

THE LINK BETWEEN MENTAL HEALTH AND COLLEGE STUDENTS IN THE NEW NORMAL OF TERTIARY EDUCATION

Strengthening college students' coping mechanisms toward mental stability amid the challenges of the new normal in tertiary education



Team (UN)stable

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Mental Health Impacts on Students

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Survey: [The Impact of COVID-19 on Students](#) (Active Minds)

"20% of college students were..."

LOCKDOWN FATIGUE AMONG COLLEGE STUDENTS DURING THE COVID-19 PANDEMIC: PREDICTIVE ROLE OF PERSONAL RESILIENCE, COPING BEHAVIOURS, AND HEALTH

Leodoro J. Labrague, Cherry Ann Ballad
doi: <https://doi.org/10.1101/2020.10.18.20213942>
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THE EFFECT OF ONLINE LEARNING ON TERTIARY LEVEL STUDENTS' MENTAL HEALTH DURING THE COVID-19 LOCKDOWN



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Front. Psychol., 09 April 2021 | <https://doi.org/10.3389/fpsyg.2021.644096>

The Psychological and Academic Effects of Studying From the Home and Host Country During the COVID-19 Pandemic

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SO YOUNG YET SO STRESSED

Study weighs pandemic toll on students' mental health

By: Doris Dumiao-Abadilla - Reporter / @philbizwatcher Philippine Daily Inquirer / 05:48 AM January 07, 2022



JEEPNEY CLASS Cousins Bea Joy Roxas (in uniform) and Elrich Joy Andree, attend their online class in a passenger jeepney that also serves as their home at Tandang Sora in Quezon City. —NINO JESUS ORBETA

The pandemic has taken a heavy toll on the mental health of college students, particularly those from poor households who worried more about tuition, gadgets, internet reliability, as well as future job prospects

The Top 5 Mental Health Challenges Facing College Students and How to Cope

Learn the signs and symptoms of the most common mental health conditions among college students and find resources for support.

Jump to: Depression Anxiety Suicidal Ideation and Intent Eating Disorders Substance Use

by Staff Writers
Published on September 28, 2021 - Updated on May 16, 2022



ORIGINAL RESEARCH article
Front. Educ., 14 June 2021 | <https://doi.org/10.3389/feduc.2021.670400>

Mental Health Stressors in Higher Education Instructors and Students in Mexico During the Emergency Teaching Implementation during COVID-19



Comments from "Rappler Talk: How can distance learning affect a student's mental health?"

(<https://www.youtube.com/watch?v=erihsUD2l8A>)

"I'm now friendless and wanting for communication but I have no idea how it works when I reply in a class gc, I immediately feel like going back in time and stopping myself from commenting on the chat even tho it's not embarrassing, I just feel it..."



OBJECTIVES

To present coping mechanisms that can strengthen the mental health of college students amid the challenges of the new normal in tertiary education.

- To identify and expound the specific factors contributing to and affecting the college students' mental health.
- To determine the stressors affecting the academic quality and performance of college students.



PROBLEM STATEMENT

The online learning setup implemented by many tertiary institutions in different Asian countries due to the COVID 19 pandemic helped in slowing the transmission of the disease. However, there is a growing concern on the effects of it on the overall health and well-being, and in education, specifically in the mental health among college students as well as its effect on their academic performance.



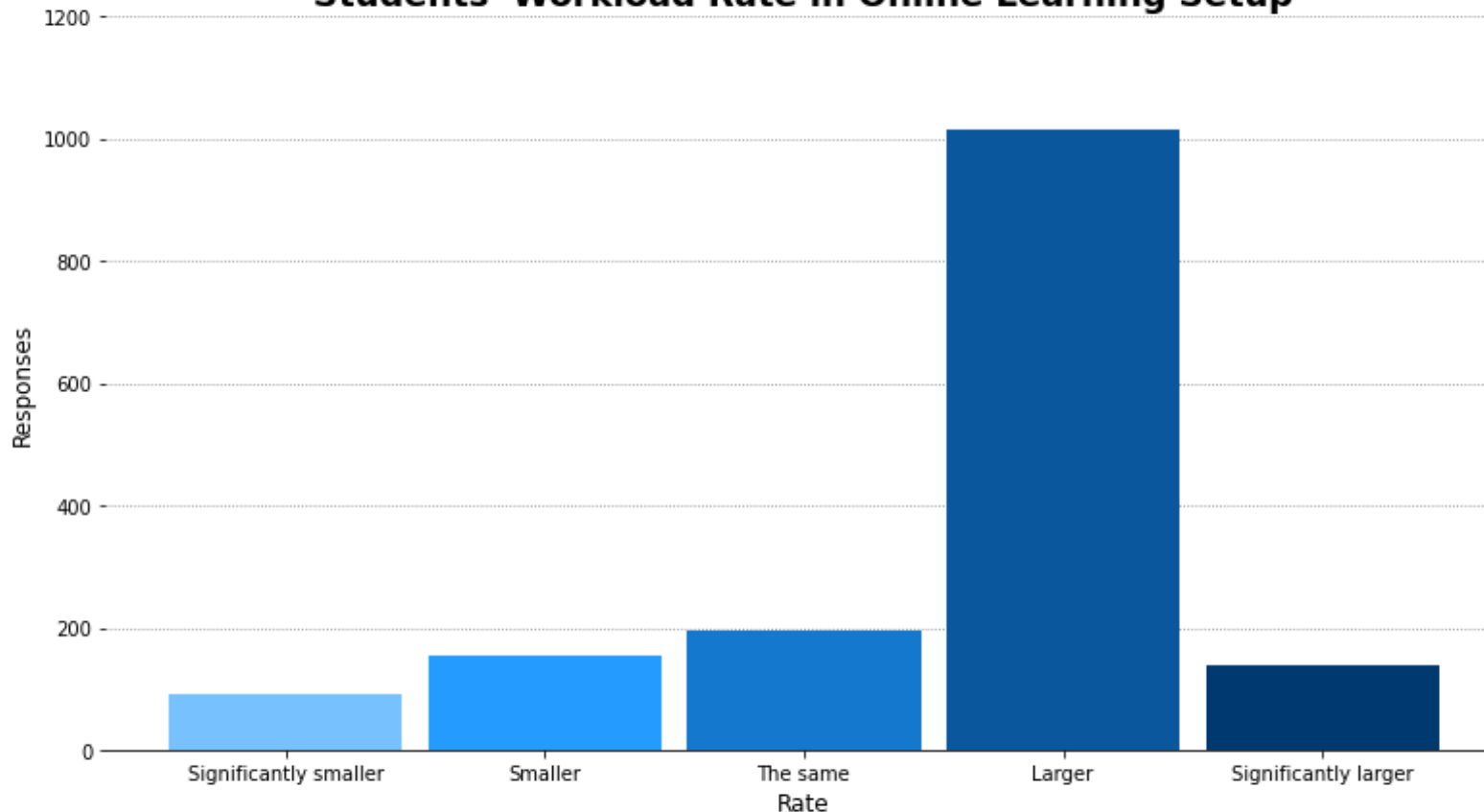
ANALYSIS

The data covers the academic characteristics, academic life, computer skills, social life, emotional life, and life circumstances which all contribute to and affect the mental health of college students.



