was stressing and tiring					
12	The lockdown increased the cases of domestic violence					
13	Online studies affected my understanding of the course content					
14	The restrictions on public gatherings created frustration					

SECTION C: *(Psychosocial well-being)*

The statements below describe various aspects of your psychosocial well-being. For each statement decide how you Strongly Disagree (SD) = 1, Disagree (D)=2, Neither Agree nor Disagree (NA/D) =3, Agree (A)=4, Strongly Agree (SA)=5 you feel about the COVID-19 lockdown. Put the number in the corresponding blank that best indicates your feelings.

Strongly Disagree (SD)	Disagree (D)	Neither Agree nor Disagree (NA/D)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

Feel in the number in the space provided at the end of the table that best describes the degree of your feelings

		SD 1	D 2	NA/D 3	A 4	SA 5
1.	I bonded with my family during the lockdown					
2.	I made more intimate friends during the lockdown					
3.	I missed my friends at school during the lockdown period					
4.	I got depressed during the lockdown					
5.	I preferred to be alone most of the time					
6.	I missed school during the lockdown period					
7.	I gave up on ever finishing school during the lockdown					
8.	I got tired of the lockdown					
9.	The lockdown measure was unnecessary to curb the virus					
10.	My life changed since the lockdown					
11	I was stressed by parents giving me house work					
12	I had strong anxiety of contracting the virus					
13	Hunger, loneliness and loss of loved ones made me feel like committing suicide					
14	The pandemic affected access to basic needs like food					
15	Spending a lot of time with my family affected my mental health					
16	I experienced domestic violence during the lockdown					
17	Some of my friends dropped out of school after the lockdown					
18	One or both of my parents lost a job during the lockdown					

SECTION D (Academic Performance)

For each statement, decide how strongly disagree (SD)1, disagree (D)2, not sure (NS) 3, agree (A)

4 and strongly agree (SA) 5

Feel about your academic performance. Put the number in the corresponding blank space that best

indicates your feelings

Strongly Disagree (SD)	Disagree (D)	Not Sure (NS)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

Feel in the number in the space provided at the end of the table that best describes the degree of

your feelings

SN	QUESTIONS	SD	D	NS	A	SA
1	I pay attention and listen during every discussion					
2	I want to get good grades in every course unit					
3	I actively participate in every discussion					
4	I enjoy assignments and activities because they help me improve my skills in every course unit					
5	I exert more effort when I do difficult assignments					
6	I have discussed ideas from my reading or classes with others outside of class (students and family)					
7	I look over class notes between classes to make sure ii understand the materials					
8	I can do my class assignments on my own					

9	I always accomplish my assignments on time					
10	I have fun in class					
11	I really desire to learn and understand course materials					
12	I have worked with faculty members on other activities other than course work					
13	Worked with classmates outside or class to prepare class assignments					
14	I always do well on my tests and examinations					
15	Solving problems is a useful hobby for me					

SECTION E

Give some opinions on how your think students should be helped to overcome psychosocial effects of the Covid19 lockdown.

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Appendix II: Kreijcie and Morgan Sample Determination Size Table

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
"S" is sample size.

Appendix III: Budgets

NO	ITEM	QUANTITY	COST PER	TOTAL
1	DISSERTATION PRINTING	48 PAGES	500	24,000/=
2	BINDING	2	40000	80,000/=
3	RESEARCH ASSISTANT	1	50000	50000/=
4	REVIEW COPIES	??	??	45000/=
5	TYPING	48 PAGES	700	33,600/=
			TOTAL	232,600/=

Appendix IV:Work Plan

NO	EVENT	MAY 2022	JUNE 2022	JULY 2022	AUG 2022	SEPT 2022	OCT 2022	RESPONSIBILITY
1	Choosing a research topic	■						RESEARCHER
2	Proposal Presentation	■	■					RESEARCHER
	Proposal approval		■					
3	Data Collection			■				RESEACHER AND ASSISTANT
4	Statistical analysis and dissertation writing				■	■		RESEARCHER AND SUPERVISOR
5	Dissertation handing in and defense						■	RESEARCHER

Appendix V: Recommendation Letter

MAKERERE **UNIVERSITY**

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COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
SCHOOL OF PSYCHOLOGY
DEPARTMENT OF EDUCATIONAL, SOCIAL AND ORGANIZATIONAL PSYCHOLOGY

22nd July, 2022

To the lecturere

Biop friday class 2:00pm – 5:00pm.

Dear Sir/Madam,

RE: RECOMMENDATION FOR **NALUKWAGO FELISH** ,
REG. NO. 19/U/12112/PS

The above named is a student in our department offering Bachelor of Industrial and Organizational Psychology degree of Makerere University. She is required to carry out a compulsory research and her research topic is **Impacts of Covid-19 Lockdown on Psychological Wellbeing of the University Students; a Case Study of BIOP III Students of Makerere University.**

She is seeking to obtain information from your Organization that could help her in her research.

Any help you offer to her regarding this study will be highly appreciated as it will help her successfully undertake her research and fulfill the partial requirements for the Award of a Bachelor's Degree.

Yours sincerely,

Ms. Sarah Gava
SUPERVISOR

0 4 AUG 2022