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COLLATERAL DAMAGES FROM A PANDEMIC: PHYSICAL, COGNITIVE AND EMOTIONAL CONSEQUENCES

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Abstract: One of the consequences of the SARS-COV 2 virus was the distancing of the student population from educational centers and, with it, the presence of multiple physical, cognitive, emotional, economic and family effects. In this sense, equality education, which represents the most important and transcendent challenge for Higher Education Institutions (HEIs), was affected by the need to resort to virtual academic training. It is true that distance education was a challenge for teachers, but it was the students and, above all, the academic quality who suffered the ravages of distance education. From this perspective, we decided to reflect on the problems that the effects of the pandemic left in the student community of the Faculty of Humanities at `` Universidad Autónoma de Campeche``. A sample of 180 students of History, Literature and Psychology was evaluated. A 40-item questionnaire was applied that evaluated physical condition, attitude and technique towards studying, organization of time and space, concentration and reading comprehension. The results point to deterioration in the physiological aspect: fatigue, low mood and anxiety; In the cognitive field, precariousness is observed in terms of availability to study, motivation and participation; while, in relation to time and space of study, the limits between the academic and the familiar seem to have been diluted. Which also allowed us to reflect on the different dynamics between male and female students and their academic consequences.

Keywords: pandemic, students, physical, cognitive, emotional consequences.

INTRODUCTION

The confinement, work and study measures at home led to a reorganization in all dimensions of the daily life of university students, as well as their families, causing a dynamic of multiple effects in different areas of life, situations that men and women Women experimented differently.

One of the great efforts made in the educational sector to serve students who suddenly found themselves limited to the home space due to the pandemic was to use technology through different platforms to teach classes, although this type of Education was a challenge for teachers for different reasons, including poor use of technology or lack of training. It was the students who faced the greatest challenges in accessing virtual classes, including not having an electronic device. or the distance from their communities that do not have internet or telephone, as well as having to share a device with other family members, whether parents or siblings. Coupled with the contextual difficulties of each person's home, such as access to an Internet network, having a technological device in which they can connect to classes and send assignments, the problem of learning how to use the platforms that are required to study, without leaving aside the space and conditions that are needed at home to take classes, without noise and without interruptions Ali, (2018) cited in (Ruiz Carrillo et. al., 2022).

This work reflects on the effects on the physical state, attitude and technique towards study, organization of time and space and concentration and reading comprehension that the pandemic generated in the student community of the Faculty of Humanities of `` Universidad Autónoma de Campeche`` and the way it affected men and women, because it is common knowledge that gender roles are still deeply rooted and it is women who fulfill the functions of housewives or caregivers

of siblings, relatives or the sick, the home dynamics and Student education is conceived differently for male students and female students, especially because they depend financially on their parents.

According to INEGI (2020). Homes have become the space where everything happens: care, education of children and adolescents, socialization, and productive work; which has exacerbated the care crisis. The workload related to the care and attention of people increased, the response to which must be collective. However, the reality is that this is not distributed equally, but falls mainly on women, "Now that we don't go to school, we spend more time at home. Girls and women are always asked to do household chores." and, if we don't do it, they punish us," said Lixiana, a 17-year-old Nicaraguan who is not valued socially or economically.

In later times there was concern about the attitudes of students, however, in recent years interest in the topic has increased, largely due to the expansion and modification that education has had, in addition to the notable increase that has occurred. suffered school failures. Various investigations focus on the processes involved in learning and assess the degree of influence that attitudes have on the student, aimed at learning and studying towards academic performance. To have a broad knowledge about school attitudes, we must talk about the two aspects that it preserves, the favorable ones and the negative ones, both of which have different characteristics, which greatly influence the student.

A favorable attitude is the goal of which helps the student form study strategies and habits that are related and that help them achieve their objectives (achievement motivation). The purpose for which the goal is established can arise from different motivations, one of them can be for pleasure,

this being one (intrinsic motivation), or because the person believes that they can do it, either to get something they want, being this one (intrinsic motivation). extrinsic motivation). This attitude could be positive and beneficial for the student, it could favor the factor that links several motivators and that at the same time stimulates the student to seek learning strategies and appropriate study habits.

On the other hand, a negative attitude is one that prevents creating or not generating adequate study habits; this is a result of the lack of motivation to generate them. Likewise, negative attitudes are mostly linked to unfavorable qualities, which are almost always distinguished by behaviors such as demotivation, lack of concentration, disorganization, anxiety, memory problems, frustration, among others. It is because of this that various studies show that students who demonstrate greater academic performance present positive attitudes and maintain good management of the negative attitudes and behaviors that this generates.

