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LEARNING AND MENTAL HEALTH IN UNIVERSITY STUDENTS IN TIMES OF COVID-19

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Abstract: This article aims to highlight the importance of the mental health of mainly university students in the times of virtual classes in the middle of Covid - 19 that was lived in the previous years. Likewise, it must be noted that the lack of Wi Fi coverage in Chiapas, Mexico and the electronic inputs of the students has generated the appearance of some emotional discomforts such as anxiety in the student population, which become challenges for society in general If we want to continue the trip to progress in our country.

Keywords: Learning, mental health, university students.

INTRODUCTION

I hope that the rapidity proposed by the coronavirus virus around the world, thus the ideas, discoveries of science, human rights, achievements of science and technology will spread, but no, it has not been possible, and by This is at the beginning of all this we were unbeliever, we never paid attention to the news about the pandemic in Wuhan, China, to begin mortal; As an underdeveloped country and to be inhabiting one of the states of low human development we thought we were not going to live in the magnitude of China; However, security was abruptly suspended by the implementation of the national day of health Start doing work activities from home (Home Office).

As every process took time to adapt to the new dynamic, at times very exhausting because of the excessive use of digital screens, starting the use of lenses with the highest anti -reflexing technology for the tired view, but we did not give up because we were from the privileged population that we could do the work from a distance home and receive a salary to meet our needs and that is a reason to continue doing the work with responsibility and social commitment, because the worldwide economy collapsed

and in particular many families were in Crisis due to the closure of their own businesses or companies where they provided their services, “a dilemma as large as terrifying these days shakes millions of informal economy workers in the main cities of the emerging world, from Yakarta to Mexico City; From New Delhi to São Paulo: stay at home so as not to get sick or leave to ensure enough income to eat. The International Labor Organization (ILO) has alerted this Thursday (May 7, 2020) that the confinements and the necessary containment measures of the global pandemic of the Coronavirus threaten to drastically increase the levels of poverty already in itself high who are forced to perform in the submerged economy. Up to 1.6 billion informal employees are being beaten by movement restrictions to stop the virus” (Farizia I., El País, 7052020).

From the confinement, new forms of teaching and coexistence are explored both with our students and classmates, virtual meetings through all digital platforms-with their respective vicissitudes-, to be aware of the news because as teachers we are referents of truthful information And timely, exhausting days far from the initial idea of the homemade Paradise, adding the painful news of patients and deaths from Covid-19 that annihilate the mood that manifests itself with insomnia, hopelessness and often anguish and anxiety.

CONFINEMENT AND HUMAN RELATIONSHIPS

However, during confinement in Mexico there was great information about the effects at all levels and areas of COVID-19, documented by experiences in other mainly European countries, which, although geopolitical characteristics are different and unequal, is not of more take a look.

The South Korean philosopher Chul-Han says that the Covid-19 virus is a mirror that reflects the realities in several contexts; In our

country as in others it is not a secret to anyone who for several years ago had been dismantled to health services in order to privatize them, so it is no surprise that I shortage in medicines, in devices and in human resources and that despite these unfortunate conditions our medical services have not overflowed despite the desire of many to happen. On the other hand, it reflects in the crudest way the inequalities and social differences, and they mark the rhythm of survival.

From psychology, we documented stories, events, situations that compromise mental health. Between joke and joke, memes, Tik toks, and others looks out from the place and space in which confinement is lived: the house and the family. The house is the place to live as a family, a space full of myths, realities, ideals, conflicts, violence and others, what is certain is that the family is a privileged space for the intersubjective, which refers to the psychic functioning determined by the others. Based on interaction, models, ideals, customs and practices are learned that are internalized and lived as their own. The intersubjective is the founding of subjectivity and, therefore, of the subject as a social being.

Now these practices, customs, models that are implemented in families are constituted and built from the beginning of their formation and these styles depend on historical moment; More than a century ago for women having a marriage, a family and children represented protective factors for their life in general; Today it has been demonstrated that they mean the opposite, which are a source of emotional discomfort, situations that increase their vulnerability, so in times of confinement for women with young children doing home office represented a whole circus act by adding the responsibility of all the domestic tasks implies the raising of young children or at the other end women who to guarantee the survival of their children have to go to work

without knowing who or where to leave their young children or both situations living with a violent partner.

And just as the COVID-19 virus reflected the social realities of each country also confinement shows us individual and family strengths and weaknesses, the ghosts that believed themselves totally scared away to show us who we are and with whom they live with us appear.

Family relationships are built, do not occur per se, and confinement could expose whether family relationships are satisfactory, harmonic, full of learning and acceptance or totally the opposite; According to ECLAC/ UNICEF (2020), "51.2% of girls, boys and adolescents living in urban areas in Latin America reside in homes with some type of housing precariousness. Two out of ten live in moderate housing precariousness conditions and three out of ten face situations of severe housing precariousness. That is, more than 80 million girls, boys and adolescents in urban areas face some type of deprivation in their housing conditions and about 18 million reside in homes with serious precariousness. Research has demonstrated the important relationship between deprivations in the housing context and the violation of other childhood rights. The overcrowding prevents having an adequate space to study and rest, which has an impact on cognitive development in childhood and job trajectories and well-being in adulthood, while favoring greater propensity to situations of abuse "(UN, 2020: 4)

Confinement meant for many a time of enjoyment, meeting, learning, shared domestic tasks, common projects, fun, accompaniment in difficult and unusual times; For others, unfortunately as the news realized us, there was loneliness, conflicts between family members, domestic workload for women, even reaching violence and in other cases you

can exacerbate sexual abuse of minors.