On average, compared to the workload before on-site classes were cancelled, would you say that your study workload over the last weeks has been:

Students' Workload Rate in Online Learning Setup

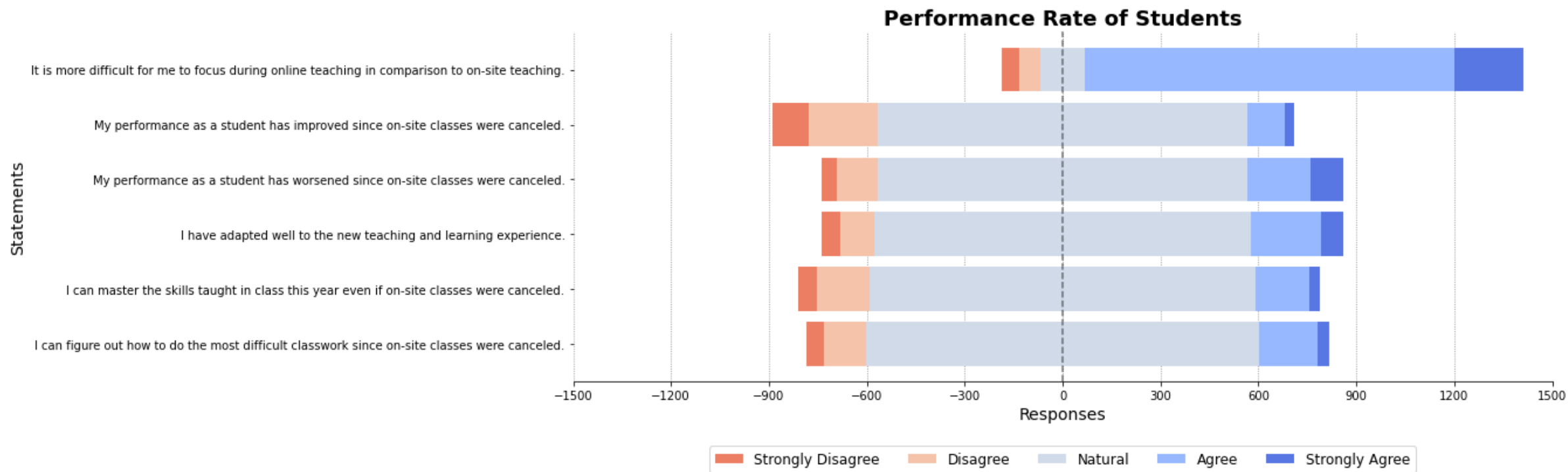


The workload is **63.6%** larger than the previous learning setup. Whereas, **12.3%** says that their workload remained the same and only **5.7%** rated that their workload became significantly smaller.

Having an increased workload while adjusting to the new learning setup also increases the students' stress.

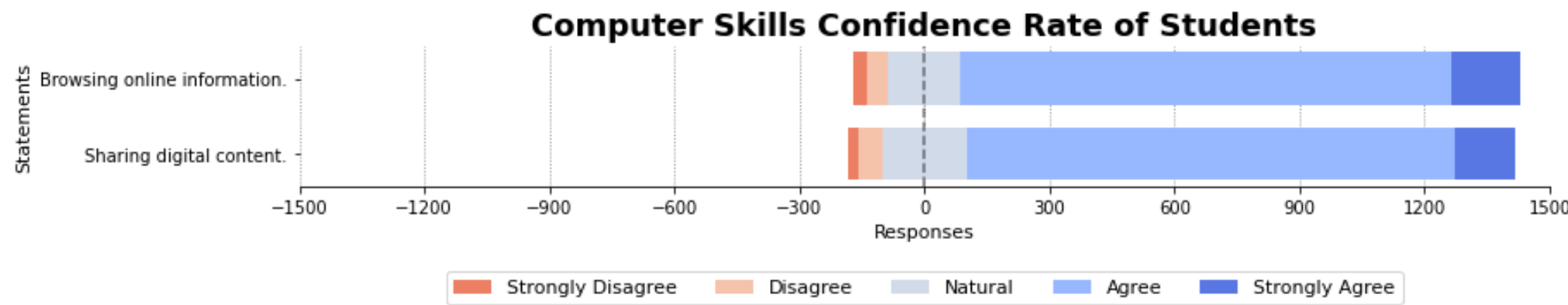
In view of the new teaching and learning environment, to what extent do you agree with the following statements.

70.9% says that it became more difficult for them to focus during online teaching. And, in the remaining statements the rates are more on the neutral or natural area.



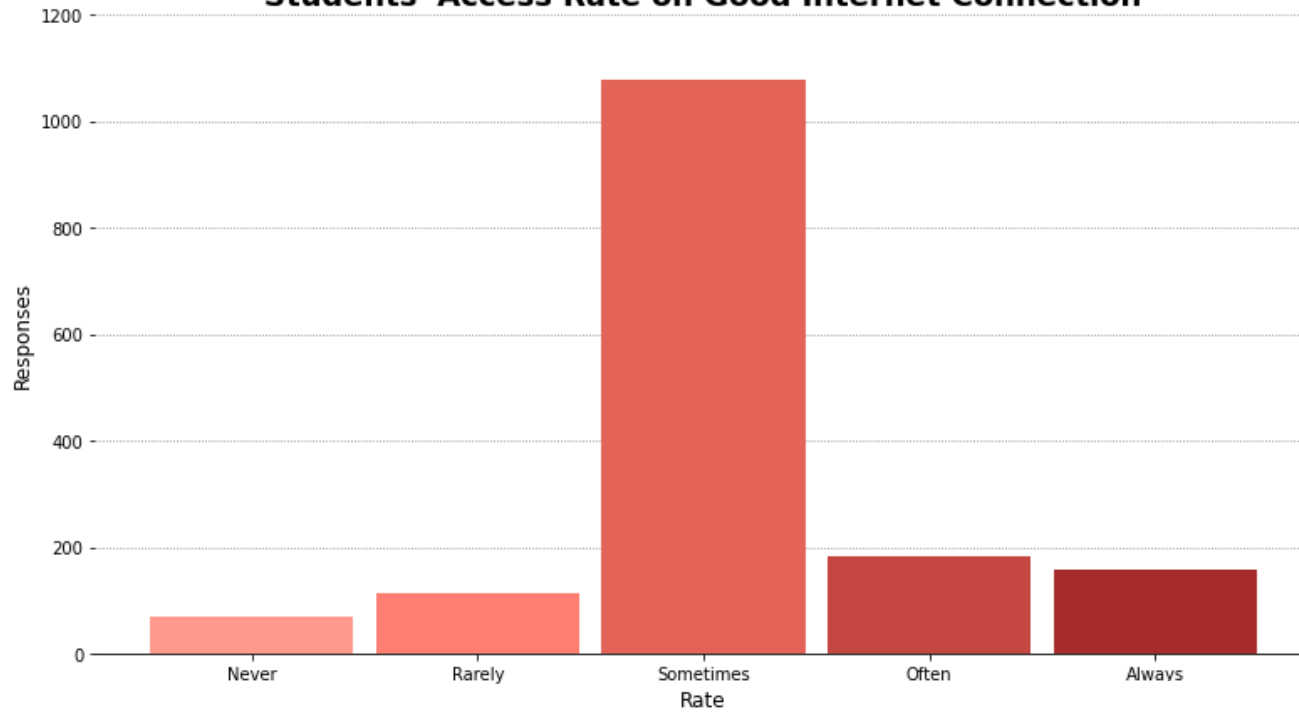
To what extent do you agree with the following statements about your computer skills. I am confident in:

73.7% agreed that they are confident on browsing online information and 73.1% agreed that they are confident on sharing digital content.



In your home, do you have access to the following?

