

# Impacts of COVID 19 Pandemic on Students' Social Wellbeing in Ramat Polytechnic Maiduguri, Borno State, Nigeria

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**Abstract:** This study aimed to investigate the impact of the COVID-19 pandemic on the social well-being of students at Ramat Polytechnic Maiduguri, Borno State, Nigeria. The specific objectives included examining the effects of COVID-19 on students' social well-being, assessing changes in personal well-being indices, identifying innovative approaches that support learning and training during the pandemic, and understanding students' perceptions towards COVID-19 at Ramat Polytechnic Maiduguri. The study targeted the entire student population currently attending lectures, with a total population size of 20,078. The sample size was determined using the Toro Yamane formula, and a systematic sampling technique was employed. The quantitative approach was adopted, utilizing questionnaires as the primary data collection tool. Data were presented and analyzed using charts, tables, graphs, percentages, and the Statistical Package for Social Science (SPSS version 22). The findings provided insights into the multifaceted effects of the pandemic on students' social well-being, offering valuable information for the development of strategies to mitigate its impact on the educational experience in the study area.

**Keywords:** COVID 19, Social wellbeing, Pandemic

## Introduction

The covid 19 pandemic has created the largest disruption of education system in history affecting nearly 1.6 billion learners in more than 190 countries and all continent (UN, 2020), closures of school and other learning spaces have impacted 94% of the world student population, up to 99% in low and lower middle income countries (UN, 2020). Covid 19 are a group of viruses belonging to the family of coronaviruses which infect both animals and humans. Human covid 19 can cause mild disease similar to a common cold while others cause more severe disease such as middle east respiratory syndrome and SARS-severe acute respiratory syndrome (WHO, 2020). Clinical syndrome: majority of patients experienced fever and dry cough while some also had

shortness of breath, fatigue and other a typical symptom such as muscle pain, confusion, headache sore throat, diarrhea and vomiting (Guan et al,2020).

A new covid 19 that previously has not been identified in humans emerged in Wuhan China in December 2019 (WHO, 2020), the spread of covid 19 has send shockwaves across the universe, the exponential rise in infected patients and the dramatic consequences of serious cases of the covid 19 have overwhelmed hospitals and health professionals and put significant strain on the health sector. As government grappled in the spread of the covid 19 by closing down entire economic\]Sectors and imposing widespread restrictions on mobility, the health crisis evolved into a major economic crisis which is expected to burden societies for years to come (OECD, 2020), from the economic outlook, even if a second wave of infections is avoided, global economic activity is expected to fall by 6% in 2020 with average unemployment in countries climbing to 9.2% from 5.4%in.

The covid 19 pandemic has caused the largest disruption of education in history having already had a near universal effects on student and teachers from pre-primary to secondary school, university, polytechnic and colleges (UN, 2020). It was also reported by UN (2020) that by mid-April 2020 94% of students worldwide were affected by the pandemic.

Covid-19) On January 30, 2020, the World Health Organization (WHO) announced that this outbreak had constituted a public health emergency of international concern (Mahase, 2020). The novel coronavirus was initially named 2019-nCoV and officially as severe acute respiratory syndrome coronavirus 2 (SARSCoV-2). As of February 26, COVID19 has been recognized in 34 countries, with a total of 80,239 laboratory-confirmed cases and 2,700 deaths. (WHO, 2020).

The diagnosis of COVID-19 can be based on a combination of epidemiologic information (e.g., a history of travel to or residence in affected region prior to symptom onset), clinical symptoms, CT imaging findings, and laboratory tests (e.g., reverse transcriptase polymerase chain reaction [RT-PCR] tests on respiratory tract specimens) according to standards of either the WHO (2020).It should be mentioned that a single negative RT-PCR test result from suspected patients does not exclude infection. COVID-19–related symptoms, and/or positive CT imaging results. So far, there has been no evidence from randomized controlled trials to recommend any specific anti-nCoV treatment, so the management of COVID-19 has been largely supportive (WHO, 2020). Currently, the approach to COVID-19 is to control the source of infection; use infection prevention and control

