

**IMPACT OF COVID-19 PANDEMIC ON MENTAL HEALTH OF B-SCHOOL STUDENTS**

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**ABSTRACT**

Novel Corona virus pandemic is leveling all across every segments. Over the period of time some adjusted with change in lifestyle, some took it as challenge and trying to continue efforts sustain either adding new services or dropping services in their business. Education sector is affected much with both Learning & Teaching., across India where all of sudden shift to classroom learning to virtual learning made students miss their day to day activities of fun learning, sharing, Social belongingness etc. The topic of interest is the Mental health of the students throughout the world. The entire performance of the student is directly proportional to the mental health. The only option available to slowdown the rate of spreading the infection was the Lockdown. Due to the lockdown the examinations were postponed. In this context many students were going through mental stress and to consider their mental health status is much needed.

The aim of this study was to better understand their levels of mental impact, anxiety, depression and stress in B-School students, survey carried out with 140 students. 8 incomplete responses are excluded from analysis.

**The results of our study revealed that** Missing Friends (Mean: 3.86), Social Connect with Others (Mean: 3.45), Stay Informed (Mean: 3.21) are most important factors to keep themselves active and mentally healthy. The results of our study revealed that a greater number of students is

stressed because they have missed their friends and feeling loneliness. The study revealed that 98% - Male & 93% - Female believes that Sharing & Belongingness gives them a relief.

Each educational institution may think of establishing a mental health cell. The authors would like to urge each educational institution to think of starting a mental health cell for the benefit of the students in general & initiate effort towards virtual social connect by using activities.

**Key words:** Human disasters, Mental Health, Students, Novel Corona Virus Disease, Lockdown

### **Objectives:**

**The Objectives of the study are;**

- To understand the factors influencing mental health
- To understand the impact of lockdown on student's mental health.

### **Sampling**

#### **Sample Design**

The present research is conducted among the students of B-School students. Non-Probability Convenience sampling is most suitable for the research. In convenient sampling, the samples are taken based on the convenience of the researcher through Google form.

#### **Sample Size**

The target population B-school students

The sample size is 140

The type of sampling is convenience sampling based on non-probability sampling

## **TOOLS FOR DATA COLLECTION**

To collect the data from the respondents, the researcher prepared a structured questionnaire which was pre-tested and later on administered on 140 respondents. The objective of this exemplary is to amount the study the impact of lockdown on B-School student's mental health. The questionnaire was self-constructed. 140 responses were collected and 132 taken for final analysis because 8 were incomplete responses. Using a structured questionnaire, Primary data was collected. The samples were collected through by using Google Forms. Secondary data was collected from internet, literature and other relevant documents, magazines, Journals, Fact sheets and Web resources, and websites are other sources. The collected data was collated by using SPSS software. While analyzing the data, the following three major steps were followed. We tested the collected data's internal consistency by applying reliability statistics under step one. For this purpose, the instrument's reliability was adjudged by employing Cronbach's alpha. Later on, the Frequency table and cross tabulation have been run.

## **Methodology**

Primary data through structured pretested questionnaire

Secondary data from internet, articles, research paper

Sample size: 140

Sampling method: Non probabilistic convenience sampling

## **Scope of the study:**

- This study is based on B-school students of Hubli city
- This study is undertaken to understand mental health of B-school students where the first- and second-year students are taken into consideration
- This study is focused to understand mental health of the B-school students during lockdown

## **INTRODUCTION**

The novel corona virus which was first detected in December 2019 around a seafood market in the Chinese city of Wuhan Hubei Province (Nishiura, 2020) is by far the largest outbreak of atypical pneumonia since the severe acute respiratory syndrome (SARS) outbreak in 2003. The new virus with symptoms of infection including fever, chills, cough, sore throat, breathing difficulty, nausea, vomiting, and diarrhea was named as Severe Acute Respiratory Syndrome – Corona Virus (SARS-CoV2) or novel Coronavirus (2019-nCoV), was designated by the World Health Organization (WHO) on 11th February 2020 as corona virus disease –19 (abbreviated “COVID 19”) and officially declared it as a pandemic on 11th March 2020 (WHO, 2020).

COVID-19 pandemic has caused panic worldwide. India is also going through a challenging situation as the number of infected cases is increasing day by day. The citizens are going through a range of psychological and emotional reactions, fear and uncertainty being one of them due to strict preventive measures and restrictions by the Indian Government in the form of nationwide lockdown. This study was conducted with the aim of exploring the impact of COVID-19 and lockdown on the mental health of students.

COVID-19 presents a serious threat to mental health by increasing rates of anxiety, depression, posttraumatic stress disorder and negative societal behaviors around the globe.

