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# Impact of confinement resulting from Covid-19 on Quality of Life, Mental Health and Psychological Well-Being in Higher Education Students in Santarém and Leiria

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This work was financed by National Funds through the FCT - Foundation for Science and Technology under the project UIDB/04748/2020

September, 2021



**The context of coronavirus in higher education caused upsetting consequences on students' lives. Problems such as loneliness and isolation. The quality of life of students can be compromised or benefited by factors such as structural and organizational characteristics of institutions, academic environment and lifestyles, among others, which underlie the attention given to health promotion in this context.**

(Ramírez-Ortiz et al, 2020; Torales, Higgins, Castaldelli-Maia & Ventriglio 2020).



**This study aims to assess the impact of the Covid 19 pandemic on quality of life, mental health, and psychological well-being in higher education students at IPSantarém and IPLeiria.**

## **MATERIALS AND METHODS**

**Quantitative, descriptive-correlational study, aiming to describe phenomena and subsequently identify and explore possible relationships between variables (Grove, Burns, & Gray, 2013; Rosa, 2016)**

**We used Psychological Well-Being Manifestation Scale; Depression Anxiety, Stress Scale-21 and WHOQOL-BREF.**



**Population - 6483 students**



**Sample**

775 students (both genders) from  
the 2nd to the 4th year of daytime  
education

IPSantarém Ethics Committee' approval (112020Saúde),  
October 26, 2020

Authors authorization to use questionnaire validated for the  
Portuguese population

Link on the Schools' webpages for free filling by students,  
anonymously, via Microsoft Forms (with informed consent  
before the questionnaire starts)



**Data collection – 19 November till 4 December 2020**



## PARTICIPANTS

Table 1. e 2 - General sample characteristics

Sociodemographic characterization	n	%
<b>Educational institution</b>		
IPSantarém	351	45,3
IPLeiria	424	54,7
<b>Gender</b>		
Female	570	73,5
Male	205	26,5
<b>Age group</b>		
< 23 years	626	80,8
> 23 years	149	19,2
<b>Marital status</b>		
Single/divorced	716	92,4
Married/consensual union	59	7,6
<b>Children</b>		
Without children	726	93,7
With children	49	6,3

