

**THE PSYCHO-SOCIAL CHALLENGES FACED BY BANGLADESHI TERTIARY
LEVEL STUDENTS DURING THE COVID -19 PANDEMIC**

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of
Masters of Arts in English

Department of English and Humanities
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December 2023

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Abstract

The COVID-19 pandemic had a harmful impact on the students around the world and in Bangladesh as well. Hence, this study aims at exploring the psycho-social challenges the Bangladeshi students, particularly the students of Notre Dame University Bangladesh, faced during the COVID-19 pandemic, and also, intends to demonstrate how these psychological impacts of COVID 19 pandemic affected the academic performances of the students. The researcher designed the conceptual framework of the study through the adaptation of the **PACES** model of students' well-being that: physical, affective, economic, cognitive and social domains (Nelson et al., 2015). The study adopted a qualitative multiple case study approach and selected a cohort of six students of different departments of Notre Dame University, Bangladesh through the purposive sampling techniques. For the data collection, the researcher took semi-structured individual interviews of the students. The qualitative thematic analysis of the interview transcripts revealed that the students were inflicted with various mental and physical health issues such as depression, fear, anger, uncertainty, loss of fear, loneliness, excessive daytime sleepiness, decreased appetite, obesity and feelings of fatigue. The study reveals that because of the closure of the academic institutions and shifting to online classes the students perform poorly in academic endeavors. This study is significant in filling the gap of knowledge regarding the psychological impacts of the COVID-19 on the tertiary level students of a South Asian Country such as Bangladesh which resulted in their poor performance. Similar effects can be observed among students of English departments of higher educational institutions.

Keywords: COVID-19, Psychological Impacts, Physical Health, Mental Health, PACES, and Academic Performances.

Dedication

I would like to dedicate this dissertation paper to my beloved parents; especially my mother who is no more alive but inspired me always.

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List of Acronyms

PACES- physical, affective, cognitive, economic, and social

PAES - physical, affective, economic, and social

CHAPTER ONE

INTRODUCTION

1. BACKGROUND OF THE STUDY

The COVID-19 pandemic has already had a detrimental impact on all aspects of human life including the world's healthcare system, education, economy. The strengthening of health facilities, the closure of educational institutions, offices, markets, restaurants, museums, movie theaters, many other sectors, the banning of social gatherings, the closing of borders, and travel restrictions are just a few of the unprecedented preventive measures that governments of numerous nations had stressed taking to slow down the spread of the disease infection, (UNESCO, 2020). These socially isolating policies had a significant impact on education, tourism, economy, physical and mental wellbeing, and other fields.

University students are the most active and widely moving age group and with the sudden outbreak of COVID-19 pandemic, they were directly affected by banning their attendance to the universities, staying at home, not meeting friends, not exercising, no traveling, as well as the fear of getting infected or infecting any of their family members or friends. This extraordinary stressful new life and the required precautions before going out or returning home or even going shopping added burdens to the students. These were not their only stressors, but they had to attend online classes instead of attending their university classrooms, missing the face-to-face learning and the clinical/practical or training lessons (Burgess & Sievertsen, 2020).

Studies have found a wide range of substantial psychological problems in students, a loss in motivation and study time, as well as several emotional, physical wellbeing during COVID-19 pandemic (Dewa & Lin, 2000). As COVID-19 continued, students were stopped in-person classes and they hardly had anything to do at home. Students felt frustrated about their future carriers. They did not know how long this pandemic would continue. So, the students were

overcome by shock and upset. When government realized that if it continues like that, the lives would be in dangerous situations and soon all the people will be affected psychologically. Hence, the government found the new solutions for all people especially for students such as online education and job system, which were at least the best ways given the time to continue life smoother. Yet online education also was not easy for all the students and many students and teachers found numerous obstacles with online education, such as a lack of electronic devices, limited internet connection, expensive costs, slow internet speeds, and difficulties using online platforms (Dutta & Smita, 2020). Teachers were also afraid to take classes, upset about the sudden changes, nervous while taking online classes due to COVID-19 and distressed during the time of COVID-19 (Teglasi, 2021).

1.2 COVID-19 PANDEMIC IN BANGLADESH

The epidemic began to threaten Bangladesh on March 8, 2020 (Alam et al., 2020), and it did since its spread throughout the country, having devastating effects on people's quality of life (Haleem et al., 2020; Amiri et al., 2020), society, culture, education (Mustafa, 2020), and general economic health (Banna, 2020). Also, the COVID-19 pandemic has already had a detrimental impact on all aspects of human life including the world's healthcare systems. The strengthening of health facilities, the closure of educational institutions, offices, markets, restaurants, museums, movie theaters, etc., the banning of social gatherings, the closing of borders, and travel restrictions are just a few of the unprecedented preventive measures that governments of numerous nations had stressed taking in order to slow the spread of the disease infection. These socially isolating policies had a significant impact on education, tourism, economy, health, psychological, and other fields. However, due to COVID-19 pandemic, Bangladesh also had experienced a similar situation (UNESCO, 2020). Bangladesh identified its first three COVID-19 cases on March 8, 2020 (Institute of Epidemiology, Disease Control and Research, 2020). As part of precautionary measures

against the development of the COVID-19 pandemic, the government of Bangladesh made the decision, like that of many other nations, to close the educational institutions. Since March 17, 2020, all educational institutions in Bangladesh have remained closed. Therefore, in order to preserve social distance, students from primary to tertiary levels are being forced to stay home instead of attending courses in educational institutions. Tertiary-level students worldwide suffered record levels of educational and psychological disruptions during and after the COVID-19 period (Al- Tammemi et al., 2020).

Moreover, considering the effects of COVID-19 pandemic of the students on the health sector, this study aims to demonstrate the psychological impacts of COVID-19 pandemic on the students of private university as like Notre dame University, Bangladesh.

1.3 STATEMENT OF THE PROBLEM

The COVID-19 pandemic represents not only a risk to physical health but also a potential cause of psychological distress (Helmy et al., 2020) resulting in mental health challenges. Indeed, research conducted during pandemic have produced an increased occurrence of several mental disorders, including depression, anxiety, panic attack, suicidal thoughts, and psychotic symptoms (Jeong et al., 2016; Xiang et al., 2020). Therefore, several international organizations (WHO) have highlighted the need to prevent the negative mental health consequences of the COVID-19 pandemic and provided recommendations to prioritize research on mental health consequences and their predictors. Most of the researchers have so far focused on the mental health variables during the COVID-19 pandemic in general population (e.g., Guo et al., 2020) and different population groups, such as health workers (Bizri et al., 2020), the elderly citizens (Vahia et al., 2020), pregnant women (López-Morales et al., 2021), and individuals with chronic pain (Zambelli et al., 2021). These studies have reported a high prevalence of mental health problems, particularly depression (Qiu et al.,

2021; Wang et al., 2020), anxiety (Guo et al., 2020; Xiao et al., 2020), and stress (Liu et al., 2020; Pieh et al., 2020).

Besides the general population, some of the disadvantaged groups such as individuals with mental health disorders were especially at greater risk (Radfar et al., 2021) due to increased isolation, lack of support, and decreased access to mental health services (Wasserman et al., 2020). Some of the studies (e.g., Khan et al., 2021; Nakamura et al., 2021) have highlighted the changes in daily routines, including sleep, exercise, work, and access to treatment that might lead to mental health problems. Although higher depression, anxiety, and acute stress levels have been noted in the community samples (Qui et al., 2021), there are limited research on the psychosocial consequences of the COVID-19 pandemic among university students. However, a number of researchers discovered that COVID-19 pandemic caused significant changes in the university level students in Bangladesh on their daily routines, (Biswas et al., 2020) and also among the students of English departments. They said that significant changes in their eating, sleeping, and working habits had occurred, including an increase in daytime sleep, a decrease in nighttime sleep, a loss of appetite, and a decrease in physical activity, all of which contributed to weight gain or obesity. They felt weak, worn out, and so forth. These physical issues as reasons for neglecting and being unenthusiastic about continuing their studies at home distanced them from their academic education and impeded the study process (Ahmed, 2020).

As a result, many students were unable to attend their classes regularly and they could not concentrate on their studies as they suffered various kinds of psychological problems in their daily lives.

1.4 THE THEORETICAL FRAMEWORK OF THE STUDY

Well-being has been described as consisting of wellness, happiness, and satisfaction/success, which are elements of interpersonal/intrapersonal aspects, and internal and external systems.

Based upon a review of the research, the researcher proposes a model of student well-being composed of five distinct and interactive domains: physical, affective, cognitive, economic, and social (PACES) (Nelson et al., 2015).

The researcher offers the PACES model of student well-being to help University counselors enrich students' academic-career personal/social development, and success. The PACES domains offer counselors an organizational framework that is useful in program delivery.

Interactive domains of the PACES model of student well-being (Nelson et al., 2015).



Figure 1.1

Interactive domains of the PACES model of student well-being (Nelson et al., 2015)

PHYSICAL

By physical domain, we refer to characteristics such as life expectancy, wellness, nutrition, disease incidence, health risk factors, maternal and child health, and access to health care. The physical domain consists of the health-related issues that directly influence students' abilities to engage to the learning environment at school. The physical domains strongly affect all other domains in students' lives at home and at school.

AFFECTIVE

The affective domain of students' well-being characterizes those aspects involved with students' affect or feelings, such as affective perceptions, moods, intimacy, self-esteem,

empowerment, self-confidence, self-efficacy, guilt, shame, anxiety, depression, and other mental health concerns related to affect. The affective domain defines students' emotional sense of self. It is strongly subjective and heavily influences other domains of student well-being.

COGNITIVE

The cognitive domain concerns the ability to process information effectively and the capability to use information in a rational way to grow and to solve problems. It includes attributes such as thoughts, attitudes, beliefs, creativity, spontaneity, and openness of new ways of viewing situations. The cognitive domain is often referred to as intelligence – one's ability to think and create. However, when it is defined to also include the elements of beliefs, attitudes, and self-talk, the cognitive domain extends beyond what some might characterize as academic ability.

ECONOMIC

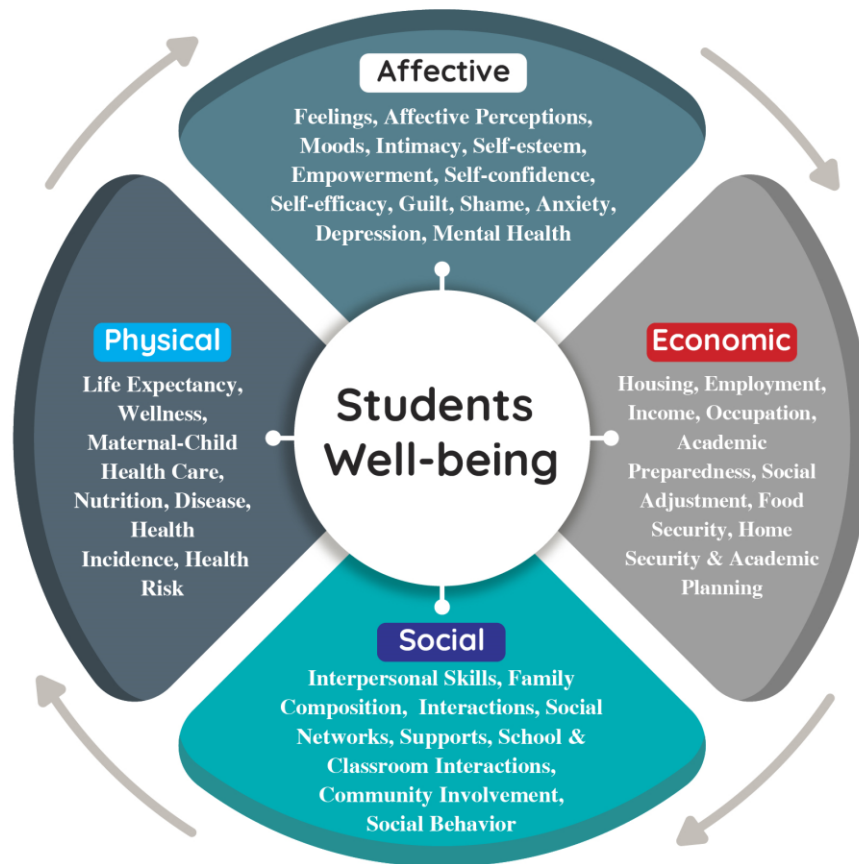
This term refers to access to monetary and material resources such as housing, employment, occupation, income, and other dimensions of socioeconomic status. The economic domain includes financial elements that influence the availability of resources that can influence a student's academic preparedness, social adjustment, food security, home security and academic planning.

SOCIAL

The social domain of student well-being pertains to how students function in relation to others in their environment at school, home, and other settings. The social domain often refers to characteristics such as interpersonal skills, family composition and interactions, social networks and supports, school and classroom interactions, community involvement, and social behavior – such as lifestyle, risk-taking, and striving for significance within their peer groups.

While these five domains are distinct aspects of young people's lives, we recognize that they are integrated in a fabric that embodies student well-being. We hold central the belief that student well-being influences and is influenced by families, social groups, schools, and communities.