## **LITERATURE REVIEW**

1] According to Dr. Madhu Chitkara, the co-founder of chitkara education trust

**EDUCATION 2.0: A FORCED LEAP INTO DIGITAL LEARNING** Education sector has taken a major hit in the current global scenario impacted by Covid - 19. The positive is that the sector has found new and strong footing on digital platform. The situation is showing early signs of restoration of campus education after two months of shutting down of all schools, universities and institutions following corona virus.

Educationists and academicians believe that learning can never stop, and campus education is now reinventing itself on the virtual world. Educationist have had to find alternative realm of

teaching in reshaping the education in the country and is giving a blueprint to it by Dr. Madhu Chitkara, an eminent academician and one of the co-founder of Chitkara Trust.

The scenario does not look good for anybody in the world. It is challenging for educational institutions as they have a young crowd. Students are at home now and it is difficult for us and the parents. Alternative mode of teaching that was not a regular feature. Thanks to the technology that we all still connected few years back we have tried to bring in online courses in our university.

I am worried about the students. As lockdown stretches students could panic, they are already restless because the lockdown started at a time of their annual examination, admission and placement. I cannot believe a time like this has befallen on mankind. However, for the academic this could have a silver-lining in the past 44 years I have spent my life teaching. Never did I get so much time at home. So, preparing self for the lockdown was a challenge. It is a different experience, something I am now cherishing. The morning routine is still the same, but work is now online keeping in touch with staff, students and monitor things via internet. Many relaxations have been given amid lockdown 3.0, but education sector is still on standstill. How do you see the scenario for academic calendar 2020?

We are worried about the students as there is a big number. Marketing social distancing is a big challenge. We had made a task force, etc. If things become normal under the lockdown 4.0 then we would love to welcome students back in the campus. So, we are preparing to institute a normal working culture alongside Covid-19.

Big companies withdrew job offers of about 50,000 pass out of B-schools, including from some IIMs amid COVID-19. What would you say about the campus placement this year?

No doubt this year placement will be lesser than the last year. Our interaction with the industry leaders indicates that they are very hopeful that within 3-4 months things will improve as some sectors like construction has already started work. Hospitality is all blocked and it will take at least 3-4 months before it reboots. As we talk about industry, 650 industries came to our campus last year was in bad shape and this year 2-3 industries will not be in a good shape. Situation could influence students to go for further higher education.

This time do you think the number of new admissions could be less as parents in private sector are losing their jobs in a big way? Admissions will not be a big problem as students from senior secondary classes will go for higher studies. The concern is only for those students from faraway places like North-East, Jammu and Kashmir because the parents may avoid sending them for from their home.

2] A new paper published was in The Lancet Psychiatry highlights an urgent need to identify the harmful impacts of the COVID-19 pandemic on mental health and calls for research on these areas to be central to the global response to the pandemic.

The paper shows that the COVID-19 pandemic could have a „profound“ and „pervasive impact“ on mental health globally now and in the future, yet a separate recent analysis shows that, only a small proportion of new scientific publications on COVID-19 have been on mental health impacts so far. The authors, including Professor Andy Przybylski from the Oxford Internet Institute and Professor Irene Tracey from the Nuffield Department of Clinical Neurosciences, call for more widespread mental health monitoring and better ways to protect against, and treat, mental ill health which will require new funding and better coordination.

Both surveys were carried out in March when the lockdown measures were announced, to inform the Lancet Psychiatry paper. They showed the public had specific concerns related to COVID-19 including increased anxiety, fear of becoming mentally unwell, access to mental health services and the impact on mental wellbeing.

Paper author Professor Emily Holmes from the Department of Psychology, Uppsala University in Sweden, said:

“We are all dealing with unprecedented uncertainty and major changes to the way we live our lives as a result of the corona virus pandemic. Our surveys show these changes are already having a considerable impact on our mental health.”

“Governments must find evidence-based ways to boost the resilience of our societies and find ways to treat those with mental ill health remotely to come out of this pandemic in good mental”

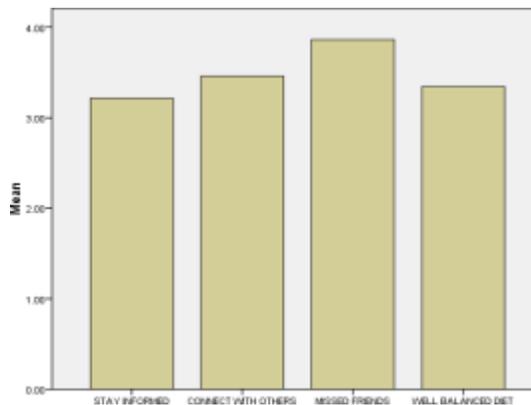
“Front line medical staff and vulnerable groups such as the elderly and those with serious mental health conditions must be prioritized for rapid mental health support.” The paper calls for „moment to moment“ monitoring of anxiety, depression, self-harm, suicide, as well as other mental health issues in the UK and global population. It also calls for the rapid roll out of evidence-based programs and treatments, which can be accessed by computer, mobile phone or other remote ways, to treat mental health conditions and increase resilience to keep people mentally healthy

