International Journal of Modern Trends in Social Sciences
EISSN: 2600-8777
IJMTSS
Volume 6 Issue 24 (September 2023) PP. 30-44
DOI 10.35631/IJMTSS.624002

INTERNATIONAL JOURNAL OF MODERN TRENDS IN SOCIAL SCIENCES (IJMTSS)
www.ijmtss.com

A CASE AMONG FINAL YEAR STUDENTS IN SCHOOL OF TECHNOLOGY MANAGEMENT AND LOGISTIC (STML) UNIVERSITI UTARA MALAYSIA: THE EFFECT OF COVID-19 ON EDUCATION

Nahdatul Haziqah Abdul Malik[1*], Lim Kong Teong[2]

[1] School of Technology Management & Logistics, College of Business, University Utara Malaysia
Email: Nahdatul_Haziqah_@stml.uum.edu.my
[2] School of Technology Management & Logistics, College of Business, University Utara Malaysia
Email: ktlim@uum.edu.my
[*] Corresponding Author

Article Info:

Article history:
Received date: 18.07.2023
Revised date: 10.08.2023
Accepted date: 04.09.2023
Published date: 19.09.2023

To cite this document:

Malik, N. H. A., & Lim, K. T. (2023). A Case Among Final Year Students In School Of Technology Management And Logistic (STML) Universiti Utara Malaysia: The Effect Of Covid-19 On Education. *International Journal of Modern Trends in Social Sciences, 6* (24), 30-44.

DOI: 10.35631/IJMTSS.624002

Abstract:

The worldwide economic slump and its considerable impact on the higher education sector have been attributed to the COVID-19 pandemic. Campuses were closed suddenly as a social distancing tactic to avoid community transmission; therefore, in-person classes have transitioned to online learning. Because of this, there has been a change in attention to the use of online learning tools and platforms for effective student participation, which may be too expensive or unavailable for some students. Understanding how online education can affect a student's emotional well-being and social life is crucial. Consequently, the purpose of this research is to explore how the effects of COVID-19 on students' mental health and social life are connected to their schooling. The studies focus on three areas that could affect students' emotional and social well-being: classroom procedures, counselling, and evaluation strategies. These students' emotional and social well-being is the primary focus of this investigation, and the researchers hope to identify not only the elements that have the most bearing on these outcomes but also the relationships between independent and non-independent variables. One hundred fifty undergraduates in their last year from the School of Technology Management & Logistics (STML) at the Universiti Utara Malaysia (UUM) filled out a questionnaire to provide us with this information. The analysis was performed using SPSS, a statistical package. It appears from the results that instructional approaches, guidance, and assessment methods all have an effect on the dependent variable (mental health as well as the social life of students).

International Journal of Modern Trends in Social Sciences
IJMTSS
EISSN: 2600-8777
Volume 6 Issue 24 (September 2023) PP. 30-44
DOI 10.35631/IJMTSS.624002

Keywords:

COVID-19, Teaching Practices, Guidance, Assessment Method, Mental Health, Social Life

Introduction

In December 2019, COVID-19 broke out in Wuhan, China, and spread worldwide in early 2020. (Sahu, 2020). On June 1, 2020, the WHO declared the COVID-19 outbreak a global public health emergency due to its spreadability (Spina et al., 2020). According to the WHO, 107 nations have closed schools due to the COVID-19 pandemic (Viner et al., 2020). Globalisation increases our risks. The national COVID-19 outbreak continues. Regardless of nationality, education, or income, it has affected everyone. However, consequences have already hit the most vulnerable, which is not true. Education is no exception. Parental support and a desire to learn can help disadvantaged students get past the school doors. When schools close, low-income students are shut down. This crisis has revealed many educational inequalities, starting with the lack of broadband and computers needed for online education and continuing through a mismatch between resources and needs. Globally, COVID-19 has affected education, particularly higher education. As of April 8, 2020, colleges and universities had to close to stop the spread of the virus, delaying 220 million post-secondary students in 175 countries. This represents 13% of all affected students worldwide (World Bank, 2020; UNESCO, 2020).

Higher education institutions (HEIs) quickly moved as many of their teaching and learning activities online, coining new terms like "remote learning", "home-based learning", "online learning", and "emergency remote education". The COVID-19 pandemic forced schools and colleges worldwide to close, and the government ordered social distance, which has been shown to flatten the infection curve and reduce disease deaths. The most important pandemic preparedness measure, "social distance" or "physical distancing", reduces interpersonal interaction and limits community transmission in dense social networks like university campuses (Weeden & Cornwell, 2020). Many university courses have been cancelled or moved online. Campus activities include conferences, workshops, sports, and more (Gewin, 2020). According to the survey, 1,198,530,172 students in 186 countries have had school cancellations due to COVID-19 (UNESCO, 2020). Malaysia's physical distance policy includes school closures to reduce disease spread and health system stress. The purpose of this paper is to examine the relationship between the effects of university closures and the mental health and social lives of students.

Literature Review

COVID-19 is a public health crisis. Many nations closed their universities. The problem underlines the difficulties politicians have in deciding whether to close schools to minimise contact and save lives or enable workers to continue working to keep the economy afloat. Homeschooling is a shock to parents' productivity and might temporarily harm children's social and educational development. Online education is growing like never before. Online student assessment entails trial and error and uncertainty. Many assessments were eliminated. These changes can produce short-term issues and worsen disparities for affected groups.