Based on theoretical framework, the researcher has adopted the new interactive domain of the **PAES** model of students' well-being for this study. The researcher feels that it is difficult to investigate the cognitive domain among the students within short studies. Therefore, the researcher willingly omitted this domain to keep other four domains. Therefore, this is a new framework of this study. These four domains are physical, affective, economic, and social where all the characteristics are found for the well-being of the students.



Interactive domains of the PAES model of student well-being (Adopted by Researcher).

Interactive domains of the PAES model of students’ well-being adopted by the researcher shows the most of the aspects are in the PAES yet from the findings of the study we found some of the contextual elements which are environmental issues in Bangladesh case. Therefore, in contextual elements the researcher would like to add into PAES model of students’ well-being those are Electricity problem or load-shedding and digital literacy which are very significant for the students’ well-being for Bangladeshi students; because in our context we have less or rare opportunity for learning the digital technology. Therefore, PAES model of students’ well-being would be more fitting in addition to these new contextual elements in the theory.

1.5 PURPOSE OF THE STUDY

The purpose of this qualitative study is to investigate psychosocial challenges among Bangladeshi university level students during the COVID-19 pandemic. The primary aim of this study is to find out the psycho-social problem that affected the students' academic performance during COVID-19 pandemic and the way they overcame the situations in this pandemic period.

1.6 RESEARCH QUESTIONS

01. What psycho-social challenges did the Bangladeshi students face during the COVID-19 pandemic?
02. How did these psycho social problems affect students' academic performance?
03. In what ways, did the students solve these problems?

1.7 SCOPE OF THE STUDY

The study explores how the students respond to the psychological impacts of COVID-19 pandemic of private university of Bangladesh. There has been very limited study on this health section specially in Bangladesh and that's how the current study determines to investigate. The study is designed for the students basically a private university. This study took place at Notre Dame university, Dhaka city in Bangladesh. The researcher chose this private university because he wanted to include students those who are studying at this University. It is well-known for the researcher as he works in this university as an administrative member. So, the intension of the researcher to bring out the real problems of students faced during COVID-19 pandemic in Bangladesh.

1.8 SIGNIFICANCE OF THE STUDY

Though there are some studies on the COVID-19 pandemic, yet limited research has been conducted on psychological impacts of the COVID-19 pandemic on the students of private university in Bangladesh. This study fills some of the gap of the information by bringing out

the reasons why students facing psychological problems in their life and educations. This study focuses on a Private University of Bangladesh namely Notre Dame University as a case study. Therefore, all the participants of the study are from a particular university which we might help to easily find out the psychological impacts of the COVID-19 pandemic on students and it is very much significant to study and bring out all domains of stress, depression, anxiety disorders, self-harm, and suicidal behavior.

However, having a negative impact on students' life increases social isolation and loneliness among them. Today it can be said with certainty that the pandemic has contributed to a significant increase in stress, anxiety, and fear in general among many people especially in students' lives. Furthermore, some people develop psychopathological disorders, but most show resistance to the negative effects of stressful life events or recovery from initial anxiety which is also prevalent among the students of English departments.

1.9 LIMITATION OF THE STUDY

This research also suffers several limitations. First, the research only focuses on psychological impacts of COVID-19 pandemic on students' life, and research was conducted in only one private university in Bangladesh. While conducting interview many participants were not able to give time yet they managed it. The participants were little bit afraid when they heard that they are going to ask some questions yet all were agreed. Then, conducting interview face to face many were little bit nervous and could not explore properly. That is why it was quite difficult to transcribe it accurately.

1.10 DEFINITION OF THE KEY TERMS

A psychosocial approach to human behavior involves the relation between intrapersonal psychological and environmental aspects. Psychosocial characteristics is commonly described as an individual's psychological development in relation to his/her social and cultural environment. "Psychosocial" means "pertaining to the influence of social factors on

an individual's mind or behavior, and to the interrelation of behavioral and social factors” (Oxford English Dictionary, 2012).

Psychosocial factors, at least in the context of health research, can be defined as the mediation of the effects of social structural factors on individual health, conditioned and modified by the social structures contexts in which they exist (Martikainen, Bartley, & Lahelma, 2002). Psychosocial health is defined as a state of mental, emotional, social, and spiritual well-being. The thinking portion of psychosocial health is known as mental health. The feeling part of psychosocial health is called emotional health and includes emotional intelligence, an ability to understand and manage your emotions and those of others. This research aims to bring out the psychosocial challenges of the Bangladeshi students faced during the COVID-19 pandemic.

1.11 CHAPTER SUMMARY

This chapter first shows the background of the study to explore the psychological impact of COVID-19 pandemic by other researchers and gradually narrows down its focus to Bangladeshi students' psychosocial challenges during COVID-19 pandemic in Bangladesh. Then the chapter follows the statement of the problem then purpose of the study, research questions. After the research questions, the nature of the study, the scope of the study, the significance of the study, and the limitation of the study are narrated and finally with the definitions of the key terms the chapter ends and the next after follows.

CHAPTER TWO

REVIEW OF RELEVANT LITERATURE REVIEW

2. INTRODUCTION

Part -1: COVID-19 AND ITS IMPACT ON EDUCATION

2.1.1 THE BEGINNING OF THE COVID-19

Since the beginning of 2020, we have faced the worldwide spread of coronavirus disease 2019 (COVID-19). The numbers of cases and deaths from COVID-19 were increasing everywhere, and the closure of schools, universities, shops, work places, and the vast degree of precautionary action have left students feeling helpless, isolated, bored, and unsure of what would happen to their academic advancement. For this reason, many people affected a lot physically, mentally, and psychologically and it was high number of sufferers. Really it was the time when all people were shocked and afraid too. It had created an unknown situation for the world and we had no answers for the situations but slowly people overcome it passionately. In the following section impact of COVID -19 on teaching and learning will be discussed.

2.1.2 IMPACT ON EDUCATION

Before facing COVID-19 pandemic situation the education system was in person classes or face to face classes where teachers and student did their classes in the institutions, but during COVID-19 the whole world was shut down and people could not move around. Education was stopped from people's life and globally this pandemic has affected so much on education and every aspect of life. Besides the loss of lives, the educational structure has taken a hit as almost 90% of the world's schools (in about 107 countries) have been closed due to this pandemic (Khatai & Bhatta, 2020; Viner et al., 2020). Audrey Azoulay, Director General of UNESCO, offered this statement -as, never earlier have we seen educational disturbance on such a large scale (as cited in Demuyakor, 2020) because whole world education institutions

were closed and people do not know how to study. Moreover, the pandemic's interference with academic routines has substantially interrupted students' educational journeys (Charles et al., 2020). The shutdown of physical classrooms and the halt of academic operations due to university closures (Jacob et al., 2020) have disrupted students' study routines and performance. However, many educational institutions have responded to COVID19 by transitioning from traditional face-to-face instruction to online alternatives to minimize educational disruptions. However, research indicates that students often feel uncomfortable and dissatisfied with online learning methods (Al-Tammemi et al., 2020).

All people were too excited and worried about their education as they were not able to perform studies and so on. COVID-19 brought great impact on education and its system to run the institutions as everybody were so tense to maintain their life to survive. Since people's life was so scared people were worried about study as they were not allowed to gather together due to social distance system. Therefore, it is clear that COVID-19 played great influence and impact on education and people's life.

Part-2: CHALLENGES OF TEACHING AND LEARNING DURING PANDEMIC

2.2.1 PSYCHOLOGICAL ISSUES

During COVID-19 Pandemic, students and teachers faced various psychological challenges. Also Khan, & Ahmad (2022) said that, human beings have faced many disasters since outbreak of COVID-19 pandemic. The disease has been highlighted and shown as an emergency across the world by WHO. For instance, researchers identified through a quantitative study that factors such as 'perceived stress' and 'anxiety level', "family functioning", "resilience", and "coping strategies" of the 80 mentally ill students and workers are affected by the COVID-19 in North Macedonia (Yulas, 2022). The consequences of the infectious virus and safety procedures, which negatively impacted the psychological well-being of those who tested positive in China (Huang et al., 2020). In addition, Kassimi (2022),

focuses on, stress, and anxiety disorders among ITU English studies students during COVID-19 pandemic in Morocco. The ministry of education has opted for Environment Research and Education (ERE) to contain the spread of COVID-19. However, this urgent adoption has had a negative impact on students' psychological health.

Verma & Mehta (2022) explore that to assess the impact of Social Isolation on the mental health of young adults during the pandemic. Thus, there are numerous mental health threats associated with the current pandemic and subsequent restrictions. Finding ways to give young adults a sense of belonging within the family and to feel that they are part of a wider community should be a priority. Helping them to identify valued alternative activities and build structures and purpose into periods of involuntary social isolation may help to provide a wider range of rewards. Prolonged periods of solitary studying at home have been linked to heightened stress levels (e.g., depression), feelings of cultural isolation (e.g., loneliness), and cognitive disorders (e.g., difficulty in retaining recent and past information) (Meo et al., 2020).

Noda et al. (2021) stated that, the students' mental health was found to deteriorate even after the state of emergency was withdrawn, it was feared that as the COVID-19 pandemic continued, students' mental health will continue to worsen. It was necessary to provide guidance on healthy lifestyle habits, addictive behaviors, and support for increasing to prevent the further deterioration of students' mental health. Therefore, Omer et al., (2022) explores the magnitude of the psychological burden upon students during the COVID- 19 pandemic and showed many factors that can influence mental health to emphasis the need to adopt new strategies to improve psychological services. The discussion shows that it is important to support high-risk groups especially those with preexisting mental illness to offer advanced psychological interventions.

2.2.2 ISSUES WITH PHYSICAL WELLBEING

The COVID-19 pandemic is result of coronavirus spread and is considered one of the greatest public health concerns globally in this century (Yan et al., 2020). Presently, people who have underlying chronic non-communicable illnesses are more likely to be predisposed to the physical problems and mortality caused by severe acute respiratory syndrome coronavirus (Musche et al., 2021). In addition, COVID-19 infection has become a double challenge for people with diabetes and was the second most prevalent comorbidity (Yan et al., 2020).

In the context of significant diseases in Low-and Middle-Income Countries (LMICs), the direct and indirect impacts of COVID-19 on physical, psychological, and social wellbeing are already apparent (Ali & Elliott., 2021; Sayeed et al., 2020).

However, diabetes and mental health disorders have become a synergistic epidemic, with biological, social, and mental aspects all having an impact on overall health outcomes (Rubin & Peyrot., 2001). The risk of fear and anxiety is presumably higher in the elderly and those with comorbidities, who have higher hospitalization, illness severity, and mortality rates if infected with COVID-19 (Musche et al., 2021; Akhtar et al., 2020). Diabetes-related health issues with mental effects are greatly impacted by the fear of infection which increases the body's vulnerability to creating illness (Ali & Elliott., 2021; Sayeed et al., 2020). It appears that COVID-19 associated stresses also caused short temper, sleep shortness, and chaos in the family (Islam et al., 2020). Fear of COVID-19 infection, and having contact with COVID-19 infected persons were the prime reason for the stress, depression, and anxiety (Zubayer et al., 2020).

2.1.3 LACK OF TECHNOLOGICAL KNOWLEDGE IN TEACHING AND LEARNING

Due to poor technical knowledge of using gadgets some teachers and students both faced difficulty in using online platforms. Poor internet connectivity and lack of technological

knowledge also be the cause of hindrance in letting go the online classes smoothly which can pose difficulties for the teachers. Flye, Gibson, Seemann, and Wilkinson (2002), confirm that many students in different schools, considering their areas do not have computers at home (as cited in Appanna, 2008). The situation reflects that although online education serves as a path to improve students' technological skills, it is necessary for all students, especially the ones in rural areas to have affordability of the gadgets needed access before they can benefit from the program. Otherwise, they will be left behind.

As a response to the COVID-19 pandemic, distance learning has taken the role of temporary remote instruction. Flexible online learning gives students a lot more optimal in terms of how and when they participate; however, students' capacity to succeed their learning becomes vital (Sun & Rueda, 2012). As for global world transition of the approach of learning was smooth, but for others as like rural Bangladesh, it was rough, those from underdeveloped nations with insufficient infrastructure, in particular (Pham & Nguyen, 2020; Simbulan, 2020). Several main problems have risen throughout the change to a new learning environment, including policy, pedagogy, logistics, socioeconomic considerations, readiness of technological devices, and psychosocial aspects (Donitsa-Schmidt & Ramot, 2020; Gonzalez et al., 2020, Khalil et al., 2020). Emon et al. (2020) highlight discontinuities in learning opportunities in Bangladesh, emphasizing the need for technical solutions to maintain effective education systems during the pandemic. Ahmed's (2020) study on tertiary students unveils a lack of technology and connectivity, leading to delays in coursework, exams, results, and class promotions. These disruptions have exacerbated student anxiety, frustration, and disappointment. Burgess and Sievertsen (2020) note students' concerns about falling behind academically, missing job opportunities, facing post-graduation employment challenges, and enduring emotional pressure

Also, concerns were expressed by students about learning and evaluation techniques and unnecessary task load, technical problems, and quarantine (Fawaz et al., 2021). Moreover, the students noted exact difficulties they had when taking online programs. Anxiety, sadness, insufficient internet access, and an unfriendly home learning situation are all issues that are intensified when students are disadvantaged or from distant places (Kapasias et al., 2020).

