

The Impact of Covid-19 Lockdown on the Psychosocial Wellbeing of University Students

By

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Declaration

I **Akuno Modesta Racheal**, hereby declare that this dissertation contains a true record of my personal findings while carrying out research and that this dissertation has not been submitted to any institution for an academic award.

Signed: 

Date: 19/11/2022

AKUNO MODESTA RACHEAL

Approval

This is to certify that I **Akuno Modesta Racheal**, carried out this research project under supervision, and the document is ready for submission to Makerere University for consideration.

Signed: 

Date: 24/11/22

MS. GAVA SARAH NAKITO

(Supervisor)

Dedication

This research is dedicated to the almighty God, my beloved uncle Simon Peter Omolo, my family and my supervisor Ms. Gava Sarah Nakito who guided me while preparing my research and I owe my success to all of you.

Acknowledgement

I would like to express my special thanks of gratitude to the God Almighty father for His abundant grace and knowledge that He granted me. It was because of Him that I made it to a successful end of this research.

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Abstract

Uganda was one of the countries which implemented a national lockdown due to the COVID-19 pandemic. Although Uganda had not registered any case of COVID-19 at that time they closed schools and transportation of people. Worldwide this pandemic had a huge impact on mental health of people in many countries with similar reactions in terms of emotions and fear at the population level. Our study investigated the impact of COVID-19 lockdown on the psychosocial well-being of BIOP final students at Makerere University. 132 Makerere university BIOP final students completed standardized questionnaires between July and August 2022. The questionnaire contained different sections of psychosocial well-being, academic performance and coping strategies the sample was detected using a simple random sampling. The data was analyzed using SPSS, A total of 132 participants were studied, of this 89 (67.4%) were female. 106 (80.3%) were in the age group of 18-25 years. And 115(87.1%) were single taking the highest population in the study, 10(7.6%) were engaged and 3(2.3%) separated 3 (2.2%) divorced. One hundred fourteen (86.4%) were full time students, 11(8.3%) were part time employees and 7(5.3%) were full time employees. 52(39.34%) of the participants come from a family size of 2-4 members, 57 (43.2%) were from a family size of 5-8 members and 23(17.4 %) come from a family size of 9 and above. COVID-19 lockdown and psychological well-being $r=.095$, $p=.281$ where ($p=.28>0.05$) showing COVID-19 did not affect the mental health of BIOP students. COVID-19 lockdown relationship with academic performance $r=.167$, $p=.056$ and the relationship of psychosocial well-being and academic performance $r=.181$, $p=.039$. University students are at risk of psychosocial distress in the case of traumatic events such as stigmatization, resentment and ambiguity. The evolution of the pandemic is uncertain and may have long-term effects on mental health. Therefore, it is crucial to study the most effective interventions to identify vulnerable subgroups and to plan for acute and long-term psychological services to control and reduce the burden of psychological, health and social problems among the students.

Chapter One

Introduction

Background

COVID-19, the respiratory disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) was first reported in Wuhan, China in late December 2019. On January 30, 2020, SARS-CoV-2 was declared a public health emergency of international concern, having spread to multiple countries outside of China.

By March 11, 2020, it was declared a global pandemic, with approximately 118,000 confirmed cases and nearly 4300 deaths on all continents except Antarctica Corona virus disease 2019 (COVID-19) was first identified in Wuhan city, Hubei Province, China in December 2019 and spread rapidly throughout the whole world affecting all countries.

The World Health Organization (WHO) then declared COVID-19 a pandemic around early March 2020, caused by the novel coronavirus (SARS-CoV-2), which is an unprecedented disease with tremendous impact on all of the humanity, with long-term consequences that still need to be uncovered. The virus spread rapidly and globally in a very short period of time causing panic and resulting in enforced restrictions by public health authorities in many countries in the world, including travel bans, restricting social gatherings and closing public schools. Different countries have had differing levels of restrictions for the population, and during the pandemic strict measures were introduced globally.

However, Uganda had not yet reported any cases of SARS-CoV-2 infection. On March 13, 2020, having noted the rapid spread of SARS-CoV-2 in most other countries in the world, Uganda instituted multiple measures to prevent entry and spread. These included symptom screening at the airport, isolation and testing for symptomatic persons, and a mandatory 14-day institutional

quarantine and testing of travelers from high-risk countries. Persons entering from low-risk countries were asked to self-quarantine but were not tested unless they had symptoms on arrival. Travelers in quarantine were tested if they developed symptoms or on Day 14 of quarantine, regardless of symptoms.

In March 21, 2020, Uganda confirmed its first covid-19 case. In March 13, 2020, Uganda instituted COVID-19 symptom screening at its international airport, isolation and SARS-CoV-2 testing for symptomatic persons, and mandatory 14-day quarantine and testing of persons traveling through or from high-risk countries. In March 21, 2020, Uganda reported its first SARS-CoV-2 infection in a symptomatic traveler from Dubai. By April 12, 2020, 54 cases and 1257 contacts were identified. We describe the epidemiological, clinical, and transmission characteristics of these cases.

Effective March 23, 2020, the country implemented a ban on all international travel, and closed both schools and universities. One day later, the Ministry of Health requested all travelers entering Uganda the United Arab Emirates in the past two weeks to self-present for testing. Subsequently, all persons who had traveled from any international destination into Uganda since March 7 were asked to self-present for testing. On March 30, 2020, the country instituted a complete lockdown, banning all public transport and public gatherings.

The corona virus disease-2019 (COVID-19) pandemic is a major global health problem which has had far reaching impact on all sectors globally. The highly infectious airborne disease is responsible for over 174 million confirmed cases and 3.78million deaths globally. Africa accounts for 2% of the global cases of which Uganda has reported 58,515, confirmed case and about 500 deaths. In order to curb the spread of COVID -19, stringent public health measures such as closure of schools and restrictions of movements were initiated.

In addition, on 10th March 2021 vaccination of the most at risk population was started in Uganda. The ministry of health estimated that vaccinating 4.38million people in the first phase would confer herd immunity to the population, however, to date the population at risk has received the COVID-19 vaccine which details efforts to curb further spread of the disease. Social distancing measures set up to curtail the spread of COVID-19 caused a disruption in schooling.

In an effort to support the provision of education during the pandemic, countries adopted digital and long-distance learning through the use of multimedia tools. The government of Uganda supplied printable reading materials to learners and also made efforts to distribute radios countrywide while higher institutions of learning adopted the emergency open distance e-learning guidelines issued by National Council for Higher Education (NCHE) to foster continuity of learning. However, these measures met a number of challenges. In a study by Olum and colleagues, 50% of the 214 participants believed that e-learning platforms reduced the quality of knowledge attained and was not an efficient method of teaching, 93% of the participants cited internet connectivity as a major barrier to e-learning access. However, this study was conducted among university studies who reside within or in the outskirts of Kampala, the capital city of Uganda, which has an improved information and communication technology network, thus not applicable to the rural population in hard- to-reach areas such as Bududa.

It led to introduction of online lectures which reduced interactions among students, student-teacher interaction. This study will be conducted using data relating to social, demographic and economic factors that are assumed and also believed to have an effect on the students' academic performance. These factors are believed to have varied during the outbreak of the pandemic hence a need to access their effect on the academic performance before and during the pandemic. The

social characteristic considered include health, teaching methods, and number of retakes, sleeping hours, class attendance and availability of facilities.

