

THE IMPACT OF COVID-19 ON EDUCATION, LIFE ACTIVITIES AND MENTAL HEALTH OF UNIVERSITY STUDENTS

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ABSTRACT

The COVID-19 pandemic has profoundly affected every facet of human life worldwide. Its spread has significantly restricted outdoor human activities. COVID-19 is an infectious disease caused by coronavirus 2, leading to severe acute respiratory syndrome (SARS-CoV-2). The pandemic had a substantial impact on the daily lives of all student communities, including those in universities. Therefore, this study aims to assess the extent of COVID-19's influence on university students, investigating its correlation with their life activities and mental health. For this study, the researchers employed a descriptive survey research method, adopting both purposive and multi-stage sampling techniques to suit the study's objectives and nature. Data collection was carried out using self-made questionnaires, GAD-7, and PHQ-9 scales. The self-made questionnaire, along with the GAD-7 and PHQ-9 scales, were administered to 150 students at Ravenshaw University, Cuttack, Odisha. This sample included 100 students from general courses, 50 from professional courses, and 67 at the undergraduate level, with 83 at the postgraduate level. The collected data underwent analysis using percentage analysis and the coefficient of correlation (r). The results of the study indicate that COVID-19 has had adverse effects on students' education, social lives, and mental health. Moreover, the study reveals a negative correlation between education and depression, daily life activities and mental health, and future plans and the mental health of university students. In contrast, it was observed that there is a moderately positive correlation between university students' social life activities and their mental health.

Keywords: COVID-19, Life Activities, Education, Mental Health

Introduction

In recent times, the entire world has been struck with an unparalleled global predicament in the form of the COVID-19 pandemic. The pandemic had a significant impact on several aspects such as the economy, culture, and environment, leading to inquiries on issues of regional and racial discrimination, the balance of rights, equality of healthcare access, and matters pertaining to public health (Chaturvedi, Vishwakarma, & Singh, 2020). In addition to its direct health consequences, the ongoing pandemic has instigated a series of significant transformations that have profoundly impacted several aspects of human existence. The COVID-19 pandemic had a substantial influence on the experiences of persons from various socio-cultural backgrounds. In response to the detrimental impact of COVID-19 on student education, which has affected 220 million students (Tari, Amonkar, 2021, & Schleicher, 2020), action has been taken in the areas of remote learning, learning loss prevention, and making sure that minority learners are not left behind (Farnell et al., 2021). This article explores the multifaceted repercussions that the COVID-19 epidemic had on university students, encompassing the various interruptions it has inflicted upon their educational endeavours. The COVID-19 pandemic has led to the closure of campuses resulting in significant disruptions to the educational system (Jena, 2020). Furthermore, the COVID-19 pandemic has accelerated the internationalization of higher education, requiring institutions to adapt

and capitalize on the new educational paradigm (Dhoot, 2020). Through a comprehensive analysis of the data and experiences that have emerged during this difficult period, we seek to shed light on the widespread effects of the pandemic on the student population and emphasize the importance of addressing these issues in the ongoing recovery and adaptation to our rapidly changing world.

Literature Review

Studies on the Influence of COVID-19 on Education

The COVID-19 epidemic has had a beneficial impact on the educational landscape in India, leading to notable advancements in several areas. These include more collaborative efforts among students and educators, increased utilization of online platforms for meetings and discussions, higher digital literacy skills, greater engagement with electronic media, expanded global exposure, enhanced time management abilities, and heightened demand for open, online, and remote learning (Dar and Lone, 2021). Duraku (2020) found that a significant proportion of students encounter difficulties in engaging with online learning as a result of inadequate access to essential technological devices. This limitation potentially hampers their active involvement in online educational activities. The study conducted by SÜT and ZNAAR (2021) examines the impact of the COVID-19 pandemic on educational systems and institutions, highlighting the significant challenges faced by students and the necessity for the adoption of novel pedagogical approaches. The COVID-19 pandemic also had a significant adverse impact on the field of education, manifesting in many ways such as disruptions in the learning process, limitations in access to educational resources, employment losses, accumulation of debt, decreased financial support, constraints on research activities, and a decline in students' motivation to study (Onyema et al., 2020). The COVID-19 pandemic has given rise to opportunities for the implementation of digitally enhanced education in higher education institutions. However, it has also introduced certain challenges, including the abrupt transition to online learning, changes in teaching methodologies, passive learning experiences, administrative issues, and limited access to distant internet connectivity (Dhoot, 2020).