### **Effect of Covid-19 on Students Social Wellbeing**

This rapid evolution of Covid-19 at such a large scale has influenced the students of all age groups (Hasan and Bao 2020). It is expected that the continued spread of the disease, travel restrictions and the closure of educational institutions across the country would have a significant effect on the education, social life, and mental health of students (Odriozola-gonzález et al. 2020). The students from the less privileged backgrounds have experienced larger negative impacts due to the Covid-

19 outbreak (Aucejo et al. 2020). Reduction in family income, limited access to digital resources, and the high cost of internet connectivity have disrupted the academic life of the students.

### **Students Performance During the Covid-19 Pandemic**

The unexpected outbreak of the corona virus (COVID-19) pandemic has affected almost every sector, including the higher education institutions around the world (Adedoyin & Soykan, 2020). During this critical moment of the COVID-19 pandemic, most of the countries around the world shifted to online teaching (Bokayev et al., 2021). Besides, Green (2010) stated that online teaching can provide more opportunities of saving time and money since no one drive to seek knowledge. Despite this growing interest in online teaching, students' satisfaction level remains the most concentrated indicator of online teaching experience. Students' satisfaction level can be linked to a variety of factors, including students–teachers interaction, students–students interaction, course assessment quality, internet quality, self-efficacy, and students' learning process (Harsasi&Sutawijaya, 2018; Kirtman, 2009). Therefore, online teaching played a vital role during this critical situation of the pandemic and gained a double reputation.

### **Students Perception Towards Covid-19**

Educational institutions around the world (in 192 countries) have either temporarily closed or implemented localized closures affecting about 1.7 billion student populations worldwide (UNESCO 2020). Many universities around the world either postponed or canceled all campus activities to minimize gatherings and hence decreased the transmission of the virus. However, these measures lead to higher economical, medical, and social implications on both undergraduate and postgraduate communities (Nicola et al, 2020; Esposito and Principi, 2020). Due to the suspension of classroom teaching in many colleges and universities, a switch to online teaching for undergraduate and graduate students becomes effective (Sahu, 2020; Yamin, 2020). However, many students have no access to online teaching due to a lack of either the means or the instruments due to the economical and digital divide (UNESCO 2020). Managing Coronavirus Pandemic in Nigeria Education System.

## **MATERIAL AND METHOD**

Quantitative approach is employed using questionnaire survey. Since the quantitative research approach is the best research approach when the problem is deterministic in nature and reflects the facts that independent variables determine the dependent variables (Creswell, 2014). Therefore, the use of quantitative approach in the research is justifiable. Golafshani, (2003) opined that quantitative research approach is an approach that numerically explains phenomena of the world by mathematically analyzing the obtain data using standardized statistical methods which is objective in nature while qualitative research approach views the world as made up of observable and measurable facts which is subjective.

### **Source of Data Collection**

Both primary and Secondary data source will be used for this study, primary data will be obtained through the questionnaire. The secondary data will be sourced from publications such as textbooks, journals, newspapers and reports from INGOs etc.

### **Study Population and Sampling Techniques**

This is the population of the students of Ramat polytechnic Maiduguri who are currently receiving lectures in the polytechnic. The population size of the students in Ramat polytechnic Maiduguri is 20078. (Ramat Polytechnic Maiduguri, Borno State, 2021). The sample size for the study was calculated based on Toro Yamane formula. The study also adopted systematic sampling technique. Systematic sampling can be categorized under probability sampling, which means that everyone on the target population has an equal chance of being selected. Based on the present study, the total number respondents are 20078 and the sampled number is 392 based on Taro Yamani formula. The equal number of the sample population will be distributed across the five schools of the institution.

### **Method of Data Collection**

Quantitative method of data collection will be adopted where questionnaires will be formulated and administered on the students, and the questionnaire will be divided into parts based on the research objectives. It will take both open ended and closed ended questions such as yes/no.