Therefore, this study aims at imploring the impact of the COVID-19 Lockdown on the psychosocial wellbeing of university students. Lockdown is defined as a period in which people are not allowed to leave their homes or travel freely, because of a dangerous disease (in this case COVID-19) in this research, the researcher seeks to assess the impacts of COVID-19 lockdown on the psychosocial lives of the university students.

Psychosocial means relating psychological and social aspects of living.

Problem Statement

Different research has been carried out to make analysis on the factors that affect the academic performance of university students but no research has focused on the impact of the covid-19 pandemic on the psychosocial wellbeing of students. The pandemic caused a lot of anxiety, depression and stress among the students which affected the students wellbeing greatly hence leading to poor performance academically, some students living in isolation and there has been increased university drop out.

Purpose

The purpose of this study was to examine the psychosocial impacts of lockdown on university students due to covid-19 and to discover the educational perplexities being faced by these students during the COVID-19 lockdown.

Objectives

The following objectives guided the study on the impacts of the COVID-19 lockdown on the psychosocial wellbeing of university students.

1. To weigh the significance of psychosocial health of students.
2. To determine solutions to the psychosocial issues going to be discussed.
3. To analysis and determine the positive and negative impacts of the covid-19 lockdown on university student.

Geographical Scope

The research study was based at school of psychology in Makerere university Kampala central part of Uganda. Since it was examining the impact of the covid-19 lockdown on university students' psychosocial wellbeing in the school of psychology.

Contextual Scope

Lockdown is defined as a period in which people are not allowed to leave their homes or travel freely, because of a dangerous disease (in this case COVID-19) in this research, the researcher seeks to assess the impacts of COVID-19 lockdown on the psychosocial lives of the university students.

COVID-19 lockdown was a state when many countries around the globe decided to close public places like schools, pubs, sport centers, cinemas, businesses and places of worship to contain the COVID-19 spread.

Psychosocial wellbeing is a superordinate construction that includes emotional or psychological as well as social and collective being.

Well-being is a condition of holistic health in all its dimensions: physical, cognitive, emotional, social and spiritual. Also a process, well-being consists of the full range of what is good for a person: participating in a meaningful social role: feeling happy and hopeful: living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of appropriate life skills; and having security, protection and access to quality services.

Time Scope

The research project was carried out from May to August, 2022

Significance

The results of the study are intended to assist colleges and universities administrators' in forming a theoretical basis for determining psychosocial well-being and identifying evidenced-based psychosocial intervention practices to assist the students in times of similar pandemics in the future. It should also provide guidelines for policymakers on possible mechanisms to moderate the impacts of anxiety on students during such health crises. For example, providing the students with many counseling center and activities that will bring them interaction with others like sports, debates and dances around school.

This study will also increase on the existing literature by empirically evaluating the impacts of the COVID-19 pandemic and the subsequent lockdowns on the socio-psychological well-being and anxiety among university students, during the heights of the pandemic and lockdown. We hope the findings of this study could assist colleges and universities.

Conceptual Frame work

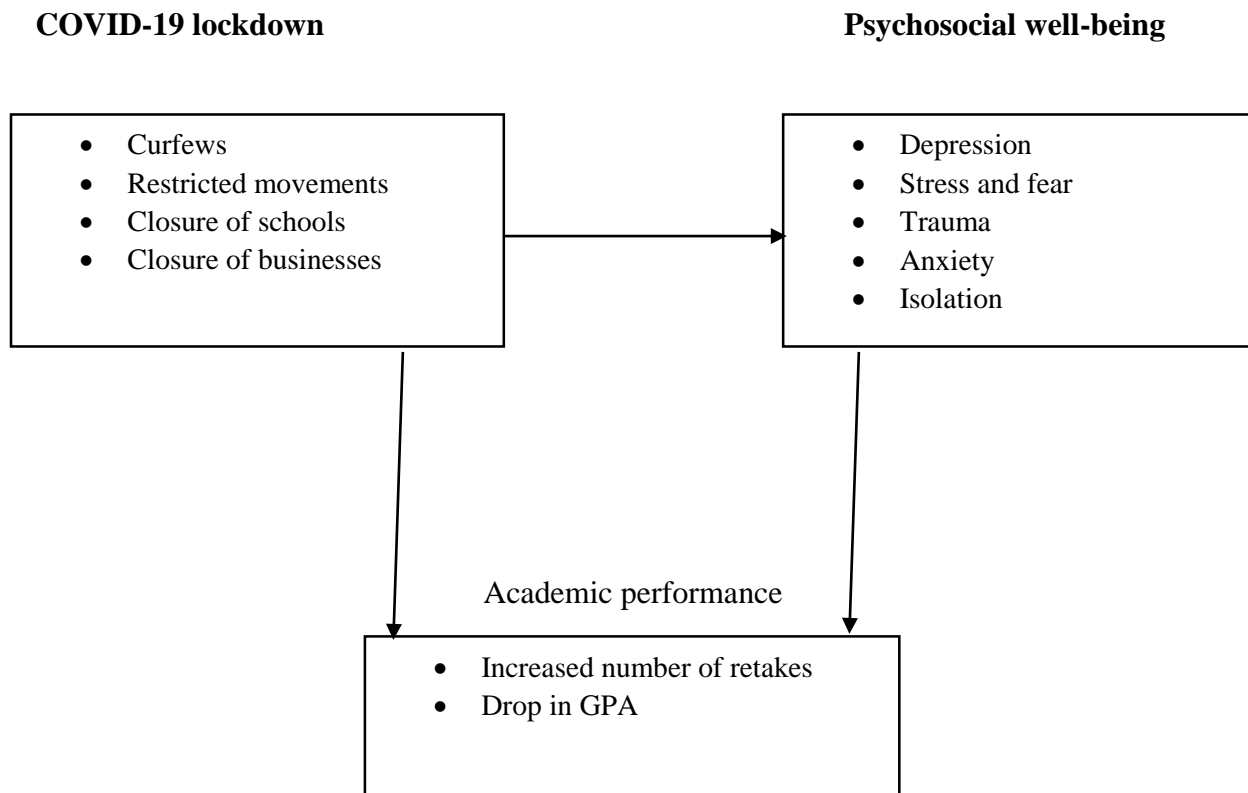


Figure 1: Conceptual framework of the relationship between COVID-19 lockdown and the psychosocial wellbeing and academic performance of BIOP Makerere university students.

COVID-19 lockdown directly influences the psychosocial, economic and mental health problems that affect the students of Makerere University. The COVID-19 lockdown led to the closure of many economic, academic and social activities which was a pain in the neck for many people for example schools were closed, transportation and businesses came to a standstill. Due to the COVID-19 lockdown many things which usually helps improve or maintain the psychosocial lives were closed, we all know financial, psychological and social life helps one be psychosocially well the COVID-19 lockdown ended that all since people were not working and could not even interact physically with the friends.

Chapter Two

Literature Review

Introduction

Preceding the COVID-19 pandemic, psychological and social problems among college and university students were already being considered a serious challenge. University life marks a transitional period for students, during which some leave home for the first time, losing the parental supervision and family social support they had been accustomed to. In this chapter it will be breaking down different variables which will bring a picture of what will be studied.