Studies on the Impact of COVID-19 on Life Activities

Asper to Chaturvedi, Vishwakarma, and Singh (2021), the COVID-19 pandemic has severe effects on students' mental health since it disturbs their daily routines, social connections, sleep habits, and exercise regimens. Similarly, Moore et al. (2020) discovered that COVID-19 had a deleterious influence on the mobility and play behaviours of Canadian children and teens, resulting in early collateral consequences. COVID-19 has profoundly affected multiple facets of life, particularly physical activity, time management, and mental health, sleep according to Giuntella et al. (2021). The study by López-Valenciano et al. (2021) highlights the global negative impact of the COVID-19 pandemic on university students' physical activity levels.

Studies on the Impact of COVID-19 on Mental Health

The COVID-19 pandemic has raised anxiety, dysthymia, and depression in German and British responders by 25%, according to Knolle, Ronan, and Murray's study, requiring specific therapeutic regimens and interventions. The 2020 study by Xiong et al. highlighted the COVID-19 pandemic's high levels of psychological distress and its unprecedented threat in numerous nations, revealing how it affected mental health. According to Schäfer et al.'s 2020 research, 15% of respondents satisfied the criterion for traumatic distress as a result of COVID-19, while 10% reported a substantial increase in psychopathological symptoms. According to Son et al.'s (2020) study, COVID-19 caused college students more stressed out, and anxious and interrupted their sleep, which made them seek social assistance. According to a study by Appleby et al. (2022), the COVID-19 pandemic has had a negative impact on university students' mental health, harming schoolwork, online learning, money, and employment prospects. By highlighting the impact of COVID-19 on students' psychological welfare, the study by Villani et al. (2021) emphasizes the need to identify vulnerable sub-groups for psychological help.

Rationale Of The Study

The everyday lives, wellbeing, and future prospects of university students have all been greatly affected by the COVID-19 epidemic (Appleby et al., 2022). Shifting all of a sudden from traditional classroom education to online education has become a burden and challenge for university students. University students are generally assigned a lot of tasks, assignments, projects, and research projects that are severely hampered by the COVID-19 pandemic situation. Even though online education existed before the pandemic, it was not widely used and only a few percentage of students preferred it. But, because of this pandemic, every student is compelled to do online classes. Most of the university students are novice in the realm of online education (Villani et al., 2021; Giuntella et al., 2021). As a result, there have been mental health difficulties among university students. There has been little specific research on the impact of COVID-19 on education, mental health, or daily activities among university students (Giuntella et al. 2020; Appleby et al. 2022). The research examines how the COVID-19 epidemic has affected the mental health of university students, concentrating on the correlation between education, daily life, and mental health as well as focusing on aspects that have an influence on students' mental

health in addition to the pandemic.

Operational Definitions Of The Key Terms

Impact: Refers to a powerful effect that something, especially something new has on a situation or person.

Student's lives: refers to four important aspects of students' lives (viz. Education, social life, daily life and plan for the future).

Mental health: This study measures mental health in university students using General Anxiety Disorder (GAD-7) and Patient Health Questionnaires (PHQ-9), focusing on their ability to cope with stress, work productively, and contribute to their community.

Pandemic: A pandemic is an infectious disease that spreads across numerous nations or continents, impacting a large section of the population.

COVID-19: A transmissible disease called Corona Virus Disease (COVID-19) is brought on by the SARScov-2 virus.

Education: Education is a process which promotes learning, knowledge acquisition, skill development, value acquisition, belief formation, habit formation, and personal development through the transmission of cultural legacy from generation to generation.