"Studies have identified that women tend to establish organizational goals and activities more frequently; greater time management and study organization; and greater programming regarding academic demands (Soares, et al., 2011; Durán-Aponte and Pujol, 2013; Elvira-Valdés and Pujol, 2012). Likewise, men tend to present greater procrastination behaviors" (Garzón-Umerenkova and Gil-Flores, 2017).

If we talk about positive and negative attitudes, it is mentioned that women usually present positive attitudes, this seeking to highlight that they frequently establish goals and organizational activities that result in favorable attitudes in learning and academic performance, however, this does not indicate that women cannot present negative attitudes and that they maintain good management of these attitudes, but they are infrequent.

Furthermore, we are told that men tend to show greater procrastination behavior, more frequently generating negative attitudes, causing difficulty and a decrease in their learning and performance.

The existence of work activities parallel to academic activities influences the effectiveness of academic time planning (Sainz et al., 2019). Garzón-Umerenkova and GilFlores (2017) showed that students who combine work activity and academic activity increase procrastination and identify work activity as a difficulty in meeting academic goals. Students who work have less time and therefore require greater skills for planning and effective use of academic time.

One of the actions that influences the creation of positive attitudes is having work or sports activities, this is because people with other activities regularly choose to use planning or organization of their time and all their activities, which is why that they get used to organizing and forming a positive habit. This same habit works for them in the academic part, since in order to carry out both activities they need an organization, to obtain better efficiency of their time; People with this habit often rely on tools that contribute to planning their time, usually these are agendas, notes, calendars, the Internet and planners, however, some people may not use any of these supports.

Regarding the areas evaluated, the physical state, it was observed that the students during the virtual classes, the few times they turned on their cameras, presented an unaligned or sleepy appearance, they looked tired or apathetic, this led us to wonder what was happening within the homes, their technical attitude towards studying presented alterations, as well as their organization of time and space, concentration and reading comprehension. Although it was clear that virtual classes were something new that presented deficiencies

due to the technology that was not always ideal, the fact of asking and the non-response or the delay in responding due to taking care of household chores, or taking care of siblings. "I wish we could go back to normal, so that I could go back to school, and my life would be like before. I see that many girls have to do more work at home than boys," said Coral, a Dominican from 13 years. which indicated to us that attention was only auditory, and it is known that learning styles cover more aspects such as visual or kinesthetic, the changes that were made so that the student could continue studying at home, made them multitask but their learning did not It was always significant. The loss of work in many cases and with it the decrease in family income had an impact on the students who had to attend to other tasks or start searching for a job that would allow them to support the family and with this the study was neglected by not having the habit of being in a virtual classroom taking class or having feedback on the knowledge that was being acquired, the lack of educational practices but above all the lack of interaction with their peers led the students, if not to general apathy, but to social backwardness.

METHOD

A total of 180 students were evaluated from the History degrees (38): 12 women and 26 men, Literature (22): 15 women and 7 men, and Psychology degrees: 98 women and 22 men (120).

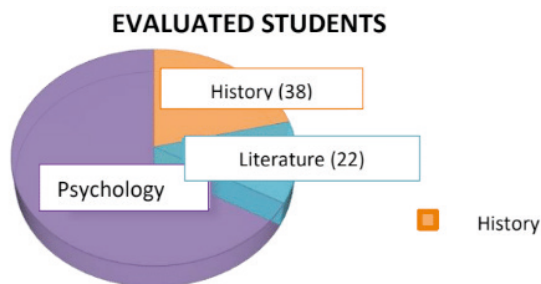


Table 1.

Division by gender

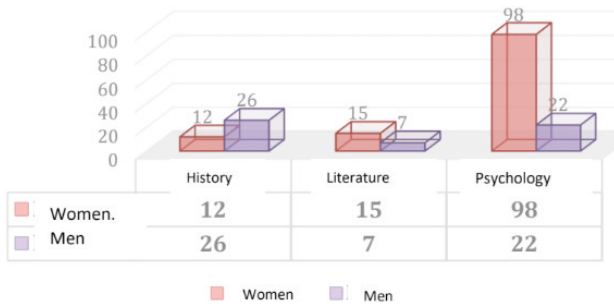


Table 2.

INSTRUMENT

A questionnaire with 40 items was used that evaluated 8 sections: physiological state, attitude towards studying, time distribution, environment in which to study, study techniques, concentration, reading and preparation for the exam, each section had 5 questions and The answers were positive or negative, this questionnaire was applied through Google forms, and it was distributed to the entire student population of the Faculty of Humanities, however not all students answered for various reasons and those that were incomplete were eliminated.

