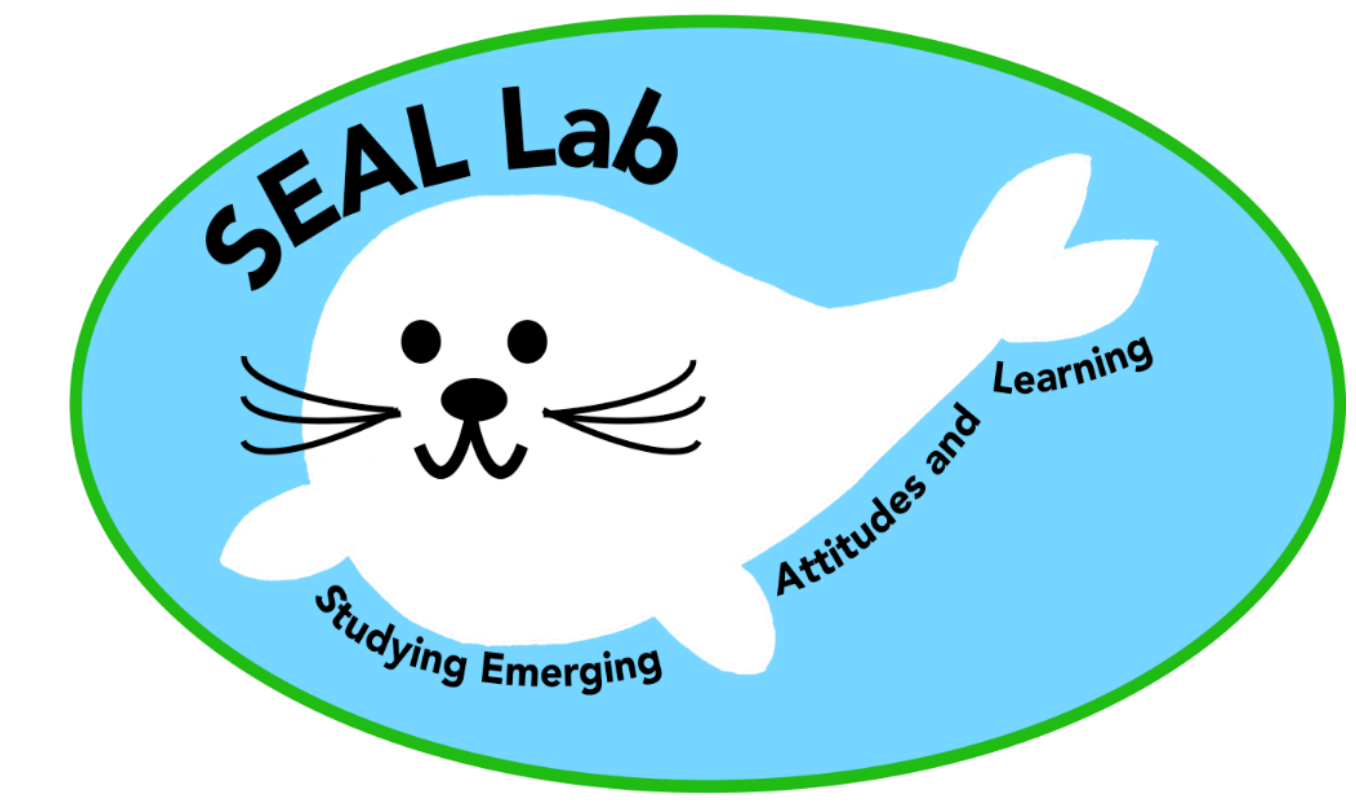


Learning in a Pandemic: Quarantine Effects on Emerging Adults' Coping

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Background

- COVID-19 resulted in the first mandatory local quarantines in U.S. since 1918 Spanish Flu (Nussbaumer-Streit et al., 2020)
- Rapid transition to online learning for many, & with little preparation -- daycare thru higher ed
- Little is known about how quarantine & abrupt transition to online learning may have affected emerging adults' development & burgeoning autonomy (Arnett, 2007)
- Female students may be more likely to split time between schooling and family responsibilities while in quarantine than male students because women are responsible for bulk of household labor (Liben & Bigler, 2002; Pew Research Center, 2015)

Research Questions

- How did the initial Spring 2020 COVID-19 quarantine affect students' mental health and perceived stress?
- To what degree do other factors, such as online learning readiness, efficacy belief of institution's handling of transition, and personality, impact mental health and perceived stress?