Covid-19

The recently emerged COVID-19 disease is a highly transmittable viral infection caused by another zoonotic novel coronavirus named severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Similar to the other two coronaviruses such as SARS-CoV-1 and MERS-CoV, SARS-CoV-2 is also likely to have originated from bats, which have been serving as established reservoirs for various pathogenic coronaviruses. Although, it is still unknown how SARS-CoV-2 is transmitted from bats to humans, the rapid human to-human transmission has been confirmed widely. The disease first appeared in Wuhan, China, in December 2019 and quickly spread across the globe, infected 48,539,872 people, and caused 1,232,791 deaths in 215 countries, and the infection is still spreading at the time of manuscript preparation.

The latest outbreak of another ARTI (acute respiratory tract infection), COVID-19, has once again brought the attention of the world towards the deadly viruses and tested our capability of dealing with the threat of highly contagious viruses including coronaviruses which are a known health threat. Coronavirus has been known to cause human infections since the 1960s; however,

the potential of this virus to cause deadly epidemics came to fore in the last two decades only. COVID-19 is the third major outbreak of respiratory disease in twenty years related to coronavirus, which has significantly disturbed the socioeconomic balance of the entire world. SARS-CoV-2 belongs to the family Coronaviridae.

These spikes are responsible for their typical appearance similar to a solar corona, giving it the name coronavirus. Coronaviruses are heat- and ultraviolet ray-sensitive but can be stored for many years at a temperature of ≈ 80 °C. However, these viruses can be inactivated at 56 °C for 30 min, which is often carried out by researchers. In addition, chlorine-containing disinfectants, per acetic acid, and 75% ethanol can also deactivate coronaviruses.

So far, there is no definite line of treatment which has been approved or vaccine which is available. However, different types of potential vaccines and therapeutics have been evaluated and/or are under clinical trials against COVID-19.

The COVID-19 pandemic is not only an epidemiologic crisis but also a health crisis by creating a wide range of psychological problems such as stress, anxiety, depression, trauma, panic, insomnia, death distress, anger, psychosis, boredom, and suicide (Ahorsu et al. 2020; American Psychological Association 2020; Burke and Arslan 2020; Liu et al. 2020; Yıldırım and Güler 2020). Examination of the impacts of COVID-19 pandemic on psychological health and well-being has been highly emphasized (Holmes et al. 2020). Anxiety related to the COVID-19 is one of the most commonly experienced distress during pandemic. Research suggest that people with high levels of coronavirus anxiety reported more coronavirus fear, functional impairment, worry about coronavirus, maladaptive religious coping, hopelessness, and suicidal ideation (Lee et al. 2020; Yıldırım et al. 2020)

The corona virus disease-2019 (COVID-19) pandemic is a major global health problem which has had far reaching impact on all sectors globally. The highly infectious airborne disease is responsible for over 174 million confirmed cases and 3.78million deaths globally. Africa accounts for 2% of the global cases of which Uganda has reported 58,515, confirmed case and about 500 deaths. In order to curb the spread of COVID -19, stringent public health measures such as closure of schools and restrictions of movements were initiated. In addition, on 10th March 2021 vaccination of the most at risk population was started in Uganda. The ministry of health estimated that vaccinating 4.38million people in the first phase would confer herd immunity to the population, however, to date the population at risk has received the COVID-19 vaccine which details efforts to curb further spread of the disease. Social distancing measures set up to curtail the spread of COVID-19 caused a disruption in schooling.

Covid-19 lockdown

In March 2020, the World Health Organization (WHO) declared COVID-19 a pandemic. Many countries across the globe declared a COVID-19 lockdown or were in some form of movement restrictions, China was the first country to have a COVID-19 lockdown, in Wuhun around 23rd January with a total ban on venturing out of homes, schools were closed and non-essential businesses and Thailand enacted a curfew.

In the European countries lockdown was enforced, Italy was the first European country to implement a national lockdown because of the COVID-19 pandemic. Worldwide, this pandemic had a huge impact on the mental health of people in many countries causing similar reaction in terms of emotions and concerns at the population level. Still in Italy, all stores except grocery stores and pharmacies were closed with only essential workers going to work. Many countries banned public gathering for examples houses of worship, sports facilities, bars and clubs. In Africa

morocco suspended international flights, closed schools and mosques while in the sub-Sahara Africa, Kenya closed schools, pubs, restaurants and blocked non-residents from entering the country. Uganda implemented lockdowns, curfew, banning of both private and public transport systems and mass gatherings to minimize the spread.

The first case of COVID-19 in Uganda was registered on 13th March 2020, and first measures were introduced on March 10th, while schools and universities switched to online learning. Few days later all entertainment and other public venues were closed, including restaurants, movie theatres, gyms, shopping centers and places of worship, culminating in a full lockdown on 23 March, banning free movement of people across countries without a special authorization.

Lockdowns or quarantines are necessary as protective measures for physical health, but prolonged impositions can be detrimental. It is a hostile experience that can cause severe financial stress due to loss of employment; social disorders such as social withdrawal, cyberbullying, alcohol misuse, and addiction; and mental health issues such as suicide attempts and depression. Even during the SARS outbreak, stated that quarantine was linked to high rates of depression and anxiety. Similarly, high anxiety was detected throughout the 2009 H1N1 pandemic; a study from China, found that those in quarantine experience monotony, aloneness, irritation, worsening anxiety, and mental distress. These authors further added that COVID-19 has been repetitively labeled a killer virus, mainly on social media, which has prolonged feelings of perceived threats and uncertainty. Compulsory 14-day quarantines and tracking as part of the public health protocols during the pandemic further increase people's anxiety based on the effects of infection and stigma.

Lockdown situations additionally force a drastic change in habits and routines. These changes might be crucial to explain alterations on well-being and health during the lockdown and

need to be examined. For instance, it has been suggested that excessive exposure to COVID-19 related information on media and social media might have a negative impact on psychological wellbeing (Garfin et al., 2020, Gao et al., 2020) or that excessive hand washing might cause hand dermatitis (Beiu et al., 2020).

Lockdown stressors include separation from family and friends, loss of independence, doubts about the virus's spread, lockdown length, resentment, monotonous lifestyle, potential scarcity of essential goods, lack of accurate information, monetary loss, and stigma. More so when Social control measures for COVID-19 are reported to increase violence, Discrimination globally including Uganda as some may be difficult to implement resulting in the heavy deployment of law enforcement. Media reports indicated that cases of violence and discrimination had increased in Uganda's communities following the lockdown.

Psychosocial wellbeing of Students

Psychosocial wellbeing of students means relating with psychological and social lives of students.

Psychosocial wellbeing, the term psychosocial underscores the close connection between psychological aspects of our experience (e.g., our thoughts, emotions, and behavior) and our wider social experience (e.g., our relationships, traditions and culture). Mental disorders, which often benefit from clinical treatment, tend to involve severe psychosocial difficulties in managing thoughts and feelings, maintaining relationships, and functioning in expected social roles. However, many psychosocial problems do not require clinical treatment but are rooted in stigmatization, lost hope, chronic poverty, uprooting, inability to meet basic needs and inability to fill normal social roles such as that of student/ learner.

Psychosocial wellbeing is a superordinate construction that includes emotional or psychological as well as social and collective being. The term quality life is similar to psychosocial wellbeing in that it involves emotional, social and physical components. At the same time, it is often used in healthcare research to specify how the individual's well-being may be impacted over time by a medical condition, thus muddying its conceptual clarity and specificity.

Therefore, Psychological well-being has been defined within the eudemonic perspective as the development of one's true potential. This is in contrast to the subjective well-being view. Psychological well-being is viewed as the result of a life well-lived and is an important factor in students successfully adapting to college/university life. For this reason, this construct usually includes dimensions such as self-acceptance, positive relationships, autonomy, environmental mastery, personal growth and purpose-in-life.