Furthermore, millions of teachers and students have been left at the hands of online learning by the step and scope of the educational disorder, a technique that is mainly unknown and experimental in Bangladesh. They are playing with many e-learning sites such as Zoom, Hangout, Facebook live, Google classroom, and WhatsApp messenger to guarantee that education is not bargained during lockdown (Jahangir, 2020).

Part-3: BANGLADESH CONTEXT

COVID-19 pandemic has affected virtually every segment of our life including education sector as well. All types of educational institutions have been experiencing impromptu stoppages all over the world since the arrival of COVID-19 and its lingering existence accompanied by responsive measures like quarantine, social distancing, isolation, lockdown etc. are worsening the situation. During the lockdown period in Bangladesh, specific mitigation strategies may have had a psychosocial impact on some residents. Private and public hospitals suddenly stopped providing some services due to fears of spreading the virus, which in turn created tension among people who felt deprived of necessary treatment for conditions unrelated to COVID-19.

Due to the rapidly increasing demographic and epidemiological transition, Bangladesh is facing the challenge of health-related complications like diabetes (Akhtar et al., 2020). Among patients with diabetes, psychological distress and Socio-Economic Status (SES) is greatly influenced by a fear of COVID-19 (Alawadi et al., 2020; Al-Sofiani et al., 2021; Minoura et al., 2022).

For many people of different ages throughout the country, the pandemic caused fear, panic, distress, anxiety, and depression. People were unable to see their loved ones or mourn the deaths of their loved ones with families and friends, and people with COVID-19 symptoms were often abandoned by their family members and some were denied burials in local graveyards; such experiences resulted in psychological trauma among family members. There were some mental issues such as suicidality among the general population and health workers (Mamun et al., 2020), post-traumatic stress disorders (PTSD), and depression among the quarantined people (Ripon et al., 2020), COVID-19 associated stress among the general population (Islam et al., 2020), and anxiety, stress, and depression among the general people (Zubayer et al., 2020).

To prevent the virus's spread, the country opted to close its educational institutions, leading to students staying home to maintain social distancing (Institute of Epidemiology Disease Control and Research [IEDCR], 2020). The higher education sector in Bangladesh encountered challenges during this period. The closure of educational institutions disrupted students' learning activities (UNESCO, 2020b; Al-Tammemi et al., 2020). Modern technology tools and software have become the means through which most university students engage in study-related tasks at home during their free time. The shift to online education is seen as a fundamental transformation in higher education in Bangladesh, departing from the traditional academic approach. However, for many teachers and administrators at Bangladeshi institutions, online education is a new frontier. Face-to-face teaching and learning have been the predominant mode at Bangladeshi universities for a long time, making it challenging to embrace the shift to an advanced online environment.

Kapasnia (2022), suggests that the Covid-19 pandemic leads to a range of psychological health problems. Therefore, increase students' satisfaction with online classes and it is essential to

preserve the mental health of individuals and to develop psychological interventions that can improve the mental health of students during the COVID-19 pandemic.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter is about the research design which was set to conduct this study. As stated earlier in chapter one, the main aim of this study is to explore the psychological impact of COVID-19 pandemic on the university level students. The first research question explores their psycho social challenges while they faced during the COVID-19 pandemic. The second research question aims at answering how the psycho social problems affect their academic performance. The third research question finds their overcoming process of those challenges. The procedure of selecting participants and collecting data, as well as the framework for data analysis and the steps taken to ensure the study's trustworthiness, are all described in detail in this chapter.

3.2 RESEARCH PARADIGM AND ITS PHILOSOPHICAL ASSUMPTION

A particular research paradigm and a set of philosophical presumptions form the foundation of the methodological design of qualitative research. The researcher selected the Social Constructivism paradigm among all qualitative research paradigms (which is frequently referred to as interpretivism Denzin & Lincoln, 2011; Mertens, 2010), and is attempting to identify the psychosocial challenges faced by the university level students during COVID-19 pandemic in Bangladesh. Therefore, this research paradigm allows one to set the questions broad to general so that the meaning of a situation can be built by the participants, which is usually done through conversation or interactions with other students. Moreover, this research paradigm supports open-ended questions more, so that participants can share their personal thoughts, ideas and practical situation that he or she faced. As this research depends on Dhaka city students so this paradigm would be more fitting in such cases. Furthermore, this research paradigm would be qualitative method which is interpreted others' thoughts,

feelings, attitudes and ideas and the researcher shaped them into their own experiences and background. Participants in social constructivism attempts to explain the world in which they live and work by relying as much as possible on the perspective of the participants. These subjective meaning frequently challenged in social and historical context, Crotty (1998), Lincoln and Guba (2000), and Schwandt (2007).

The Qualitative Paradigm and Its Philosophical Assumptions

The Philosophical Assumptions of the Study

Research Paradigm	Philosophical Assumption			
	Ontological	Epistemological	Axiological	Methodological
Social Constructivism	Multiple subjective views of the participants	Participatory approach of the researcher to spend time with the participants face to face with recordings.	Researcher's values and biases will be discussed along with participants Interpretations.	Qualitative multiple case study approach

The Research Paradigm and Philosophical Assumptions of the Study

As Moustakas (1994) says, the ontological problem concerns the nature of reality and its characteristics. While conducting qualitative research, researchers are exploring the concept of many realities. The researcher, as well the individuals being investigated and the readers of the qualitative study, embrace different realities. For instance, the researcher analysed the questionnaires, interviews, sharing and opinions to find out individual's responses regarding the psychosocial challenges students during COVID-19 pandemic (RQ1). The response of the university level of students' situation affecting in their academic performance during COVID-19 pandemic where interview transcriptions served as a means to show their

subjective opinions about the issues related to psychological impacts on students' life (RQ2) and what steps they took to overcome their problems they faced during COVID-19 pandemic (RQ3); and different students have different responses where researcher find out some motivating factor that encourages students.

The epistemological assumption where the researcher chooses different ways of getting involved in the research to establish a relationship with the issue of the study. Conducting a qualitative study means the researcher tries to get close as possible to the participants being studied. Therefore, subjective evidence is assembled based on individual views (Wolcott, 2008). In short, the researcher tries to minimize the “distance” or “objective separateness” (Guba & Lincoln, 1988, p. 94) between himself or herself and those being researched. Since this research study is taking place at Dhaka city, particularly at Notre Dame University students. Therefore, the researcher has one cousin who was honors first year during COVID-19 pandemic and also the researcher knows some more students those study here, so it would be easy to incorporate the data from them as well. The researcher will try to take interview with the students in different methods so that they may be involved in the research to establish a good relationship with the topic of the study. The third assumption is an axiological assumption that helps to determine the positionality of a researcher in the study and accept that his or her values or biases may come out through the analysed data. Later, in this chapter, the researcher has explained his positionality or role as a researcher who have attempted to minimise the influence of any personal bias or value while narrating the findings (Denzin, 1989). The following sections will elaborate on the qualitative methods adopted in conducting the study.

3.3 RESEARCHER'S ROLE

The researcher is a student of English at a private university in Bangladesh and is studying M.A in English (ELT) about two years. Besides his study, he is also working at a private

University that is Notre Dame University, Bangladesh at administrative section as an assistant registrar for more than one year. As an assistant registrar, his main responsibility is to work at probation office. The probation office is working mainly keeping records for the students' academic performance during his/her study life in the university and checking the students' attendance record. While the researcher was going through the academic performance records of the students, he found that many students failed and got dropped out for many semesters. The researcher became concerned about the issues of such students for which they failed and became dropped outs. Therefore, he decided to call students met them. After listening to the students, especially their terrific life experiences during the COVID-19 pandemic, specially how they went through during that time and what were the reasons of being failed and dropped out in the semesters. The researcher felt very sad and got anxious about their situation of life.

Therefore, he found valid reasons that it would be nice to have a research study in his own working place to find out the psychological impact of COVID-19 pandemic for the university students in Bangladesh. Students have gone through many sufferings, difficulties, and challenges. Therefore, based on his working experiences and students' life experiences sharing; the researcher made him interested in conducting research on psychological impacts of COVID-19 pandemic on students' life. Therefore, there is no bias in conducting the research study as the researcher is interested in this topic. However, the researcher knows the participants because he is working with them in the same university.

3.4 SETTING

The study is set in a private university under the name called Notre Dame University Bangladesh located at Motijeel, Dhaka. The researcher chose Notre Dame University Bangladesh as he himself is working over there and his job is to deal with the students with numerous problems and difficulties that hampers their academic progress. Hence, the

researcher having faced the students' various problems decided to work on the topic to help the students of the university he works and also the students of the other university who face similar kind of problems. There were total six students of different departments: three students from English, one from CSE, one from Law and the other one from BBA. The researcher collected the data through semi-interviews of the participants which were recorded. Moreover, the researcher was very concerned about how the data saturation could be fulfilled. However, this study is saturated as there is enough information to replicate the study (O'Reilly & Parker, 2012).

3.5 SELECTING PARTICIPANTS

To conduct a study to collect the most relevant data the researcher needs to choose an appropriate sampling technique; and the researcher will choose the Snowball sampling or chain referral sampling which is defined as a non-probability sampling technique in which the samples have traits that are rare to find. This is a sampling technique, in which existing subjects provide referrals to recruit samples required for a research study.

The purposive sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Palinkas et al., 2015). Also, the researcher must remember the basic principles of such sampling and choose participants who would like to share their knowledge and experiences willingly (Creswell & Clark, 2011; Spradley (1979). Thus, in the purposive sampling technique, the participants are selected by the researcher and the researcher's role in selecting the participants play the vital role so as to who can provide the researcher with relevant information or data for the research (Evans & Rooney, 2010, p. 134).

By using this purposive and referral sampling techniques, the researcher has aims at reaching as many participants wish to be part of this study. Therefore, for this study, the researcher's

main criterion of selecting a participant will to choose participants with a quite higher understanding level of English in the class.

To select participants or cases for this study, the researcher first personally knew his interview takers who are quite well known to him; therefore, it will be contacted easily and will have agreed to take part in the interview happily. In later, this participant has referred his friends to the researcher to take part in the study. As the researcher's well-known student was informing to other potential participants, the techniques of selecting participants were following the referral or snowball technique. And therefore, the researcher feels that this is the best sampling technique to collect all the possible data for this study.

Gaining Access for Interviewing Participants: The researcher is working in the Notre Dame University, Bangladesh as an administrative staff and the participants are also from the same institutions. Therefore, the researcher took verbally gaining access from the office of the registrar to take interviews from the current students; and office of the registrar allowed him to take the participants' interviews directly in the university campus.

3.6 PARTICIPANTS BRIEF PROFILES

Here are the brief information of the participants those are interviewed for the research findings

No	Name, Gender, Age	Educational Qualification	Occupation
01	Atkia Orpa (F) (23)	LAW Department	Student
02	Cyril James (M) (24)	ENG Department	Student
03	Oarida Bintay (F) (22)	BBA Department	Student
04	Nawaj Salim (M) (25)	ENG Department	Student
05	Ishan Khan (M) (24)	CSE Department	Student
06	Probhat Das (M) (25)	ENG Department	Student

3.7 AN OVERVIEW OF DATA COLLECTION PROCEDURE

3.7.1 SEMI-STRUCTURED INTERVIEW

It is known that; an interview is used widely as a tool for collecting data in research. Interviews are basically of five types such as structured interview, semi-structured interview, in-depth interview, focus groups interview and oral history (Muratovski, 2016). Among these types of interviews, the researcher chose the semi-structured interview as it gives more scope for the researcher to create a friendly conversational environment for the interviewees. Even though the interviewer has some set questions in mind, he does not try to influence the interviewees with his personal biases.

3.7.2 DESIGNING THE INTERVIEW PROTOCOL

A reliable interview protocol is the key to obtain good quality interview data. The Interview Protocol Refinement (IPR) framework is an effective tool for improving the interview protocol reliability and validity. The objective of this study is to refine the pre-constructed interview protocol to address these challenges for valid data collection. However, for this study, the researcher adopted the Framework of Yeong (2018) and semi-structured interview is used. This framework is particularly for the qualitative research to collect data from the participants on their experiences and opinions. This framework consists of four steps as followings:

Step 1: Aligning interview questions with research questions

Step 2: Constructing an inquiry-based conversation

Step 3: Receiving feedback on interview protocols

Step 4: Pilot testing of the interview questions

Step 1: Aligning Interview Questions with Research Questions

The first step aims to ensure that the interview questions are aligned with the research questions and research objectives which begin with the introductory questions (background information). Further, the introductory questions are followed by a set of open-ended questions.

Step 2: Constructing an Inquiry-Based Conversation

The second step aims to make sure that the interview questions are written differently than the research questions. The chronological organization of the interview questions is looked into as to maintain the flow of natural conversation.

Step 3: Receiving Feedback on Interview Protocols

The third step requires consultation with an expert and receiving feedback in order to enhance the reliability of the interview questions.

