

## Impact of COVID-19 Pandemic on Depression, Anxiety and Stress among Students

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### Abstract

To study "Impact of COVID-19 Pandemic on Depression, Anxiety and Stress Among Students. Objectives: - To investigate "Impact of COVID-19 Pandemic on Depression, Anxiety and Stress Among Students. Hypothesis: - There will be no significant difference between the Girls & Boys on Depression, Anxiety and Stress. Sample: -For the present study purposivesampling method opted& 40 samples selected from Vivekananda college Aurangabad, the sample age group between 15 to 25 years taken for present research. Tool: - The Depression Anxiety Stress Scale (DASS) is a widely used instrument in present study. Statistical Analysis: - t-test was used for the statistical analysis of data. Conclusion: - There was no Significant difference found between boys and girls on dimension anxiety stress and depression.

**Keyword:** COVID-19 Pandemic, Depression, Anxiety and Stress

### INTRODUCTION:

The World Health Organization (WHO) recognized the outbreak of COVID-19 as a Public Health Emergency in January 2020). By March, the virus had spread to more than 115 countries and COVID-19 was declared a worldwide pandemic. Several countries adopted measures such as nation-wide lockdowns and home-confinement strategies to prevent further transmission of the disease. This led to social distancing, isolation and quarantine to become the norm in a matter of days. India reported its first case of COVID-19 on 30 January 2020 in the state of Kerala. By February, this number rose to 3 (Reid, 2020).

Due to the multiple internal and external expectations placed on students' shoulders, stress has become a component of their academic lives. Adolescents are especially prone to the problems linked with academic stress since they are going through personal and social transitions. It is consequently critical to comprehend the causes and consequences of academic stress in order to develop appropriate and effective therapeutic measures. The study used a quantitative research methodology in which participants were screened from four streams: commerce, management, humanities, and basic sciences, utilising the Academic Stress Scale (Rajendran & Kaliappan, 1991). Personal inadequacy, fear of failure, interpersonal difficulties with teachers, teacher-pupil relationships, and poor study facilities were all investigated further, with gender inequalities discovered.

Depression (major depressive disorder) is a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable. Depression causes feelings of sadness and/or a loss of interest in activities you once enjoyed. It can lead to a variety of emotional and physical problems and can decrease your ability to function at work and at home.

Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure. People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry.

The World Health Organisation (WHO) defines stress as "the reaction people may have when presented with demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope." It is not a disease.

## REVIEW OF LITERATURE

**J. Loss Trauma (2020)**, COVID-19 is a global concern affecting Higher Education Institutions (HEIs). This pandemic led to a strong reaction among students who experiences anxiety. This cross-sectional study aimed to examine students' knowledge, attitudes, anxiety, and coping strategies during the COVID-19 pandemic. Results showed that students possessed sufficient knowledge and high-risk perceptions. Non-medical prevention measures were perceived as highly effective. Students were satisfied with the government's actions to mitigate problems. However, an unwillingness with the online-blended learning approach was observed. Students utilized various ways to cope up with mental health challenges. It is necessary to address students' mental health during this COVID-19 pandemic among HEIs.

**Abdul Qawi Noori (2021)** COVID-19 pandemic has been a global serious issue that adversely impacted humans' life. This study aimed to investigate the impact of the COVID-19 pandemic on students' learning in higher education in Afghanistan. A mixed method research design was employed in conducting the study. The quantitative data were gathered using an online survey questionnaire from 592 randomly selected students and 6 semi-structured interviews were conducted to collect qualitative data. Statistical Package for Social Sciences (SPSS) was used to analyse the quantitative data and the qualitative data were coded and analysed thematically. The quantitative finding showed that the students did not experience a constant online teaching and learning during the COVID-19 pandemic. It also revealed that the COVID-19 pandemic devastatingly affected students' learning in higher education in Afghanistan. In addition, the qualitative finding revealed that the students had problems with Internet and technological facilities in their learning and they suggested that the Ministry of Higher Education should design and introduce a practical online platform which will be free and accessible with a poor Internet connection because some of the students live in areas where the Internet speed is very slow. The finding of the study will help educational managers and higher education leaders to review and adopt policies for teaching and learning in emergency cases. It will also help lecturers to design a proper plan and improve their instruction.