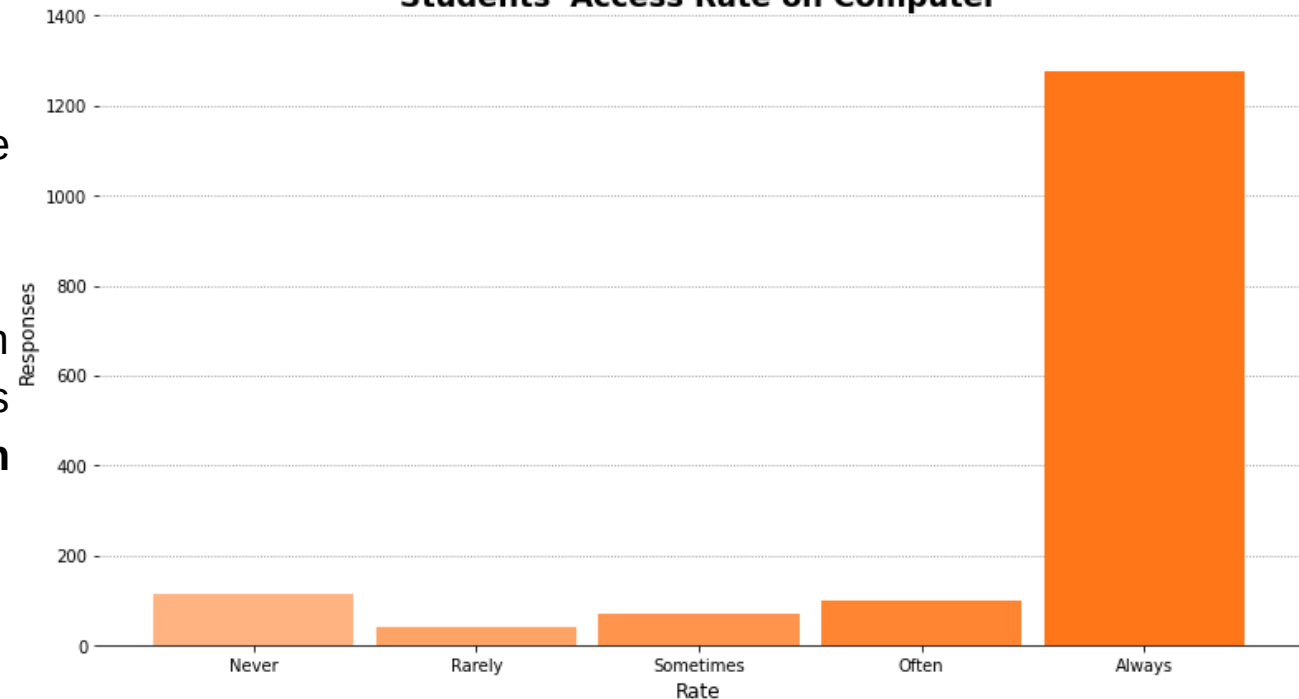
Students' Access Rate on Good Internet Connection



67.3% of students have rated that they **sometimes** have access on good internet connection. And, there are **9.9%** that have **adequate connection**, whereas **4.3%** **never** have a good access.

Having **no good internet connection adds on the worries of students** since the learning setup shifted to an online one.

Students' Access Rate on Computer

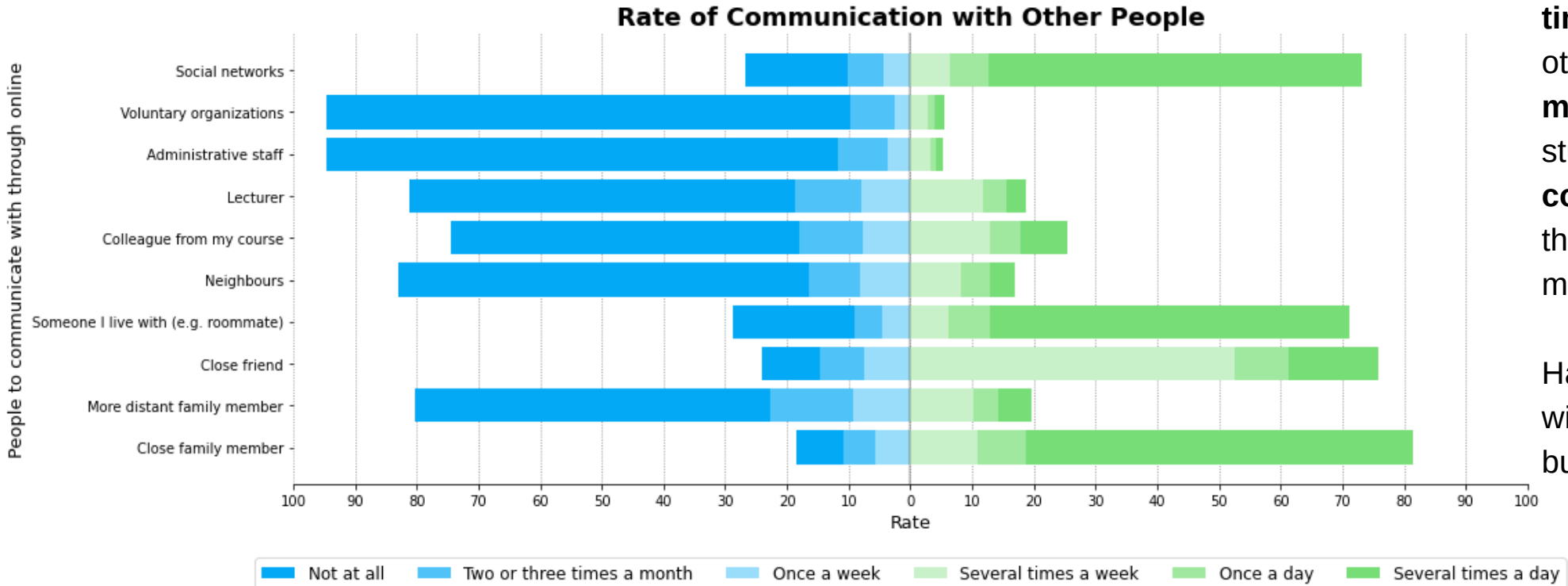


79.8% always **have access on computer** however there are **7.1 %** of students that **don't have access** on computer.

Devices are needed in order for students to keep up with the new learning setup. Having no good access on devices **affects their academic performance** and also **adds up on the factors** affecting the mental health.

How often have you communicated with the following people online since the COVID-19 pandemic started?