## Sociodemographic characterization

### District of residence

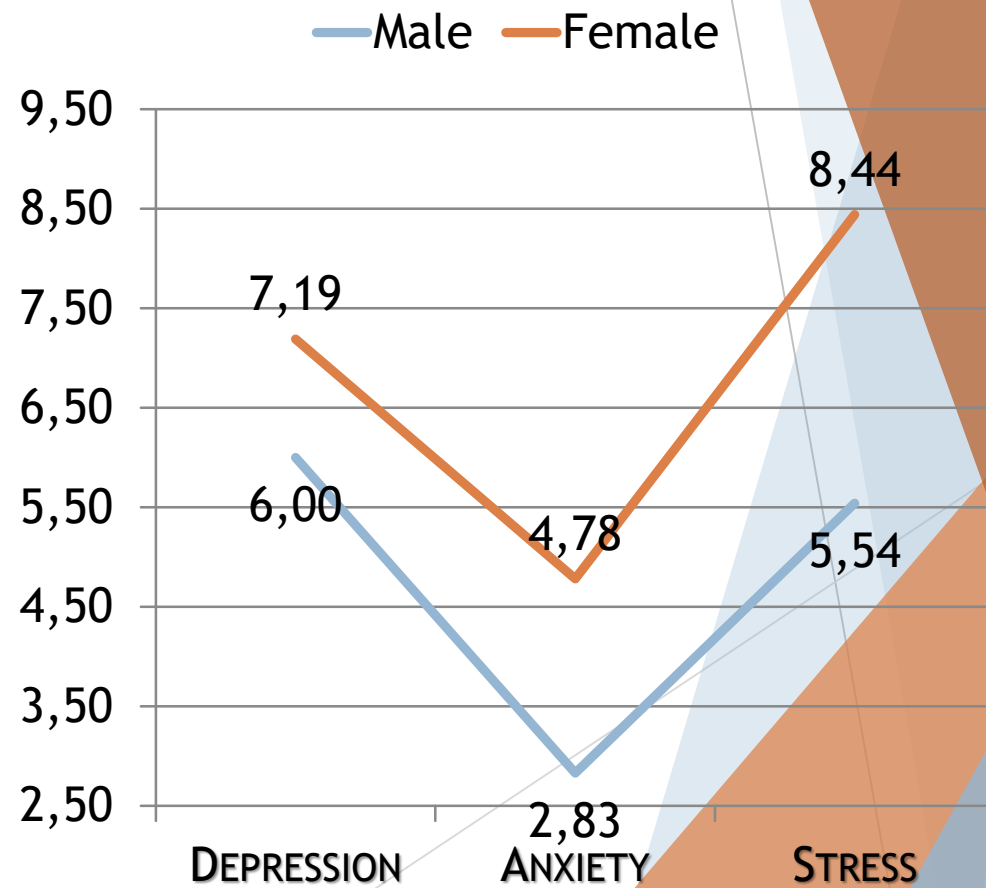
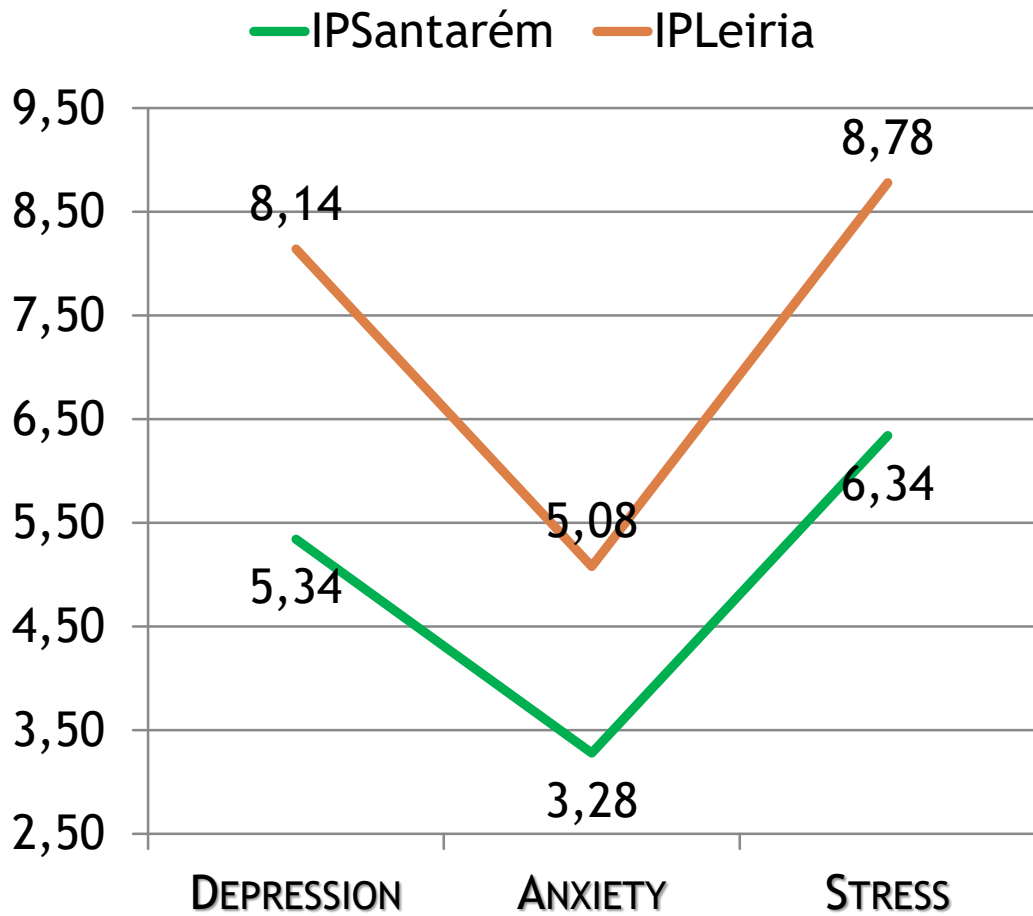
	n	%
Leiria	269	34,7
Santarem	244	31,5
Lisbon	154	19,9
Others	108	13,9