Students attending university have to adjust to a new learning context and are under increased academic pressure. This stage is considered to be one of the highest anxiety and lowest psychological well-being phases in the life cycle, with high levels of psychological distress compared with the general population. Several studies have reported lower levels of psychological well-being in students attending university. In a recent study by Sandoval et al., a high percentage of university students exhibited a medium degree of psychological well-being, indicating that it is an indicator of their degree of adjustment adaptation.

Lazarus et al. defined stress as "a particular relationship between the person and the environment that the person considers to be taxing or exceeding his or her resources and putting his or her well-being at risk." These authors further postulated that stress is best viewed as an interpretative paradigm between the stressors and the individual's psychological reactions.

Anxiety, being a subcategory of psychological impacts, has attracted less attention, although it is as widespread and conceivably as crippling as depression

Anxiety can be fueled by uncertainty and by fears of risk of harm to self or others. Anxiety is still undiagnosed and under-treated in the global context. In addition to intense feelings of fear or panic, anxiety patients may also experience other physiological symptoms, such as feeling weak, fainting, pain or nausea, shivers, rapid breathing etc. anxiety impairs focus and concentration, memory, and visual motor skills. Many university students lived in fear of losing family members and friends during the lockdown.

The impact of COVID-19 on the psychosocial wellbeing on university students

According to the research square article “Assessment of the impact of COVID-19 pandemic on the Education and Psychosocial wellbeing of school-going children in Bududa District, Uganda” by Batte. C .et al.(2021, 2022) Social distancing measures set up to curtail the spread of COVID-19 caused a disruption in schooling activities which negatively affected school going children. schooling children were at a greater risk of mental health disorders, relapse of existing psychiatric disorders abuse, any body weight problems due to the reduction in physical activity during the pandemic. This may be attributed to stress, reduction in physical activity, and limitations in the interactions between peers and teachers. In addition, progression of students to the next level of education was hindered as a result of cancellation or postponement of examinations which further caused anxiety.

According to the United Nation’s Educational, Scientific, and Cultural Organization (UNESCO), the pandemic has interrupted the learning of more than one billion students in 129 countries around the world. Many universities worldwide have moved to emergency remote teaching (ERT) via online platforms, further inducing anxiety among the students. Studies on the

effect of COVID-19 and lockdowns on college students in China reported significant adverse effects on the students' psychological well-being and high levels of anxiety. To date, several studies have been conducted on the effects of the COVID-19 pandemic and lockdowns from the public health perspective. Most of the research has been conducted in China and Western countries, mainly among the general population, healthcare workers, and medical students.

In an effort to support the provisions of education during the pandemic, countries adopted digital and long-distance learning through the use of multimedia tools. The government of Uganda supplied printable reading materials to learners and also made efforts to distribute radios country wide while higher institutions of learning adopted the emergency open distance e-learning guidelines issued by national council for higher Education (NCHE) foster continuity of learning. However, these measures met a number of challenges. In a study by Batte and colleagues, 50% of the 214 participants believed that e-learning platforms reduced the quality of knowledge attained and was not an efficient method of teaching, 93% of the participants cited internet connectivity as a major barrier to e-learning access. However, this study was conducted among university students who reside within or in the outskirts of Kampala the capital city of Uganda, which has an improved information and communication technology network, thus not applicable to the rural population in hard-to-reach areas such as Budda.

According to genus original article “effects of COVID-19 lockdown on university students’ anxiety disorder in Italy” by Busetta et al (2021). Pathological anxiety among students is a problem that needs to be faced. The study investigated the impact of the COVID-19 outbreak on anxiety among Italian university students located in the South, Centre, and North of Italy, during the lockdown. As the seasonal element is never present in the DSM-5 as a factor that influences the anxiety disorder in a significant way (American Psychiatric Association, and the period chosen for

submitting the questionnaire is sufficiently far from the exam sessions, the only possible reason for this increase in anxiety level must be connected to the pandemic.

Compared to domestic students, international students have faced even worse experience during COVID-19 lockdown, separated from their families, friends, and familiar environments due to travel ban and border restrictions. This situation, which lasted for several months in most countries, may have enforced a significant strain on their coping mechanisms and lifestyle habits. We had a cases in Uganda where university students remained in hostels because they could not afford transport back home. Not only were they not able to afford transport, even food became an issue others ended up moving in to their boyfriends' places and even got killed. This increases anxiety and caused trauma among the students. since people keep worry about their families and friends. The COVID-19 raised fear among students.

According to Globalization and Health; Impact of the COVID-19 pandemic on psychological well-being of students in an Italian university by L Villani et al (2021). Students are a special social group with active life habits based on relationships and contacts, physical and university activities, travel, and gatherings. The pandemic emergency changed their life drastically: considering university restrictions, indeed, teaching in presence was suspended from March 11,2020 until the beginning of September 2020. Only faculty and administrative technical staff were allowed to access the campuses. At the same time, online teaching service had been activated, through which lessons, exams, and theses and doctoral dissertation discussions were carried out at distance. Student attendance was allowed again in September and October, with a combination of face-to-face and distance teaching with the possibility for students to choose which method to use.

In case of face-to-face teaching, reservation was necessary. Moreover, the lessons were organized to avoid the presence of different course years to prevent gatherings. As far as the health professions were concerned, traineeships in hospital have been maintained in presence. In this context, the 71 days of total lockdown might have facilitated the development of mental health disorders, especially anxiety and depression. For these reasons, the objective of this study was to evaluate the impact of the COVID-19 outbreak on the well-being in a cohort of university students during the first wave of pandemic and related lockdown.

Literature underlined that the transition to university is a potentially stressful experience and can frequently be associated with difficulties in regulating emotions, anxiety, and depressive symptoms, risk of addiction and self-harming behavior. Taking into account these data, a series of studies have investigated these specific variables among the university population during the COVID-19 pandemic in different countries of the world, highlighting a significant negative impact of the COVID-19 pandemic on the mental health of college students with high levels of anxiety and depression. In the Italian context, the available studies have focused mainly on university students' mental health (Marelli et al, 2021; Somma et al, 2020). No research evaluates different aspects of the lockdown experience, such as perceived risk or opinions on distance learning and contagion containment measures. Therefore, it is worth evaluating the impact of an experience such as quarantine and home confinement on university students psychological wellbeing and how these feelings can be influenced by health risk perception and sociodemographic variables.

Health-related lifestyle habits develop in childhood and are reinforced in adolescence. They impact human health to a great extent in later life, making early stage of life particularly important for adoption and maintenance of healthy habits. Young people are more open to embracing novelty and changes, which in given situations can be a positive trait, but they are also

more vulnerable to sudden changes. The period of intense studying requires a lot of physical and mental energy as the students have to divide their time between lectures, study and exams, possibly work and social life.

Inevitably, those and similar measures tremendously impacted economy and functioning of society at large, but they also affected everyday life and health behaviors. Deterioration in essential health services in the early months of the pandemic was manifested in a reduced number of facility-based deliveries.

Unavoidably, restrictions on travel and outdoor activities, along with physical distancing, self-isolation and quarantine, disarranged routine daily activities, affecting in particular physical activity and eating habits of all age groups. These new conditions and the overall uncertainty resulted in pronounced distress, with a negative impact on psychological well-being, with increased reported depression and anxiety symptoms throughout the population]. In return, those mental health disturbances have the potential to instigate unhealthy behaviors as coping mechanisms.