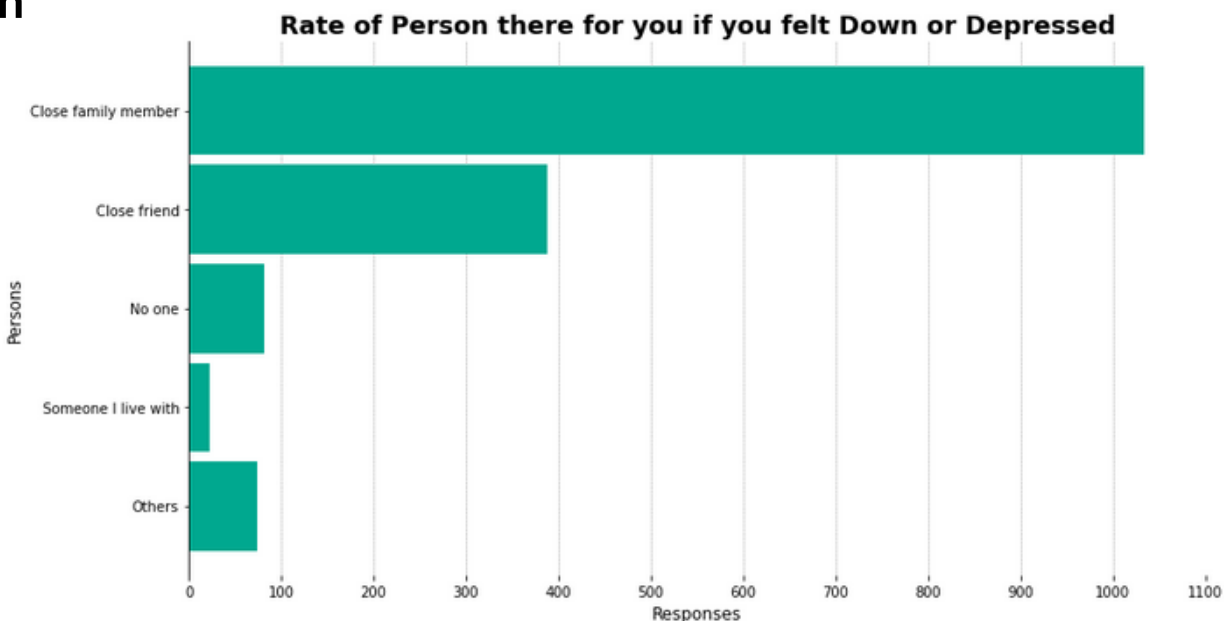
Most of the students communicate with their **close family member**, **someone they live with**, and on **social networks** several times a day. Then, **52.6%** communicate with their **close friend** several times a week. On the other hand, there are **more than 50%** rate of students that **do not communicate at all** with the remaining people mentioned in the graph.



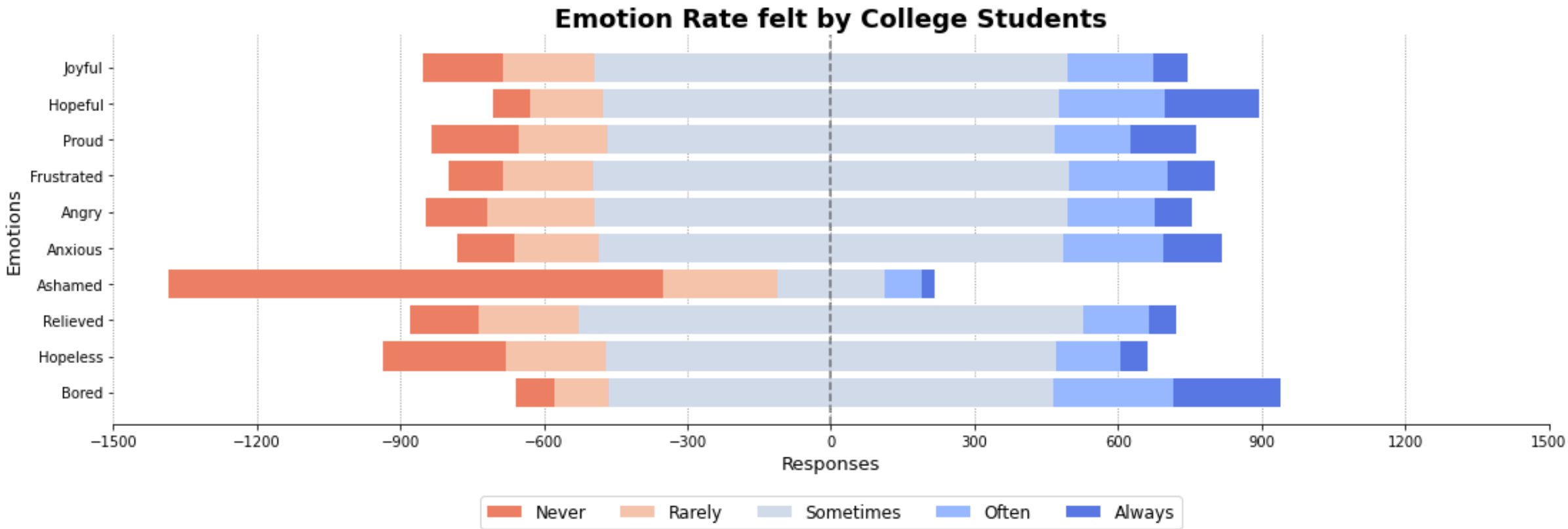
Who would be there for you if you felt a bit down or depressed and wanted to talk about it?

64.6% says that their **close family member** is there for them if they feel down or depressed followed by with their **close friend** with **24.3%**. However, **5.1%** have **no one** there for them if they'll feel down or depressed.

Having no one there for you when feeling down increases stress levels.



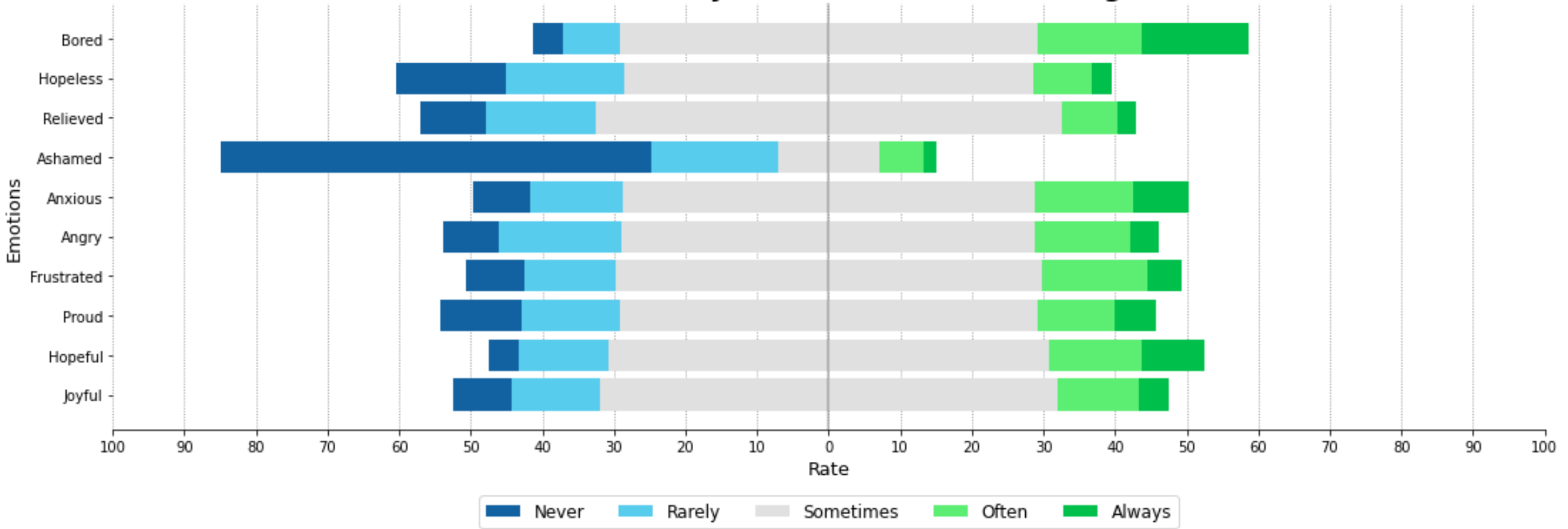
To what extent have you felt the following emotions while attending your classes and studying and preparing for them since the outbreak of COVID-19:



Emotion is one of the aspects of mental health. It is the response of the learners in the new learning setup since the pandemic started.

More than 50% felt the **stated emotions sometimes** while learning on the new setup **except feeling ashamed** with the rate of **14.1%**.

