

## A STUDY ON EFFECT OF PSYCHOLOGICAL WELL BEING DUE TO STUDENTS DUE TO ONLINE CLASSES IN COVID 19 PANDEMIC

Mrs Anshu Som<sup>1</sup>, Kamaljot Kaur Ahuja<sup>2</sup>, Kanchan Pant<sup>3</sup>, Srinivasan

- 1) PSW, DMHP, UP, India
- 2) MBBS Intern, SGRRIM&H, Dehradun, India
- 3) PhD Scholar, SGRRIM&H, Dehradun, India
- 4) PSW, AVMC&H, Pondicherry, India

### ABSTRACT

Training is the method involved with fostering the limits and possibilities of an individual to set up that individual to find actual success in a particular society or culture. Be that as it may, because of the crown the schools and universities are transformed into online classes all around the day. The anxiety for the understudies may expanded on account of sitting before devices day to day and the associating with their companions are decreased. In view of this Coronavirus pandemic circumstance understudies will stay put and the feeling of anxiety of understudies is expanded step by step. A specific measure of exploration has dissected pressure, social help, and fulfillment with life among post auxiliary understudies (Robotham and Julian, 2006); Many researchers in the field of conduct science have done many investigates on pressure and it is inferred that the point needed more consideration and a few analysts saw that the side effects of uneasiness can be mental, physical or ecological difficulties and furthermore the most significant level of pressure was accounted for in relational circumstances and in new circumstances. The information on assessment stress in Indian youths is extremely restricted. Numerous understudies are confronting and going to confront what is happening. The current review makes an endeavor to assess the emotional well-being and survey the feeling of anxiety of understudies. This study will advance instructive organizations and guardians to act together to offer better psychological well-being and health of understudies and assist with empowering them to accomplish the objectives in their day to day existence. The proposed review will be a spotlight to comprehend the genuine situation of the understudies populace regarding their psychological well-being and wellness. The adequacy of the projects will be evaluated through this review and suggestion will made for the instructive organization to make change in approaches or change of timings of online classes as indicated by the prerequisite of the competitors.

Keywords: Psychological well being, stress level, online class, covid 19

**INTRODUCTION:**

Training is the method involved with fostering the limits and possibilities of an individual in order to set up that individual to find success in a particular society or culture. Schooling makes ready prompting dissatisfaction as it is a self illuminating interaction. It gets out every one of some unacceptable convictions, makes an unmistakable picture and eliminates every one of the disarrays about the things. Schooling makes a man so sure that he can take choices, can confront life and furthermore acknowledge achievement and disappointment. However, presently a day's school system turns out to be exceptionally perplexing. Consequently the therapists who are keen on the schooling field are centered around the issues of some particular gathering like kids, youths or grown-ups. In instructive brain research, immaturity is seen as the most vital period of improvement. Keeping all these issues in mind, a study on effect off mental health and stress level of students due to online class is undertaken so as to channelize the student population towards progressive, productive and active students, leading stress-free and engaged lifestyle.

**REVIEW OF LITERATURE**

Larson et al. (2000) clarified that a few families, particularly those where the grandparents were themselves instructed and individuals from the expert class, additionally have an impact the scholarly assumptions for the understudy. The presence of an informed guardians was particularly critical for youngsters, who detailed encountering a better family environment regarding status in the family. Since high capacity understudies might be hesitant to look for assist when they with requiring it, it is critical to guarantee that the emotionally supportive network present in these high-accomplishment conditions is accessible and used by understudies, and is successful at tending to their special mental and close to home needs. A steady organization open to understudies is one of the significant boundaries that impact the scholarly exhibition of understudies. The surveys showed that parent inclusion was the biggest part of the organization framework and there is a requirement for scholarly direction and backing from home and school.

Piekarska (2000) called attention to that the fundamental elements for the arrangement of stress are regular and solid. There is a connected association between the consequences of stress and

mental and character qualities. A portion of the adverse results of pressure incorporate tension, despondency, unfortunate memory and language abilities, and lower scholarly accomplishment.

Senior member (2003) dissected that huge number of pressure factors and stress topics across the whole school climate were essentially connected with the parents' job at home. Parental consolation prompts head-to-head a showdown, social help, legitimization and intellectualization as successful method for managing pressure. Impact of Parental contribution on reasons for understudy pressure.