Objectives Of The Study

The objectives of the study are:

1. To examine the impact of COVID-19 on the education of students, social life, daily life future plans and their mental health.
2. To find the relationship between the student's lives (education, social life, daily life, and future plan) and their mental health.

Hypotheses Of The Study

The hypotheses of the study are:

H1: There will be impact of COVID-19 on the education, life activities, and mental health of university students.

H2: There will be negative correlation between life activities and the mental health of the university students.

Population And Sample

The target population of the study was all UG and PG students pursuing education from different universities of Odisha and the accessible population was the students of UG and PG of Ravenshaw University. The sample of the study was all UG and PG students from both professional and conventional education of Ravenshaw University, for the session of 2020-2022. By using multi-stage sampling, the sample for the study was chosen into several phases. In the first phase, the investigators listed the students enrolled in professional and general courses of Ravenshaw University, for the session 2020-2022. Then in the second phase, students were selected from UG and PG based on streams (such as the Arts, Science, and Commerce). The investigator in the third phase selected 5 departments from UG Arts students and 5 departments from UG science students and UG commerce students. From PG level 6 departments from Arts and 4 departments from science students. In the same way as professional courses, 3 departments were selected MCA, B.Ed. and Computer Science. Students from conventional courses were 105 and from professional courses students were 45 out of 150 students respectively. All the departments were selected purposively. Students from each department were not selected proportionately.

Tools Used For Data Collection

The study utilized Generalized Anxiety Disorder-7 and Patients Health Questionnaire-9 to examine the mental health of university students during the COVID-19 pandemic and a self-made questionnaire was used to assess the impact of the pandemic on education, daily activities, and mental health of university students while keeping in view the nature and objective of the study.

Techniques Of Data Analysis

After the collection of data, the scores were analyzed and interpreted through appropriate statistical techniques:

- 1) Descriptive statistics, Percentage was computed to see the percentage of students affected by the COVID-19 pandemic and also to find out the percentage of students having anxiety and depression problems.
- 2) Multiple correlations have been calculated to study the relationship among life activities, education, and mental health of university students.
- 3) Non-parametric statistics as The Chi-square test was used to compare observed and expected data on the impact of COVID-19 on university students' education, life activities, and mental health.

Result And Discussion

Table No.1. Distribution of Respondents Based on Their Educational Level, Course, and Gender

Basic Information	Variable	Total number of Participants (N) 150	Percentage
Educational Level	UG	77	51.33%
	PG	73	48.66%
Course	General	90	60%
	Professional	60	40%
Gender	Male	78	52%
	Female	72	48%

The objective deals with the impact of COVID-19 on students' education, social life, daily life, future plans, and mental health. From the analysis based on percentage, it was found that out of the 150 participants of the study, 51.33% were from UG level and 48.66% were from PG level, in which 60% were from general courses and 40% from professional courses. Out of the 150 sample population, 52% were female whereas 48% were male population.

Table No.2. Impact of COVID-19 on Education

Items	Responses	N (150)	Percentage
1. Online classes by teachers during COVID-19 lockdown	YES	142	94.67%
	NO	8	5.33%
2. Frequency of online classes in a day	3 class	67	44.33%
	5 class	60	40%
	7 class	23	15.33%
	More	0	00
3. Providing study materials by teachers during online classes	YES	63	42%
	NO	87	58%
4. General study hours of students	3 hours	46	30.67%
	4 hours	66	44%
	6 hours	29	19.33%
	More	9	6%
5. Study hour of students during COVID-19 pandemic	3 hours	43	28.66%
	4 hours	41	27.33%
	5 hours	27	18%
	More	26	17.33%
	Not at all	13	8.66%
6. Satisfaction of students with the online classes	YE	70	46.66%
	NO	80	53.33%
7. Online assessment and examination during pandemic	YES	97	64.66%
	NO	53	35.33%
8. Impact of Covid-19 on students study	YES	77	51.33%
	NO	73	48.66%
9. Difficulty in completing assignments and projects during pandemic	YES	71	47.33%
	NO	79	52.67%