According to the journal “effect of the COVID-19 pandemic on health service and mitigation measures in Uganda” by Nazarius et al (2021) Makerere university school of public health, Uganda. Say the initial lockdown contained the outbreak and slowed down its spread, but the cost of that containment was quite heavy, with all kinds of public service systems and livelihoods disrupted. A mathematical model showed the impact of the COVID-19 public response on non-COVID diseases could outweigh the direct impact of the COVID-19 outbreak. The government, through the Ministry of Health, diverted personnel and resources away from priority diseases like HIV/AIDS, malaria, and mental health, as well as maternal and child health-related conditions.

According to Rasmussen et al (2022) on their journal nurse education in practice. Four themes related to the psychosocial impact of the pandemic were identified: Reduced motivation; the impact of isolation and the global pandemic on students' mental health; the impact of competing responsibilities on students' ability to focus and engage in teaching and learning; and increased resilience.

Reduced Motivation

Reduced motivation to undertake their studies was the most commonly reported psychosocial impact of COVID-19. Respondents recalled that they lacked motivation, which in turn affected their concentration and engagement with teaching and learning activities.

Impact of Isolation and the Global Pandemic on Students' Mental Health.

Participants reported experiencing anxiety, depression, and stress from isolation and worries about their studies; their financial situation; the psychosocial impact on their family when on clinical placements; and other concerns, such as travel restrictions related to the global pandemic. Feelings of helplessness were raised, particularly in relation to feeling isolated from family and support networks during the lockdown period.

Competing concerns affect ability to focus and engage in Teaching and learning.

Concerns about work, unemployment, and family; financial challenges; attending school remotely [home schooling] responsibilities; and worries about contracting COVID-19 were identified as competing factors that affected students' ability to focus and engage in teaching and learning. Many participants reported that they had lost employment during this period, which caused them to feel stressed about their financial responsibilities and ability to pay for their living and educational expenses. Some felt isolated from their family and friends, who were

geographically distant, either in Australia or overseas. Participants with parenting responsibilities discussed the challenges associated with 'home schooling' their children during the pandemic including the time required, reduced internet capability for all household members, and interference with their capacity to study. The requirement to undertake clinical placement was difficult for some students who had concerns about contracting COVID-19, and potentially transmitting the infectious disease to at-risk family members and/or housemates.

Increased Resilience

In a positive finding, participants reported that enrolment in undergraduate study during the pandemic led to increased resilience. They found an inner strength while dealing with their personal situation, university processes and government guidelines, in a complex and rapidly changing situation.

Impacts of Covid-19 lockdown on Academic Performance

According to shahbaz et al 2021, In the absence of a vaccine, lockdown was necessary in order to control the unknown and extremely infectious COVID-19 pandemic. This intervention, however, has forced healthy people to suffer the adverse effects of lockdown as well. Schools were closed which traditionally is the way students always work on their academic life. Although education had continued online to some extent, this is nowhere near the level of actual interactive education. Where students get the whole picture of the topic. This leads to multiple psychological impacts of lockdown. These adverse effects are more pronounced among students in developing countries due to scarce socio-economic resources.

Psychosocial impact of delays in achieving academic Milestones due to Covid-19

According to Odanye et al (2021) they examined verbatim quotes of students to provide the context of students' worries about delays in achieving academic milestones. "Covid-19 pandemic has made me bored and disturbed so much on my educational career due to the delays and disruption of lectures and teaching activities." (Ghana, 23years old, Male, undergraduate) "My family and I are still looking for the silver lining in all these. I had dreamt a lot about graduation since I resumed university 5 years ago, but now, there is little hope. I feel like time is slipping away from me." (Nigeria, 22years old, Female, undergraduate) "Covid-19 brought a sudden change in many aspects of my life, had plans of finishing with studies. Look for a job and help my family out, the outbreak stopped everything for a while giving me a longer time to accomplish all set goals." (Cameroon, 24 years old, Female, postgraduate) "I was unable to complete my medical internship for my Speech-Language Pathology program, which was supposed to take place in a skilled nursing facility. I am nervous it will be delayed even more and that I may not graduate on time." (USA, 28 years old, female, postgraduate) "My internship at a public school has been jeopardized. I must intern before graduating and I am desperately hoping the internship still goes through. I need Akin-Odanye et al. Page 7 Eur J Educ Stud. Author manuscript; available in PMC 2021 September 28. Author Manuscript Author Manuscript Author Manuscript Author Manuscript to graduate so that I can get a decent paying job to begin paying off my student loans." (USA, 24 years old, female, undergraduate) "The greatest impact on myself is the delay of my dissertation research since we were unable to come into the labs end of March-end of May. This will cause me to not graduate for an extra semester which requires registering and paying for another semester of maintenance fees." (USA, 25 years old, female, postgraduate) The worries about graduation delays among students in the US was mainly related to further delay in getting a job to start

offsetting student loans while for students in the African countries it was mainly about further delaying their ability to start helping the family

Hypotheses

Using the working topic, a couple of hypotheses were developed. To guide the study, the following hypotheses will be used in the research;

1. There is a relationship between COVID-19 lockdown and psychological well-being of makerere university students.
2. There is relationship between COVID-19 lockdown and the academic performance among the makerere university students.
3. There is a relationship between psychosocial well-being and academic performance among makerere university students.

Conclusion

University students are at risk of psychological distress in the case of traumatic events. The evolution of the pandemic is uncertain and may have long-term effects on mental health. Therefore, it is crucial to study the most effective interventions to identify vulnerable subgroups and to plan for acute and long-term psychological services to control and reduce the burden of psychological, health and social problems among the students.

Chapter Three

Methodology

Introduction

The aim of this chapter is to describe how the study was conducted. It includes the objectives of the study, the research design, the population sampled, data collected, degree of precision desired, the method of measurement, the sampling frame, target population, sampling design, sample size data collection tools and techniques, the data analysis, interpretation and presentation of the study is elaborated in this chapter.

Research Design

The case study design was adopted in the study because it saves time, funds and it allows the intensive study of individual units. Studying the whole population would greatly enhance the outcome of the study thus leading to great results however it is always inappropriate owing to the limited time for the research period. Sampling became the effective means for conducting the study and simple random sampling was adopted. A list of all BIOP finalist students was got and random numbers were included in the study and quantitative approach was used.

Study Area

Makerere University located in Kampala central region of Uganda. In one of the biggest hills in Kampala. Makerere university is the oldest and biggest university in Uganda celebrating it's a hundred (100) years in this very 2022. It has nine colleges and several schools. College of

humanities and social sciences being one of the colleges where School of Psychology is found. This was chosen because of the experiences and formality with the area.

Study Population

Comprised of 200 Bachelors of Industrial and Organizational Psychology finalist students at the school of psychology. This population was considered best suited for the study because of how they experienced life in the university before and during COVID-19 pandemic.

Sample Size Determination

According to the sampling table by Krejcie and Morgan (1970) our sample size will be 132 BIOP students

Table 1: Determining the Sample Size for A finite Popultaion

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Sampling Strategy

This was a cross-sectional study; the target population of the study were university students. A convenience sample of university students was recruited from BIOP which is found in school of psychology.

Inclusion Criteria

- Makerere University students of year three BIOP
- Full-time students
- Providing informed consent to take part in the study.

Exclusion

- Non- finalist's students
- Lecturers and non- teaching staff
- Not completing each and every one of the questionnaires provided.
- University students not from Makerere University.
- Not being a full-time student (evening and weekend programs).
- Students with special educational needs.