Step 4: Pilot Test the Interview Protocol

The final step of the interview protocol of Castillo-Montoya (2016), suggest conducting a pilot interview on one or two participants to gain feedback.

3.7.3 PILOTING THE INTERVIEWS

Piloting is considered to be very important as it helps to sort out weaknesses and shortcomings in the process (Karen et al., 2007). Therefore, having received the feedback from an expert, the researcher has piloted the interview questions with one participant (the participant is also a part of the actual study) to check the validity of the interview questions and to get an overview of the actual interviews.

3.8 AN OVERVIEW OF DATA ANALYSIS PROCEDURE

This section of the chapter will discuss the data analysis procedure that the researcher has followed. The researcher has used the qualitative thematic analysis in analysing the data collected from the class observation and face to face interviews of the participants. According to Creswell (2013) the qualitative thematic analysis includes 5 steps as follows:

Phase 1: Managing and organizing the data

Phase 2: Reading and memoing the emergent ideas

Phase 3: Describing and classifying codes into themes

Phase 4: Developing and accessing interpretations

Phase 5: Representing and visualizing the data

Phase 1: Managing and organizing the data

The first phase i.e., managing and organizing the data is very important because there is a greater possibility to get lost in the sea of oral responses of the interviewees. Therefore, planning for data management and organization is very crucial and the researcher needs to note down the information or record the information of each participant meticulously to avoid confusion.

Phase 2: Reading and memoing the emergent ideas

In this phase, the researcher is supposed to read the narrative explanations of the interviewees that he/she has noted down. The researcher also uses memos: short phrases, ideas, or key concepts that occur in the interviews after hearing the recordings or reading the notes of the participants' responses in order to create 'codes' (Huberman, 2014).

Phase 3: Describing and classifying the codes into themes

In the third phase, the researcher builds detailed descriptions on the data or information collected from the interviews, creates codes from the data, and develops themes from the codes.

Phase 4: Developing and accessing interpretations

After creating the themes, the researcher launches into interpreting the data which involves the codes and themes to a larger meaning of the data. In other words, Developing and accessing interpretations is a process that begins with the codes and then the codes are

formulated into themes, and finally, the themes are described into larger units to make sense of the data.

Phase 5: Representing and visualizing the data

In the final phase of the qualitative thematic analysis, the researcher represents what was found from the interviews, recordings, observations or documents and visualize the data in the findings.

3.9 ANALYSIS INTERVIEWS

For analysing students' interviews, the audio recordings of the interviews were transcribed verbatim with Transcriber AG software. The transcriptions were then coded with the seven-column coding template (Ahmad, 2017). While listening the recordings of the interviews then transcribing them in consequently. The researcher reads several times and tried best write the core points of the participants. Then choosing themes and coding was done nicely by the researcher. The categories were then analysed for identifying emerging themes in each case. All the themes of the multiple cases were then compared to create a thematic pattern for answering the research questions. The researcher has attached a sample interview transcription of one participant but has coded each participant individually.

3.10 ETHICAL CONSIDERATIONS

Ethical issues were considered before taking the interview with the participants. A consent form was sent to every participant before the interview. The participants were asked to read the 'informed consent form' and signature by allowing all the statements. It also said that the participants' comments during the interviews would be recorded. The participants were assured that I would respect their privacy and not reveal any of their personal information to the public. The researcher used pseudonyms for all the participants in this study. The researcher provided a soft copy of consent form every participant before taking the interview

and after transcribing their data, the conversations files were sent to them to check whether everything is ok or not. The researcher audio records the whole interview sessions of the participants with their consent. In addition, the major themes and inter-rater reliability forms sent to an expert of this field to check the reliability. For taking the interview of the participants, the legal permission was taken from the University authority.

3.11 ESTABLISHING TRUSTWORTHINESS AND CREDIBILITY OF THE STUDY

To establish trustworthiness and credibility of this study, the researcher took several steps. For instance, the researcher adds triangulation of data sources (Denzin 1978; Patton 1999) from the interviews that participants submitted in the university, analyst triangulation and interviewer reliability checking, Audit Trails and Member checking (Lincoln & Guba 1985). For establishing credibility, this researcher utilized the triangulation of data sources and analyst triangulation. The researcher used audio recordings of interview sessions to generate data for this study. An experienced professor of English evaluated the interview transcription since analyst triangulation refers to using multiple analysts and observers. In addition, inter-coding and inter-rater reliability were taken into account for this study's analyst triangulation. Akkerman et al. (2006) believe that audit trails are a beneficial tool for assuring the quality of qualitative investigations, in this regard, Koch (2006) argues that a reader's ability to audit the researcher's events, influences, and activities may help establish the trustworthiness of a study. The study's credibility, transferability, reliability, and confirmability were all increased by the use of these following techniques. For member checking, the researcher emailed every participant before taking the interview and after transcribing their data, the transcripts files were emailed to them to check whether everything is ok or not (Merriam, 1995).

In addition, Member checking is also known as participant verification (Rager, 2005), informant feedback, respondent validation, applicability, external validity, and fittingness

(Barrett; Morse; Mayan; Olson & Spiers, 2002). In general, during an interview, the researcher will restate or summarize information and then question the participant to determine accuracy. The participants either agree or disagree that the summaries reflect their views, feelings, and experiences, and if accuracy and completeness are affirmed, then the study is said to have credibility (Creswell 2007; Lincoln & Guba, 1985).

Lincoln and Guba (1985) believed another kind of member checking occurs near the end of the research project when the analyzed data and report are given to the participants to review for the authenticity of the work. The participants check to see whether a “true” or authentic representation was made of what he or she conveyed during the interview. Member checks may involve sharing all of the findings with the participants, and allowing them to critically analyze the findings and comment on them (Creswell, 2007). In addition, the major themes and inter-rater reliability forms sent to an expert of this field to check the reliability. A part of the data was sent to an expert who is having more than 10 years of experience in tertiary level teaching from Applied Linguistics and ELT background.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 INTRODUCTION

This chapter describes the results of the research and discusses the findings. This study's major goal was to investigate the psychological impacts faced by university students during COVID-19 pandemic. The researcher tried his best to collect the information from the students by taking interview personally. The research results based on the following research questions will be presented in this chapter:

1. What psycho-social challenges did the Bangladeshi students face during the COVID-19 pandemic?
2. How did these psycho social problems affect students' academic performance?
3. In what ways, did the students solve these problems?

4.2 SECTION ONE: PSYCHO-SOCIAL CHALLENGES STUDENTS FACED DURING THE COVID-19 PANDEMIC

The COVID-19 pandemic had spread all over the world since January 2020. When several suspicious cases started coming up in Bangladesh, the government announced that all educational institutions should be closed. All participants expressed that at first, they were unprepared and shocked by this abrupt announcement of closure, but later they understood the urgency of the decision in the COVID-19 crisis. Due to the announcement, libraries, seminars, residential halls were closed immediately. The students left the university campuses and rush towards their hometowns or villages on short notices.

4.2.1 MENTAL HEALTH CHALLENGES

The first theme shows mental health challenges found among the university level students in Bangladesh. This theme comprises with some other sub-themes such as anxiety/stress,

depression, fear, anger, uncertainty, loss of fear, loneliness etc. Also, lockdowns, mobility restrictions, and closures of universities indisputably affected mental well-being during the COVID-19 pandemic. The pandemic also has effects on mental health; because infection or death of family and friends could worsen the overall mental health well-being of an individual (Ahmed et al., 2020). Psychological reactions given during the pandemic include anxiety, fear, disappointment, loneliness, anger, boredom, depression, stress, (Taylor, 2021). Mental health challenges come from various sources, including parental pressures, financial strains, and family losses (Bäuerle et al., 2020) which leads students to face mental health problems.

4.2.1.1 MENTAL STRESS

Anxiety or Stress was the most mentioned mental health problem by the respondents. During the pandemic mentally ill students affected anxiety, depressions, and stress by the COVID-19 pandemic (Yulas, 2022). They were found under a lot of pressure, not only thinking about COVID-19 situations but also for their academic education. Along with the fear of being infected with COVID-19, most of the participants felt anxiety for the factors like being scattered, less motivated, unable to adapt new academic habits in this situation.

One of the students Probhat shared that:

I felt restricted and isolated during lockdown periods. I had no friends; I could not explore my campus. This is not how I imagined my university life. I did not want to be hooked to my phone as it is a type of addiction...at the outset, I felt frustrated and angry but mainly anxious. I felt like I was trapped I could not describe my feelings. I stopped going outside as I did before the pandemic (DU PRO 30).

As the mental health emergencies have many psychological effects, the levels of anxiety, depression, and other mental health problems have been worryingly rising since the declaration of COVID-19 as a pandemic (Ansari et al., 2020). Therefore, from the opinion it

shows that students have gone through so much stressful life during COVID-19 as they could not do the things as they wanted to do. The level of stress or anxiety was too much that they were upset with their life and studies.

4.2.1.2 DEPRESSION

Depression was reported in university students during the COVID-19 pandemic. Most participants felt depression due to their and family members' infection and the death of family members and relatives due to COVID-19 pandemic. Aside from academic pressure, loss of physical, social connection, loss of freedom, sleep problems, and personal relationship challenges were also mentioned as contributing to mental well-being. Also, another cause for depression is substantial loss of student social interaction, interrupting group learning, in person interactions, and connections with peers and educators (Kedra & Kaltsidis, 2020; Rameez et al., 2020).

Consequently, students have become much reluctant and inattentive to their study. Since the study reveals that the students' anxiety, depression, tension, restlessness and boredom have increased during this pandemic and thereby their mental health and well-being have been affected, the findings of the study are in line with the findings presented by several researchers in Bangladesh context (Islam, et al., 2020; Khan et al., 2020). Besides that, there were reported manifestations of distress, anxiety, depression, and insomnia in general populations (Wang et al., 2020b; Rajkumar, 2020) during the COVID-19 pandemic.

One participant Orpa expressed her feelings:

Tragically my father passed away in 13th July. After my father's death we faced financially disaster. We 2 daughters and only my widow mother who is mentally broken and facing lots of difficulties like following legal formalities to take money from bank, maintaining asset formalities and from many sources. She is feeling very helpless and lonely and mentally broken. I felt to give up my studies (DU ORP 30).

In addition, several more important studies conducted during 2020 and early 2021 on a selected sample of respondents such as students, staff, retirees, children indicate increased levels of stress, depression, anxiety as a result of the pandemic (Hossain et al., 2020). Results showed that, prolonged periods of solitary studying at home have been linked to heightened stress levels (e.g., depression), feelings of cultural isolation (e.g., loneliness), and cognitive disorders (e.g., difficulty in retaining recent and past information) (Meo et al., 2020). Therefore, the students' response showed that, they were so much in depression during the COVID-19 pandemic and faced a lot of challenges which made them mentally distorted.

4.2.2 PHYSICAL HEALTH CHALLENGES

The second theme shows physical health challenges for the university students. The researchers also found that many changes took place in the participants' daily routines due to COVID-19.

Physical health concerns excessive daytime sleepiness, disrupted nocturnal sleep patterns, decreased appetite, sedentary behavior, weight gain or obesity, as well as feelings of fatigue, dizziness, and listlessness (Toquero (2020). It is also noted similar issues, outlining the impact of COVID-19 on students' mental health and physical health.

They felt weakness, fatigue, and so on. Most of the participants identified these physical problems as reasons for ignoring and not being enthusiastic about continuing their studies at home, which created distance from their academic education and hampered the flow of study.

One male participant Ishan said:

I used to be very busy. Now, I am getting fat by eating food and staying at home all day. The body senses very weighty, the head tingles, feel giddy; there is a sluggish sensation. Is it imaginable to study in this condition (DU ISH 24).

One female student Oarida described that:

The home quarantine is impacting on my health. When the university was open, I used to be on some physical movements all day long. So, my physical problem was in a minimal position. But now my daily routine has changed. I am getting fat, which is increasing my physical problem a little bit. In this situation, I am not able to concentrate on my studies. That's why I am so upset about this pandemic situation (DU OAR 28).

In addition, some of the participants reported associated physical health problems, such as headaches, migraine, and weight gain due to depression. This study also showed that online education developed physical problems like headaches, backache, eye-strain, and ear-pain among students due to access use of laptops, smartphones, and earplugs for remote learning classes. It seemed to new mental stress to the students (Adnan & Anwar, 2020). Hand (2018) also reported that extensive use of technology for online learning could negatively impact the physical and mental health of students.

One participant Oarida said her views:

While Covid begun within few months I became emotionally frustrated. I could not sleep well. There was no way to make my mood better. I felt a lot of headaches due to depression. Although I used to suffer from depression due to personal reasons, now I am depressed about the education sector, and I am restless with back-to-back exams, quizzes, and assignments (DU OAR 42).

4.3 SECTION TWO: PSYCHO-SOCIAL PROBLEMS AFFECT STUDENTS'

ACADEMIC PERFORMANCES

In this section we will be talking about what are the psycho-social problems which affects students' academic performances. From the students' interview answer we found that there were some basic problems which affected their academic performances. Such are university closers, online classes, poor network, physical setup/ technology devices problems,

Electricity problems/ load shedding, plagiarism, less concentration on studies and some others social problems.