International Journal of Modern Trends in Social Sciences
IJMTSS
EISSN: 2600-8777
Volume 6 Issue 24 (September 2023) PP. 30-44
DOI 10.35631/IJMTSS.624002

Teaching Practices

Online learning fuels hopes that technology will improve classroom practices. Modern tools can help teachers teach more. Because the instructor is a facilitator, online courses are growing globally (Santos et al., 2019). Many instructors fear online education because of plagiarism and the absence of tools for effective teacher-student collaboration. Learning strategies are the most important factor in explaining endogenous learners' characteristics and performance in various learning contexts, however Choi (2016) noted that they might vary based on subjects, learning environments, and learners' preferences. Oliver (2001) claims online education differs greatly from classroom schooling. Pedagogical and instructional adjustments are needed. To make online education standard, schools must teach faculty how to construct digital curricula and teach online. Smart & Cappel (2006) describe effective online learning as foundational. Online learning is defined by Means et al. (2010) as any online education. Mail, television, radio, video conferencing, video cassettes, and computer-delivered education are excluded. Most authors define online education as teaching with technology (Conrad, 2002). Internet-based training is called distance education, computerised electronic learning, online learning, and others. Teachers or lecturers teach online courses. COVID-19 online education is great. Work and learn at your own pace with our flexible timetable.

Online education should have started earlier since the internet of things led the fourth industrial revolution. Online schooling has changed. Online learning is advantageous. Since information is unlimited, online education is suitable for everyone. Traditional teachers can prepare lecture material and watch it online if they can't attend class. Email, websites, and downloaded movies and texts can educate. Teachers and students can use online quizzes, video lectures, and interactive exercises. Online education spreads information faster. It's faster than classroom instruction. This saves 25-60% over traditional learning methods. Online education introduces new programmes, standards, ideas, and concepts. Online education has several options. Distance educators use these sites. Webinars, polls, Google Drive, WhatsApp, and Facebook Messenger are technology-enabled pedagogies. Video conferencing expedites instruction. Jeong et al. (2020) said video conferencing has helped university students from diverse places bond through tough times.

Guidance

Modern pupils are called digital natives (Prensky, 2001), millennials (Howe & Strauss, 2000), the net generation (Tapscott, 1998), or the digital generation (Prensky, 2001). Technology was ubiquitous when they arrived. The author's research shows that students love information communication and technology (Ali, 2018). Mobile phones and tablets are introduced to children worldwide at a young age (Shava et al., 2016). Jesse (2015) found that 99.8% of students use mobile phones for voice calls, messaging, social media, and apps. The fast adoption of technology in schools suggests that students like it (Willms & Corbett, 2003). The idea that the clean generation is fully proficient in ICT is also problematic. The World Bank (2020a) agrees that directing students and teachers to enormous online archives without sufficient guidance won't help during the COVID-19 closure. Since they're tech-savvy but not theoretically trained. O'Sullivan et al. (2018)'s research supports his claim that many digital natives have technology restrictions. A 2014 study confirmed the discrepancy between young people's self-perception and their computer literacy (ECDL Foundation, 2014). The World Bank (2020b) has restated its opinion that most students will have significant difficulty accessing online learning, particularly those in areas with low internet connectivity and other severe impediments.

International Journal of Modern Trends in Social Sciences
IJMTSS
EISSN: 2600-8777
Volume 6 Issue 24 (September 2023) PP. 30-44
DOI 10.35631/IJMTSS.624002

Assessment Method

Because of the global shutdown, many tests are postponed or cancelled. Many organisations have abolished internal reviews because they value them less. The goal is to update parents and educators about the child's progress. This data loss can harm a child's long-term well-being if giftedness or learning problems aren't discovered early. The simulation shows a catastrophic data center outage (Andersen & Nielsen, 2019). Some kids can't take the exam. Two years later, reading and math scores rose 9th of a standard deviation. This affects poor children more. External assessment is also affected by school closures. If the blockade lasts long enough, similar activities may occur elsewhere. Instead of cancelled evaluations, Murphy and Wyness (2020) show that "expected grades" are often wrong and that low-income pupils' predicted grades are fortunate but inferior to those of high-achieving children from more affluent households. Teachers might assess pupils without blind tests. Systematic bias between unblinded and blinded examinations has been shown in many circumstances, with the direction of bias usually dependent on whether the child belongs to a group that performs well or poorly on standardised tests.

If girls perform better on the topic, an unblinded appraisal of a boy's performance may be slanted downward. The switch to unblinded subjective testing could affect college admissions because these tests are so important. Online evaluation includes giving students feedback, grading their performance, and guiding their learning (Ndibalema, 2021; Sözen & Güven, 2019; Amua-Sekyi, 2016). E-tests, quizzes, assignments, projects, presentations, portfolios, and discussion forums can be used to regularly assess online learning due to the lack of teacher-student interaction. Oral presentations, video presentations, research articles, group projects, peer assessments, and standardised exams exhibit adaptability like many options. Electronic portfolios allow students to update their achievements and accomplishments more often (Gordon, 2014). Assessment delivery is flexible. Learning analytics can help flexible education by gathering students' learning traces inside the learning system for instantaneous evaluation and displaying the results in reports or dashboards.

Impact on Students

The COVID-19 pandemic has changed schooling nationwide. The Movement Control Order closed all industries, including education. The restriction of movement of people will affect 600 million students at universities and other higher education institutions worldwide (Jena, 2020). This interruption severely impacted the university's teaching and learning system. The Ministry of Higher Education (MOHE) is looking for ways to meet educational goals if the education sector closes. MOHE recommends virtual classrooms for all campus activities, including classroom instruction and learning (Rashid et al., 2021). That alternative has its own drawbacks for pupils. Students suffer most. Most university students avoid online learning. Students must adapt to this unexpected adjustment to preserve their health particularly mental health. These mental health issues may make students nervous (Jafar et al., 2020).