From the above table, it is known that out of the 150 respondents, 94% of respondents said that online classes were taken by the teachers during the COVID-19 pandemic whereas only 5.33% of respondents said online classes were not taken. 44.33% of students out of 150 said they had taken 3 classes in a day, 40% of students said they had taken 5 classes in a day, and 15.33% of students said 7 classes were taken in a day. 42% of students said they were provided study materials during online classes and 58% said they were not provided any study materials. 30.67% of students said their general study hour is 3 hours, 44% of students said their general study hour is 4 hours, 19.33% said their general study hour is 6 hours and only 6% of students said their general study hour is more than 7 hours. Spending time on study during the COVID-19 pandemic 28.66% of respondents said 3 hours, 27.33% said 4 hours, 18% said 5 hours, 17.33% said more than 5 hours and only 8.66% of students responded they were not studying at all. Out of 150 respondents, 46.66% responded that they were satisfied with the online classes whereas 53.33% responded they were not satisfied with the online classes. 64.66% of students responded that they had taken online assessments during the pandemic whereas 35.33% responded they had not taken online assessments during the pandemic situation. 51.33% out of 150 respondents said their study was hampered during covid-19 pandemic whereas 48.66% did not. 47.33% of students responded that it was difficult to complete assignments and projects during the pandemic whereas 52.67% said there was no difficulty in completion.

Table No.3. Impact of COVID-19 on Students' Daily Life Activities

Items	Response	N (150)	Percentage
1.COVID-19 change life activities such as communication, moving out, sleeping duration	YES	96	64%
	NO	54	36%
2. Difference sleeping time before and after the COVID-19 pandemic	YES	100	66.66%
	NO	50	33.33%
3. General sleeping duration in a day	5Hrs	15	10%
	6 hrs	38	25.33%
	7hrs	43	28.66%
	8hrs	37	24.66%
	More	17	11.33%
4. Pandemic restricted outdoor activities	YES	12	74.66%
	NO	38	25.33%
5. Health issues of the students	YES	79	52.66%
	NO	71	47.33%
6. Negative impact of COVID-19 on daily life activities	Strongly agree	76	50.66%
	Agree	64	42.66%
	Neutral	10	6.66%
	Disagree	0	00
	Strongly disagree	0	00
7.COVID-19 created mental tension and anxiety	Strongly agree	70	46.66%
	Agree	64	42.66%
	Neutral	16	10.66%
	Disagree	0	00
	Strongly Disagree	0	00
8. Negative change in family income and expenditure owing to COVID-19 pandemic	Extremely	24	16%
	Very	36	24%
	Moderately	34	22.66%
	Slightly	32	21.33%
	Not at all	24	16%

In the current study, it was found that, out of the 150 respondents, 64% said that COVID-19 restricted their daily activities, such as moving out, having entertainment, and sleeping hours, while 36% stated it did not. Moreover, it was revealed that 66.66% of students stated there was a difference between the duration of sleep they had before and during the pandemic, contrasted with 33.33% said there was no difference. Out of 150 respondents, 10% responded their typical sleeping time is five hours, 25.33% responded six, 28.66% responded seven, 24.66% responded eight, and only 11.33% responded they sleep more than eight hours in a day. It was found that 74.66% of pupils said the COVID-19 pandemic had limited their outdoor activities, while 47.33% disagreed. It was also discovered from the study that 52.66% of respondents indicated having health problems, compared to

47.33% who didn't have any health issues. This study highlights the detrimental impact of the COVID-19 pandemic on daily life. 42.66% of respondents said they agreed, 50.66% said they strongly agreed, and 6.66% were unsure. In this study, 46.66% of participants strongly agreed and 42.66% agreed that COVID-19 causes the development of mental stress and anxiety, while only 10.66% of participants were neutral. The study also indicated that 24% of respondents agreed very strongly, 22.66% strongly, and 21.33% slightly that the pandemic negatively impacted family income and spending, with only 16% of respondents disagreeing.