### RESEARCH METHODOLOGY: -

#### Statement of the problem:

"To study the impact of covid-19 pandemic on students among depression, anxiety and stress"

#### Objectives: -

1. To investigate The Impact of COVID-19 Pandemic on Students' Depression.
2. To Study the Impact of COVID-19 Pandemic on Students' Anxiety.
3. To Search the Impact of COVID-19 Pandemic on Students' Stress.

#### Hypotheses:

1. There will be no significant difference between the Girls & Boys on Depression.
2. There will be no significant difference between the Girls & Boys on Anxiety.
3. There will be no significant difference between the Girls & Boys on Stress.

#### Sample:

For the present research 40 sample were selected from Vivekanand college, Aurangabad district among them 20 sample were boys and 20 were girls. The sample age range between 18-22 years taken for the present research. purposive sampling is opted for the study.

#### Variable:

**Independent variable:** 1) Girls & 2) Boys.

**Dependent Variable:** 1) Depression 2) Anxiety 3) Stress

#### TOOL: -

The Depression Anxiety Stress Scale (DASS) is a widely used instrument developed by **Lovibond and Lovibond (1995b)** to measure anxiety, depression, and stress. This self-reported questionnaire has 42 items. Seven items with the highest loadings from each subscale of the original DASS were selected to develop the DASS-21.

#### STATISTICAL ANALYSIS: -

The present study data was analysed by using statistical techniques like Mean, S.D and t-test.

#### RESULTS AND DISCUSSION.

**Hypothesis 1:** There will be no significant difference between the Girls & Boys on Depression.

**Table No - 1 Showing mean and standard deviation and t values among students on depression.**

Students	N	Mean	SD	t - Value	Sign
Boys	20	13.40	2.46	0.67	No Sign.
Girls	20	12.85	2.66		

Table no. 1 indicates that the mean scores on the depression levels of boys and Girl's students are found to be 13.40 & 12.85 and the standard deviation is 2.46 & 2.66 respectively. The t value of such groups is found to be 0.67 which is not significant at 0.01 level. On the basis of the obtained result, it can be concluded that there is no significant difference found between boys and girls students on depression.

**Hypothesis 2:** There will be no significant difference between the Girls & Boys on Anxiety.

**Table No –2 Showing mean and standard deviation and t values among students on anxiety.**

Students	N	Mean	SD	T Value	Sign
Boys	20	12.55	2.42	0.78	No Sign.
Girls	20	13.10	2.53		

Table no. 2 indicates that the mean scores on the anxiety levels of boys and Girl's students are found to be 12.55 & 13.10 and the standard deviation is 2.42 & 2.53 respectively. The t value of such groups is found to be 0.78 which is not significant at 0.01 level. On the basis of the obtained result, it can be concluded that there is no significant difference found between boys and girls students on anxiety.

**Hypothesis 3:** There will be no significant difference between the Girls & Boys on Stress.

**Table No –3 Showing mean and standard deviation and t values among students on stress levels.**

Students	No	Mean	SD	T – Value	Sign
Boys	20	13.65	1.87	0.068	No Sign.
Girls	20	13.70	2.68		

Table no. 3 indicates that the mean scores on the stress levels of boys and Girl's students are found to be 13.65 & 13.70 and the standard deviation is 1.87 & 2.68 respectively. The t value of such groups is found to be 0.68 which is not significant at 0.01 level. On the basis of the obtained result, it can be concluded that there is no significant difference found between boys and girls students on stress levels.

## CONCLUSION

There was no significant difference found between boys and girls on dimension depression anxiety and stress.

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