Mental Health of Students

COVID-19 is an unnatural calamity that could harm everyone's mental health and psychosocial well-being. Global health officials expect pandemic stress to affect all socioeconomic groups. No comprehensive evaluation has examined COVID-19's mental health effects, however avian flu and SARS have shown harmful effects. Public health emergencies damage students' mental health, and they need community, family, and post-secondary support to recover (Son et al., 2020). The government and schools should collaborate to provide children with fast and high-quality crisis psychiatric treatment. During the COVID-19 pandemic, student anxiety and

International Journal of Modern Trends in Social Sciences
IJMTSS
EISSN: 2600-8777
Volume 6 Issue 24 (September 2023) PP. 30-44
DOI 10.35631/IJMTSS.624002

despair exceeded the national norm. Student mental health is significant since a large number of university and college students suffer from emotional distress (Tuck & Thompson, 2021).

Mental health issues can hinder students' learning and socialization, limiting their career and personal prospects after graduation. COVID-19's rapid spread and nationwide social isolation will certainly continue to harm college students' mental health (Penninx et al., 2022). Few studies have examined the pandemic's psychological consequences for the public, healthcare personnel, and elderly (Hossein & Nasim Nateghi, 2020; Alqahtani et al., 2022). The poll also showed increased tension, worry, and unhappiness, as well as social exclusion awareness. One Chinese public study found that appropriate health information during an outbreak reduced stress (Lin et al., 2020). An epidemic study has linked incorrect information shared in internet forums and social media to greater anxiety and dread. Avoiding infected people is one of the only ways to stop COVID-19. Preventing COVID-19 by washing hands and wearing a mask reduces psychological distress. Many schools are providing COVID-19 information from reliable sources; however, kids may be exposed to incorrect information on popular social media platforms.

Social Life of Students

COVID-19 has spread in education, so the viruses should be reduced and prevented everywhere. Parenting affects children's emotional and motor development. Since March 2020, school closures have affected 290.5 million students worldwide (Mastura & Santaria, 2020). Face-to-face research involves student-teacher and peer connections. Online education was a COVID-19 alternative. Online learning requires teachers and students to use more technology because they can be in multiple places at once (Hussin, 2017). Online education requires an open, adaptive network that supports different information exchange methods (Moore et al., 2011). Yunus and Rizki stated that the COVID-19 pandemic advanced Industry 4.0 (2020). This may reduce student interaction. This prevents teachers from assessing pupils' emotional and psychomotor skills. They cannot progress socially. Teachers and educators must collaborate to assess students. Combs and Slaby (1977) define social skills as the ability to interact with others in a positive manner. Student community living requires solid social skills.

Today's multicultural, democratic, and globalised society requires social skills (Widoyoko, 2011). Social abilities include clear communication and group collaboration. Kids benefit from social skills. Great social skills help students make friends and keep them. Socializing with others helps students learn. Socialization teaches kids social norms (Hildayani et al., 2013). Social isolation, especially abroad, can be mentally taxing. Many students feel alone due to fewer peers and social events. Because they can't connect with others, they're missing out on life. However, isolation may exacerbate the psychological challenges of academic life. Many newly independent young adults find it stressful to manage their social life, health, and academics. Some kids struggle with isolation, pandemic anxiety, and online learning. Students may experience anxiety, depression, and suicidal thoughts.

This study has three independent variables (IV) and two dependent variables (DV). The dependent variable are the mental health and social life of students which depends on the independent variables which consists of three factors, namely teaching practices, guidance, and assessment method. The variables can be illustrated in Figure 1.

International Journal of Modern Trends in Social Sciences
EISSN: 2600-8777
IJMTSS
Volume 6 Issue 24 (September 2023) PP. 30-44
DOI 10.35631/IJMTSS.624002

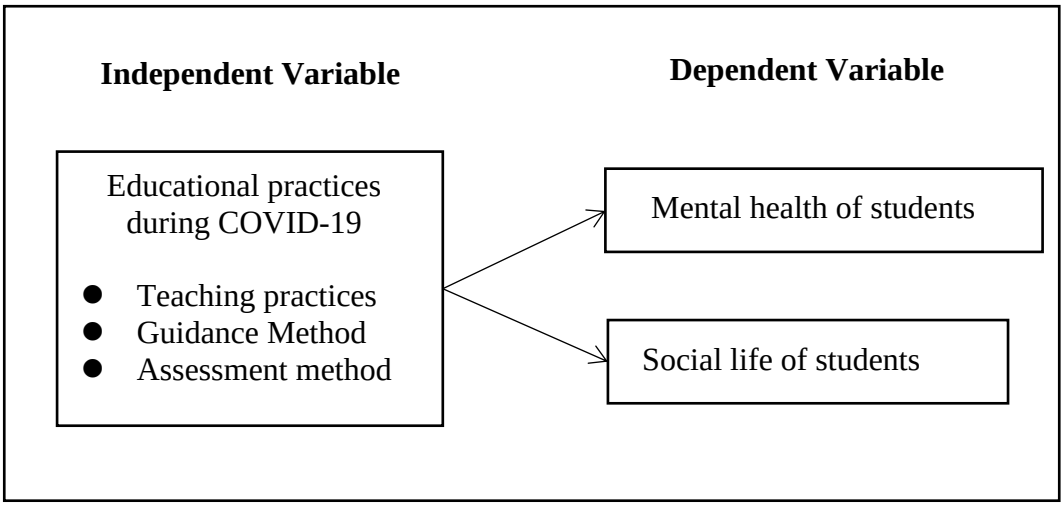

Figure 1: Research Framework Of The Impact of COVID-19 on Education

The following alternative hypotheses are proposed:

H1: There is a significant relationship between the effect of COVID-19 on education and mental health of students.
H2: There is a significant relationship between the effect of COVID-19 on education and the social life of students.