Table No.4. Impact of COVID-19 on Students' Social Life Activities

Items	Responses	N(150)	Percentage
1. COVID-19 pandemic restricted communication with people, friends and neighbors.	Strongly Agree	60	40%
	Agree	64	42.67%
	Neutral	20	13.33%
	Disagree	6	4%
	Strongly Disagree	0	00
2. Communication with family members also gets restricted because of the pandemic	Strongly Agree	36	24%
	Agree	43	28.67%
	Neutral	42	28%
	Disagree	29	19.33%
	Strongly Disagree	0	00
3. Spending time on social media as Facebook, Whatsapp, and Instagram	Extremely	65	43.33%
	Very	65	43.33%
	Moderately	20	13.33%
	Slightly	0	00
	Not at all	0	00

The study revealed that 42.67% of 150 students strongly agreed and 40% agreed that COVID-19 fears have limited their communication with friends, people, and neighbours as 4% disagreed and 13.33% remained neutral with the same. The study also revealed that 24% of students strongly agreed and 28.67% agreed that COVID-19 fears have impacted family communication, while 19.33% disagreed and 28% remained silent. This study's findings discovered that, out of 150 students, 42.67% strongly agreed, 40% agreed, 13.33% remained neutral, and 4% disagreed with the statement that COVID-19's communication restrictions with friends, people, and neighbours. The study revealed that students spend 43.33% of their time on social media regularly, 43.33% spend a lot of time there, and 13.33% spend little time on it.

Table No.5. Impact of COVID-19 on the Future Plans of Students

Items	Response	N (150)	Percentage
1. Future plan of students after study	Job	79	52.67%
	Further study	71	47.33%
2. Impact of COVID-19 on future plan	Extremely	54	36%
	Very	49	32.67%
	Moderately	39	26%
	Slightly	8	5.33%
	Not at all	0	00

Out of 150 students, the study found that 52.67% intended to continue their education after completing their current course study, and 47.33% intended and planned to begin looking for a job and career. The study revealed that 36% of students felt COVID-19 had an extremely negative impact on their future plans, while 32.67% considered it very negative, 26% considered it somewhat negative, and 5.33% considered it very less negative.

Table No.6. Impact of COVID-19 on the Mental Health of University Students.

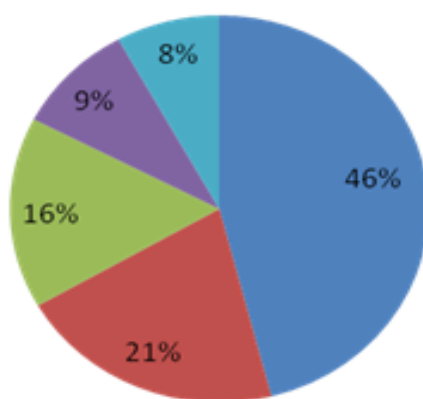
Educational level	UG	73	48.67%
	PG	79	51.33%
Course	General	79	52.67%
	Professional	71	47.33%
Gender	Male	64	42.67%
	Female	86	57.33%

Based on the study, out of the 150 students who responded on their mental health, 48.67% were Undergraduate level students and 51.33% were Postgraduate level students. On the basis of course, 52.67% of respondents from conventional courses and 47.33% from professional courses responded. 42.67% of responders were male and 57.33% were female based on Gender.

Figure No. 1. Percentage Anxiety Level of University Students During the Pandemic Based on the Generalized Anxiety Disorder Scale-7

Percentage Anxiety level of the university students during COVID-19 pandemic

■ Mild ■ Moderate ■ Minimal ■ Severe ■ None

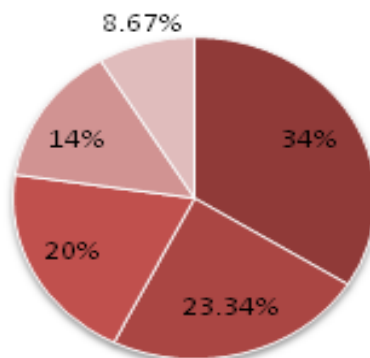


The study found that among the 150 people who completed the GAD-7 scale to assess their degree of anxiety during the COVID-19 epidemic, 8% of students reported having no anxiety issue, 16% reported having a "Minimal level" of anxiety disorder, 46% reported having a "Mild level" of anxiety issue, 20.67% reported having a "Moderate level" of anxiety issue, and 9.33% reported having a "Severe level" of Anxiety issue.