Sharma (2004) had led "A concentrate concerning mental and emotional factors of pressure module (SRM) on higher auxiliary school understudies. The discoveries of the review is Findings : (1) The SRM was viewed as altogether powerful for lessening mental pressure, uneasiness and dissatisfaction in the understudies. (54) (2) The SRM had worked on the self-assurance, self-concept, instant memory, familiarity, alterability, reality and inventiveness of the understudies. (3) The instructing through SRM was tracked down prevalent than the educating through Traditional strategy for the improvement of self-certainty, selfconcept, moment memory, familiarity, variability, reality, imagination and conceptual thinking.

Handling (2005) concentrated on the attributes of school understudies which influence their apparent degree of stress. He observed that the most significant level of pressure was accounted for in relational circumstances and the second most significant level was accounted for in new circumstances. The finding of this study is The understudies' apparent evaluation necessities have a solid connection with the way to deal with learning and understudy takes on while handling a scholastic errand.

## **RESEARCH METHODOLOGY**

### **RESEARCH GAP**

There are many studies for stress level of students and also there are many studies for effect of psychological well being but there are only few studies on the Psychological well being of students that impact on the stress level of students in this covid 19 pandemic situation.

### **OBJECTIVES OF THE STUDY**

To find out the mean score of Gender and class of the students and their mental health.

To find out the mean score of Gender and class of the students and their stress level.

To determine the difference between mean rank towards mental health and stress level of students.

To evaluate the risk and gain of students for mental health and stress level during covid 19 pandemic situation.

### **SAMPLE**

This is an fundamental part of research design. This study uses both types of data. Viz. primary and secondary. The study was carried out with sample survey of 200 students from different standards in school and colleges through stratified random sampling. The data were collected through mail due to this pandemic situation. A total of 200 questionnaire were sent, out of which 149 were returned. Out of these questions, 49 had to be eliminated because of lost evidence and the general trial size is 100. The survey was completed throughout a period of 1 month.

### **DATA AND ANALYSIS**

A draft questionnaire was developed on the basis of comprehensive reviews. The questionnaire is classified into two types. Part 1 consists of question seeking information about students characteristics which include gender, standard, etc The part 2 includes questions that aim at obtaining details such as mental health and stress level. This survey is conducted by using five point likert scale. The study employed statistical tool such as annova, friedman test, neural network, Tree structure analysis and spss software is used to analyse the data.

### **Table 1: ANOVA TEST FOR GENDER OF THE STUDENTS AND THEIR MENTAL HEALTH**

<b>Mental Health Variables</b>	<b>F-Value</b>	<b>Significant Value</b>	<b>Result</b>
Regret	.060	.809	Not Significant
Worry	.261	.607	Not Significant
Anxiety	.352	.553	Not Significant
Fear	.164	.687	Not Significant
Feel	.221	.637	Not Significant
Wrong	.006	.944	Not Significant
Frightens	.281	.596	Not Significant
Shy	.475	.492	Not Significant
Sleepless	.112	.735	Not Significant
Insult	.203	.650	Not Significant
Opposite Sex	.874	.352	Not Significant
Shouting	.820	.364	Not Significant
Tears	.382	.535	Not Significant

Source: Output generated from SPSS 20

There is no significant relationship between the mean score of Gender of the students and the mental health. Therefore, there is no significant relationship between the mean score of Gender of the students and the mental health. The main reason for this is that the gender of the students

does not take any role in the mental health of students. Here, the students do not have any idea about the stress level irrespective of their gender.

**Table 2: ANOVA TEST FOR STANDARD OF THE STUDENTS AND THEIR MENTAL HEALTH**

Mental Health Variables	F-Value	Significant Value	Result
Regret	.761	.511	Not Significant
Worry	1.392	.247	Not Significant
Anxiety	1.856	.146	Not Significant
Fear	1.565	.197	Not Significant
Feel	.161	.920	Not Significant
Wrong	.873	.455	Not Significant
Frightens	.660	.579	Not Significant
Shy	.065	.977	Not Significant
Sleepless	.103	.956	Not Significant
Insult	1.052	.362	Not Significant
Opposite Sex	1.000	.397	Not Significant
Shouting	1.813	.145	Not Significant
Tears	.165	.913	Not Significant

Source: Output generated from SPSS 20

There is no significant relationship between the mean score of standard of the students and the mental health. Therefore, there is no significant relationship between the mean score of standard of the students and the mental health. The main reason for this is that the standard of the students does not take any role in the mental health of students. Here, the students do not have any idea about the mental health irrespective of their standard.

### ANOVA TEST FOR GENDER OF THE STUDENTS AND THEIR STRESS LEVEL HYPOTHESIS

**Null hypothesis H<sub>0</sub>**- There is no significant relationship between the mean score of Gender of the students and their stress level.