Specifically, the null hypothesis infers that the correlation between the IV and DV is not significantly different from zero. When expressed in variance terms, it infers that the relationship explains no significant variance.

Methodology

This study collects data for analysis using quantitative approaches. The study's goal is to discover the link between educational practices and students' mental health and social life. As a result, final-year undergraduate students at the School of Technology Management & Logistics (STML), at Universiti Utara Malaysia (UUM) were chosen as respondents since they represent the millennial demographic that suits the study's aims. The data was obtained using an online Google Forms questionnaire and disseminated using the WhatsApp platform. Given that the final-year student population for the first semester 2022/2023 session at STML was 632, the targeted sample size was 150 following stratified random sampling. There are four sections to the questionnaire. One month of data collection was carried out starting in early November 2022. The first section was created to collect demographic information in order to better understand the students' origins. The second section addressed participants about their perceptions of educational procedures employed during the COVID-19 pandemic. Following that, the third and fourth sections inquired about students' mental health and social life throughout the adoption of instructional procedures during the pandemic. To assess educational procedures, mental health, and student social life, a 5-point scale was utilized, with the options being strongly disagree, disagree, neutral, agree, and strongly agree. Scale survey questions are useful for gauging respondents' attitudes and reactions to specific issues (Taherdoost, 2019). To test the hypotheses, Statistical Package for the Social Sciences (SPSS) was employed for data analysis.

International Journal of Modern Trends in Social Sciences
EISSN: 2600-8777
IJMTSS
Volume 6 Issue 24 (September 2023) PP. 30-44
DOI 10.35631/IJMTSS.624002

Data Analysis And Discussion

This study received 150 responses, representing a 100% response rate. Table 1 shows the demographic profile of the respondents. According to the results, 60% (90 people) of the respondents are female and 40% (60 people) are male. The percentage of respondents aged 22 to 24 years is 92.7% (139 people) higher than the percentage of respondents aged 25 to 26 years, which is 7.3%. (11 people). There were 129 respondents, or 86% in semester 7, 12.7% in semester 8 (19 people), and only 1.3% (2 people) in semester 9. Furthermore, the technology management program had the most respondents (76 people, or 50.7%), the operations management program had 26.7% (40 people), and logistics and transportation had the fewest (34 people, or 22.7%).

Not only that, but respondents were also asked questions about COVID-19, such as whether they checked detailed information about COVID-19. Thus, 112 people (74.7%) check the details of COVID-19 development on a regular basis, while 38 people (25.3%) do not check the development of COVID-19. Following that, respondents were asked questions about having been infected with the coronavirus; thus, the total number of respondents who had been infected with COVID-19 was only 52 (34.7%), while 98 (65.3%) had never been infected. The final question regarding the respondents' demographics was whether COVID-19 would affect their academic performance, and a total of 138 people (92%) stated that COVID-19 affected their academic performance, while a total of 12 people (8%) stated the opposite.

Table 1 Descriptive Analysis

Variables	Category	Frequency	Percentage
Gender	Male	60	40
	Female	90	60
Age	21 years and under	0	0
	22 years to 24 years	139	92.7
	25 years to 26 years	11	7.3
	27 years and above	0	0
Semester	6	0	0
	7	129	86
	8	19	12.7
	9	2	1.3
	10	0	0
	11	0	0
Programs	Management of Technology	76	50.7
	Operations Management	40	26.7
	Logistics and Transportation	34	22.7
	Others	0	0
Are you checking the details of development regarding COVID-19 in Malaysia?	Yes	112	74.7
	No	38	25.3
Have you ever been infected with COVID-19?	Yes	52	34.7
	No	98	65.3

International Journal of Modern Trends in Social Sciences
EISSN: 2600-8777
IJMTSS
Volume 6 Issue 24 (September 2023) PP. 30-44
DOI 10.35631/IJMTSS.624002

Will COVID-19 affect your academic performance?	Yes	138	92
	No	12	8

Cronbach's alpha was computed for each of the constructs and reliability of the scales were assessed. According to Sekaran and Bougie (2013), Cronbach's alpha values larger than 0.60 indicate satisfactory internal consistency for the measures. The closer the alpha value to 1, the better the internal consistency reliability for the scale. Table 2 shows that the alpha values for all measures are greater than 0.60, indicating that the measures used in this study are reliable.

Table 2 Cronbach's Alpha Coefficient For Variable

Variable/Construct	Cronbach's alpha	No. of items
Mental Health	0.882	**7**
Social Life	0.808	**7**
Teaching Practices	0.810	**7**
Guidance	0.666	**7**
Assessment Method	0.769	**7**

The data collected has a pattern and general tendencies, which can be described using descriptive statistics. Descriptive statistics for all variables are presented in Table 3. The result shows that the mean for the assessment method is 4.593. This variable is the highest mean while the least mean is the guidance method with 4.059. For standard deviation, it shows that the highest standard deviation is mental health; 0.559 while the lowest standard deviation is guidance method at 0.377.