Rate of Emotions felt by 18 and 19 Years Old College Students



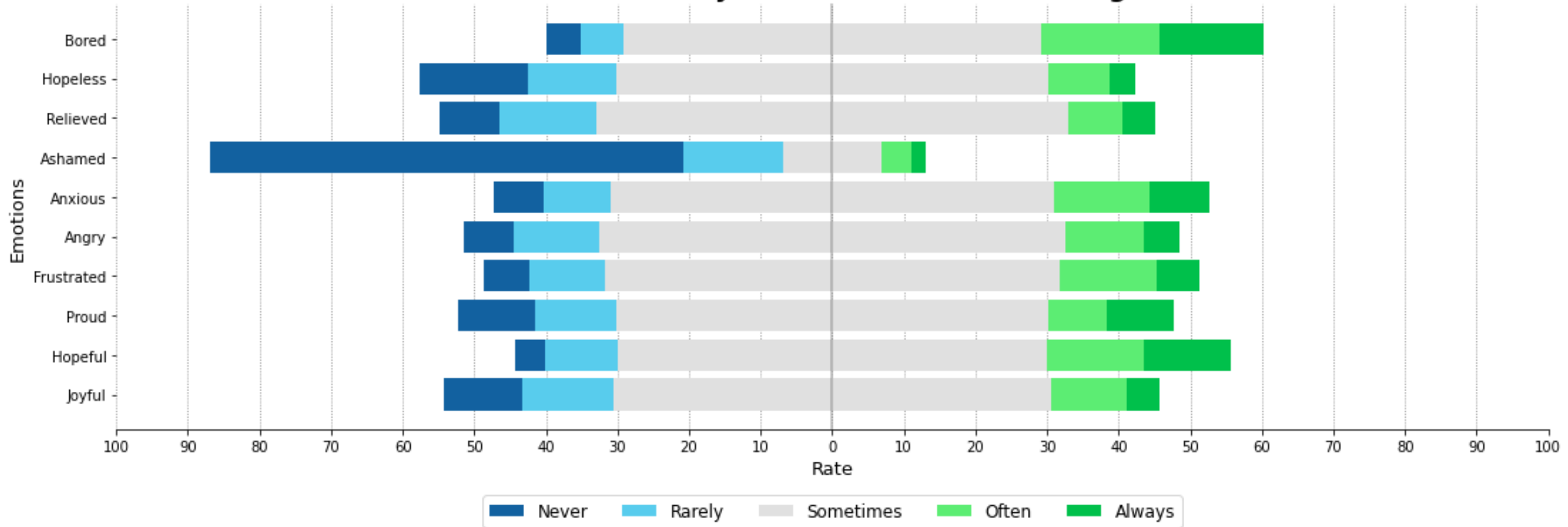
Positive emotions (Proud, Hopeful, Joyful, Relieved)

- Rarely and Never:
with average response of 21.69%
- Sometimes:
with average response of 62.31%

Negative emotions (Bored, Hopeless, Anxious, Angry, Frustrated)

- Often and always :
with average response of 19.75%
- Sometimes:
with average response of 58.0%

Rate of Emotions felt by 20 and 21 Years Old College Students

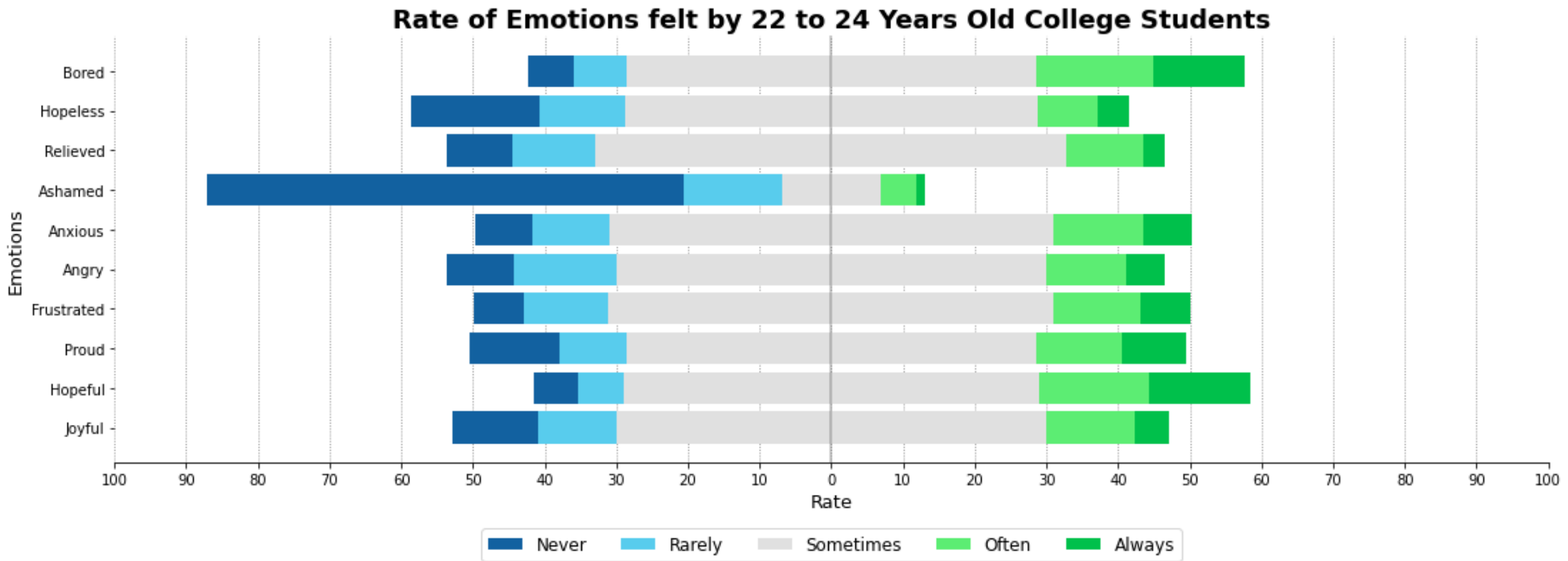


Positive emotions (Proud, Hopeful, Joyful, Relieved)

- Rarely and Never:
with average response of 20.52%
- Sometimes:
with average response of 61.90%

Negative emotions (Bored, Hopeless, Anxious, Angry, Frustrated)

- Often and always :
with average response of 20.09%
- Sometimes:
with average response of 61.84%