Figure No. 2. Percentage of Depression Level of University Students during the COVID-19 Pandemic Based on the Patients Health Questionnaire scale-9 (PHQ-9)

Percentage of Depression level of the university students During COVID-19 pandemic

■ Mild ■ Moderate ■ Severe ■ Moderately Severe ■ Minimal



Out of 150 students who responded to the PHQ-9 Scale score, the study found that 8.67% of students had "Minimal level" depression, compared to 34% who had "Mild level," 23.34% who had "Moderate level," 14% who had "Moderately severe level," and only 20% who had "Severe level" depression.

From the study and interpretation presented above, it can be concluded that around 94% of Undergraduate and Post-graduate level students stated pandemic had an adverse impact on classes and education as only 6% of students opposed it. The study found that Covid-19 negatively affected college students' education and made it more difficult for them to complete projects and assignments. These study findings were also supported by research studies by Kunal Chaturvedi, Dinesh Kumar, Vishwakarma, and Nidhi Singh (2020), which revealed that COVID-19 had an adverse impact on university students' mental health and their education. The social life and daily life activities of university students were adversely affected by the COVID-19 pandemic. The COVID-19 pandemic has significantly impacted the mental health of university students. With respect to the Anxiety level of university students got adversely affected, about 16% of students were found to have a minimal level of anxiety issue during lockdown, 46% Mild, 20.67% moderate, and 9.33% severe level of anxiety of university students during lockdown. With respect to the depression level of the students during the COVID-19 pandemic, it is found to have 8.67% minimal, 34% mild, 23.34% moderate, 14% moderately severe and 20% found to have severe depression level during Covid-19 pandemic situation.

A. Correlations between University Students' Education, Life Activities, and Mental Health.

Table No.1. Correlation between Education and Anxiety

Variables	N	Coefficient of correlation(r)	Level of significance at 0.05 level (2-tailed)
Education Vs. Anxiety	150	0.006	.174

Table 1 shows that the obtained value of the coefficient of correlation (0.006) of Education and Anxiety of the university students shows a moderately positive correlation. It means that education is moderately positively related to the anxiety of the students. Hence, Hypothesis no.2 which earlier stated that "There will be negative correlation between life activities and mental of the university students" is rejected.

Table No. 2. Correlation between Education and Depression

Variables	N	Coefficient of correlation(r)	Level of significance at 0.05 level (two-tailed test)
Education Vs. depression	150	-0.058	.174

It is clear from Table No. 2 that there is a negative association between university students' education and depression, with the obtained coefficient of correlation (-0.058). It means that depression and education are negatively correlated. Hence, Hypothesis no.2 which earlier stated that "There will be negative correlation between life activities and mental of the university students" is retained.

Table No.3. Correlation between Daily Life and Anxiety

Variables	N	Coefficient of correlation (r)	Level of significance at 0.05 level (2 tailed test)
Daily life Vs. Anxiety	150	-0.020	.174

Table no.3 indicates a negative correlation between daily life activities and anxiety among university students, with a value of -0.020. It means that daily life activities and anxiety are negatively related to depression and daily life activities. Hence, Hypothesis no.2 which earlier stated that "There will be negative correlation between life activities and mental of the university students" is retained

Table No.4. Correlation between Daily Life and Depression

Variables	N	Coefficient of correlation(r)	Level of significance at 0.05 level (2-tailed test)
Daily life Vs. Depression	150	-0.041	.174

Table no.4 reveals a negative correlation (-0.041) between daily life activities and depression among university students. It means that the daily life activities and depression of university students are negatively correlated.