4.3.1 UNIVERSITY CLOSURES

According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2020), the closure of schools, colleges, universities, and other educational establishments due to COVID-19 has impacted over 60% of students worldwide. The pandemic is inflicting significant damage upon the global education sector. University students, in particular, are grappling with notable disruptions to their academic and social lives. The uncertainties surrounding their future goals and careers, coupled with the limitations on social interaction with friends and family (Cao et al., 2020), have left them contending with altered living conditions and increased workload demands compared to the time before traditional classroom teaching was suspended.

However, the closures of educational institutions and several preventive methods during the COVID-19 pandemic have badly impacted students' mental health by causing several psychological changes among them which also affected too much in their academic performances (Islam et al., 2020; Khan et al., 2020). As the study revealed that the prolonged closure of universities and confinement to homes led to substantial disruptions in students' learning, aligning with findings from various studies that highlight disturbances in daily routines and studies (Meo et al., 2020), limited access to educational resources due to closed libraries, difficulties in learning at home, disruptions in the household environment, and challenges in retaining studied material (Bäuerle et al., 2020).

One student Probhat said that:

When it was declared that due to COVID-19 pandemic university's class will be closed for uncertain days I was totally shocked. I could not think what is going to

happen... my dreams and aspiration gone away. I really felt bore and uncomfortable about life (DU PRO 42).

The higher education sector in Bangladesh encountered challenges during this period. The closure of educational institutions disrupted students' learning activities (UNESCO, 2020; Al-Tammemi et al., 2020). Therefore, it is very much similar that students have faced same problems due to university's closure.

4.3.2 INFLUENCES OF ONLINE EDUCATION

Another main reason for academic performance was online education which was stressful and affected their health condition and social lives (Chakraborty et al., 2021). Digitally advanced countries can provide effective online learning (Basilaia & Kvavadze, 2020), and developing countries with limited technical resources face many challenges in implementing online education (Aldowah et al., 2019). As a developing country, the scope of online education is still low in Bangladesh. Therefore, the study identified persistent challenges in Bangladesh's online education system, including a lack of electronic devices such as laptops, smartphones, computers, and essential tools for online courses. Additionally, limited or absent internet access, expensive mobile data packages or broadband connections, disruptions during online classes due to slow or unstable internet speeds, and frequent power outages in both urban and rural areas hamper the efficacy of online learning (Aldowah et al., 2019). Also, online education has several disadvantages such as browsing problems, computer compatibility or technical problems (Arkorful & Abaidoo, 2015; Healy et al., 2014).

One of the students Orpa shared that:

I faced many stresses for distance learning during the COVID-19. Like, as a new student I didn't get help or support from students because didn't know anyone to help me in any problem. Then I felt panic on serious situations (like: exam time, presentation time, assignment submission time) for internet problem, load shedding

etc. which was not in my hand. If I wouldn't submit or fail to submit any assignment or script on the time it could effect on my marks (DU ORP 32).

Another student Selim told that:

Online classes are not convenient platform for understanding. There are lots of issues like poor network and overall, it is not preferred by me, (DU SEL 42).

Therefore, it is quite sure that online learning really create problem for the students and their academic performances; because online learning can be perceived as lack of interaction compared to classroom learning (Bali & Liu, 2018), as students could not take it easily the system was introduced. Finally, we can say the COVID-19 pandemic has had a notable impact on the landscape of online teaching and learning (Aldowah et al., 2019; Basilaia and Kvavadze, 2020; Khan and Abdou, 2021).

4.3.3 ANALYSIS OF ACADEMIC PERFORMANCES

It is found that from the students interview many students could not perform their academic performances and score good results to COVID-19 pandemic. The researcher has gone through some of the students' results and brought out sample results sheet to show how their performances during that time were. The current study highlighted some mental issues about students' health and academic education which were created by the COVID-19. Delay in studies, examinations, results, and promotions to new classes raised stress in students, (Cao et al. 2020). Because sometime too much using of electronic devices create problem for their life and study too. The unequal access to technical devices and the internet can impede the actual purpose of active learning through online classes (Xu & Xu, 2019) and cause a digital divide in education.

Therefore, some of the students' performances have been shown in brief just to give pictures that how pandemic has affected students' academic performances and grade points.

Name	Dept.	Trimester	CGPA	Remarks
Oarida	BBA	Spring 2019	3.69	Before COVID-19
		Summer 2019	3.50	
		Fall 2019	3.63	
Oarida	BBA	Spring 2020	3.00	During COVID-19
		Summer 2020	2.75	
		Fall 2020	2.50 (Repeat)	
Oarida	BBA	Spring 2021	3.00	End of the COVID-19
		Summer 2021	3.25	
		Fall 2021	3.25	

Name	Dept.	Trimester	CGPA	Remarks
Orpa	LAW	Spring 2019	3.64	Before COVID-19
		Summer 2019	3.50	
		Fall 2019	3.50	
Orpa	LAW	Spring 2020	3.12	During COVID-19
		Summer 2020	2.50 (Repeat)	
		Fall 2020	2.23 (Repeat)	
Orpa	LAW	Spring 2021	2.75	End of the COVID-19
		Summer 2021	3.00	
		Fall 2021	3.25	

Name	Dept.	Trimester	CGPA	Remarks
Probhat	ENG	Spring 2019	3.75	Before

		Summer 2019	3.63	COVID-19
		Fall 2019	3.64	
Probhat	ENG	Spring 2020	3.25	During COVID-19
		Summer 2020	3.00	
		Fall 2020	2.81	
Probhat	ENG	Spring 2021	2.75	End of the COVID-19
		Summer 2021	3.00	
		Fall 2021	3.12	

Table of Grade sheets of students

From the table sheet of the students result grade or CGPA we found that, before the COVID-19 students had good results. As Oarida got 3.69, Orpa got 3.64 and Probhat got 3.75 out of 4 CGPA but during and after COVID-19 their results have gone down and down and gradually they had very bad results infect they failed some of the courses, then later they passed semester by giving repeat exams and Oarida scored 2.50, Orpa got 2.23 and Probhat got 2.75 out of 4 CGPA. Therefore, we can assume that COVID-19 affected so much on their lives and studies too, which led their performances too down due to pandemic. Therefore, it is similar that, many educational institutions have responded to COVID19 by transitioning from traditional face-to-face instruction to online alternatives to minimize educational disruptions.

4.3.4 PLAGIARISM PROBLEMS

Plagiarism is defined by Ellis et al. (2018) as “presenting someone else’s words and/or ideas as your own without appropriate attribution.” Plagiarism refers to taking someone else’s work or ideas and passing them off as one’s own, which is a form of academic stealing and an act of fraud. According to Hosseinpur et al. (2023), there is a growing international concern regarding plagiarism. Some students attempt to make use of others’ work and efforts in order to gain fake academic success unethically and illegally. Plagiarism takes different forms,

including turning in work done by another person, copying parts from other sources either with or without proper citation, or paraphrasing parts taken from other sources without proper citation (Park, 2003).

As plagiarism issues arose here, and, they indicated the mental distance between themselves. Because, plagiarism was the new term for the many students even they were not familiar with the term itself; therefore, many students suffered a lot. Plagiarism means using someone else's work without giving them proper credit. In academic writing, plagiarizing involves using words, ideas, or information from a source without citing it correctly. But in secondary level they had no experiences about plagiarism and it was great tense for them at the beginning.

One of the students Cyril shared his feelings:

When I wrote something on my own idea and I gave it in plagiarism and they were saying like you this is from this website but I literally typed it on my own and it is my idea. So, it was very weird and I felt panic to overcome it (DU CYR 40).

Another student Selim also shared that:

The impacts I would like to highlight is plagiarism, it really gave me more stress to do my assignments. However, it did enable students to develop autonomy in learning (DU SEL 48).

As the literature suggests that students should be introduced to a precise definition and forms of plagiarism in the early stages of their study (Muluk et al., 2021; Sarlauskiene & Stabingis, 2014; Selemani et al., 2018), so that they can understand and utilize the knowledge of plagiarism and learn it properly to avoid the writing problems.

4.3.5 UNSTABLE INTERNET

Another major problem was unstable internet and server issues are the most common internet issues in Bangladesh, and the rural condition is deadly! Students and teachers faced huge

difficulties with that. Many students could not conduct the online classes due to poor internet. As Naciri et al. (2020) highlighted educators' difficulties in sustaining student engagement, multitasking during virtual sessions, subpar audio and video quality, and connectivity issues. The COVID-19's influence on education extends to students' mental well-being. Some students' inadequate home networks have hindered access to online materials, exacerbating their distress (Akour et al., 2020).

In our study, students reported that the quality of their internet connection directly influenced their online learning experience. Service provider delays their work if there is any problem going on. Even mobile network is also in poor condition, students buy the data but could not use it due to network issues. Electricity problems, blurry screens, and audio issues make the class problematic. Some students got interrupted frequently and they get bored and leave the class.

One of them Ishan shared:

Yes, as I have to participate in online classes and exams, I sometimes face electricity and network problems during these sessions (DU ISH 30).

4.3.6 EYE PROBLEM/ EYE IRRITATIONS

Lastly, common problem with online classes is vision problems. Eye irritation occurs after gazing at the screen for a long time. Most of the students join from small screens such as mobile phones. In mobile, even the teacher's font size was ok from his side, but it was difficult to see from the students' side. Gazing at mobile phones leads headaches, eye irritation so on and so forth. Some of the students faced much problem with the eye irritation also started using spectacles. Sleeping disorders became severe problems for the students due to long time gazing on the phone screen.

One of them Orpa said:

Covid has changed my entire sleeping schedule, and I suffered eye problem a lot for long time (DU ORP 36).

It was really problematic situations for the students as they gone through this kinds of problems especially looking long times over mobiles screens they had eyes problems.

4.4 SECTION THREE: SOME WAYS TO OVERCOME THE SITUATIONS

Here in this section, the researcher will be discussing about how the students did solve the problems they faced during COVID-19 pandemic. Students were having trouble with various issues during online classes and were able to find out the way of overcoming those, though those were not any permanent solutions. It is found that the university authority was good and supportive towards the students although some lacking was found wherein the students faced many problems. Yet the students who were open enough to seek aid they got at least some help from the faculty members and university students.

4.4.1 UNIVERSITY AUTHORIES PROVIDED SOME FINANCIAL SUBSIDIES

Institutional support, mainly economic, assisted students in overcoming their hurdles and difficulties during COVID-19. Twenty percent tuition fee waiver, regular scholarships, subsidies on university expenses (inside the campus), and reductions in library fees, student fees, or student activities fees were essential supports provided in private universities. Some participants indicated that they received economic support from the university and mental support from teachers during COVID-19. As it is stated that, economic status plays an immense role in higher education as financial aids can help students to attain a better quality of education (Shaw et al., 2015).

One participant Selim expressed his feelings:

Yes, we received a specific waiver during the pandemic; we did not pay library fees for being absent from offline classes. The university was prompt enough to guide students in the academia and also aid them with financial support (DU SEL 52).

4.4.2 MENTAL HEALTH SUPPORT AND COUNSELING

In the Notre Dame Bangladesh University, we have very good mental health counseling and psychological support system which did function actively during the COVID-19 pandemic and till now those who needs help. Since university have many experts of counselling unit and they provided tremendous service for the students as well as to the other members in the university. To be cured by receiving counselling is good form of healing which strengthen us mentally (Rahman 2022). Therefore, affected students were received mental health support and counselling also flexibility and motivational support provided by faculty members were beneficial in coping for some students.

One student Cyril told that:

Yes... in our university we have very good counseling unit which provided us good mental support and encouraged us to be strong and active in daily studies (DU CYR 38).

The university authority was always cooperative and supportive for the need of the students especially for their mental health support and counseling; so that students may overcome the tragedy they have gone through in their lives.

4.4.3 DISCOVERING NEW TECHNOLOGIES AND ADAPTATIONS

The pandemic propelled digital technologies to the forefront of education. The transition to digital learning required both educators and students to enhance their technological literacy. This shift also paved the way for pedagogy and curriculum design innovation, fostering changes in learning methods and assessment techniques. As a result, a large group of students could simultaneously engage in learning. Forced to embrace technology due to the pandemic, participants improved their digital literacy. Now students are very much cope up with the various types of technologies and apps which helped them to gather information more easily.

Furthermore, in this pandemic crisis, online education has emerged as an immediate alternative to the traditional tertiary education system around the world, even in Bangladesh. Though online learning has its share of issues, it is a popular innovative method for providing education (Wallace, 2003).

The pandemic prompted students to diversify their activities. They have learnt now how to integrate the online and offline activities. They devoted time to hobbies such as farming, painting, gardening, and crafts. Engaging in extracurricular activities such as cooking, volunteering, attending religious events, and using social media platforms such as Facebook and Instagram became a norm. Some events created uplifting content for social media, using platforms as a potential source of income. Others embarked on online entrepreneurship ventures, reflecting their entrepreneurial spirit. Volunteering became appealing, bridging the gap between virtual and physical engagement. However, for many teachers, administrators and students at Bangladeshi institutions, online education is a new frontier. Face-to-face teaching and learning have been the predominant mode at Bangladeshi universities for a long time, making it challenging to embrace the shift to an advanced online environment.