### Curricular year

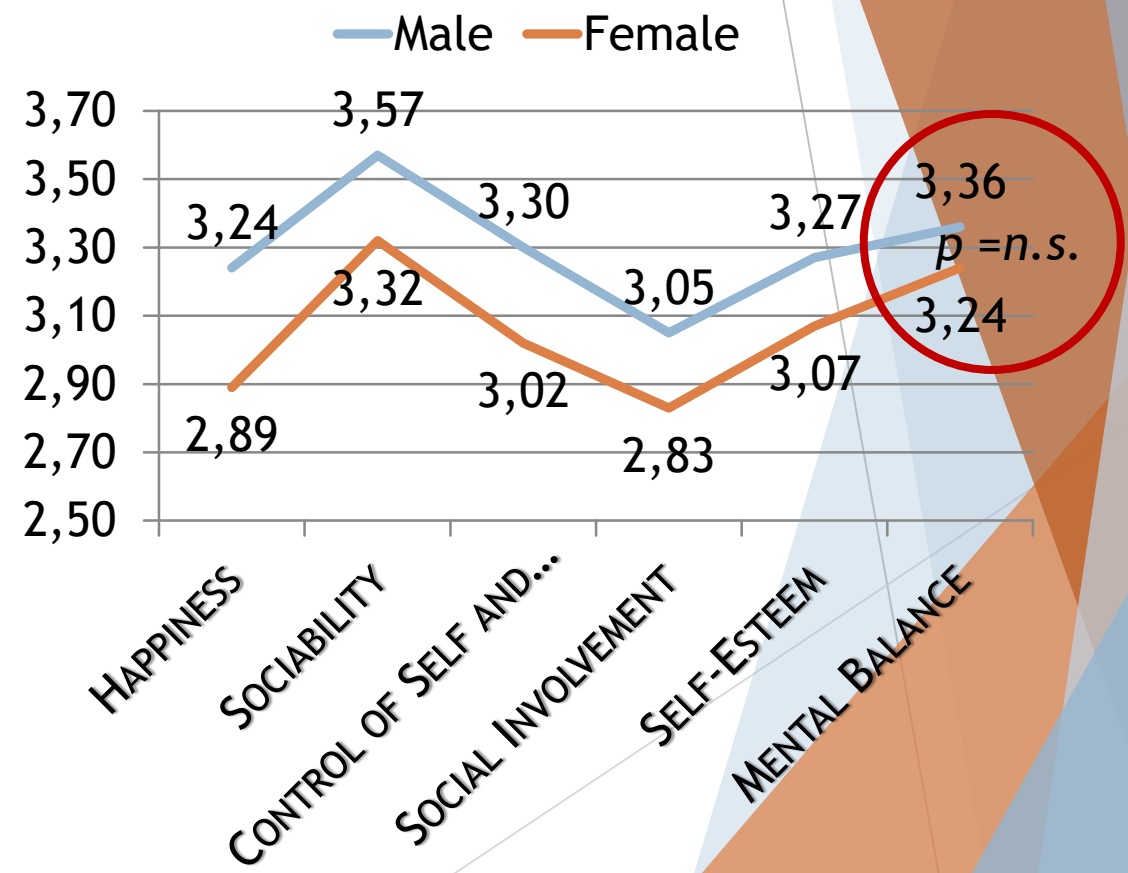
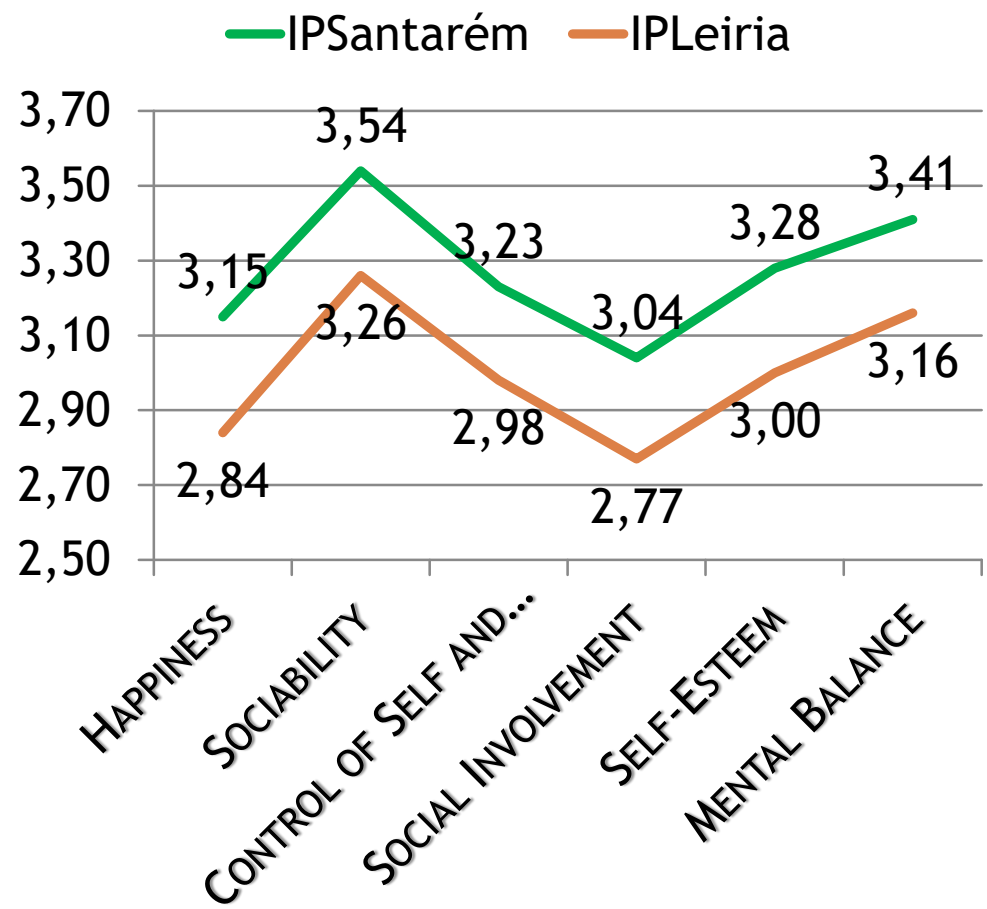
	n	%
2nd year	389	50,2
3rd year	282	37,7
4th year	94	12,1