PROCEDURE

the questionnaire was sent through the students' institutional email, along with the invitation to fill out the form, the History degree was the one that responded the most, as was the Literature degree since they are small groups, and in the case of psychology, a representative sample of the various semesters was obtained, since the population is more than 400 students in the various semesters. Once the questionnaires were returned, they were analyzed by degree and by gender, which is presented below.

The results presented are a section as it is part of a series of five questionnaires that were applied.

ANALYSIS OF THE RESULTS

PHYSIOLOGICAL STATE

The questions that were asked to the students of the three majors surveyed: history, literature and psychology, were about mood, tiredness, or distraction when doing tasks, if there was any problem with their vision or hearing, in 85% of the cases. Women and 56% of men said they felt tired or distracted from studying and/or doing homework with enthusiasm. This may be due to various factors, such as academic stress, lack of motivation, poor diet, insufficient sleep, interest in the career, class schedule, weather or transportation, it was observed that literature students Both men and women are divided in this aspect almost 50%, although they were in virtual classes, there were students who had to go to the public square or look for places with open internet reception to be able to connect with their phone and take classes.

Of the students of the three majors surveyed (history, literature and psychology), 76% of women and 68% of men say they are willing to study and/or do homework. This may be because they like what they study, they feel committed to their training, or they have clear and motivating goals.

The majority of students from the three bachelor's degrees surveyed get nervous when asked in class even if they know the answer, 78% of women and 67% of men presented this characteristic. This may be because they are afraid of ridicule, of making mistakes, or of being judged by others. When they are in front of a screen, they had no way of "reading" the expression of their classmates that will tell them if they were right or not.

It is suggested that students look for strategies to improve their physical and mental well-being, as well as their academic performance, such as establishing study schedules, taking breaks, practicing a sport

or recreational activity, and consulting with professionals if necessary.

ATTITUDE TOWARDS STUDYING

When they were asked about their attitude towards the study, their academic performance, their participation in classes and collaborative work with teams, the results obtained were:

A total of 87% of women and 44% of men agree that the fact that there are teachers and/or subjects that they do not like does not mean that their academic performance is affected. However, a higher proportion of psychology students answered yes compared to history and literature students.

75% of the students of the three bachelor's degrees, both men and women, consider that they do not feel bored by studying or by the tasks assigned to them in their degree. However, a higher proportion of literature students answered yes compared to history and psychology students. This could be due to factors such as taste, difficulty, creativity or relevance of the subjects or tasks.

Only 0.3% of women and 0.9% of men of history, literature and psychology students contribute to distracting the teacher or changing the topic so that the class ends early. This has implications such as respect, interest, participation or responsibility of the students towards the teacher and the class.

According to the results, it is observed that 50% of men and 50% of women participate during classes and there is a certain balance between the participation of students during classes, there is a minimum difference between students who do not participate during classes. with those who actively participate, these being the most prevalent.

A total of 95% of women and 90% of men in history, literature and psychology actively participate in teamwork by giving their opinion. This indicates that students

value collaborative work and the expression of their ideas. Only a minority of students answered "No", which may be due to different factors such as shyness, disinterest or lack of confidence.

TIME DISTRIBUTION

The questions related to time and its distribution when studying yielded data that indicates that 52% of women and 62% of men in the three degrees do not have an established schedule to study and/or do their homework, this It affects the academic performance of students, by not being able to complete assignments or not study and acquire knowledge. Although 82% of women and 75% of men stated that they try to do their work and exhibitions in advance. However, there is a minority of students who do not prepare them in advance, in this case due to factors such as excess homework, lack of time or completing other activities at home.

A total of 62% of women and 49% of men do not usually waste their time during the day and try to take advantage of it to finish their tasks. However, 77% of male students studying history and literature usually waste a lot of time during the day doing non-academic activities, leaving study until the evening or afternoon.

Most students of the three degrees usually study more than an hour daily. However, 34% of women and 48% of men are students who spend less than an hour and usually have problems when presenting or taking exams.

STUDY ENVIRONMENT

According to the results obtained, 66% of women and 73% of men cannot study if there is any noise in their environment that could distract them from their academic activities. This specific question generated comments about everyday environmental noises.

A total of 75% of women and 76% of

men have a defined place to study and/or do homework, which can facilitate their organization and planning. Only a minority of students stated that they did not have a fixed place to study, which could be due to different circumstances such as lack of resources, shared spaces, mobility or flexibility. Only a minority of 16% of women and 20% of men study in their bed, due to comfort, lack of space or habit. The vast majority prefer another more suitable place to concentrate, such as a table or a desk if they have one, and 50% of both men and women usually interrupt their studies when they hear external noises or unexpected visitors that may appear in their homes.