4.4.4 ADAPTABILITY OF LIFE

Besides that, students had improved habit of reading books, watching movies and listening music. While they had online classes, they had plenty extra time also load shedding and mobile data were not enough for the social media platforms therefore they read many good books and learn house works as well. Through we found that we can adapt any situation in our life by doing exercises such as going for a walk and doing yoga are coping strategies frequently defined to promote physical and mental health (Finlay et al., 2021) and exercise and meditation are effective on reducing stress in life (Van Der Zwan et al., 2015).

Some of the students witnessed that COVID-19 pandemic taught them so many good things. They have learnt to live with family, they have experiences being loneliness, to be more

optimistic in life, to grow more stronger mentally, knowing the value of life and time' also their faith has increase to the Almighty who is Creator of all things. In the process of overcoming situation, it was determined that individuals prayed more and felt better during the COVID-19 pandemic (Iddi et al., 2021).

Witnessing words from the participants Selim:

Communication and prayers were a pivotal part in my journey (DU SEL 52).

Another student Probhat told:

To overcome my psychological stress, I tried to maintain these things like eating healthy food and diet, avoid unhealthy habits, try to meditate, connect with God and friends etc (DU PRO 46).

Also, another student Oarida said:

I have done things I wanted to do that's where I get peace, I have done social activities started to run a small business and that's how I got to overcome my stress (DU OAR 46).

Beyond the challenges posed by online education, such as limited access to electronic devices, restricted internet connectivity, and high internet costs, students are also faced with adapting to new online assessment techniques and technologies, engaging with instructors, and navigating the complexities of the shift to online delivery (Owusu-Fordjour et al., 2020). It is also true that the COVID-19 have taught students a lot of things for the adaptation in their life.

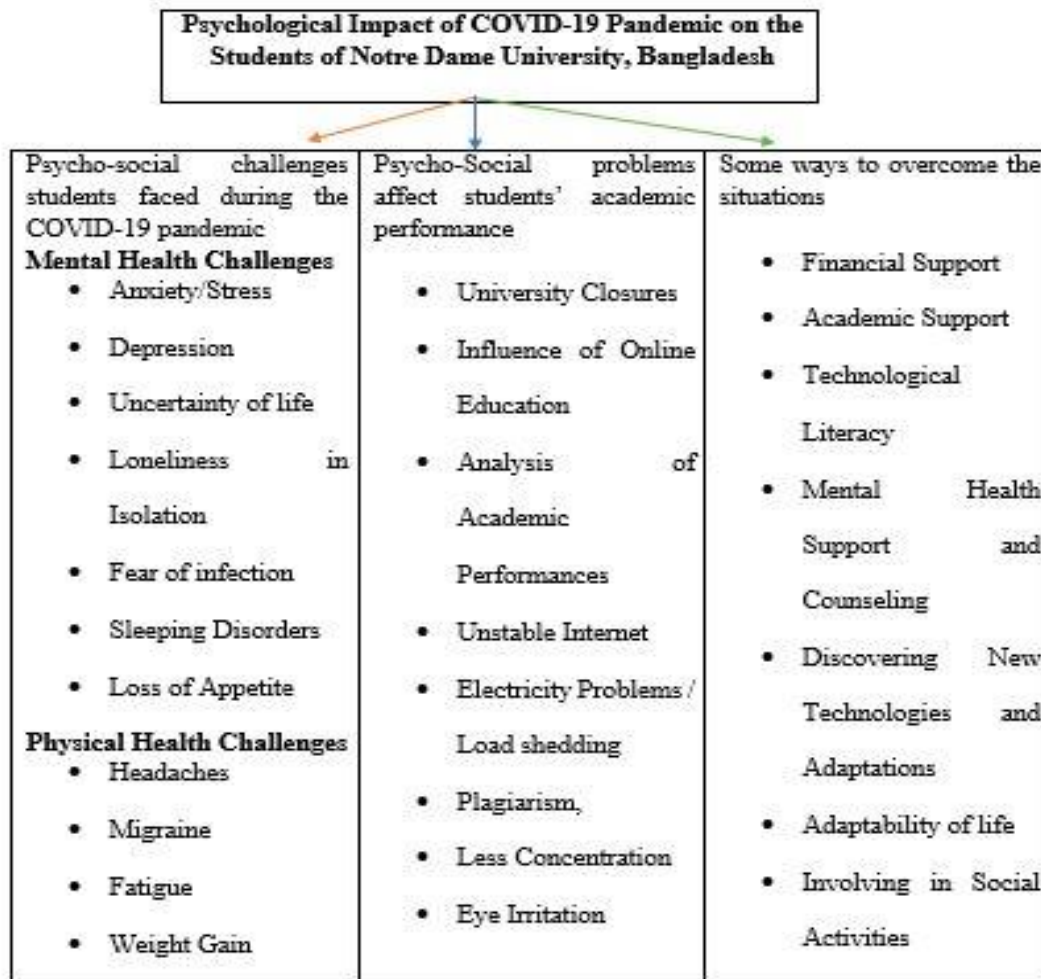


Figure: Emergent Themes of the Study

4.5 CHAPTER SUMMARY

The COVID-19 outbreak has spread its adverse effects on students' education, including health, economy, and societal relationship. The measures like social distancing, quarantine, closure of educational institutions taken to reduce the transmission of the disease have impacted students' academic learning to a great extent. The significant effects of this pandemic have crippled the conventional tertiary education system. Students at the tertiary level have fallen into a massive problem about their future. The current study shed light on the impacts of the COVID-19 pandemic on tertiary level education in Bangladesh from the

perspectives of university students. It showed that the learning disruptions, difficulties in social interaction, physical and mental health problems, economic crisis, caused by the outbreak of COVID-19, had discrepant consequences on tertiary students' academic education and learning behaviors.

Multiple support sources at the family and community level, including family bonding and social networking, worked as social support to allow students to cope with anxiety, stress, and depression. Financial subsidies for tuition and development fees, soft loans for purchasing electronic gadgets and mobile data, inadequate mental health promotion, and sessional mental health counseling contributed to minimizing the mental health impacts. Concentration on developing strong social support and improving increased financial subsidies, including learning resources, can be effective.

The findings of this qualitative study would help the students, teachers, educationists and government officials associated with tertiary-level education in Bangladesh to obtain an in-depth understanding of the numerous impacts of COVID-19 on tertiary education. Supports from the family, friends, and government are needed to minimize the social, physical, mental, and educational disruptions of students. It is recommended that urgent steps should be taken to provide technical resources and improve internet connection for ensuring uninterrupted online education in Bangladesh to fulfill the education needs of tertiary level students in this crisis period of COVID-19 pandemic.

CHAPTER FIVE

CONCLUSION

5.1 INTRODUCTION

This final chapter work towards summarizing the major findings of the study and discussing the implications and recommendation for psychological impacts for university level's students during the COVID-19 pandemic in the education sector of Bangladesh. The researcher has uncovered a variety of problems through an investigation of these problems that require attention and proper action. The emerging themes have shed light on the complexities of psychological impacts and its wide-ranging effects by finding out an extensive connection of pandemic life situations which are discussed in this chapter.

The three research questions that this study attempts to answer were

01. What psycho social challenges did the Bangladeshi students face during the COVID-19 pandemic?
02. How did these psycho social problems affect students' academic performance?
03. In what ways, did the students solve these problems?

5.2. CONTRIBUTION OF THE STUDY

5.2.1 THE IMPLICATIONS FOR THEORY

This study investigates into how COVID-19 has influenced students' academic performance, encompassing emotional well-being, mental health, physical health, financial circumstances, social relationships, and academic performances. However, certain aspects of the curriculum, particularly science and technology-focused areas involving online lab assessments and practical courses, present numerous challenges. However, based on theoretical framework of Nelson et al. (2015) composed of five distinct and interactive domains: physical, affective, cognitive, economic, and social (PACES), the researcher has adopted the new interactive domain of the **PAES** model of students' well-being for this

study; because students' well-being has been described as consisting of wellness, happiness, and satisfaction/success, which are elements of interpersonal/intrapersonal aspects, and internal and external systems.

In the early stages of the COVID-19 pandemic, researchers stressed the importance of monitoring rates of depression, anxiety disorders, self-harm, and suicidal behavior in the general and vulnerable populations, including first-line health care workers (Hossain et al., 2020; Ayyala, Taylor & Callahan, 2020). One of the first studies on the psychological impact of the COVID-19 pandemic conducted by Vizheh et al. (2020) too measured post-traumatic stress disorder (PTSD) depression, anxiety, and stress. In addition, several more important studies conducted during 2020 and early 2021 on a selected sample of respondents such as medical staff, retirees, children indicate increased levels of stress, depression, anxiety as a result of the pandemic (Hossain et al., 2020).

Furthermore, many researchers as Cherie et al. (2020), at the very beginning of the pandemic warned about the potential risks that could arise, related to the deterioration of the psychological health of the population. Today it can be said with certainty that the pandemic has contributed to a significant increase in stress, anxiety, and fear in general among many people specially students. The appearance of the virus, its mode of action and symptoms as well as the high mortality rate have an impact on the perception of people and their mental health. On the other hand, as an indirect consequence of the virus, the mentioned restrictive measures have a significant impact on the mental health of the population (García-Fernández et al., 2020). Especially, those who, due to their work commitment and the necessity of the work they do and who are most exposed to the danger of infection, have an increased risk of higher levels of stress and anxiety, fearing for themselves and their families. In addition, those that have not been diagnosed but have increased levels of stress and anxiety and

reduced resilience should not be left out. Therefore, People are in general afraid for themselves, for their loved ones.

5.2.2 THE IMPLICATION FOR THE SOCIETY

This study has confirmed that the general mental state of the population is disrupted. The quality of life generally is changed and which ultimately influences the individual, interpersonal and environmental adaptation to the situation. Mental health is still not a resourced area of health and well-being in Bangladesh. Lockdowns, mobility restrictions, financial constraints, academic pressure, coupling relationship breakup, excessive internet dependency, and traumatic experiences unevenly challenged the mental health conditions of students across universities during COVID-19. Stress emerged as a prevailing mental health concern among participants. They exhibited heightened anxiety, not only due to the pandemic itself but also concerning their academic commitments.

These findings have important implications for clinical work, public health and mental health professionals, to mobilize their knowledge and skills and to act in an organised way towards the improvement of the mental health of the population. The mental health professionals should increase their awareness of additional needs and potential mental health problems experienced by the population in Bangladesh. The individuals may be motivated to ask for help and support; however, they may still feel uncomfortable and prefer to handle the mental health and physical issues alone. Proactive measures are needed for reaching the needs of the clients via different online and face-to-face tools to strengthen the support and resilience that have been confirmed as protective factors enhancing the potential of the individual for successful adaptation and coping.

The state should design a rationally justified national intervention plan to engage different healthcare professionals, psychiatrists, intern psychologists, public health experts, sociologists, and university stakeholders. Their consolidated guidelines will assist in

establishing mental healthcare support centers at university levels; including a national 24/7, helpline service to avoid immediate and prolonged negative mental health impact; and it is related with the departments of English students as they go through with the same problems as like other students. Future research may focus on concentrating the long-term mental health challenges to avoid further serious mental illnesses and suicidal ideation for students across educational institutions

5.2.3 THE IMPLICATION FOR PEDAGOGY

The findings of this study have pedagogical ramifications, particularly for the students who faced psycho-social-challenges during the COVID-19 pandemic. The results highlight the need for practical approach for the well-being of the students physical and mental health development. During the COVID-19 pandemic students were so much in stress, anxiety, depressions, loneliness in isolations and fearful situations too. The literature reviews highlight how the students and other people have suffered during the COVID-19 pandemic needs their mental and physical supports to overcome that situation.

Therefore, it is important for educational institutions to work to identify students who are at risk for physical and mental health problems and to offer timely support. Additionally, the COVID-19 pandemic's effects on psycho-social challenges points to the necessity of flexible pedagogical approaches. Teachers need to be equipped to handle the difficulties students gone through in their lives. To support students' well-being development teachers can use Social and Emotional Learning (SEL) theory which is very convenient for their better growth. SEL is a term for the way children acquire social and emotional skills. It includes things like managing difficult emotions, making responsible decisions, handling stress, setting goals, and building healthy relationships. Studies show that SEL positively affects students' success in school or university and life. SEL has five main skills: self-awareness, social awareness, responsible decision-making, self-management, and relationship skills. Specific topics that

school/university often teaches include identifying feelings, considering other people's perspectives, and brainstorming solutions to problems.

For example, a teacher might lead a lesson on meditation for their integral concentration so that students might become the aware of the situations and put concentration on studies. Teachers coaches them meditation by doing breathing exercises to bring out their mental health problems. Therefore, by seeing this SEL theory for the student's well-being many other teachers might be inspired to follow that; because teachers are not only asked to teach subjective matters or syllabus but also psychological support and insights are required for the students to become more better human being. Therefore, social and emotional learning theory is very much useful and helpful for the students for their growth to overcome all the stress, anxiety and depressions they face in their daily life. Similar effects can be observed among students of English departments of higher educational institutions.