3] Professor Cathy Creswell, Departments of Psychiatry and Experimental Psychology, University of Oxford, said, „Research has provided valuable information about how parents and carer“s can support their children“s mental health in general. However, at this point, we know very little about what might be most effective in the current context of COVID-19. We hope to have more than 10,000 parents and carers across the UK complete the new online survey. Their responses will help us really understand how families are coping and what support could make all the difference to children, young people and their families at this time.“

This survey, called Co-SPACE (COVID-19 Supporting Parents, Adolescents, and Children in Epidemics), aims to track children and young people“s mental health throughout the COVID19 crisis. Survey results will help researchers identify what protects children and young people from deteriorating mental health, over time, and at particular stress points, and how this may vary according to child and family characteristics. It also aims to identify what advice, support and help parents would find most useful. Parents/carers will be invited to complete an online longitudinal weekly questionnaire for a month, then fortnightly for a month, and then monthly until schools reopen.

**RESULTS AND DISCUSSION**

Descriptive Statistics						
	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
STAY INFORMED	132	1.33	5.00	3.2146	.08362	.96075
CONNECT WITH OTHERS	132	1.00	5.00	3.4591	.07353	.84483
MISSED FRIENDS	132	1.33	5.00	3.8636	.07276	.83595
WELL BALANCED DIET	132	1.00	5.00	3.3434	.08947	1.02797
Valid N (listwise)	132					



**Stay informed:** respondents have agreed with the statement with the mean of 3.21 (std error - .083) and standard deviation of .960.  
**connect with others :** respondents have agreed with the statement with the mean of 3.45 (std error - .073) and standard deviation of .844.  
**Missed friends :** respondents have agreed with the statement with the mean of 3.86 (std error - .072) and standard deviation of .835.  
**well balanced diet:** respondents have agreed with the statement with the mean of 3.34 (std error - .089) and standard deviation of 1.02

**Gender \* SHARING GAVE ME RELIEF Crosstabulation**

			SHARING GAVE ME RELIEF					Total
			Never	Rarely	Sometimes	Often	Always	
Gender Male	Count	1	5	19	12	22	59	
	% within Gender	1.7%	8.5%	32.2%	20.3%	37.3%	100.0%	
Female	Count	5	3	13	18	34	73	
	% within Gender	6.8%	4.1%	17.8%	24.7%	46.6%	100.0%	
Total	Count	6	8	32	30	56	132	
	% within Gender	4.5%	6.1%	24.2%	22.7%	42.4%	100.0%	

Out of 132 respondents, 59 male & 73 female feels that sharing gives them relief. From this we can find that more female feels relief after sharing their feelings with friends.

**Gender \* MISSED INFORMATION Crosstabulation**

			MISSED INFORMATION					Total
			Never	Rarely	Sometimes	Often	Always	
Gender Male	Count	3	9	21	8	18	59	
	% within Gender	5.1%	15.3%	35.6%	13.6%	30.5%	100.0%	
Female	Count	18	14	18	7	16	73	
	% within Gender	24.7%	19.2%	24.7%	9.6%	21.9%	100.0%	
Total	Count	21	23	39	15	34	132	
	% within Gender	15.9%	17.4%	29.5%	11.4%	25.8%	100.0%	

59 male feels that was not able to concentrate in classes and felt guilty after missing classes. 73 female feels that was not able to concentrate in classes and felt guilty after missing. From this we found that more female are not able to concentrate in class and felt guilty after missing classes.

**Gender \* CLASS CONCENTRATION Crosstabulation**

			CLASS CONCENTRATION					Total
			Never	Rarely	Sometimes	Often	Always	
Gender Male	Count		2	6	22	14	15	59
	% within Gender		3.4%	10.2%	37.3%	23.7%	25.4%	100.0%
Female	Count		8	10	31	18	6	73
	% within Gender		11.0%	13.7%	42.5%	24.7%	8.2%	100.0%
Total	Count		10	16	53	32	21	132
	% within Gender		7.6%	12.1%	40.2%	24.2%	15.9%	100.0%

**OPINION**

As today’s student is the future of the country who will be contributing to the development by serving various roles like teacher, engineers, doctors, nurses etc., disturbances in the mental health will not only have negative impact to the particular student but also will have serious negative impacts on the community. Hence, the mental health of the students has to be given at most importance.

In addition to this, parents may add up more stress on their children as they are equally undergoing stress regarding the career of their kids. Though, many of the educational institutes have launched online classes, student’s felt difficult and stressful to adopt to the sudden transition from routine teaching method. Further, with the fear of corona disease, students are not connected with their friends & relatives will add up to their stress.