**Alternative hypothesis H<sub>1</sub>**- There is a significant relationship between the mean score of Gender of the students and their stress level.

**Table 3: ANOVA TEST FOR GENDER OF THE STUDENTS AND THEIR STRESS  
LEVEL**

Stress level variables	F-Value	Significant Value	Result
Gadgets	.362	.540	Not Significant
Teach More	.592	.444	Not Significant
Studies	.265	.607	Not Significant

Study Hours	.041	.831	Not Significant
Impress	.005	.940	Not Significant
Bad Health	.152	.695	Not Significant
Hopeless	.050	.821	Not Significant
Burden	.085	.764	Not Significant
Satisfied	.766	.387	Not Significant
Anxious	.047	.841	Not Significant
Hopeless	.002	.942	Not Significant
Embarrassed	.005	.931	Not Significant
Play	.010	.917	Not Significant
Jealous	1.945	.166	Not Significant

Source: Output generated from SPSS 20

There is no significant relationship between the mean score of gender of the students and the stress level. Therefore, there is no significant relationship between the mean score of gender of the students and the stress level. The main reason for this is that the gender of the students does not take any role in the stress level of students. Here, the students do not have any idea about the stress level irrespective of their gender.

**Table 4: ANOVA TEST FOR STANDARD OF THE STUDENTS AND THEIR STRESS LEVEL**

Stress level variables	F-Value	Significant Value	Result
------------------------	---------	-------------------	--------



Gadgets	.350	.784	Not Significant
Teach More	.900	.438	Not Significant
Studies	1.492	.218	Not Significant
Study Hours	.432	.727	Not Significant
Impress	2.470	.063	Significant
Bad Health	2.060	.107	Not Significant
Hopeless	4.390	.005	Significant
Burden	.270	.847	Not Significant
Satisfied	.402	.749	Not Significant
Anxious	.222	.878	Not Significant
Hopeless	.800	.496	Not Significant
Embarrassed	2.955	.034	Significant
Play	.501	.681	Not Significant
Jealous	.182	.906	Not Significant

Source: Output generated from SPSS 20

There is no significant relationship between the mean score of standard of the students and the stress level. Therefore, there is no significant relationship between the mean score of standard of the students and the stress level. The main reason for this is that the standard of the students does not take any role in the stress level of students. Here, the students do not have any idea about the stress level irrespective of their standard.

### **FRIEDMAN TEST FOR SIGNIFICANT DIFFERENCE BETWEEN MEAN RANKS OF GENDER OF THE STUDENTS AND THEIR MENTAL HEALTH**

**HYPOTHESIS**

**Null Hypothesis:** There is no significant difference between mean ranks towards mental health of students.

**Alternative Hypothesis:** There is a significant difference between mean ranks towards mental health of students.

**TABLE 5: FRIEDMAN TEST FOR SIGNIFICANT DIFFERENCE BETWEEN MEAN RANKS TOWARDS MENTAL HEALTH OF STUDENTS.**

Mental health variables	Mean Rank	Chi-Square	Degree of Freedom	Asymp. Significant
Regret	7.81	179.202	12	.000
Worry	7.01			
Anxiety	5.85			
Fear	7.70			
Feel	5.86			
Wrong	5.71			
Frightens	7.40			
Shy	6.72			
Sleepless	5.90			
Insult	6.26			
Opposite Sex	8.21			
Shouting	8.30			

Tears	8.02			
-------	------	--	--	--

Source: Output generated from SPSS 20

From the above table, it is found out that all the variables related to the mental health of students had significant values less than 0.05 at 1 Per cent significance; thus the null hypothesis is rejected. So, there is significant difference between mean ranks towards mental health of students. Out of 13 mental health variables, “Students afraid when any body’s talk is like shouting. has the highest rank (8.31). So, students mental health is influenced by shouting. Main reason for this is that the shouting may affect mental health of students at large extent. So, the students afraid of shouting.