Data Collection Instruments

The research tool employed in the study as a data collection tool was a well- structured questionnaire with variety of questions to get information related to the topic which was given to selected BIOP students sampled using simple random sampling. To supplement on the information interviews were initiated to cover the open ended questions.

Structured Questionnaire

The questionnaire comprised of open ended and closed ended questions carrying the necessary questions that helped us get answers to our research.

Measures

The study involved use of questionnaires with clear categorical and continuous variables. The values of categorical variables were obtained through the quantitative approach assigning codes to the responses to obtain numerical data. And for the continuous variables are already numeric which facilitated quantitative analysis.

Data Collection Procedure

Ethical approval was obtained prior to conducting this study. All students were informed of the purpose of the study and assured of confidentiality. Consent to participate in the study was assumed if students complete and return the questionnaire.

University students were recruited by convenience sampling. Students of year three Bachelors of Industrial and Organizational psychology were approached in their study rooms before and after the lectures. The study was conducted at the middle of the semester to purposely avoid seasonal holidays and examination time. Upon completion of the interview, the participant was given a word of gratitude to compensate for their time used.

Quality Control

Questionnaires were pre-tested to ensure that they capture all the data required to answer the research objectives and checking questionnaire was done to ensure completion of the

questionnaire. Meetings were held with the research agents at the end of each data collection exercise to check for incomplete questionnaires.

Validity

The validity of the questionnaire was computed using the content validity index. The question was constructed within the objectives of the study by the research experts to make an independent judgement of the items by rating them on the scale as 'very relevant' (1) 'relevant' (2), 'somehow relevant' (3), and 'not relevant' (4). The rating will be used to compute the content validity index (CVI). Using the formula $CVI = \frac{\text{items rated 1 and 2}}{\text{total items}}$

Reliability

The reliability of the questionnaire was accomplished by carrying out a pilot study on some of the students before collecting data on the population.

Data Management and Data Analysis

A total of 134 questionnaires were distributed to eligible students at the university. Incomplete questionnaires were discarded. Complete questionnaires were analyzed using the SPSS package version 20.

The data was entered into the (SPSS) version 20.0 and this allowed the coding of the data in the system. The data had descriptive and inferential statistics which were analyzed using a Pearson correlation coefficient (r).The program that was used to analyze the statistical data was the Statistical Package for the Social Sciences (SPSS) version 20.0

Anticipated Problems/ Limitations

Researchers usually expect a lot of problems/ limitations while doing research such as wrong responses, most people don't consent to being interviewed and incomplete questionnaires. These barriers affected the data management and limits information got.

Solutions to the above Problems

To solve the above limitations, the following solutions were generated;

- Other respondents were found to replace those that failed to fill in the questionnaires
- Questionnaires were only distributed to people who were willing to be a part of the study
- Respondents were taken through the questionnaire to see to it that the entire questionnaire was filled in.

Ethical Considerations

The ethical consideration and proper addressing of the ethical issues we are going to look at the guidelines which include;

- Harmfulness in that participants are not subjected to personal pain.
- Dissemination of information thus protect the identity of the participant.
- Privacy in that opinions of the respondent are not shared thus withheld from the public.
- Confidentiality in that information given by the respondents will be treated with confidentiality.
- Analysis and reporting in that researcher are obligated and expected to report data ethically.
- Fidelity and responsibility by exempting the highest form and standard of ethical behavior as they do their roles.

- Beneficence by weighing on the benefits and costs of research and seek the greatest good.
- Integrity in that the researcher is required to be careful and honest in all matters of the research.
- Voluntary participation to freely choose to participate or not thus the informed consent.
- Anonymity by separating the information shared in the study.
- Justice by treating everyone involved I the research with fairness and minimize any form of bias.
- Privacy in that opinions of the respondent are not shared thus withheld from the public.
- Informed consent because the study seeks to find out if the participant experienced any stress, emotional harm thus invasion of their privacy.

Chapter Four

Results

This chapter presents results and interpretation of the finding. 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 2: Frequencies of respondents' gender

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

Results in table 2 shows that majority of the respondents were female (67.4%) and male were (32.6%)

Table 3: Frequencies of respondents' age

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

Results in table 3 shows that majority of the respondents were aged between 18-25 years (80.3%) while the rest were aged between 26-35 years (19.7%)

Table 4: 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 4 shows most of the respondent were single (87.1%) followed by engaged (7.6%), married were (3.0%), separated were (1.5%) and divorced were (0.8%)

Table 5: 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 5 shows that majority were students (86.4%) and minority were full time employee (5.3%).

Table 6: 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 6 shows that majority were (43.2%) and minority were full time employee (5.3%).

Table 7: 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 7 shows that majority of the respondents were Anglicans (31.1%) 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 8: 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 8 shows that there is no a relationship between 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 9: 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 9 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 of 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 10: Relationship between psychological well –being and academic performance.

		Psychological wellbeing	Academic performance
Psychological 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 10 shows that there is a significant relationship between psychological 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 psychological well-being and academic performance among university students.

Chapter Five

Discussion, Recommendations and Conclusions

The COVID-19 pandemic has caused major disruption to universities and has had far-reaching impacts on students' daily lives, well-being and perception of their future. Our study explored bachelors of industrial and organizational psychology (BIOP) final student experiences and worries during the pandemic and the associated impact on their education, daily life, career prospects and mental health support.

Covid-19 lockdown and psychological well-being of BIOP students.

According to the findings from the data analysis, Results in table 8 showed that there was no relationship between the COVID-19 lockdown coping strategies and psychosocial well-being among the students of Makerere University, ($r=.095$, $p=.281$). This is because p value ($p=.281$) 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 the COVID-19 lockdown coping strategies and psychosocial well-being of the students of Makerere University.

COVID-19 is having distinct effects on the lives of students, both physically and psychologically, all over the world. It has not only jeopardized their physical, social, and mental health, but also their education, future plans, and job opportunities. Furthermore, it creates insecurity about the health and lives of their loved ones. Several studies have investigated psychological effects such as anxiety, depression, and stress among university students related to the COVID-19 outbreak and lockdown. But all of these studies were quantitative in nature, thus

they could not portray actual insights into the students' concerns and feelings as this study has done.

However, a study conducted in Makerere university school of psychology demonstrated less (almost no) adverse impact due to this outbreak, psychologically. In accordance with this study, the BIOP students in this research, who are not affected by the pandemic and lockdown, illustrated their deep-rooted emotions, happiness of not thinking about assignments. Previous research say in the face of danger and strong stressor stimulation, psychological health of an individual is threatened and accompanied by panic behaviors. university students lack the ability and experience to self-regulate and self-rescue. It is inevitable that they are all under stress, which caused emotional pain and psychological fluctuations in some students. Different students have different mental states and behavioral responses (depression, irritability, anxiety, insomnia, disappointment, and doubts, and some of them even show excessive worrying about health, repeated disinfection, repeated handwashing, drug abuse, etc.), and the state of being isolated at home makes students feel distrustful of their surroundings so that they have different levels of psychological problems such as interpersonal sensitivity, hostility, and paranoia (Goebel and Mills, 2000; Fergusson et al., 2014; Kouichi et al., 2019). This might have been the case with the participants in of this study.