Table 3 Descriptive Statistic

	n	Mean	Std. Deviation
Mental Health	150	4.363	0.559
Social Life	150	4.338	0.483
Teaching Practices	150	4.265	0.486
Guidance	150	4.059	0.377
Assessment Method	150	4.593	0.404
Valid n (listwise)	150		

The strength of the linear relationship between two variables can be easily and quickly quantified with correlation analysis. As a rule of thumb: (a) a correlation coefficient of 0.5 or above indicates strong association; (b) coefficient values from 0.30 to 0.49 equal moderate association; (c) coefficient values from 0.10 to 0.29 equal weak association; and coefficient values from 0.0 to 0.09 indicate no association (Cohen, 1988). Pearson's Correlation Analysis is used by researchers to make inferences about the relationship between teaching practices, guidance, and assessment method, and students' mental and social well-being. However, correlation analysis can only make inferences about the link between two variables. From Table 4, the study found that teachers who engage in reflective practice had a significantly relationship with their students' mental health ($r = 0.676$, $p = 0.01$) and social life ($r = 0.750$, $p = 0.01$). There is a significant positive correlation between guidance strategies and students' mental health ($r = 0.626$, $p = .01$). The guidance approach that comes next also had a good correlation with students' social life ($r=0.695$, $p= 0.01$). Students' social life ($r=0.734$, $p=0.01$)

International Journal of Modern Trends in Social Sciences
EISSN: 2600-8777
IJMTSS
Volume 6 Issue 24 (September 2023) PP. 30-44
DOI 10.35631/IJMTSS.624002

and mental health (r=0.708, p=0.01) are likewise positively correlated with the evaluation approach. The specific findings of the study's correlation analysis are presented in Table 5.

Table 4 Pearson Correlation Analysis

	Teaching	Guidance	Assessment	Mental Health	Social Life
Teaching	1				
Guidance	.732**	1			
Assessment	.735**	.644**	1		
Mental Health	.676**	.626**	.708**	1	
Social Life	.750**	.695**	.734**	.765**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5 Summary Pearson Correlation Analysis

Hypothesis	Correlation Coefficient (r)	Relationship
Teaching Practices - Mental Health	0.676**	Strong
Teaching Practices - Social Life	0.750**	Very strong
Guidance - Mental Health	0.626**	Strong
Guidance - Social Life	0.695**	Strong
Assessment Method - Mental Health	0.708**	Very Strong
Assessment Method - Social Life	0.734**	Very Strong

Multiple regression analysis should be used when making predictions about a dependent variable based on more than two independent variables (Hair et al., 2013). Multiple regression analysis is used to determine if there is a relationship between the independent variables (teaching practices, guidance techniques, and assessment method) and a dependent variable (mental health or social life).

Mental Health of Students

As shown in Table 6, the value of 0.561 for the adjusted R square demonstrates that the IVs (teaching techniques, guidance methods, and evaluation methods) account for 56.1% of the variances in mental health of students. The values of $F = 64.505$ and $p < 0.001$ indicate that the relationship is statistically significant. In other words, all the three IVs contributed significantly to students' mental health. Teaching procedures (std. $\beta = 0.232$, $p = 0.013$), guidance methods (std. $\beta = 0.188$, $p = 0.023$), and assessment methods (std. $\beta = 0.417$, $p = 0.001$) are significant predictors of student mental health. Therefore, hypothesis H1 is not rejected.

Table 6 Multiple Regression Analysis of Mental Health

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.755[a]	0.570	0.561	0.37054

a. Predictors: (Constant), Assessment, Guidance, Teaching

International Journal of Modern Trends in Social Sciences
EISSN: 2600-8777
IJMTSS
Volume 6 Issue 24 (September 2023) PP. 30-44
DOI 10.35631/IJMTSS.624002

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	26.569	3	8.856	64.505	<0.001[b]
Residual	20.046	146	0.137		
Total	46.615	149			

a. Dependent Variable: Mental Health
b. Predictors: (Constant), Assessment, Guidance, Teaching

Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	Beta	Std. Error	Beta		
(Constant)	-0.562	0.377		-1.490	0.138
Teaching	0.267	0.106	0.232	2.513	0.013
Guidance	0.279	0.121	0.188	2.304	0.023
Assessment	0.577	0.114	0.417	5.069	<0.001

a. Dependent Variable: Mental

This demonstrates that each of the three IVs influenced the mental health of the students. Nevertheless, it is more clearly shown in the evaluation technique component that pupils would still not be able to adapt to the assignments that were provided during the COVID-19 pandemic. In addition, the number of assignments that are provided is excessive since the instructor wants to make sure that the evaluation is commensurate with the work that the student has done. Students feel more pressured to finish all their assignments in a shorter amount of time as the quantity of assignments they must complete has increased. There may be anything from one to three different assignments for students to finish for every topic they have studied. It should come as no surprise that all these factors contribute to a general deterioration in the mental health of pupils.

Social Life of Students

As shown in Table 7, the adjusted R-square value (0.654) suggests that the linear multiple regression model used in this study can explain 65.4% of the variances in social life of students. The values of $F = 94.688$ and $p < 0.001$ mean that teaching practices, guidance and assessment method can influence the entire social life of students. The dimension of teaching practices demonstrates that std. $\beta = 0.325$, $t = 3.962$ ($p = <0.001$) means that the teaching practices have a significant relationship with the social life of students. Secondly, the guidance method gave a result of std. $\beta = 0.237$, $t = 3.259$ ($p=0.001$) shows that it has a significant relationship with the social life of students. Thirdly, the dimension of the assessment method also has a significant relationship with the social life of students with std. $\beta = 0.343$, $t = 4.700$ ($p < 0.001$). Thus, hypothesis H2 is not rejected.