5.3 RECOMMENDATIONS

There are several tangible recommendations that come from this work. Students are anxious about this pandemic and the university may be a key source of support during this time. University counseling centers may need to provide COVID-19 specific coping skills, which would be particularly useful for those students who are not typically anxious (and for whom coping skills for general anxiety/worry might not resonate). Moreover, it is possible that substance use behavior could increase in the context of a crisis and there is a need to assess for this as the pandemic continues. Finally, even after the pandemic is under control, there are long-lasting consequences that may continue to contribute to anxiety among students (e.g. finding a job after college, paying for college after the economic impact of COVID-19); further research is needed on these consequences. Such research will inform universities long-term recovery plans, which may need to help students address this anxiety. Our findings

highlighted the role of support during the pandemic, especially from organizations (e.g. the university), which was positively associated with optimism about COVID-19.

In line with these results, it may be recommended to plan descriptive studies with a larger sample in order to figure out the long-term mental, social and physical effects of the pandemic. In addition, psychosocial interventions to reduce the short and long-term effects of the pandemic on life should be made available. In this context, it is recommended that psychiatry professionals plan and implement psychosocial approach-based individual/social interventions. It is necessary to develop the effective strategies in order to cope positively with the effects of the pandemic, which is a part of life.

A collaborative effort involving governments, organizations, and educators is imperative to bridge educational gaps within this framework. Governments could play a pivotal role by providing ICT training to instructors and students, fostering a more technologically adept academic community.

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APPENDIX -A

INTERVIEW QUESTIONS FOR PARTICIPANTS

Interview Questions for Students to be asked for collecting data to answer the research questions:

Interview Questions (IQs)	Background Info(Students')	RQ1	RQ2	RQ3
1. What is your name?	X			
2. Which department do you read in?	X			
3. What are the professions of your of parents?	X			
4. Have you experienced any death of your family members or close relatives?	X			
5. Were there any financial problems in your family which hampered your studies?		X		
6. Did you ever feel stressed about COVID-19?		X		
7. Did you ever feel stressed interferes with studying, daily living activities or social life?		X		
8. Did you ever feel anxiety during lockdown?		X		
9. Did you have problems with your behavior or fear of anxiety that interfere with your studies?		X		
10. Did you communicate with your friends like in the same way before the lockdown or how you practicing your friendship relation?		X		
11. How it was with your parents and siblings?		X		
12. Have you faced any challenging situations due to COVID-19		X		
13. How stressful was distance learning for you during the COVID-19 pandemic?		X		
14. How did you spend your time during the lockdown?		X		
15. Did you fear COVID-19 and its diseases?		X		

16. Did these situations affect your mind? If yes, can you please describe it?		X		
17. Did you have to attend online classes? If yes, do you face any difficulties attending online classes?		X		
18. Were you anxious of anything e.g., online exam attendance/ Lab/ parents overlook etc?			X	
19. Have you faced sleeping disorders or any kind of depression?			X	
20. Did you have enough access to online class materials (network, applications, software, mobile phone/personal computer, or laptop)?			X	
21. What impact did the pandemic have on the academic performances?			X	
22. How has the pandemic changed your personal goals and priorities?			X	
23. Have you been satisfied with the University's response to the COVID-19 pandemic crisis?				X
24. What additional support and resources could Administration provide this academic year?				X
25. Have you got all the help you need with your assignments from the faculties' during online learning?				X
26. Did your parents support your mental health issues?				X
27. What perceptions do the parents have regarding your psychological well-being?				X
28. Finally, during the pandemic, what have you done to overcome your psychological stress?				X

APPENDIX- B
SAMPLE INTERVIEWS OF PARTICIPANTS
Notational Conventions of the Interview Transcripts

	Notation	Meaning
1.	DU	Discourse Unit
2.	I	Interviewer
3.	Hah..Hah..	[Laughs]
4.	...	Small pause
5.	Long pause
6.	Umm... Oh..yeah..	Hedging in speech
7	DU JON	

APPENDIX- C
Piloting Interview
Interview Transcript of a Student Participant Orpa

DU	Participants	Interview Questions & Answers
1.	I	So dear student. I have invited you to give some interview questions answered. So good morning.
2.	Orpa	Good Morning!
3.	I	Could you tell me your name, please?
4.	Orpa	My name is Atkia Fairuz Orpa
5.	I	Where do you live?
6.	Orpa	At present, I live in Luxmibazar, old Dhaka.
7.	I	Where do you study?
8.	Orpa	I study at Notre Dame University, Bangladesh.
9.	I	Which department do you read in and which batch?
10.		I study in department of Law, LLB batch-14.
11.	I	What profession your parents are having?
12.	Orpa My mother is a house wife, Umm. ... my father passed away, 13 July, 2021.
13.	I	Have you experienced any death of your family members or close relatives during Covid-19?
14.	Orpa	Yes. I lost my father in 13 th July, 2021 during covid.
15.	I	Were there any financial problems in your family which hampered your studies during Covid-19?
16.	Orpa	Yes, tragically my father passed away in 13 th July. After my father's death we faced financially disaster. ... We 2 daughters and only my widow mother who is mentally broken and facing lots of difficulties like following legal formalities to take money from bank, maintaining asset formalities and from many sources. She is feeling very helpless and lonely and mentally broken. I felt to give up my studies.
17.	I	Did you ever feel stressed about COVID-19?
18.	Orpa	Yes... I was stressed and scared when my father died. It was a shocking news for me. It was very painful to accept.

19.	I	Did you ever feel stressed interferes with studying, daily living activities or social life?
20.	Orpa	Yes, as an elder daughter and being a girl, I always felt guilty & burden to see their sufferings surviving in my family. ... I could not study properly I felt stressed always.
21.	I	Did you ever feel anxiety during lockdown?
22.	Orpa	Yes, always I was in anxious moment. Still, I feel ... like trauma.
23.	I	Did you have problems with your behavior or fear of anxiety that interfere with your studies?
24.	Orpa	Yes, I use to get angry often; I could not concentrate studies. I faced some psychological stress.
25.	I	Did you communicate with your friends like in the same way before the lockdown or how you practicing your friendship relation?
26.	Orpa	... Now I create distance from everyone except my family.
27.	I	How it was with your parents and siblings?
28.	Orpa	I share problems of my life with my mother and sister If it needs so.
29.	I	Have you faced any challenging situations due to COVID-19
30.	Orpa	Yes... ... with my personal life. I felt that continuing my studies is most challenging and also online classes makes me boring. Even I failed in subjects.
31.	I	How stressful was distance learning for you during the COVID-19 pandemic?
32.	Orpa	... I faced many stresses for distance learning during the COVID-19. Like, as a new student I didn't get help or support from students because didn't know anyone to help me in any problem. ... Then I felt panic on serious situations (like: exam time, presentation time, assignment submission time) for internet problem, load shedding etc. which was not in my hand. If I wouldn't submit or fail to submit any assignment or script on the time... it could effect on my marks.

33.	I	How did you spend your time during the lockdown?
34.	Orpa	Online class, painting, taking preparation for exams etc.
35.	I	Did you fear COVID-19 and its diseases?
36.	Orpa	Yes... .. it changed entire my life and everything.
37.	I	Did these situations affect your mind? If yes, can you please describe it?
38.	Orpa	Yes, losing father still ... we couldn't overcome this period of immense grief. Sometimes I also feel helpless, lonely and no one to share or talk.
39.	I	Did you have to attend online classes? If yes, do you face any difficulties attending online classes?
40.	Orpa	Yes. Net issue. I felt panic and tensed on serious situations (like: exam time, presentation time, assignment submission time) for internet problem, load shedding etc. which was not in my hand. If I wouldn't submit or fail to submit any assignment or script on the time it could effect on my marks.
41.	I	Were you anxious of anything. e.g., online exam attendance/ Lab/ parents overlook etc?
42.	Orpa	Yes, I was anxious about exams, sometime I was not able to submit my exam assignment on time properly. Even I use to miss quiz due to network issues.
43.	I	Have you faced sleeping disorders or any kind of depression?
44.	Orpa	Yes,... whole system was changed, I was mentally very broken.
45.	I	Did you have enough access to online class materials (network, applications, software, mobile phone/personal computer, or laptop)?
46.	Orpa	Not at all. Yet I tried best to attend the classes, network problem was irritating.
47.	I	What impact did the pandemic have on the academic performances?
48.	Orpa	I cannot even concentrate on my study ... but I'm fighting to overcome and trying to survive this; because my academic performance was not so good.
49.	I	How has the pandemic changed your personal goals and priorities?

50.	Orpa I forgot to see the big dream now; I just want to be an established person to support my mother and sister. I need to earn the money to run my family.
51.	I	Have you been satisfied with the University's response to the COVID-19 pandemic crisis?
52.	Orpa	Surely, they provided assistance as much they could.
53.	I	Did you face eyes problems looking over screen for a long time?
54.	Orpa	Oh, yes. I faced problem of looking long time on phone's screen and I felt eye pain.
55.	I	What additional support and resources could Administration provide this academic year?
56.	Orpa	They could be more flexible to pay tuition fees for the poor and needy students and for more time to submit the assignments.
57.	I	Have you got all the help you need with your assignments from the faculties' during online learning?
58.	Orpa	Yes, they did.
	I	Did your parents support your mental health issues?
	Orpa	... My mother does not know sometimes everything what I feel. I didn't want to let her everything know because she use to get also sick. And, I can handle myself.
59.	I	What perceptions do the parents have regarding your psychological well-being?
60.	Orpa	My mother thinks I'm very emotional person. ... And yes, it is. She believes I will never do anything which can fall me in trouble. I know my ethics. These are her perception about me.
61.	I	Finally, what is your opinion about COVID-19 pandemic, how its effects in your whole life?

62.	Orpa	I have my best friend who supported me mentally in my bad time and if I faced any psychological stress. Her support helps me a lot. And I always follow positive motivational quotes, reminders and lessons. But sometimes I also feel also helpless, lonely and no one to share or talk. That effect sometimes on my study and class attendance. On that situation, I take time and rest at home to heal. I create distance from toxic people for my mental peace.
63.	I	Thank you Orpa for your active participation, wishing you all the best.
64.	Orpa	Thank you very much and I hope this really helps and it brightens the picture for everybody. Thank you so much.

Appendix D

Sample of Inter Coding Template by Another Coder Orpa's Response to RQ 01

RQ 01. What psycho-social challenges did the Bangladeshi students face during the COVID-19 pandemic?

Interview questions (1)	Subordinate key word of question (2)	Subordinate main point from the discourse (3)	Elaboration example to support the subordinate (4)	Occurrence main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of Discourse Unit (7)
Did you ever feel stressed about COVID-19?	*Feels Stress *Fear	*Stress *Fear	“Yes... I was stressed and feared when my father died. It was shocking news for me. It was very painful to accept.”	*Stress *Fear	1	DU ORPA 18
Were there any financial problems in your family which hampered your	*Financial crisis, *Mental health issue	*Facing financial disaster *Mentally disturb *Legal formalities	After my father's death we faced financially disaster. ... We 2 daughters and only my widow mother who is	*Facing financial disaster and *Mentally broken down	1	DU ORPA 16

<p>studies during Covid-19?</p>			<p>mentally broken and facing lots of difficulties like following legal formalities to take money from bank, maintaining asset formalities and from many sources. She is feeling very helpless and lonely and mentally broken. I felt to give up my studies.</p>			
<p>Did you ever feel stressed and face interferences with studying, performing daily living activities or social life?</p>	<p>*Feeling guilty & burden</p>	<p>Feeling guilty & burden *Stressed</p>	<p>Yes, as an elder daughter and being a girl, I always felt guilty & burden to see their sufferings surviving in my family. ... I could not</p>	<p>*Feeling guilty, burden *Stressed</p>	<p>1 1 1</p>	<p>DU ORPA 20</p>

			study properly I felt stressed always.			
Did you ever feel anxious during lockdown?	*Anxious *Trauma	*Felt anxious *Traumatized	Yes, always I was in anxious moment. Still, I feel ... like trauma.	*Anxious *Traumatized	1 1	DU ORPA 22
Did you have problems with your behavior or fear of anxiety that interfered with your studies?	*Anger, *Psychological stress *Distraction	*Felt angry *Psychological stressed *Distracted	Yes, I use to get angry often; I could not concentrate on studies. I faced some psychological stress.	*Felt angry *Psychologically stressed and distracted in studies	1 1 1	DU ORPA 24
Have you faced any challenging situations due to COVID-19?	*Challenging study life *Boring online class	*Challenging and boring online class	Yes... ... with my personal life. I felt that continuing my studies is most challenging and also online classes makes me boring. Even I failed in courses.	*Challenging study life *Boring online class	1	DU ORPA 30

How stressful was distance learning for you during the COVID-19 pandemic?	*No supporting friends *Panic in exams	*No supporting friends and panic in exams	... I faced many stresses for distance learning during the COVID-19. Like, as a new student I didn't get help or support from students because I didn't know anyone to help me in any problem. ... Then I felt panic on serious situations (like: exam time, presentation time, assignment submission time) for internet problem, load shedding etc. which was not in my hand. If I wouldn't submit or fail to submit any assignment or script on the time... it could effect on my marks.	*No supporting friends *Panic in exams	1	DU ORPA 32
Did you fear COVID-19 and its diseases?	*Panicked	*Got panicked	Yes... .. it changed entire my life and everything.	*Got panicked	1	DU ORPA 36
Did these	*Grief over	*Grieved	Yes, losing father still	*Grieved	1	DU ORPA 38

<p>situations affect your mind? If yes, can you please describe it?</p>	<p>father's death, *Lonely *Helpless</p>	<p>*Lonely *Helpless</p>	<p>... we couldn't overcome this period of immense grief. Sometimes I also felt helpless, lonely and no one to share or talk.</p>	<p>*Lonely *Helpless</p>		
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Appendix E

Sample of Inter Coding Template by Another Coder Orpa's Response to RQ 02

RQ 02. How did these psycho social problems affect students' academic performance?