The main finding of this study is that better psychological well-being among BIOP students was related to protective psychosocial factors, including higher sense of coherence and greater social support, during the period of interruption of the academic semester due to the COVID-19 pandemic. Social support is a psychosocial coping resource that can attenuate the negative effects of stress and positively influence the emotional health of the individuals, especially during strict social distancing times. Social support also results in mutual benefits to the members of social

groups, helping them to cope with daily challenges and contributing to the maintenance of their physical and psychological health.

According to Silva et al (2021) in their journal “Demographics, Socioeconomic Status, Social Distancing, Psychosocial Factors and Psychological Well-Being among Undergraduate Students during the COVID-19 Pandemic”. Identified how previous research has shown the increased risk of mental health problems among university students with low social support during the new coronavirus pandemic. Feelings of loneliness and poor perception of family environment resulted in psychological distress during the pandemic. Living alone, lack of social interaction with relatives and close friends and weak social ties with other students Int. J. Environ. Res. Public Health 2021, 18, 7215 10 of 14 are the main explanations for the harmful effects of low social support on poor mental health. Thus, social support is a protective factor for psychological well-being among undergraduate students during the pandemic what the respondents seem to have been having during the pandemic.

According to an article “depression, anxiety, and stress among Ugandan university students during the COVID-19 lockdown” by kaggwa et al (2021). Living in urban areas, being from a family with a stable income, and students living with parents have been documented to be protective against anxiety, whereas having relatives or acquaintances with COVID-19 increased the risk for anxiety. Also, the use of the official channels as the main source of information about COVID-19 is documented as a protective factor for both anxiety and depression. On the other hand, the fear of the risk of exposure was found to be significantly associated with a high risk of having mental illness symptoms. Moreover, students who anticipated participating in events such as exchange programs and graduation ceremonies (finalists) were more stressed following the closure of institutions of learning.

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. Other factors that have been identified to be associated with mental symptoms during the pandemic include gender (female), lack of interest towards studying, not having close friends, not having active leisure activities, family history of mental illness, and conflict with friends.

According to the article *Impact of the COVID-19 Pandemic on the Mental Health of College Students*., as the epidemic spreads around the world, all parts of the world are caught in panic, which has increased the psychological burden of college students and increased the prevalence of their psychological problems. Studies have shown that, when people face disasters, different experience times can have different psychological effects; and long-term “disaster” environments increase the risk of psychological problems with the epidemic, and the prevalence of psychological problems among college students has gradually increased.

According to Najjuka et al (2021) in their journal *African health science* found out that Individuals who had any kind of leisure activity were also at a higher risk of stress and depression. This may be attributed to using them as a means of treating their mental symptoms. Previous research has indicated leisure activities such as exercise, yoga, watching movies, and singing can be used in the treatment of depression and stress. Other studies have also shown that being involved in leisure activities lowers preventive behaviors thus putting them at more risk of getting COVID-19, thus more anxiety than stress and depression

Finalists had better mental health than other students, due to the government promising them an earlier resumption of schooling than other students since they were considered an essential group.

Thus, reducing fear of the unknown future among them. This was contradictory to previous a previous study that suggested these individuals to have higher levels of mental symptoms. The remaining Ugandan students may be in great fear and affected with great boredom hence higher levels, so engaging them in online learning may be the solution to combat these symptoms. Studies during the pandemic indicate that engaging students online comes with more advantages, such as, easy illustration, direct sharing with teachers, and less stressing due to each student learning at their own pace.

Covid-19 lockdown and academic performance among BIOP students

In this study, the findings in table 9 shows that there is a significant relationship between the COVID-19 lockdown and academic performance among university students ($r=.167$, $p=.005$). 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 the COVID-19 lockdown and it's coping strategies affected the academic performance of Makerere university students.

The COVID-19 lockdown brought a halt not only to education, but also to a practical life. Students were always in isolation, the only thing that could keep them safe. All students' wishes and desire were lost in fear, which put education, peace, relationships and career all in jeopardy. In the absence of a vaccine, lockdown was necessary in order to control the unknown and extremely infectious COVID-19 pandemic. This intervention, however, has forced healthy people to suffer the adverse effects of lockdown as well. Although education and business have continued online to some extent, this was nowhere near the level of actual interactive education where

students had a lot of time to ask questions or go for consultations this strongly affected the students' academic performance.

COVID-19 lockdown led to online lectures which was the only way to get academic programs on. But even with the virtue mode of learning many of the participants never attended to this lectures because it was the first time they were actually having it and they actually very used to their traditional modes of learning. When asked why different students had different reasons as to why they couldn't attend, some of the reasons which among others include poor network since they were in rural areas, lack of gadgets to facilitate their studies for example smart phones and laptops, others could not afford internet, while some participants said they could forget about the zoom meeting or google classes making them either to miss the session or join late and even some lecturers were not able to hold most of the lectures (reduced number of online lectures monthly). These various virtue teaching problems which were faced by the students during the lockdown led to their current poor academic performance.

The study also found out that COVID-19 lockdown led to fear among students which lessened the student- student interaction, student- teacher interaction and even reduced class attendance. Class attendance dropped because students could not make it to class due to fear of getting the corona virus and even the few monthly physical encounters decided by the university to the students of arts where social science and humanities fall. we all know attending class by a student allows them to capture not only information that is found in text books or got from online materials but allows them to get demonstrations, explanations from the lectures which increases their level of understanding and improving their grades. The COVID-19 lockdown blocked all that and students are now left to suffer the outcome academically.

A majority of participants had concerns regarding their education and future career due to increasing depression, loss of social contacts, and economic crises at home. According to them, these issues were creating a pessimistic approach towards the pandemic and lockdowns.

According to Olawale, B.E. et al(2022) on their journal “Experiences of staff and students at two rural universities Research in Social Sciences and Technology” their research findings revealed that workload management in higher education institutions is affected by unclearly defined work schedules, unbearable workloads, increased work-related stress, academic pressure from taking and preparation for online assessments, as well as the pressure to acquire large amounts of knowledge in very limited timespans. The findings also revealed that students are confronted by performance-related challenges with regards to maintaining bursaries and funding for their studies. This was identified as adding significant stresses on the pursuit of studies, thus some students resorted to academic dishonesty in order to safeguard their bursaries and funding in the wake of the uncertainties induced by the pandemic.

According to the findings by Patterson et al. (2020) who argue that the COVID-19 crisis possess a significant amount of workload increase to students and lecturers as they strive to move towards the online teaching and learning model. This transition to an online pedagogy gave rise to increased workload burdens for the university community in their quest to ensure the continuity of academic activities. Staffs and students are therefore confronted by exhaustion, fatigue and financial constraints (Laher et al.,2021; Patterson et al., 2020). Similarly, Cao et al. (2020) add that the COVID-19 pandemic has created an unparalleled amount of stress on university communities because of the anxiety, uncertainty of the future, pressures associated with learning from home, challenges associated with time management, etc.

The psychosocial well-being and academic performance

The results of the study indicated that there is a significant relationship between psychosocial well-being and academic performance among BIOP students.

Results in table 10 show 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 between the psychosocial well-being and academic performance among university students.

Previous research show how College students also had to face many problems with their studies, graduations, and employment, and are a high-risk group of psychological problems (Andrews et al., 2018). During the COVID-19 epidemic, there were some changes in the mental status of college students, including the occurrence of some psychological problems (Lei et al., 2020). This study summarizes the negative changes in the mental state of college students during COVID-19 and indicated the mental health problems and potential mental health risks college students had the most during the COVID19 period. This synergy was conducive to the spiritual comfort and mental health maintenance of college students during the pandemic prevent period and provided directions for psychological counselling for students after the social isolation or local control.