This demonstrates that the three aspects of educational practices that were implemented during the pandemic had a major impact on the social life of students. Students are required to spend time in front of their laptops for almost the entirety of the day as a result of the online classes that have been implemented, and they must continue to sit in front of their laptops to complete the assignments that have been given. The implementation of the new educational practices has had the effect of negatively impacting the social life of students. Because of this, students have

International Journal of Modern Trends in Social Sciences
IJMTSS
EISSN: 2600-8777
Volume 6 Issue 24 (September 2023) PP. 30-44
DOI 10.35631/IJMTSS.624002

no time for physical activity or social gatherings. Even said, there are some students who prioritize their academic work in order to fulfill the requirements set forth by their families. Students will need to put in more effort since they haven't been given the tools they need to succeed in the wake of the massive shift from traditional classroom instruction to online learning. The students will require some time to adapt to the new situation.

Table 7 Multiple Regression Analysis of Social Life

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.813[a]	0.661	0.654	0.28410

a. Predictors: (Constant), Assessment, Guidance, Teaching
b. Dependent Variable: Social

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	22.927	3	7.642	94.688	<0.001[b]
Residual	11.784	146	0.081		
Total	34.711	149			

a. Dependent Variable: Social
b. Predictors: (Constant), Assessment, Guidance, Teaching

Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	Beta	Std. Error	Beta		
(Constant)	-0.153	0.289		-0.531	0.596
Teaching	0.323	0.081	0.325	3.962	<0.001
Guidance	0.303	0.093	0.237	3.259	0.001
Assessment	0.410	0.087	0.343	4.700	<0.001

a. Dependent Variable: Social Life

Conclusion

The purpose of this study is to investigate the relationship between the effect of COVID19 on education practices and the mental health and social life of students during the pandemic in order to assist universities in identifying the issues they face, particularly those relating to students. This is because there are no best practices to manage and no known model to follow in universities and institutions of higher learning. Educational institutions must identify their problems and be prepared to make difficult decisions. The university community must reevaluate its educational goals and aims to prevent any compromises in the quality of education provided to students. To meet the standard of education quality, the university must ensure that students' mental and social health is not jeopardized. Because students are the main characters in achieving their vision and mission, they cannot allow students to have problems, particularly mental problems, if they want to produce quality human beings through education. In relation to that, the results show that the amount of educational practices practiced during

International Journal of Modern Trends in Social Sciences
IJMTSS
EISSN: 2600-8777
Volume 6 Issue 24 (September 2023) PP. 30-44
DOI 10.35631/IJMTSS.624002

COVID-19 has a stronger effect on social life of students, implying that a lack of university guidance will encourage students to be less social.

As is well known, the COVID pandemic caused all education systems to change and limit students' knowledge, not to mention that they received completely different guidance compared to effective education prior to the implementation of movement control. Students believe that if the university provides less guidance, they will be more isolated and silent than if they seek guidance from other parties because they believe they are no longer cared about. Not only does the university play a role, but so does peer mentoring. As a result, the university must ensure that their guidance is more geared toward students. The same can be said for the university's teaching practices and guidance methods, which promote and have a significant impact on students' mental health. Mental health is very important to take care of; if students experience mental problems, this will go against the education sector's mission and vision of producing quality and healthy human capital. Furthermore, students are the main pillars of the country, and they are likely to be individuals who are important to the development of the country through the legacy of the country, and the university must also focus on students' mental health.

Acknowledgements
The researchers would like to extend their gratitude to the students in their final year at STML, UUM for participating in this study. The researchers hope that the results of this research will help the university gain a better understanding of the challenges that students face when pursuing their education online during the COVID-19 pandemic. The researchers are hopeful that with the results of this study, the institution will be able to offer the necessary support for students to have a more positive educational experience.

References

Ali, W. (2018). Transforming higher education landscape with hybrid/blended approach as an evolving paradigm. *Journal of Advances in Social Science and Humanities*, 3(7), 143-169.

Alqahtani, J. S., Almamary, A. S., Alghamdi, S. M., Saleh Komies, Althobiani, M., Aldhahir, A. M., & Naser, A. Y. (2022). Effect of the COVID-19 pandemic on psychological aspects. Elsevier EBooks, 235–258. https://doi.org/10.1016/b978-0-323-91307-2.00007-9

Amua-Sekyi, E. T. (2016). Assessment, student learning and classroom practice: A review. Journal of Education and Practice, 7 (21), 1-6.

Andersen, S. C. & Nielsen, H. S. (2019). Learning from performance information, *Journal of Public Administration Research and Theory*, 30(3), July, 415–431,

Choi, B. (2016). How people learn in an asynchronous online learning environment: The relationships between graduate students' learning strategies and learning satisfaction. *Canadian Journal of Learning and Technology*, 42(1). https://files.eric.ed.gov/fulltext/EJ1098278.pdf

Combs, M. L. & Slaby, D. A. (1977). Social-skills training with children. In B. B. Lahey & A. E. Kazdin (eds.), *Advances in clinical child psychology* (pp. 161–201).

Conrad, D. (2002) Deep in the Hearts of Learners: Insights into the Nature of Online Community. *Journal of Distance Education*, 17, 1-19

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Academic Press.

ECDL Foundation (2014). The fallacy of the 'digital native': Why young people need to develop their digital skills.