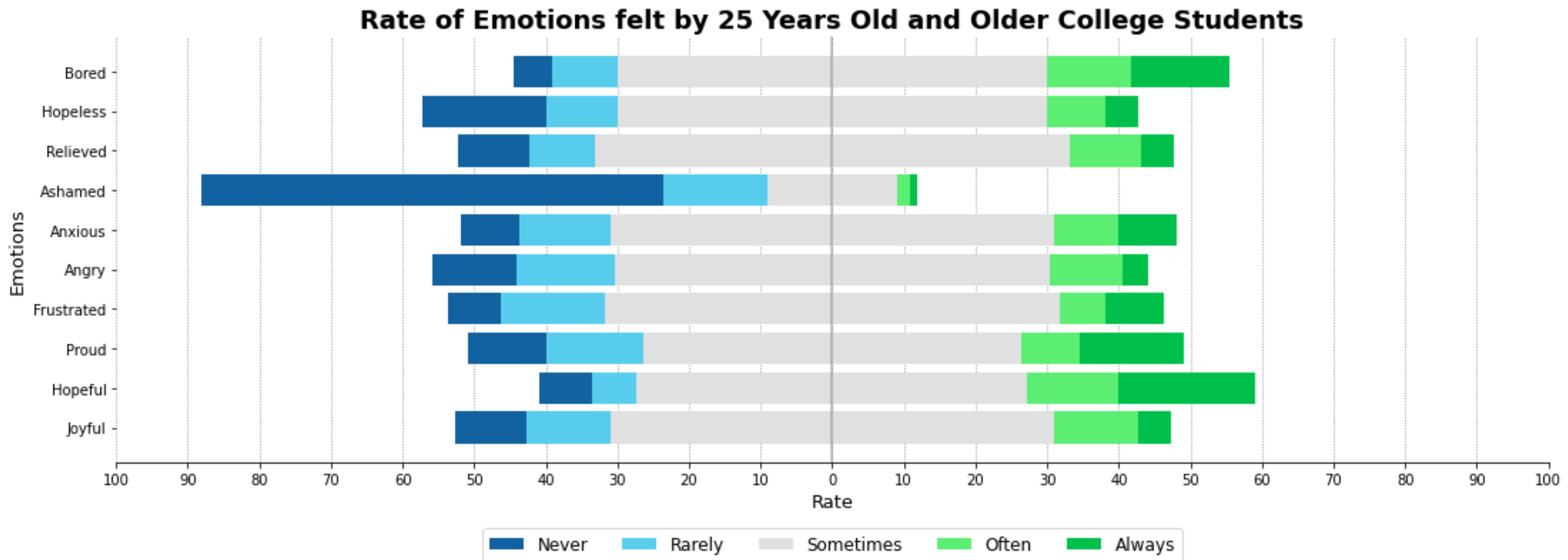


Positive emotions (Proud, Hopeful, Joyful, Relieved)

- Rarely and Never:
with average response of 19.53%
- Sometimes:
with average response of 60.17%

Negative emotions (Bored, Hopeless, Anxious, Angry, Frustrated)

- Often and always :
with average response of 19.29%
- Sometimes:
with average response of 61.27%

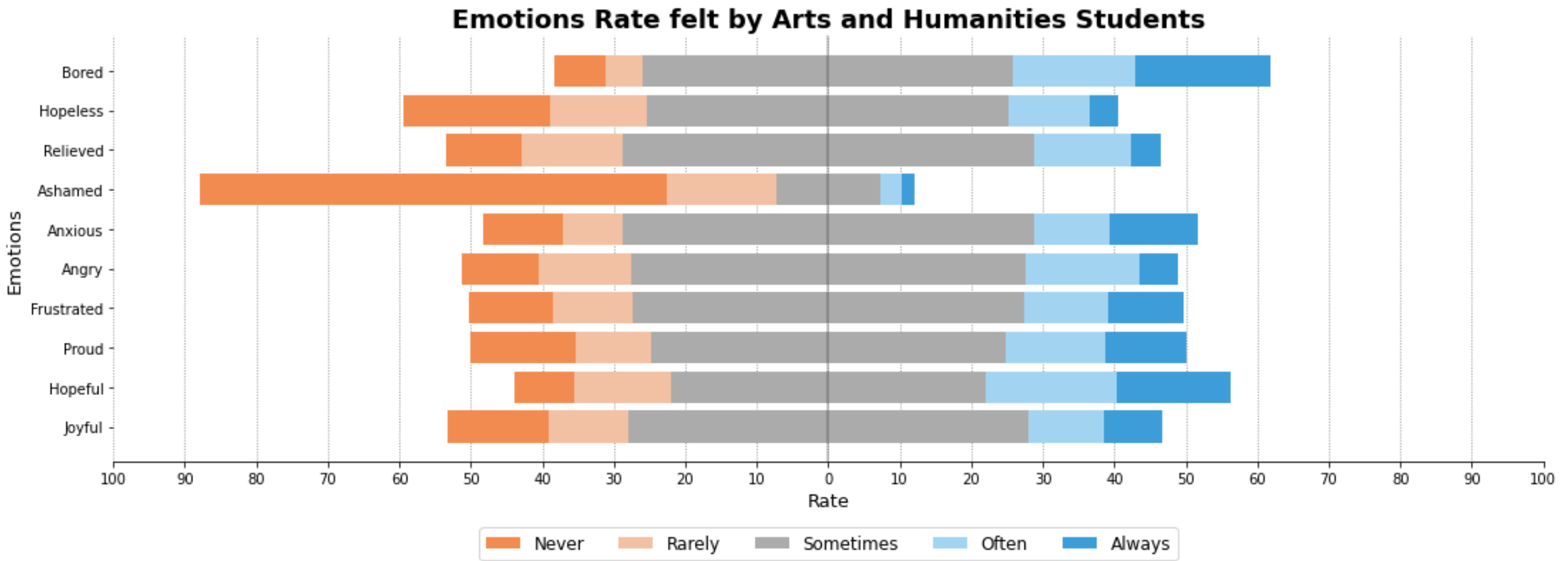


Positive emotions (Proud, Hopeful, Joyful, Relieved)

- Rarely and Never:
with average response of 19.77%
- Sometimes:
with average response of 58.86%

Negative emotions (Bored, Hopeless, Anxious, Angry, Frustrated)

- Often and always :
with average response of 16.72%
- Sometimes:
with average response of 61.60%

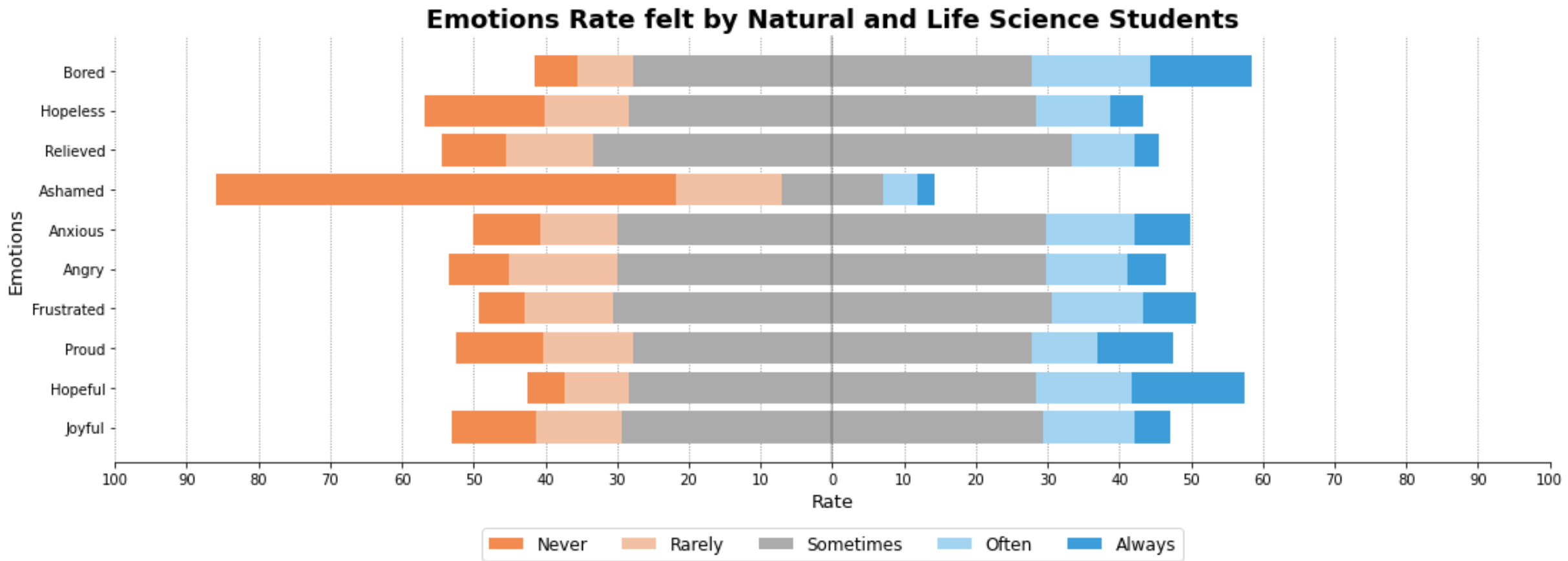


Positive emotion (Proud, Hopeful, Joyful, Relieved)