### **Methods of Data Analysis**

In the course of data analysis, mean, Frequency and percentage is adopted for descriptive method of data analysis. Statistical Package for Social Science (SPSS, Version 22) is used for statistical analysis of the data that is generated from the questionnaire survey.

### **Instrument of Data Collection**

For the purpose of this study, questionnaire is used as the major instrument for collecting data from the respondents in the study area. Kothari (2004) stated that questionnaire is the heart of survey research because it can be used in large samples thereby making the result reliable and dependable instrument for data collection. The questionnaire also was designed based on the research objectives. And also it takes the cognizance of the nature of the respondents, ease of reading and completion on period. using a 5-point Likert scale based on close-ended questions.

### **Effect of Covid-19 on Students Social Wellbeing**

The effect of the Covid-19 pandemic on students' wellbeing such as their knowledge on the pandemic, its effect on their wellbeing and the level at which it affects students' wellbeing were presented in table 1: below

**Table 1: Effect of Covid-19 on Students Wellbeing**

S/N	VARIABLE	RESPONSE	FREQUENCY	PERCENTAGE
1	Do you know Covid-19 Pandemic	No	5	1.34%
		Yes	369	98.66%
2	What are the effect of the pandemic	It affect social interaction	304	81.28%
		It prevent good teacher students relationship	42	11.23%
		Others	23	6.15%
3	Has Covid-19 affect your wellbeing	No	31	8.29%
		Yes	343	91.71%
4	To what level is the Covid-19 on students wellbeing	Less	53	14.17%
		Neutral	7	1.87%
		High	19	5.08%
		Very high	295	78.88%

Table 1 gives the responses of the students on the effect of Covid-19 pandemic on their wellbeing. Results revealed that, about 98.66% of the respondents are aware of the pandemic, 304(81.28%) responded that, it affects their social interaction, 42(11.23%) responded that, it prevents students teacher relationship while 23(6.15%) responded that, it restrict them from other things such as extra-curricular activities and increased stress on their academic activities. The results also shows that, 343(91.71%) of the respondents' wellbeing is being affected by the pandemic and 295(78.88%) were highly affected by the pandemic. This findings concurred with the findings of Hassan and Bao (2020) who reported that the rapid evolution of Covid-19 at such a large scale has influenced the students of all age groups. It also agrees with the finding of Odriozola-gonzález et al.,(2020) who reported that, the continued spread of the disease, travel restrictions and the closure of educational institutions across the country had a significant effect on the education, social life, and mental health of students.

#### **Challenges Faced During the Covid-19 Pandemic**

This section deals with the challenges faced by the students during the pandemic such as academic, financial, transportation or other challenges and whether students are being infected by the Covid-19 or not are presented in table 2 below,

**Table2: Challenges Faced During the Covid-19 Pandemic**

S/N	Challenges	Response	Frequency	Percentage
1.	Do you face any challenge during Covid-19	Yes	343	91.71%
		No	31	8.29%
2.	If yes, what type of challenge?	Academic challenges	269	71.93%
		Financial	34	9.09%
		Transportation	23	6.15%
		Others	17	4.55%
3.	Have you ever been infected by the pandemic?	Yes	46	12.3%
		No	328	87.7%
4.	If yes, what are the challenges	Could not concentrate academically	27	7.22%
		Missed several days	19	5.08

Table 2 gives the responses of the students on the challenges faced during the pandemic. Results revealed that, 343(91.71%) reported that, they faced challenges during the pandemic out of which 269(71.93) faced academic challenges, 34(9.09%) faced financial challenges, 23(6.15%) faced challenges in term of transportation while 17(4.55%) faced other challenges during the pandemic. 46(12.3%) of the respondents reported that they were infected by the Covid-19 during the pandemic out of which 27(7.22%) could not concentrate academically while 19(5.08%) missed several days.