International Journal of Modern Trends in Social Sciences
EISSN: 2600-8777
IJMTSS
Volume 6 Issue 24 (September 2023) PP. 30-44
DOI 10.35631/IJMTSS.624002

https://ec.europa.eu/futurium/en/system/files/ged/the_fallacy_of_the_digitalnative_-_ecdl_foundation.pdf

Engin, M. (2017). Analysis of students' online learning readiness based on their emotional intelligence level. *Universal Journal of Educational Research*, 5(12A), 32–40. https://doi.org/10.13189/ujer.2017.051306

Filho, W. L., Wall, T., Rayman-Bacchus, L., Mifsud, M., Pritchard, D. J. Lovren, V.O., Farinha, C., Petrovic, D. S., & Balogun, A.-l. (2021). Impact of covid-19 and social isolation on academic staff an students at universities: A a cross-sectional study. *BMC Public Health*, 21(1) https://doiorg/10.1186/s12889-021-11040-z

Ge, L., Yap, C. W., Ong, R., & Heng, B. H. (2017). Social isolation, loneliness and their relationships with depressive symptoms: A population-based study. *PLoS One*, 12(8):E0182145. DOI: 10.1371/journal.pone.0182145

Gewin, V. (2020). Five tips for moving teaching online as COVID-19 takes hold. *Nature*, 580(7802), 295-296.

Gordon, N. (2014). Flexible pedagogies: Technology-enhanced learning. *The Higher Education Academy*, 1–24. DOI: 10.13140/2.1.2052.5760

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2013). *Multivariate data analysis* (7th ed.). Pearson Education.

Herring Shava, Chinyamurindi, W., & Anathi Somdyala. (2016). An investigation into the usage of mobile phones among technical and vocational educational and training students in South Africa. South African. *Journal of Information Management*,18(1). DOI: 10.4102/sajim.v18i1.716

Hildayani, R., Sugianto, M., Tarigan, R., Handayani, E., Pudjiati, R., & Mary, A. (2013). *Psikologi perkembangan anak*. Jakarta: Universitas Terbuka

Hossein, M., & Nasim Nateghi. (2020). COVID-19 and its psychological effects on the elderly population. *Disaster Medicine and Public Health Preparedness*, 14(3), e40–e41. https://doi.org/10.1017/dmp.2020.245

Howe, N., & Strauss, W. (2000). Millennials rising: The next great generation. In R. J. Matson (Ed.), *Cartoons*. Vintage Books.

Hussin, N. (2017). Penggunaan laman web sebagai transformasi dalam pengajaran dan pembelajaran pendidikan islam. O-JIE: atas talian. *Journal of Islamic Education*, 1(2).

Ivanec, T. P. (2022). The lack of academic social interactions and students' learning difficulties during covid-19 faculty lockdowns in Croatia: The mediating role of the perceived sense of life disruption caused by the pandemic and the adjustment to online studying. *Social Sciences*, 11(2), 42. https://doi.org/10.3390/socsci11020042

Jafar, A., Muhammad Sukri Saud, Mohd Zolkifli Hamid, & Yasmin Hanafi Zaid. (2020). TVET teacher professional competency framework in industry 4.0 era. ResearchGate; Horizon Research Publishing Co., Ltd. https://www.researchgate.net/publication/341290329_TVET_Teacher_Professional_Competency_Framework_in_Industry_40_Era

Jeong, L., Smith, Z., Longino, A., Merel, S. E., & McDonough, K. (2020). Virtual peer teaching during the COVID-19 pandemic. *Medical Science Educator*,30, 1361–1362. https://link.springer.com/article/10.1007/s40670-020-01065-1

Lin, D., Friedman, D. B., Qiao, S., Cheuk Chi Tam, Li, X., & Li, X. (2020). Information uncertainty: a correlate for acute stress disorder during the COVID-19 outbreak in China. *BMC Public Health*, 20(1). https://doi.org/10.1186/s12889-020-09952-3

Mastura & Santaria, R.. (2020). The impact of the Covid-19 pandemic on the teaching process for teachers and students. *Journal of Teacher Studies and Learning*. 3 (2). Inhttps://e-journal.my.id/jsgp/article/view/293/293

International Journal of Modern Trends in Social Sciences
EISSN: 2600-8777
IJMTSS
Volume 6 Issue 24 (September 2023) PP. 30-44
DOI 10.35631/IJMTSS.624002

Means, B. M., Toyama, Y., Murphy, R., & and, E. (2010). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies*. US Department of Education. https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

Mishra, S. K., Kodwani, A. D., Kumar, K. K., & Jain, K. (2018). Linking loneliness to depression: A dynamic perspective. *Benchmarking: An International Journal*, 25(7):2089-104. https://doi.org/10.1108/bij-10-2016-0158

Moore, J. L., Dickson-Deane, C., & Galyen, K. (2011). E-learning, online learning, and distance learning environments: Are they the same? *Internet Higher Educ, 14*(2), 129–135.

Mukhametzyanov, I. Sh. (2021). *Social aspects of the COVID-19 pandemic in the education system* {Paper presentation}. SHS Web of conferences,101,03006. https://doi.org/10.1051/shsconf/202110103006

Murphy, R., & Wyness, G. (2020). Minority report: The impact of predicted grades on university admissions of disadvantaged groups. *Education Economics*, 28(4), 333–350. https://doi.org/10.1080/09645292.2020.1761945

Ndibalema, P. (2021). Online assessment in the era of digital natives in higher education institutions. *International Journal of Technology in Education*, 4(3), 443-463.