## GRAPH 1. Institute and gender attended by levels of EADS



### GRAPH 3. Institute and gender attended by levels of Psychological Well-Being





**Tabela 4. Differences, in each institute, between genders, in the domains of Quality of Life**

RESULTS	Male gender IPLeiria	Female gender IPLeiria	p	effect size
	Physical (68,34±12,30)	Physical (63,14±13,29)	0,001	0,02 (eta square)
	Psychological (50,46 ±18,73)	Psychological (46,63 ±15,97)	0,123	-
	Social relationships (54,91 ±20,10)	Social relationships (52,74 ±18,06)	0,139	-
	Environment (54,76±11,09)	Environment (53,11±9,93)	0,131	-
	Average QoL (57,10±9,84)	Average QoL (54,01±8,64)	< 0,01	8,23 (d de Cohen)
	Male gender IPSantarem	Female gender IPSantarem	p	effect size
	Physical (67,21±10,94)	Physical (64,84±11,85)	0,133	-
	Psychological (56,15 ±15,64)	Psychological (50,41 ±14,68)	< 0,01	0,03 (eta square)
	Social relationships (50,68 ±21,92)	Social relationships (52,73 ±18,72)	0,582	-
Environment (55,93 ±11,22)	Environment (53,78 ±10,54)	< 0,05	0,01 (eta square)	
Average QoL (58,38 ±8,11)	Average QoL (55,56 ±8,28)	< 0,01	8,23 (d de Cohen)	



## CONCLUSION

Promoting QOL among higher education students, especially in the **psychological domain**. Future interventions are proposed with a focus on psychosocial factors, with possible differences in approach considering the gender of the students.

The centrality of the student in the teaching-learning process, whose promotion of self-management skills, a challenge for teachers to implement teaching and learning strategies and methodologies focused on the needs of students.

Development coping and empowerment mechanisms that allow them to manage the stressful potential resulting from the period of confinement imposed by the COVID 19 pandemic.

Development of an online program to promote students' QoL is suggested, enabling the integration of health promotion in the institutional and academic culture.



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