- Rarely and Never:
with average response of 24.1%
- Sometimes:
with average response of 49.8%

Negative emotion (Bored, Hopeless, Ashamed, Anxious, Angry, Frustrated)

- Often and Always:
with average response of 20%
- Sometimes:
with average response of 48.9%

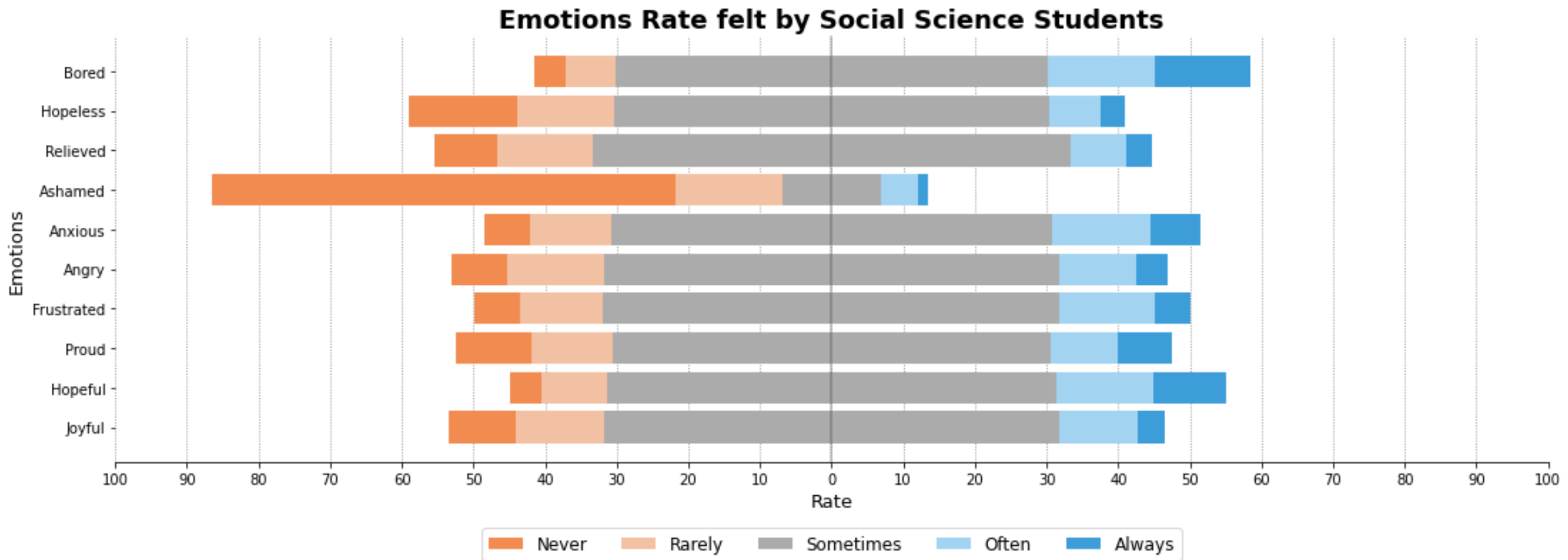


Positive emotion (Proud, Hopeful, Joyful, Relieved)

- Rarely and Never:
with average response of 20%
- Sometimes:
with average response of 61.2%

Negative emotion (Bored, Hopeless, Ashamed, Anxious, Angry, Frustrated)

- Often and Always:
with average response of 16.4%
- Sometimes:
with average response of 54.7%

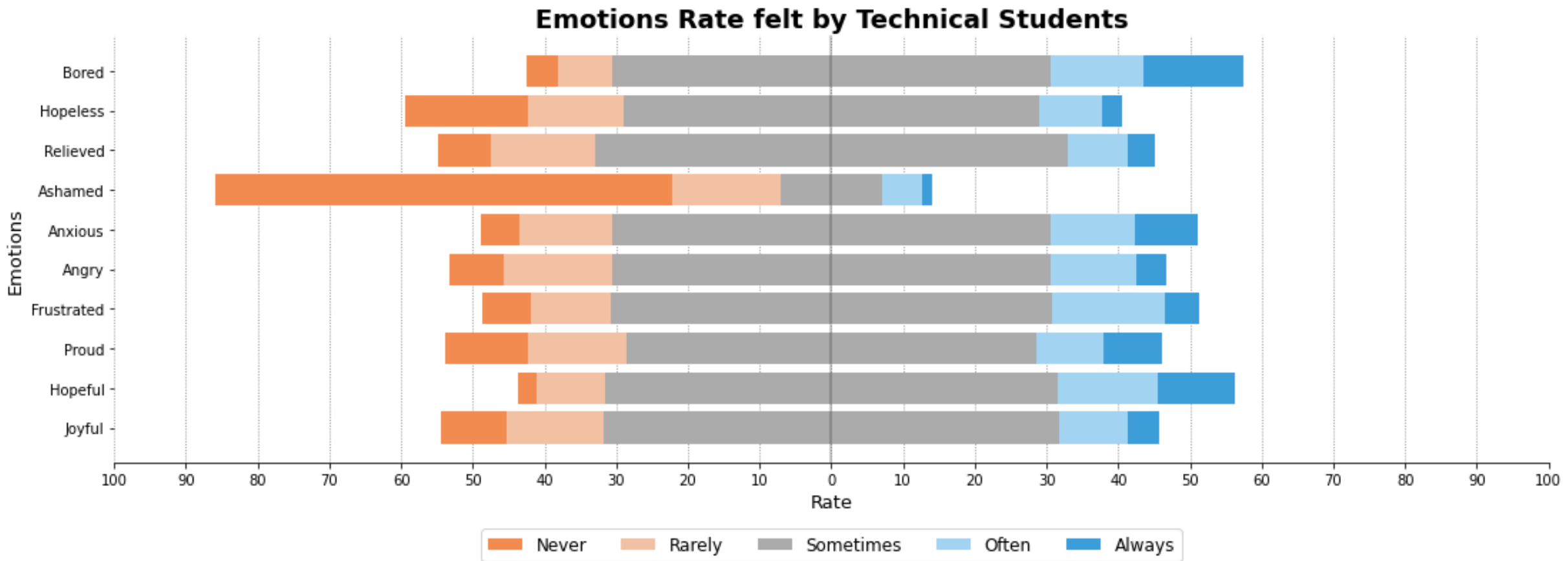


Positive emotion (Proud, Hopeful, Joyful, Relieved)

- Rarely and Never:
with average response of 18.2%
- Sometimes:
with average response of 63.6%

Negative emotion (Bored, Hopeless, Ashamed, Anxious, Angry, Frustrated)

- Often and Always:
with average response of 15.4%
- Sometimes:
with average response of 56.6%