Interview questions (1)	Subordinate key word of question (2)	Subordinate main point from the discourse (3)	Elaboration example to support the subordinate (4)	Occurrence main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of Discourse Unit (7)
Did you have to attend online classes? If yes, did you face any difficulties attending online classes?	*Network problem, *Tensed *Panic	*Facing network problem *Feeling panic and tensed	Yes. Net issue. I felt panic and tensed on serious situations (like: exam time, presentation time, assignment submission time) for internet problem, load shedding etc. which was not in my hand. If I wouldn't submit or fail to	*Facing network problem *Feeling panic *Tensed	1	DU ORPA 40

			submit any assignment or script on time it could affect on my marks.			
Were you anxious of anything? e.g., online exam attendance/ Lab/ parents overlook, etc.?	*Anxious *Late submission and missing out quizzes	*Anxious *Late submission and missing out quizzes	Yes, I was anxious about exams, sometime I was not able to submit my exam assignment on time properly. Even I use to miss quiz due to network issues.	*Anxious *Late submission and missing out quizzes	1	DU ORPA 42
Have you faced sleeping disorders or any kind of depression?	*Change in the system *Mental disturbance	*Change in the system *Mentally disturbed	Yes ... whole system was changed, I was mentally very broken.	*Change in system *Mentally very broken	1	DU ORPA 44
Did you have enough access to online class materials (network, applications, software, mobile phone/personal	*Irritating network problem	*Irritating network problem	Not at all. Yet I tried my best to attend the classes but the network problem was irritating.	*Irritating network problem	1	DU ORPA 46

computer, or laptop)?						
What impact did the pandemic have on the academic performances?	*Lack of Concentration *Fight back to recover	*Inattentive in studies *Fight back to recover I could not even concentrate on my study ... but I'm fighting to overcome and trying to survive this; because my academic performance was not so good.	*Lack of concentration *Trying to fight back to recover	1	DU ORPA 48
How has the pandemic changed your personal goals and priorities?	*Dreams shattered, *Supporting family	*Dreams got shattered, *Supporting family only	... I forgot to see the big dream now; I just want to be an established person to support my mother and sister. I need to earn the money to run my family.	*Forgot to see the big dream now	1	DU ORPA 50

APPENDIX F

Sample of Inter Coding Template by Another Coder Orpa's Response to RQ 03

RQ 03. In what ways, did the students solve these problems?

Interview questions (1)	Subordinate key word of question (2)	Subordinate main point from the discourse (3)	Elaboration example to support the subordinate (4)	Occurrence main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of Discourse Unit (7)
Have you been satisfied with the University's response to the COVID-19 pandemic crisis?	*Satisfied.	*Provided support	Surely, they provided assistance as much they could.	*Provided Support *Assistance	1	DU ORPA 52
Did you face eye problems looking at screen for a long time?	eye pain	*Felt severe eye pain	Oh, yes. I faced problem of looking long time on phone's screen and I felt severe eye pain.	*Felt severe eye pain	1	DU ORPA 54
What additional	*Flexibility of	*Tuition fee	They could be more	*Tuition fee	1	DU ORPA 56

support and resources could Administration provide this academic year?	tuition fee payment *More time for assignment submission	payment flexibility *More time for assignment submission	flexible to pay tuition fees for the poor and needy students and for more time for assignments submission.	payment flexibility *More time for assignment submission		
Have you got all the help you need with your assignments from the faculties' during online learning?	*Cooperative *Reliable.	*Cooperative *Reliable.	Yes, they did. Faculty members were very cooperative and reliable.	*Cooperative *Reliable.	1	DU ORPA 58
Did your parents support your mental health issues?	*Suppressing and self-guidance	*Used to suppress and let none to know	... My mother does not know sometimes everything what I felt. I didn't want to let her everything know because she used to get sick also.	*Used to suppress and let none to know	1	DU ORPA 60

			And, I can handle myself.			
What perceptions do the parents have regarding your psychological well-being?	*Emotional but confident	*My mother thought of me as emotional but had confidence in me.	My mother thinks I'm a very emotional person. ... And yes, it is. She believes I will never do anything which can make me fall into trouble. I know my ethics. These are her perception about me.	*My mother thought of me as emotional but had confidence in me.	1	DU ORPA 62
During the pandemic, what have you done to overcome your psychological stress?	*Company of my best friend, *Watching and listening to motivational lessons	Company of my best friend, watching and listening to motivational lessons	I have my best friend who supported me mentally in my bad time and if I faced any psychological stress, her support helped me a lot. And I always follow positive motivational quotes, reminders and lessons. But sometimes ... I also feel also helpless, lonely and	*Company of my best friend *Watching and listening to motivational lessons	1	DU ORPA 64

			no one to share or talk. That effect sometimes on my study and class attendance. On that situation, I take time and rest at home to heal.			
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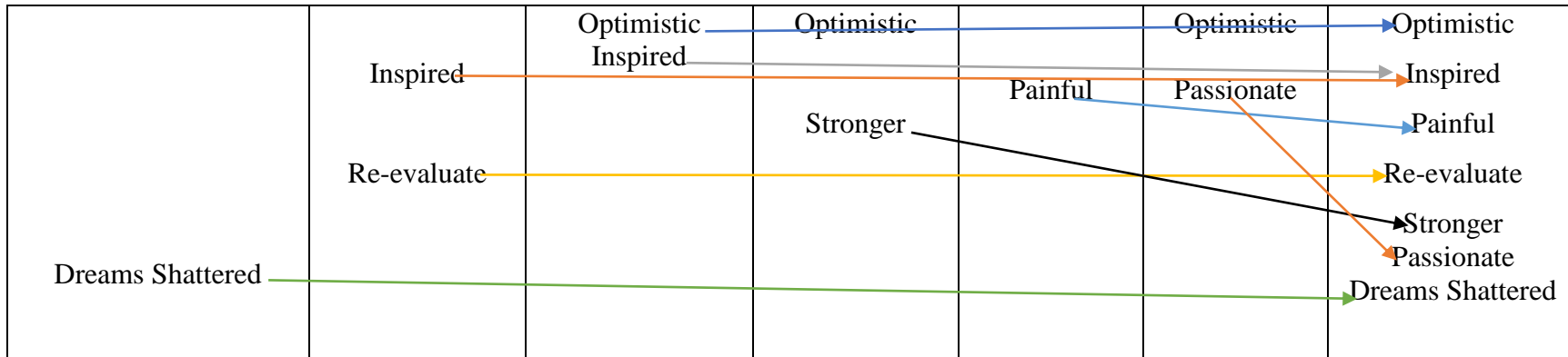
Appendix G

Sample of Theme Generalization Template from the students' Response

Research Question (1)	What psycho-social challenges did the Bangladeshi students face during the COVID-19 pandemic?					
Interview Question	Did you ever feel stressed about COVID-19?					
Orpa	Selim	Cyril	Ishan	Probhat	Oarida	
Stress and Fear	Stress and Fear	A nightmare	stress	Stress	Stress	Stress Fear Nightmare
Interview Question	Did you have problems with your behavior or fear of anxiety that interfered with your studies?					
Anger Stress Distraction	Uncertainty Stress Fear		Uncertainty Fear	Stress	Anger Boring	Anger Stress Uncertainty Fear Boring Distraction No-stress
Interview Question	Did these situations affect your mind? If yes, can you please describe it?					
Helpless Loneliness Grief	Helpless Uncertainty	Scariness	Isolation	Fear of losing	Fear of losing	Fear of losing Helpless Loneliness Uncertainty Scariness Isolation Grief

Appendix H
Sample of Theme Generalization Template from the students' Response

Research Question (2)	How do this psycho social problems affect students' academic performance?					
Interview Questions	Did you have to attend online classes? If yes, did you face any difficulties attending online classes?					
Orpa	Selim	Cyril	Ishan	Probhat	Oarida	
Poor Network	Poor Network	Poor Network	Poor Network	Poor Network	Poor Network	Poor Network
Panic		Physical set-up				Panic
Load Shedding			Load Shedding			Load Shedding
Interview Questions	What impact did the pandemic have on the academic performances?					
Less Concentration	Plagiarism	Plagiarism	Plagiarism			Plagiarism
Bad effect	Critical thinking			Less Concentration	Intellectual capabilities	Less Concentration Bad effect
						Critical thinking Intellectual capabilities.
Interview Questions	How has the pandemic changed your personal goals and priorities?					



Appendix I
Sample of Theme Generalization Template from the students' Response

Research Question (3)	In what ways, did the students solve these problems?					
Interview Question	Have you been satisfied with the University's response to the COVID-19 pandemic crisis?					
Orpa	Selim	Cyril	Ishan	Probhat	Oarida	
Financial Support	Financial Support		Financial Support		Financial Support	Financial Support
Academic support	Academic support	Helpful		Helpful		Helpful
						Academic support
Interview Question	Did you face eye problems looking at screen for a long time?					
Eye Pain		Eye Pain		Eye pain	Eye pain	Eye Pain
	Eye Irritation		Eye Irritation		Eye Irritation	Eye Irritation
	Unable to look				Irritation	Unable to look
Interview Question	During the pandemic, what have you done to overcome your psychological stress?					
Watching Movies		Watching movies	Watching movies			Watching Movies
	Reading Books	Reading Books	Reading Books	Reading Books		Reading Books
Listening Music						Listening Music
	Prayers				Social Activities	Prayers
			Using technology			Using technology
					Small Business	Social Activities
						Small Business

Appendix J
Rating for Participants Interview by Rater 1

Please respond to the following themes by choosing “Agree” or “Disagree” You can also suggest new themes in the comment’s column

RQ 1: What psycho-social challenges did the Bangladeshi students face during the COVID-19 pandemic?						
IQ: Did you ever feel stressed about COVID-19?				Inter-Rater		
Themes	Main Ideas	Discourse Unit	Verbal Support	Agree	Disagree	Comment/ Suggestion
Stress and Fear	Feels stress and fear Nightmare	ORP 18 ISH 18 CYR 16	“Yes... I was stressed and feared when my father was died. It was shocking news for me. It was very painful to accept.” “I felt stressed during online classes.” “Every day, every moment. It was like a nightmare.”	/		
IQ: Did you have problems with your behavior or fear of anxiety that interfered with your studies?						
Anger Stress Distraction	Felt angry Psychological Stressed and Distracted	ORP 24	“Yes, I use to get angry often; I could not concentrate studies. I faced some psychological stress.”		/	
IQ: Did these situations affect your mind? If yes, can you please describe it?						

Uncertainty Helpless	Grief over father's death, lonely and helpless. Dilemma Isolation Fear	ORP 38 SEL38 OAR 32 ISH 37	<p>“Yes, losing father still ... we couldn't overcome this period of immense grief. Sometimes I also feel helpless, lonely and no one to share or talk.”</p> <p>“The world is helpless in the face of nature, but can be handled with unity. I have also come to know that life is uncertain.”</p> <p>“Yes. All time I was in a dilemma that I'd lose someone closer.”</p> <p>“I feel fear of being affected by it. I felt like isolation.”</p>	/	/	
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IQ: Did you have to attend online classes? If yes, did you face any difficulties attending online classes?						
Poor Network	Poor Internet Load Shedding	ORP 40 SEL 40 ISH 39	<p>“Yes. Net issue. I felt panic with network and load shedding.”</p> <p>“It was also difficult to commit when one faced issue such as network instability.”</p> <p>“I sometimes face electricity and network problems during these sessions.”</p>	/	/	/
IQ: What impact did the pandemic have on the academic performances?						
Plagiarism	Having Plagiarism	SEL 48	“The impacts I would like to highlight is plagiarism.”	/		

Checked By: Dr. Sabreena Ahmed
Department of English and Humanities
BRAC University
Date: 08 November 2023

**APPENDIX K
INTER-RATER RELIABILITY CALCULATION FOR PARENTS
INTERVIEWS**

Calculation of inter-rater's Reliability

	Percentage of agreement (Total number of agreements/Total number of responses) x100
Inter-rater 1:	(10/12) x100
Percentage	83.3