Hypotheses

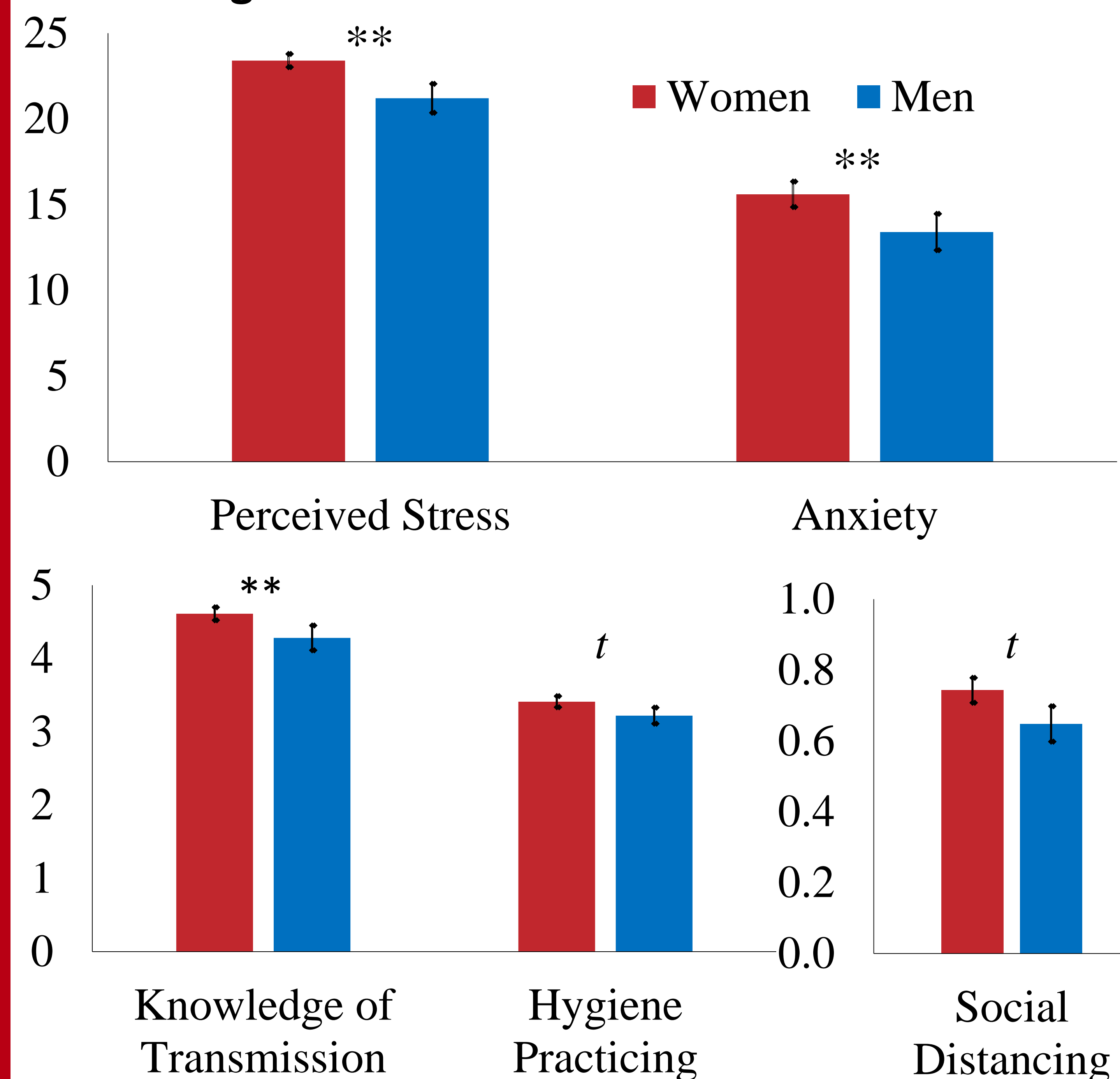
1. As a result of additional stressors, women's mental health will be more negatively impacted by the COVID-19 quarantine than will men's mental health
2. Specifically, women will report greater anxiety than will men, paralleling findings by Hamel et al. (2020)
3. Students with continued access to preferred stress-reducing activities, who felt more prepared for online learning, and who perceived a smoother institutional transition online will report better mental health (= greater levels of stress, depression, & anxiety)

Method

- $N = 116$ students (71 women, 32 men)
- Online survey after conclusion of Spring 2020 term:
 - Personality (Big Five-SQ, Morizot, 2014)
 - Stress (Perceived Stress Scale, Cohen et al., 1983)
 - Depressive symptoms (PHQ-9; Kroenke et al., 1999)
 - Anxiety symptoms (GAD-7; Spitzer, et al, 2006)
 - Knowledge about COVID-19 (Health Protective Behaviors and Attitudes Towards Pandemic Influenza Measure, adapted for COVID-19, Liao, et al, 2010)
 - Online learning preparedness (Online Learning Readiness Questionnaire, Penn State, 2020)
 - Access to preferred coping activities

Preliminary Results

Women were more stressed, anxious, & knowledgeable about COVID transmission than men



** indicates $p < .01$, *t* indicates trend ($p < .1$)

Hyp 3: Model 1 - Predictors of Overall Mental Health

Predictor Variable:	<i>b</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Readiness for online learning	-0.23	.01	-2.39	.019
Institution's handling of transition	-0.31	.12	-3.36	.001
Changes in course load	0.05	.11	0.54	.594
Omnibus: $F(3,99) = 7.87, p < .001$				

Hyp 3: Model 2 - Predictors of Overall Mental Health

Health Protective Behaviors:	<i>b</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Trust in gov. and media comm.	-0.20	.08	-2.27	.025
Trust in interpersonal comm.	-0.34	.11	-3.75	<.001
Understanding transmission	0.23	.10	2.23	.028
Efficacy belief of prevention	-0.05	.12	-0.46	.649
Perceived susceptibility	-0.01	.08	-0.06	.956
Worry about contracting	0.32	.07	3.15	.002
Hand hygiene	-0.10	.14	-1.11	.269
Social distancing	0.00	.30	0.36	.972
Omnibus: $F(8, 102) = 5.38, p < .001$				

Preliminary Conclusions

- In partial agreement with H1 & full agreement with H2, women were more stressed & anxious than were men, possibly due to higher self-efficacy for understanding COVID-19 transmission
- In partial agreement with H3, mental health was better with increased trust in getting COVID-19 information from gov., media, & close friends and family; with more readiness for online learning; & with perception of smoother university transition OL
- Overall mental health lowered with increased understanding of COVID transmission & increased worry about contraction

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