CONFINEMENT, LEARNING AND MENTAL HEALTH

Covid-19 pandemic caused many economic and social sectors to be filled with anxiety and uncertainty, among the most unfortunate events was the closure of all schools and educational centers; However, education was not paralyzed and in Mexico a distance, online or virtual education was established as a fundamental response to the health crisis, that is, the development and learning of millions of students must continue. Recall that school in a privileged space for the construction and evolution of life, not only for the acquisition of scientific knowledge but also for the socialization that is established in the different stages of life, in addition, "schools are a fundamental place for Emotional support, risk monitoring, learning continuity and social and material support for students and their families" (UN, 2020: 14).

The methodology that followed each educational level to establish its distance classes, online or virtual was specific, it is enough to remember that the preschool and primary levels designed an emerging open television program, in which the thematic contents of each school grade were transmitted, being essential to accompany fathers, mothers and tutors to achieve significant learning in students.

In higher education it was different, each university managed with its teachers the methodology to follow, in the case of the Autonomous University of Chiapas through the use of Information and Communication Technologies (ICTs) a digital platform called was created EDUCA-T in which the didactic sequences of the skills units of all academic programs were built, in addition to having time of synchronous classes, with both options the students had more possibilities

to continue their studies despite the little Internet coverage of the Internet that is in the state of Chiapas.

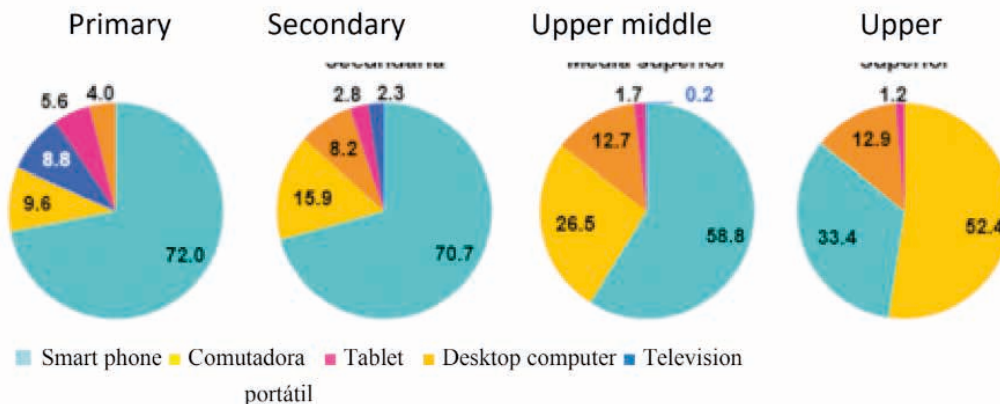
This remote work stage was characterized by being complex, let's see some data that show the situation of students in relation to the use of electronic devices and the time they dedicate to their studies:

The first outstanding fact in the above graphs is the fact that students in basic and upper secondary education do not have a computer that facilitates school work, mostly did it through a cell phone; Given this, it could be investigated whether the cell phone was exclusively for a student or was shared by other family members who also took distance classes. It must be noted that at the higher level the percentage of computers use is higher, although the shortcomings prevail.

The time for classes and school activities was surely varied due to multiple personal and social motifs.

Now, the passage of the usual way of studying, of attending school, of receiving learning through teachers, coexistence with friends, with laughter and games shared in recess, with tasks For home, from the festivals, a solo job was passed at home, in the best case with some electronic team to perform tasks and receive classes and with the advice of a relative, however we know that in homes the children, girls, adolescents and young people had to adapt to this change in the way of learning and many of them lonely. Luvón & Cisneros collect the perceptions of a sample of 74 students of the Faculty of General Studies, Peru based on their experience with non -face -to -face classes in pandemic times; "The exhibition was divided into two groups: the first group, with adequate technological resources and the second group, lacking quality technologies. The results show that the main consequence for the first group is stress due to academic overload, and for the second,