### **Innovative Approach During Covid-19 Pandemic**

The responses of the students on some of the innovative approach of teaching and learning during the pandemic such as online learning, distance learning, hybrid learning, e-learning and other approaches during the pandemic were presented in table 3 below:

**Table 3: Innovative approach during Covid-19 pandemic**

S/N	ITEMS	RESPONSES					Mean
		VA	A	UD	NA	NAA	
1.	Are you aware of distance learning	164 (43.85%)	199 (53.21%)	11 (2.94%)	0 (0.00%)	0 (0.00%)	3.4
2.	Are you aware of the online learning	119 (31.82%)	181 (48.40%)	46 (12.30%)	28 (10.43%)	0 (0.00%)	2.9
3.	Are you aware of the e-learning	116 (31.8%)	172 (45.99%)	25 (6.68%)	39 (10.43%)	22 (5.88%)	2.8
4.	Are you aware of the hybrid learning/blending	30 (8.02%)	69 (18.45%)	40 (10.70%)	225 (60.16%)	10 (2.67%)	2.1
5.	Are you aware of the open learning	61 (16.31%)	53 (14.17%)	24 (6.42%)	236 (63.10%)	0 (0.00%)	2.3
6.	Are you aware of the remote learning	61 (16.31%)	56 (14.97%)	23 (6.15%)	227 (60.70%)	7 (1.87%)	2.3

7.	Are you aware of the distance learning	244 (65.24%)	49 (13.10%)	32 (8.56%)	28 (7.49%)	21 (5.61%)	3.5
8.	Are you aware of school lockdown	267 (71.39%)	67 (17.91%)	40 (10.70%)	0 (0.00%)	0 (0.00%)	3.7
<b>GRAND MEAN</b>							<b>2.9</b>

**Mean value of 0.0 – 0.99 = UD, 1.0 – 1.49 = NAA, 1.50 – 2.49 = NA, 2.50 – 3.49 = A, 3.50 – 4.00 = VA**

Table 3 gives the responses of the students on their knowledge about innovative approaches during the pandemic. 164(43.85%) and 199(53.21%) of the respondents are aware of the distance learning. The mean of 3.4 suggested that, majority of the respondents are aware of the distance learning programme. 119(31.82%) of the respondents are very aware, 181(48.40%) are aware, 46(12.30%) responded to undecided, 28(10.43%) are not aware of the online learning. The mean value of 2.9 suggested that, majority of the respondents are aware of the online learning. 116(31.8%) of the respondents are very aware, 172(45.99%) are aware, 25(6.68%) responded to undecided, 39(10.43%) are not aware while 22(5.88%) are not aware at all about the e-learning. The mean value of 2.8 suggested that, majority of the respondents are aware of the e-learning. 30(8.02%) of the respondents are very aware of the hybrid learning/blending, 69(18.45%) are aware, 40(10.70%) responded to undecided, 225(60.16%) are not aware while 10(2.67%) are not aware at all. The mean value of 2.1 indicated that, majority of the respondents are not aware of the hybrid learning/blending. 61(16.31%) of the respondents are very aware of the open learning, 53(14.17%) are aware, 24(6.42%) responded to undecided, 236(63.10%) are not aware of the open learning. The mean of 2.33 suggested that, majority of the respondents are not aware of the open learning.

67(17.91%) are aware while 40(10.70%) responded to undecided. The mean value of 3.7 suggested that, majority of the respondents are very aware of the lockdown. Based on the decision rule guiding this study, the grand mean of 2.9 suggested that, majority of the respondents are aware of the some of the innovative approaches during the pandemic. This findings agrees with Munezero et al., (2016) and Moakofhi et al., (2017) whose study revealed that, majority of higher education institutions in developing countries has not adopted and implemented e-learning.

### **Perception of Covid-19**

This section deals with the perception of the respondents on Covid-19 pandemic, whether they think it is contagious, how to prevent it spread and their level of perception on the pandemic.