Along with the online classes, regular online counseling can be planned. To counsel the parents along with the students is equally important. To prevent the student to enter into the state of depression, regular monitoring of the stress levels using the online tools can be done. Simultaneously the teachers should also be counseled in handling the students during the online classes.

Watching, reading or listening to news about COVID-19 that causes to feel anxious or distressed should be minimized; Seek information from trusted sources and stay updated at specific times during the day, once or twice. Get the facts, not rumors and misinformation. In order to help you distinguish facts from rumors, gather information at regular intervals from the WHO website and local health authority platforms. Facts can help to minimize fears.

It is common for children to seek more attachment and be more demanding on parents during the times of stress and crisis. Parents should discuss about COVID-19 with their children in an honest and age-appropriate way. If the children have concerns, addressing them together may ease their anxiety. Children will observe adults' behaviors and emotions for cues on how to manage their own emotions during difficult times.

Interactive platforms have been developed by several community teams. It is important to be active in groups they like, Spending time with loved ones, Be in touch with friends, family, and colleagues over social media or the phone, Learn something new every day, Keep mind engaged. It takes time to adapt. Physical activity like Yoga or even simple stretches can help. Spend at least one hour per day on physical health. It is a good idea to meditate. Meditation improves concentration which helps students to concentrate more in their academic.

Do not have high expectations of others because they are sailing in the same boat. Avoid speculation and focus on facts. Do not believe everything. Confirm the suspicions. Remember, humanity has seen worse, and every time we have bounced back. We will, again. Being hopeful is the key.

## **CONCLUSION**

As per the observation of the above study the student's mental health is being affected due to lockdown along with their studies, lifestyle, life goals, career opportunity and many more. Most of the students are exhausted by this current environment where they are feeling helpless for current situation and hopeless for future aspects of their own self. Schools, colleges and institutions are closed down, they are still standing with the students and coming with more than one alternative way to support their students in this crucial situation.

In this kind of situation, students and educationists must stand strong and try to manage their mental health so that they can be more productive not only for their self in current situation but also for future situation. Through this, not only students but also the education system will look forward and develop alternative methods for betterment of tomorrow. If this kind of situation is taken in a positive way then there will be more chances to get benefited such as self-development, confidence, independent with studies, mental health, and physical health.

## **ACKNOWLEDGEMENT**

The authors thank all the respondents who participated in this study. The main purpose of writing this paper was to interact with people personally or via electronic media to assess the impact of COVID-19 lockdown on their mental health.

**RELIABILITY TEST**

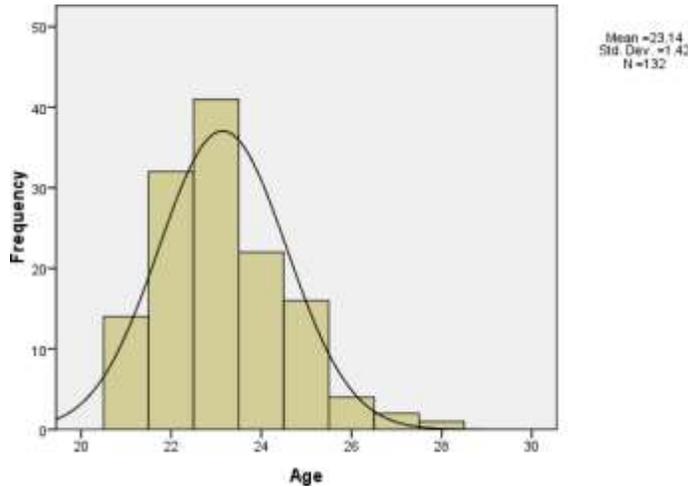
**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.860	.853	22

**Item Statistics**

	Mean	Std. Deviation	N
Missed information	3.14	1.397	132
Class concentration	3.29	1.109	132
Felt nervous	3.22	1.262	132
Felt guilty	3.28	1.274	132
Felt helpless	3.18	1.318	132
Felt hopeless	3.18	1.253	132
Felt no support from family	2.84	1.341	132
Felt disconnected	3.27	1.296	132
Feelings shared with friends	3.77	1.197	132
Feelings shared with siblings	3.49	1.129	132
Sharing gave me relief	3.92	1.150	132
Missed my friends	4.10	1.111	132
Missed college days	4.25	1.029	132
Felt lonaliness	3.24	1.140	132
Class timings disturbed my eating timings	3.27	1.216	132
The assignments disturbed my eating timings	3.24	1.308	132
My sleeping timings were not as before	3.52	1.149	132
Got tensed by looking at covid numbers in the media	3.61	1.215	132
Stopped watching news related to covid - 19	3.27	1.248	132
Checked for sources before forwarding information on social media	3.89	1.221	132
I do yoga/exercise daily	2.83	1.415	132
Do you think mental health training is required for students	.89	.309	132

## Histogram on age



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