Oliver, R. (2001). Assuring the Quality of Online Learning in Australian Higher Education. Proceedings of Moving Online II Conference, Gold Coast QLD, n.d., 222-231

O'Sullivan, P., Caneiro, J. P., O'Keeffe, M., Smith, A., Wim Dankaerts, Kjartan Vibe Fersum, & Kieran O'Sullivan (2018). Cognitive functional therapy: An integrated behavioral approach for the targeted management of disabling low back pain.*Physical Therapy*, 98(5), 408–423. https://doi.org/10.1093/ptj/pzy022

Paudel, P. (2021). Online education: benefits, challenges and strategies during and after covid19 in higher education. *Int. J. Stud. Educ*., 3(2), 70-85

Penninx, B. W. J. H., Benros, M. E., Klein, R. S., & Christiaan H. Vinkers, C. H. (2022). How COVID-19 shaped mental health: From infection to pandemic effects. *Nature Medicine*, 28(October), 2027–2037. https://www.nature.com/articles/s41591-022-02028-2

Pravat Kumar Jena (2020a). Impact of Covid-19 on higher education in India. *Int. J. Adv. Educ*, 5(3),77-81. DOI: 10.31235/osf.io/jg8fr

Pravat Kumar Jena (2020b). Challenges and opportunities created by COVID-19 for ODL: A case study of IGNOU. *International Journal for Innovative Research in Multidisciplinary Field*, 6(5), 217-222. DOI- https://www.ijirmf.com/wp-content/uploads/IJIRMF202005041.pdf

Prensky, M. (2001). Digital Natives, Digital Immigrants, Part 1. *On the horizon*, 9, 3-6. http://dx.doi.org/10.1108/10748120110424816

Ranjan, S. & Yadav, R. S. (2019). Social isolation: development and validation of measures. *Benchmarking: An International Journal*, 158, 59-69. https://doi.org/10.1016/j.beproc .2018.10.022

Rashid H., Katyal J., Sood M. (2021). Depression in persons with epilepsy: A comparative study of different tools in Indian population. *Epilepsy Behavior*, 115 (February),107633.

Sahu, P. (2020) Closure of universities due to coronavirus disease 2019 (COVID- 19): Impact on education and mental health of students and academic staff. *Cureus*, 12, e7541. https://doi.org/10.7759/cureus.7541

Santos, M. R., Richman, V., & Jiang, J. (2019). Online teaching: a study for the effectiveness of randomized exams. *Journal of Instructional Pedagogies*, 22(May). https://files.eric.ed.gov/fulltext/EJ1216823.pdf

International Journal of Modern Trends in Social Sciences
EISSN: 2600-8777
IJMTSS
Volume 6 Issue 24 (September 2023) PP. 30-44
DOI 10.35631/IJMTSS.624002

Smart, K. L., & Cappel, J. J. (2006). Students' perceptions of online learning: A comparative study. *Journal of Information Technology Education*, 5(1), 201-219.

Son, C., Hegde, S., Smith, A., & Farzan Sasangohar. (2020, June 10). Effects of COVID-19 on College Students Mental Health in the US: Interview survey study. *Journal of Medical Internet Research*, 22(9):e21279. DOI: 10.2196/21279

Sözen, E. and Güven, U. (2019). The effect of online assessments on students' attitudes towards undergraduate-level geography courses. *International Education Studies*, 12 (10), 1-8.

Spina, S., Marrazzo, F., Migliari, M., Stucchi, R., Sforza, A., & Fumagalli, R. (2020). The response of Milan's emergency medical system to the COVID-19 outbreak in Italy. *Lancet*, 395 (March (10227)) (2020), pp. e49-e50. DOI: 10.1016/S0140-6736(20)30493-1

Taherdoost, H. (2019). What Is the best response scale for survey and questionnaire design; Review of different lengths of rating scale/attitude scale/likert scale. International *Journal of Academic Research in Management*, 8(1), 1-10.

Tapscott, D. (1998). *Growing up digital: The rise of the net generation*. McGrawHill.

Tuck, A. B. & Thompson, R. J. (2021). Social networking site use during the COVID-19 pandemic and its associations with social and emotional well-being in college students: Survey study. *JMIR Formative Research*, 5(9):e26513. DOI: 10.2196/26513

Viner, R. M. et al. (2020). School closure and management practices during coronavirus outbreaks including COVID-19: A rapid systematic review. *The Lancet Child & Adolescent Health*, 4, 397-404. https://doi.org/10.1016/S2352-4642(20)30095-X

UNECSO (2020). COVID-19 impact on education. https://en.unesco.org/covid19/ educationresponse .

Weeden, K., & Cornwell, B. (2020). The small-world network of college classes: Implications for epidemic spread on a university campus. *Sociological Science*, 7, 222-241. https://doi.org/10.15195/v7.a9

Widoyoko, E. P. (2011). *Evaluasi program pembelajaran panduan praktis bagi pendidik dancalon pendidik*. Yogyakarta: Pustaka Pelajar

Willms, J.D., and B. Corbett, 2003. Tech and teens: Access and use. *Canadian Social Trens* (Catalogue No. 11-008), 15-20

World Bank (2020). *The COVID-19 crisis response: Supporting tertiary education for continuity, adaptation, and innovation*. https://thedocs.worldbank.org/en/doc/808621586532673330090022020/original/WB TertiaryEdandCovid19CrisisforpublicuseApril9FINAL.pdf

World Bank (2020a). *The world bank education global practice guidance note: Remote learning & COVID-19*. http://documents.worldbank.org/curated/ en/531681585957264427/pdf/Guidance-Note-onRemote-Learning-and-COVID-19.pdf

World Bank (2020b). *Global economic prospects*. June 2020. http://hdl. handle.net/10986/33748