**Table 4.: Perception of the students on the Covid-19 Pandemic**

S/N	Perception	Responses	Frequency	Perception
1.	Students' perception on Covid-19	Demanding financially	51	13.64%
		Deadly disease	315	84.22%
		Others	8	2.14%
2.	Do you think Covid-19 is contagious	Yes	355	94.92%
		No	19	5.08%
3.	If yes, how to you prevent it spread	Social distance	177	47.33%
		Use of face marks	108	28.88%
		Others	51	13.64%
4.	Level of perception toward Covid-19	Very high	194	51.87%
		High	133	35.56%
		Neutral	38	10.16%
		Less	9	2.41%

Table 4. gives the responses of the students on their perception on the effect of Covid-19 on their social wellbeing. 315(84.22%) of the respondents perceived Covid-19 as deadly disease, 51(13.64%) perceived it to be demanding financially while 8(2.14%) have other perception on the Covid-19 pandemic. 355(94.92%) of the respondents considered Covid-19 as contagious disease, 177(47.33%) believed that, it can be prevented through social distance, 108(28.88%) believed that it can be prevented by using face marks while 51(13.64%) of the respondents believed that the spread of Covid-19 can be prevented by other means such as frequent wash of hands with hand sanitizer, stay at home among other. 194(51.8%) of the respondents' perception about Covid-19 was very high, 133(35.56%) respondents' perception was high while 38(10.16%) and 9(2.41%) respondents' perception on covid-19 was neutral and less respectively.

#### ***Major Summary of Findings***

The study revealed the following:

1. The Covid-19 pandemic has affected students' wellbeing.
2. The Covid-19 pandemic has affected students' personal well-being
3. Students were faced with many challenges during the Covid-19 pandemic.
4. Students have awareness about some of the innovative approach of teaching during

#### **Discussion**

Finding of this study revealed that, the Covid-19 pandemic has affected students' wellbeing. This finding concurred with the findings of Hassan and Bao (2020) who reported that the rapid evolution of Covid-19 at such a large scale has influenced the students of all age groups. It also agrees with the finding of Odriozola -gonzález et al., (2020) who reported that, the continued

spread of the disease, travel restrictions and the closure of educational institutions across the country had a significant effect on the education, social life, and mental health of students. Findings also concurred with the finding of Lee (2020) who reported that apart from the serious psychological impact on their health caused by the pandemic, the changes in daily routine including lack of outdoor activity, disturbed sleeping patterns, social distancing have also affected the well-being of students. This result further agrees with Cao *et al.*, (2020) and Ye *et al.*, (2020) whose study revealed that the pandemic has affected the social well-being of the students. It further agrees with result of Rwigema (2021) whose study revealed that, disruptions in learning, decreased access to education and research facilities, lack of digital skills, insufficient infrastructure, poor network connectivity, power outages, inaccessibility, and unavailability have hampered students' academic performance.

The result of this study shows that, majority of the respondents are aware of the some of the innovative approaches during the pandemic but none has being implemented in their school. This findings agrees with Munezero et al., (2016) and Moakofhi et al., (2017) whose study revealed that, majority of higher education institutions in developing countries has not adopted and implemented e-learning. Finding agrees with Alanaziet *al.*, (2020) and Pragholapati (2020) who reported that due to the economic and digital divide, many students are unable to attend online education due to a lack of resources or technology.

### **Conclusion and policy recommendations**

Based on the findings of the study, it was concluded that, some of the effect of the Covid-19 pandemic include: prevent social interaction, good teacher-students' relation. It had negative effect on students' well-being. Students were faced with many challenges especially academic challenges, financial, transportation among others. Findings revealed that, the pandemic had brought about some innovative approach of teaching.

Based on the findings of this study, the following recommendations were made:

- i. Government should provide alternative approach of learning whenever there is an outbreak or any other issue that may prevent movement of students.
- ii. School management should encourage students on the importance of alternative learning approach.
- iii. Lectures should be trained and retrained on different platforms of distance learning strategies.
- iv Government should organized orientation progrmmme concerning covid-19 pandemic in the academic institutions

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