**TABLE 6: FRIEDMAN TEST FOR SIGNIFICANT DIFFERENCE BETWEEN MEAN RANKS TOWARDS STRESS LEVEL OF STUDENTS.**

Stress level variables	Mean Rank	Chi-Square	Degree of Freedom	Asymp. Significant
Gadgets	9.85	556.634	13	.000
Teach More	8.71			
Studies	10.26			
Study Hours	8.07			
Impress	5.72			
Bad Health	4.61			
Hopeless	4.10			
Burden	5.70			
Satisfied	7.95			
Anxious	8.08			

Hopeless	7.40			
Embarrassed	7.71			
Play	8.30			
Jealous	8.00			

Source: Output generated from SPSS 20

From the above table, it is found out that all the variables related to the stress level of students had significant values less than 0.05 at 1 Per cent significance; thus the null hypothesis is rejected. So, there is significant difference between mean ranks towards stress level of students. Out of 14 stress level variables, “Students feel bad for not being good at studies like other students has the highest rank (10.28). So, students stress level is influenced by their feeling for not good at studies like other students.. Main reason for this is that their feel for not being good at studies like other students may increase the stress level of students at large extent. So, Students feel bad for not being good at studies like other students.

**TREE STRUCTURED ANALYSIS MENTAL HEALTH OF STUDENTS**

**TABLE 7: MODEL SUMMARY OF MENTAL HEALTH OF STUDENTS**

	Growing Method	CHAID
Specifications	Dependent Variable	MENTALSTRESS
	Independent Variables	M1, M2, M3, M4, M5, M6, M7, M8, M9, M10, M11, M12, M13
	Validation	None
	Maximum Tree Depth	3
	Minimum Cases in Parent Node	100
	Minimum Cases in Child Node	50
	Results	Independent Variables Included
Number of Nodes		7
Number of Terminal Nodes		4

	Depth	3
--	-------	---

**TABLE 8: RISK OF THE MODEL FOR MENTAL HEALTH OF STUDENTS**

Estimate	Std. Error
.902	.058
Growing Method: CHAID	
Dependent Variable: MENTALSTRESS	

**TABLE 9: GAIN SUMMARY FOR NODES FOR MENTAL HEALTH OF STUDENTS**

Node	N	Percent	Mean
6	73	38.6%	3.40
5	38	20.1%	2.70
3	43	22.8%	2.78
1	35	18.5%	2.31
Growing Method: CHAID			
Dependent Variable: MENTALSTRESS			

**CONCLUSION:**

The absence of fitting help is the principal wellspring of stress for understudies. There is a standard assessment system set up that doesn't give understudies satisfactory room to investigation and push the limits to succeed. Sitting before a screen for over 5 hours could create touchiness, which can prompt pressure. Understudies are focused on because of an assortment of individual and social issues. Absence of lucidity and the shortfall of proper profession consultants bring about an absence of heading, and, surprisingly, after graduation, understudies are confounded about their future and shaky about tracking down work. Scholastic tension, extracurricular exercises, tasks, and different parts of the review have all extended fundamentally. Guardians anticipate that their youngsters should be associated with the race and surpass their rivals to raise their own social notoriety. Every kid is exceptional, it is basic for

guardians to show their youngsters the benefit of distinguishing their capacities and empowering them to look for a task in a space where they succeed. It is basic to do what they appreciate or to appreciate what they do. Overseeing time appropriately and guaranteeing that no less than one actual activity is performed consistently can assist with diminishing pressure and upgrade ability to focus, and assist them with being more useful in the study hall.

**REFERENCE :**

Stress Management Psychological Foundations, Scholarly Journal of Education, Prentice- Hall, Inc. Busari,A.O. (2014).

Evaluating the Relationship between Gender, Age, Depression and Academic Performance among Secondary School Students, International Journal of Interdisciplinary Studies, 4(2), 6-12 Bataineh.M.Z (2016).

Academic stress among undergraduate students: the case of education faculty at King Saud University, International Interdisciplinary Journal of Education.Bernstein, D.A, Penner, L.A, Stewart, A.C. and Roy, E.J. (2009).

Academic-related stress among private secondary school students in India, Asian Education and Development Studies, 3(2), 138- 164. Dimitrov.G (2018).

A study on the impact of Academic Stress among college students in India, 2(4) Kaur,S. (2016).

Impact of Academic Stress on Mental Health: A Study of School going Adolescents, Global Journal for Research Analysis, 3(7) Khan,M.J. and Altaf, S. Kausar,H.(2012).

Effect of Perceived Academic Stress on Students' Performance, FWU Journal of Social Sciences, 6(2), 146-171 Malach-Pines A and Keinan G (2009).

College Students' Academic Stress and Its relation to Their Anxiety, Time Management. American Journal of Health Studies, 16, Prabu Suresh P (2016).

A study on academic stress among higher secondary stress, International Journal of Humanities and Social Science Invention, 4(7), Nandamuri, P.P. and Gowthami, Ch.(2001).



Sources of Academic Stress-A Study on Management Students, Journal of Management and Science,1(8)Radcliff, C. and Lester, H.(2008).