It was interesting to observe that 91% of women and 85% of men comment that the place where they work on their schoolwork has adequate ventilation and lighting. However, there is a minority of students who do not have such a place, and they are the ones who have problems that can affect the completion of their studies.

STUDY TECHNIQUE

A total of 87% of women and 94% of men stated that before studying they take a general look at the assignment or reading, looking at the titles, subtitles, index, summary to get an idea. This indicates that they have effective study habits that allow them to anticipate content and organize their learning. Only a minority of students denied this phase, which could be due to different study styles or preferences.

Psychology and literature students are the ones who use this technique the most, and in the case of history it is the men who presented the highest percentage. This could indicate that the study technique mentioned is more appropriate or necessary for careers that involve more reading and analysis of texts, such as psychology and literature, than for those that are based more on the memorization

of facts and data, such as history.

Having a favorable attitude towards deep learning, which involves building knowledge in an active and dynamic way, is observed in 86% of women and 93% of men in the three degrees, who show a high degree of interest in relating what they learn in a subject with the knowledge they already have about the topic or with topics from other subjects.

A total of 84% of women and 87% of men finish one task before starting another, this indicates that they have a level of organization and planning in their academic activities and that they constantly reinforce their learning by having an interest in the topics they study. On the other hand, students who responded that they cannot have different reasons for doing so, such as lack of time, motivation, interest, difficulty of the content or difficulty of the tasks.

Only 29% of women and 49% of men indicate that they prefer to memorize information among the reasons for doing so, they mentioned the pressure of evaluations, lack of interest or the difficulty of concepts and this aspect predominated in the history degree, 71% of students prefer to learn in a meaningful way by reflecting and discussing among themselves.

CONCENTRATION

When asked if they stood, walked or were distracted when studying, 59% of women and 73% of men responded yes. This indicates that they have difficulty maintaining concentration and attention in their academic activities. It may also reflect that they get bored or tired easily with what they study or do, especially because they spend a lot of time in front of a device, be it a computer or phone, when doing their school activities. Another consideration is the fact of having students with kinesthetic learning who need to be in movement to fix their learning. 73% of male history students

have the most difficulty maintaining attention when studying. However, the difference between affirmative and negative answers is not very large in any of the three groups. This could indicate that attention depends on other factors in addition to the career being studied, such as interest in the subject, study method, environment, level of concentration, mood, fatigue, etc.

A total of 71% of men and 81% of women from the three majors show a high level of attention in classes, with those in psychology responding affirmatively, followed by those in literature and those in history. This could indicate that the classes are interesting, motivating, and appropriate for student learning; however, history students have more difficulty maintaining attention or interest in a single activity than those in other disciplines.

READING

Regarding the questions about reading regarding finding the main ideas, understanding the reading the first time or making mistakes in the meaning of the words, 70% of women and 73% of men commented that they had difficulties understanding the information they read. because words don't have much meaning the first time. This indicates that there is a need to improve reading and comprehension strategies in these fields of knowledge. However, there is an interest in improving reading comprehension in these fields of knowledge, as well as a critical and reflective attitude towards texts by repeating important ideas and underlining the main ideas when reading.

A total of 39% of women and 33% of men make mistakes, change words, do not understand the meaning or do not make appropriate use of punctuations, it was observed above all in history students, followed by psychology students and finally for those of literature. This could be due to the

different ways of approaching texts in each discipline, as well as the reading skills and strategies that are developed in each career. or that depending on the degree, the texts read are complex or difficult.

PREPARATION FOR EXAM

Between 70 and 74% of students in the three majors study in anticipation of the questions they will be asked in the exams. However, literature students are more likely to do so than history and psychology students.

A total of 90% of the female students and 82% of the males know the contents and have the necessary material to study. He highlighted that history students and literature students are those who study only the day before the exam, the reason why students carry out this action is due to lack of time or the accumulation of tasks that they have to perform during the exam. exam days.

A minority of students do not read all the instructions before taking a test and this could indicate that they receive low grades due to not understanding how to answer the test.

CONCLUSIONS

Of the eight sections that were asked of the students, two stand out, the physiological state that presented alterations such as fatigue, apathy or distraction, and a possible explanation was the lack of personal interaction between peers, confinement, ignorance of the platform used by teachers to teach classes, despite the fact that it was already used before the pandemic, the excess of activities both at school and at home and the inactivity of being locked up. However, it is the cognitive and emotional alterations that are relevant; by not having fluid feedback from the teacher or his peers, a lag was observed in terms of reading or exam preparation. The interaction with their classmates was not always fluid and there was friction between them regardless of gender.

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