Hence, Hypothesis no.2 which earlier stated that “There will be negative correlation between life activities and mental of the university students” is retained.

Table No.5. Correlation between Social Life and Anxiety

Variables	N	Coefficient of correlation (r)	Level of significance at 0.05 level (2-tailed test)
Social life Vs. Anxiety	150	0.003	.174

Table no.4 reveals a positive correlation between university students' social life activities and anxiety, indicating a strong positive correlation (0.003) between these factors. Hence, Hypothesis no.2 which earlier stated that “There will be negative correlation between life activities and mental of the university students” is rejected.

Table No.6. Correlation between Social Life and Depression

Variables	N	Coefficient of correlation (r)	Level of significance at 0.05 level (2 tailed test)
Social life Vs. Depression	150	0.020	.174

Table no.6 reveals a positive correlation (0.020) between social life activities and depression among university students. This means that the social life activities and depression of university students are positively correlated. Hence, Hypothesis no.2 which earlier stated that “There will be negative correlation between life activities and mental of the university students” is rejected.

Table No.7. Correlation between Future Plan and Anxiety

Variables	N	Coefficient of correlation (r)	Level of significance at 0.05 level (2 tailed-test)
Future plan Vs. Anxiety	150	-0.038	.174

Table no.7 reveals a negative correlation between future plans and anxiety among university students, with a value of -0.038. It means that the future plan and Anxiety are negatively correlated. Hence, Hypothesis no.2 which earlier stated that “There will be negative correlation between life activities and mental of the university students” is retained

Table No.8: Correlation between Future Plan and Depression

Variables	N	Coefficient of correlation (r)	Level of significance at 0.05 level (2 tailed test)
Future plan Vs. Depression	150	-0.005	.174

Table no.14 reveals a negative correlation (-0.005) between future plans and depression among university students. It means that the future plan and depression are negatively correlated. Hence, Hypothesis no.2 which earlier stated that “There will be negative correlation between life activities and mental of the university students” is retained.

Based on the analysis and interpretation presented above, the study finds a modestly favourable link between education and anxiety-related mental health among university students during the COVID-19 pandemic. Daily activities have a detrimental effect on mental health, influencing both anxiety and depression. On the other hand, social activities exhibit a favourable correlation with mental health. In conclusion, it can be stated that there is a generally good association between education and mental health connected to anxiety, but a negative relationship between education and mental health related to depression. Due to a negative association between everyday activities and both depression and anxiety, university students' mental health during the pandemic has been negatively impacted. The association between university students' social life activities and mental health, which includes both depression and anxiety, supports the positive impact of social activities on their mental wellbeing. Notably, there is a negative correlation between students' future goals and their mental health, including depression and anxiety, showing that mental health problems have a big influence on their strategies and plans for the future.

Conclusion

The objective of the current study was to evaluate how COVID-19 affected the everyday lives, academic performance, and mental health of university students. Findings showed that the pandemic had negative consequences on schooling, with students dissatisfied with online courses. Additionally, students reported

interruptions in their study time, limitations on everyday activities including entertainment and sleep schedules, hampered social life, and a financial burden on their families. Additionally, COVID-19 had a detrimental impact on their future ambitions. By comparing the results of the GAD-7 and PGQ-9 scales, it was found that 8.67% of participants had light to moderate depression, 34% showed mild to moderate depression, 23.34% had moderate to severe depression, 14% showed moderate to severe depression, and 20% reported severe depression. During the pandemic, a disturbing 92% of pupils displayed some sort of mental health condition. The study found a weak negative link between education and anxiety but a moderately positive correlation between education and depression, suggesting that educational activities have a big influence on mental health. Additionally, routines like eating habits and staying up late had a detrimental impact on mental health, emphasizing their importance. Social interactions have been positively correlated with mental health, highlighting their significance. Furthermore, a negative relationship between future plans and mental health revealed that anxiety and despair among university students were caused by disturbed plans.

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