Consistent with this study shows clear evidence that the comprehensive shutdown of higher education had a detrimental impact on the psychosocial well-being of a large proportion of BIOP students (as noted some 70% feel adversely affected). The suddenly imposed social isolation led to staff and students experiencing problems of lack of social interactions, motivation, and mental

health problems such as boredom, loneliness and anxiety. These analyses that indicated varying levels of anxiety as being positively associated with numerous impacts (economic, on daily life, and delays in academic activities).

The research findings, indicate that anxiety results from stress caused by social isolation. Moreover, these emotional stresses overlay and amplify functional stresses, in the form of on-going work pressures (e.g. work load and academic deadlines) mixed with new stressors (sudden disruptive change to home-working, online working, and feeling that institutional support is inadequate). Yet another layer of anxiety among students is generated associated with the financial impacts on universities and concerns about study programs being interrupted or discontinued. Also, stress and anxiety levels are high among many BIOP students who were not allowed to access the university buildings, a situation which impeded their progress which in turn has funding and completion implications.

According to the journal “impact of the COVID-19 pandemic on the experience and mental health of university students studying in Canada and UK” by Appleby et al (2022). The restrictions imposed to limit viral transmission and the direct impact of the virus profoundly affected daily life and well-being, with heightened anxiety and reduced access to usual coping mechanisms including exercise, socialization and leisure activities. University students have been particularly affected by COVID-19. Remote teaching and social distancing measures implemented across institutions worldwide have dramatically changed campus life. In addition to the changes experienced by the general population, students have experienced disruption to their learning, assessment and schedules, and the cancellation of enriched learning opportunities including field trips, laboratory courses and learning exchanges. Additionally, the pandemic may affect future educational

opportunities, job prospects and financial stability. The pandemic and its aftermath will likely have lasting effects on student.

According to a research by Aristovnik et al (2020) they noted saying While studying at home, many not only being under a lockdown but also in isolation or even in quarantine, students were (on the global level) ‘most of the time’ or ‘all of the time’ worrying about their professional career in the future and study issues, e.g., lectures, seminars, practical work. They were least concerned about traveling abroad and their own physical health, which is expected for this group of the population. The most concerned appeared to be South American and African students, while their colleagues from Oceania and Europe seemed to lag behind (they are more concerned about study issues and leisure activities). The findings suggest that many challenges lie ahead of the current generations of students [7,42,44,49]. This means the support measures taken by the responsible stakeholders must be implemented as soon as possible and be as systematic, holistic, and sustainable as possible in order to ensure a physically, psychologically, and economically safe future for young generations. Students’ mental health during the physical cessation of public life depended heavily on the level of change in their usual daily routine and the social support they were receiving during that challenging period in time [28,88,89]. During the months of closure, students lived in very diverse environments and had to run their social life differently to before. The survey results reveal that students across the globe communicated online at least once

Recommendations.

The degree to which an individual can balance life challenges successfully is a direct reflection of their level of psychosocial wellness. The research findings highlight COVID-19 lockdown induced psychosocial challenges in education as well as aspects of wellness which are a source of concern for institutions. Although the university environment traditionally provided

opportunities for strengthening social ties which satisfies the universal need to belong to a community, it is not surprising that COVID-19 pandemic altered rural university life, thus, significantly impacting on psychosocial wellbeing as isolation, lack of support, workload, etc. in the absence of resources, has produced feelings of stress and burnout. As such, the study recommends that universities must facilitate psychosocial wellness programming with the assistance of wider stakeholders such as government and the private sector who can assist in financing this initiative. We also recommend that universities must review their academic programs and rid them of unnecessary stresses for students and staff based on their institution-specific settings. This would go a long way in ensuring the survival of universities and their communities in the wake of both the previous pandemic, and possible future disruptions which may occur to the learning project.

The results of this study could help in gaining insight into the psychological issues that university students experienced during lockdown. This could support the devising of effective and comprehensive strategies related to education, emotional counselling, and stress management for improving the mental health of students. Providing adequate information, including the motives for introducing lockdowns and their usefulness for the general public, could reduce the adverse psychological impact of such lockdowns

Policy Implications

Having analyzed the problems, difficulties and constraints caused by and/or associated with the COVID-19 lockdown, it is now important to look ahead. There are some measures that may be deployed in the future in order to allow staff and students to better cope with psychosocial well-being such as social isolation in cases of new or recurring pandemics. These are:

- i) The provision of psychological care and support to academic staff in order to better equip them to cope with the additional burdens of home schooling on the one hand, and meeting teaching schedules on the other;
- ii) The provision of counselling to students, in order to reduce the anxiety caused by social isolation and foster a better work-life balance;
- iii) A greater use of online activities (including online studies, religious services and cultural events). Many organizations offer digital gatherings of all sorts, which may be used as a means of getting in touch with more people;
- iv) The set-up of informal communication channels in order to facilitate and encourage conversations in both groups, which helps people to feel less alone and more supported. More items may be added to the list, but the above are examples of what can be done in a rather simple way and without major costs or investment

Conclusion

The COVID-19 pandemic has had wide ranging impacts on university students' experience and mental health. The findings support that students have concerns regarding disruptions to university studies, the inadequacies of online learning as a substitute for in-person learning and their finances and future academic and career prospects. A concerning number of students reported the possibility of discontinuing their studies due to the pandemic. Many students reported negative impacts of COVID-19 on protective factors for well-being, including socializing, exercise, hobbies and leisure activities, family relationships and mental health support. Higher education institutions must prepare to address students' concerns in the short term in case of any pandemic and provide

ongoing support for students in the aftermath of COVID-19 as the long-term impacts become apparent.

This study highlights the psychosocial impact of the COVID-19 pandemic on students. The qualitative design allows insights into the psychological effects experienced by students during lockdown. The themes, related to fears (such as becoming a victim of COVID-19), concerns (e.g., in terms of education and future career opportunities), as well as the hope for personal freedom and an escape into peace, emphasize the need for supportive programs for relieving stress. Students need to be better prepared to face and overcome the long-lasting gaps this pandemic has created in terms of economic, educational, and career opportunities.

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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 (<i>Year</i>)	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) Part-time 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 (<i>specify</i>)	

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	D	NA/D	A	SA
		1	2	3	4	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: Budget

S/N	ITEM	AMOUNT
1.	Ream	30,000
2.	Printing articles, questionnaire and proposal	50,000
3.	Internet (data)	45,000
4.	Binding	35,000
5.	Research Assistant	250,000
	TOTAL	410,000

Appendix III: Time Schedule

Month	Activities 1	Activity 2	Activity 3
May	Choosing a topic	Meeting for the first time	Searching for literature
June	Started writing my proposal	Meeting for the second time	Looking for additional literature
July	Meeting for the third time	Designing a questionnaire	Submitting the proposal

Appendix IV: Recommendation Letter

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

27th July, 2022

The Lecturer.....
BOP Three.....
Joint Class.....
Friday, 10-12 noon.....

Dear Sir/Madam,

RE: RECOMMENDATION FOR MS. AKUNO MODESTA RACHEAL,
REG. NO. 19/U/9768/EVE

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 **The Impact of the COVID-19 Lockdown on the Psychosocial Wellbeing of University Students.**

She is seeking to obtain information from your Organisation 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,

Dr. Sarah Gava
SUPERVISOR

6.9.2022