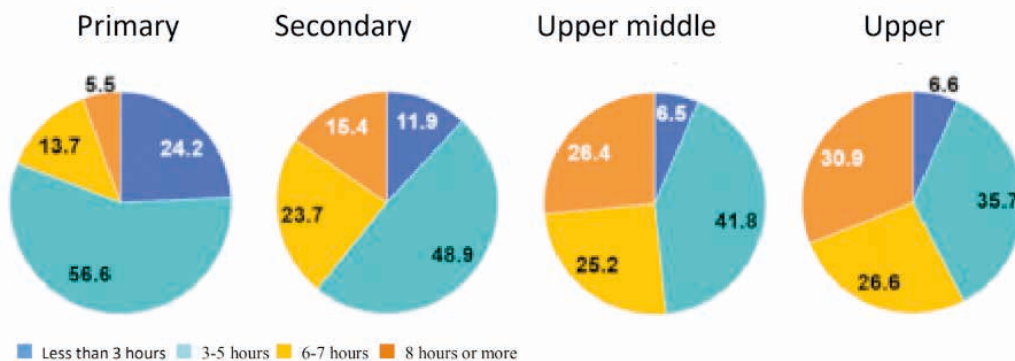
Percentage of the population from 3 to 29 years old enrolled in the 2019-2020 school year, according to electronic devices or devices used mainly for their school activities or distance classes, by level of education



Source: INEGI. Survey to Measure the Impact of COVID -19 on Education.

INEGI (2021) Impact COVID 19 on education in Mexico. Ecovid-ED survey results

Percentage distribution of the population aged 3 to 29 enrolled in the 2020-2021 school year by time dedicated to classes and school activities per day by level of schooling



Source: INEGI. Survey to Measure the COVID-19 Impact on Education.

INEGI (2021) Impact COVID 19 on education in Mexico. Ecovid-ED survey results

Percentage	Feeling
27%	Anxiety
15%	Depression
46%	Feel less motivation to carry out the activities I generally enjoyed
36%	Feel less motivation to perform usual activities
43% of women	He feels pessimistic in front of the future
31% of men	He feels pessimistic in front of the future

Table prepared by the author, April 2022. UNICEF (2021) The impact of Covid 19 on the mental health of adolescents and young people.

apart from stress, frustration and university dropout (2020: 2).

Humans in the face of crises have various ways to face them, one of them is the adaptation to change, an not easy task for anyone; During this adaptation process you can live with stress, with emotional discomfort, with restlessness without representing a psychological disorder, but by ignoring these signs and not attending them in a timely manner they can compromise the mental health of individuals.

The Psychopedagogical Support Center of the Faculty of Veterinary Medicine and Zootechnics (FMVZ) of the Autonomous University of Chiapas (UNACH) did not interrupt its activities throughout the health crisis by COVID-19, through conversations, advice, group talks and attention individual was provided with emotional containment to the student population; During these events the main consequences were detected at the emotional and cognitive level of university students in the face of the emerging change in face -to -face classes to virtual classes, which are listed below:

- Demotivation in learning,
- Stress for not having appropriate spaces and equipment for the performance of their school tasks,
- Frustration for bad or zero internet connectivity in the municipalities where they live,
- Loneliness,
- Fear of the future, anxiety,
- Sadness and duels for deceased relatives because of COVID-19,
- Difficulties in understanding thematic contents and
- Insomnia.

Recent research demonstrates the changes in the mental health of adolescents and young people and support the findings that

we empirically find in the university students of the FMVZ of the UNACH. The UNICEF for Latin America and the Caribbean made a rapid probation in the region at 8,444 adolescents and young people from 13 to 29 years in nine countries; In the document the impact of COVID-19 on the mental health of adolescents and young people reports the results of the feelings faced by adolescents and young people in the first months of response to the pandemic to September 2021, here the results:

Although during the 2020s and 2021, most school levels kept their schools closed, little by little we have been understanding the new world scenario, adapt to the health crisis that was globally living, after the initial crisis of the Pandemia began to organize new ways of life, practices and habits that would allow us Reference to the combination between face -to -face and remote or virtual work, “at the university level the effects of preventive and emergency sanitary measures implemented by the government has cascade effects on students’ lives, teachers, parents And of society as a whole, since this pandemic has not only caused damage to its health, but has also altered its socio -emotional behaviors, its daily routines, their daily experiences and their ability to adapt to change ”(Rodríguez et al, 2020: 3). Today, in 2023 it has returned to normal in university classrooms and in the coming months we will be observing the positive or negative consequences or perhaps the forgetting of the experience of a worldwide pandemic.

THE HORIZON

It is undeniable that Pandemia for COVID-19 and the mandatory confinement that we live in the 2020 modify the way of life of people, how much we have learned, this question will be answered in the future; However, I believe that at the individual

and family level they can and must make reflections mainly regarding priorities in life, that is, to place health, interpersonal relationships, family affections, knowledge, fun, risk behaviors in its fair dimension; For specialists and governments warn that it will not be the only pandemic that we will live from now on, but quite the opposite will be recurring and lethal.

Some say that the pandemic is over, all restrictions for social life have been removed, that is, life continues, but I am sure that after Covid-19 nothing is the same, even if we are not at all aware. Given this panorama we have the obligation to learn and teach new

generations to move somewhat in uncertainty and complexity, we have in our favor intelligence, accumulated knowledge to face any crisis with optimism and resilience and especially with abilities and skills that avoid losing the meaning of life. And in one way or another the school that was what he did and taught during the Covid-19 Pandemia: the human responsibility to continue, we continue with our social responsibility, to teach, but in not conceived scenarios, making us accompany with the only certainty that is still sustained, that education guarantees the evolution and survival of the human species.

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