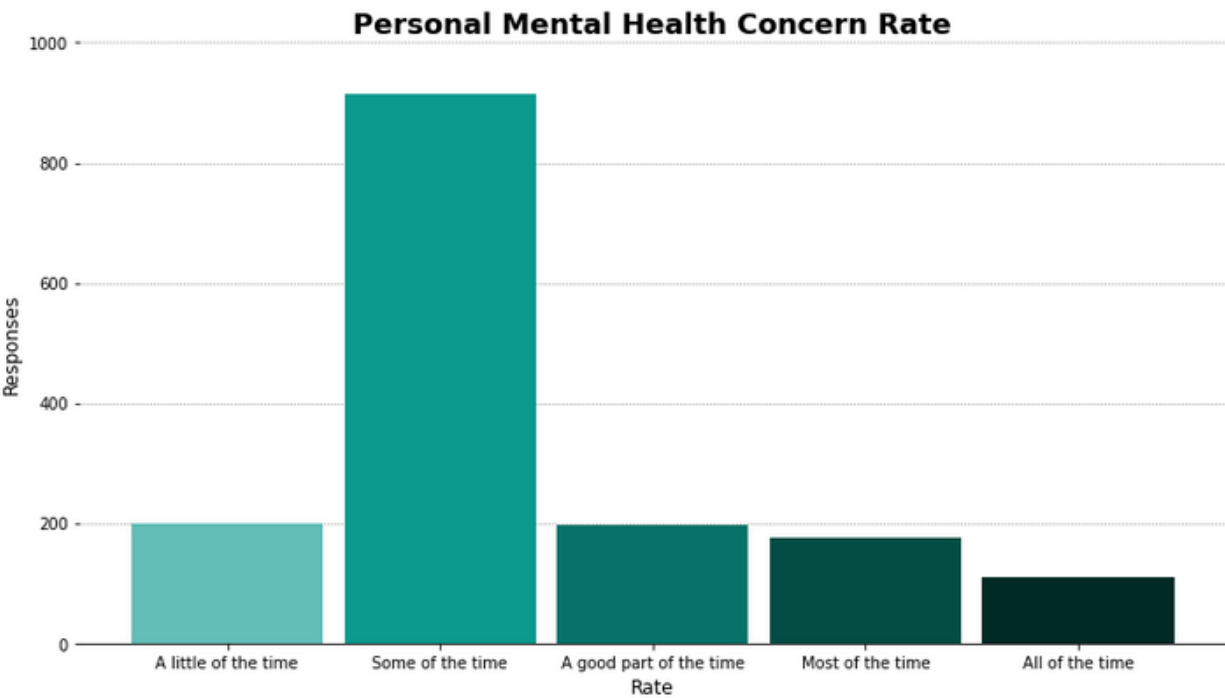
Positive emotion (Proud, Hopeful, Joyful, Relieved)

- Rarely and Never:
with average response of 18.8%
- Sometimes:
with average response of 51.7%

Negative emotion (Bored, Hopeless, Ashamed, Anxious, Angry, Frustrated)

- Often and Always:
with average response of 15.7%
- Sometimes:
with average response of 48.4%

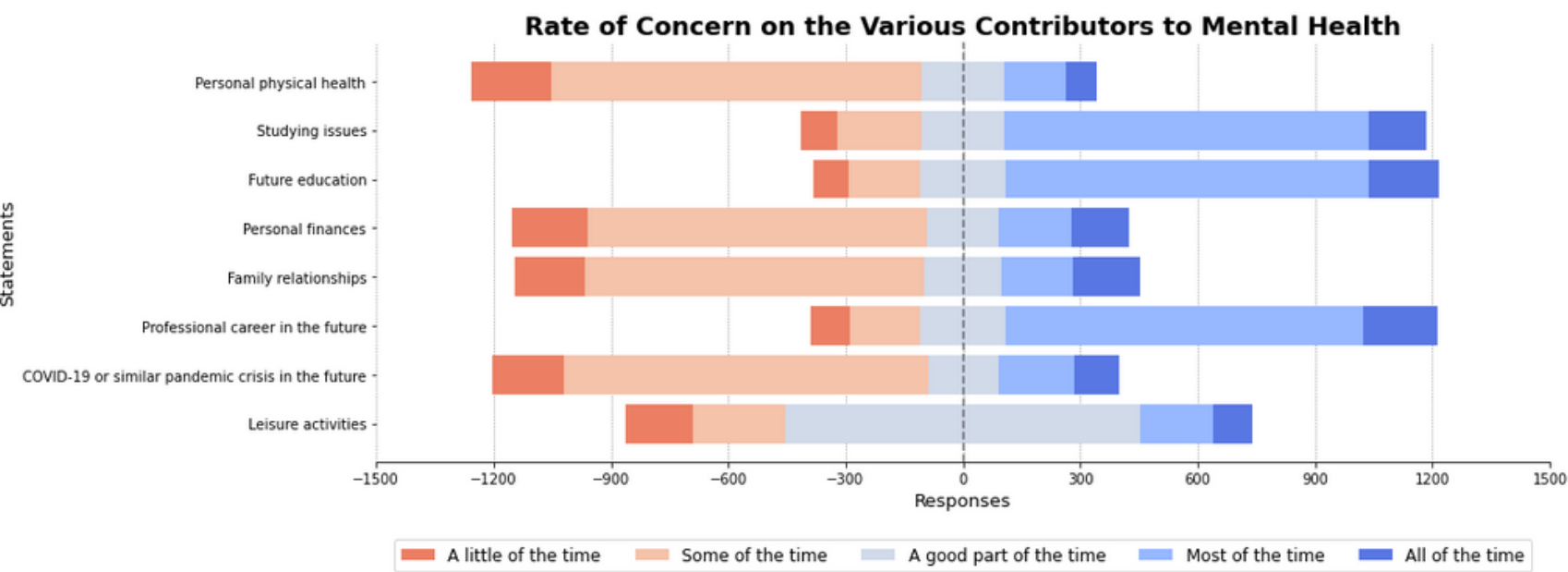
How often you worry about your personal mental health?



- **57.1%** of the response says that they worry on their mental health **some of the time**,
- **11%** worries **most of the time**, and
- **6.9%** worries **all of the time**.



How often you have worries about the following personal circumstances?



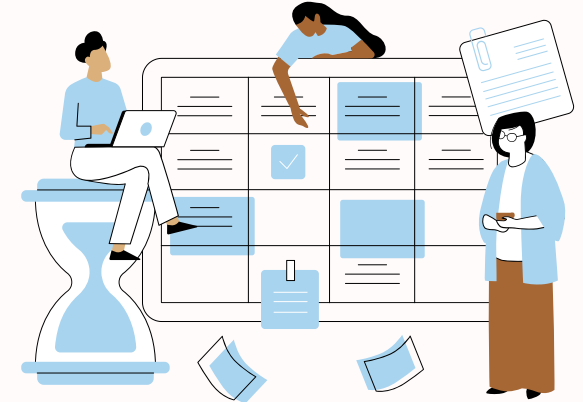
The circumstances that the students worries in **some part of the time** are their **physical health**, **personal finances**, **family relationships**, and **similar pandemic case in the future** whereas **studying issues**, **future education**, and **future professional career** are what the students worry **most of the time**.

RECOMMENDATIONS

- The universities should acquire budget in order to support students' basic needs on the online setup such as devices and good access on internet connection.
- The universities should conduct monthly event in which students can address their concerns and problems.



- Manage time effectively.



- To find a healthy and good diversion (e.g. journaling, exercising, listening to chill music).



- Consider other perspectives in different situations.



- Do not hesitate to consult to and go to your university's counseling services.
- Join (online) support groups and get peer support.



- Consider to consult and speak with a mental health professional.



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