



Mental Health, and Study Habits of Prospective Teachers in Corona Pandemic Situation

*Sandeep Kumar

**Aakanksha Kumari

*Assistant Professor, Department of Teacher Education, Central University of South Bihar, Gaya

**M.Ed. Student, Department of Teacher Education, Central University of South Bihar, Gaya

Abstract

The COVID-19 pandemic is considered the most crucial global health calamity of the century and the greatest challenge that humankind has faced since the 2nd World War. It has rapidly spread around the world, posing enormous health, economic, environmental, and social challenges to the entire human population. The coronavirus outbreak is severely disrupting the global economy. This pandemic has also affected people's mental health and study habits. India has driven the increase in numbers in Asia, with more than seven million confirmed infections, the second-highest official total in the world after the US. Present research attempted to study the mental health and study habits of prospective teachers in corona pandemic situation. Sample consisted of 71 (Male= 34 and Female= 37) prospective teachers from 4 teacher training institutions of Bihar. The Depression Anxiety Stress Scale- 21 (DASS- 21) by Lovibond, S. H. & Lovibond, P. F. and Study Habit Inventory by Dr. B. V. Patel were used to collect data. Statistical techniques mean, standard deviation, t-test technique and ANOVA was used for the analysis of the data and result showed no significant difference in the mental health of prospective teachers in corona pandemic situation from different teacher training institutions and different teacher training programmes as well as with respect to locale. While there was significant difference in the mental health and study habits of female and male prospective teachers from different teacher training institutions in corona pandemic. While no significant difference was found in the study habits of prospective teachers in corona pandemic situation with respect to locale.

Key words: Mental Health, Study Habits, Corona Pandemic Situation, Prospective teachers

1. Introduction

1.1 Mental health

World Health Organization in its preamble to the constitution stated health as “a state of complete physical, mental and social well-being.” Good mental health is part of good health, more than just an absence of mental disorders. People who are in good mental health can recognise their skills, handle everyday challenges, work professionally and fruitfully, and give back to their communities (Partners in Health, 2015). Rowling et al. (2002) defined mental health as the capacity of individuals and groups to interact with one another and the

environment in ways that promote subjective wellbeing, the optimal development and use of cognitive, affective, and rational abilities, the achievement of individual and collective goals consistent with justice. It is also important to recognize that neither physical nor mental health exist separately- mental, physical, and social functioning are independent (World Health Organization, 2004). The World Health Organization (2013) estimates that, worldwide, 20% of adolescents in any given year may experience a mental health problem. College students are more vulnerable than we think, especially with the current academic and financial burden (Lee, 2020). According to the National Institute for Health and Care Excellence (NICE) (2011), common mental health problems include depression, generalized anxiety disorder, social anxiety disorder, panic disorder, obsessive-compulsive disorder (OCD), and posttraumatic stress disorder (PTSD).

1.2 Study habits

Home environment and work planning, reading and note-taking practises, subject planning, concentration practises, test preparation, general habits and attitudes, and school/college environment are examples of study habits (Patel, 1976), while Menzel (1982) opined that study habit is the tendency of the learner to learn in a systematic and efficient manner in achieving high score in examination.

2. Literature Review

The review of literature indicates that COVID- 19 pandemic, has significantly decreased the activity level, sleep quality and wellbeing (De Pue, Gillebert, Dierckx, Vanderhasselt, De Raedt, and Van den Bussche, 2021). Pandemic has affected mental health and education (Banna et al., 2020). Economic effects, effects on daily life as well as delay in academic activities, were positively associated with anxiety symptoms (Cao, Fang, Hou, Han, Xu, Dong, and Zheng, 2020). Females were more depressed, aggressive, and likely to develop somatic symptoms than males, while males exhibited more attention deficits than females. Moreover, abusive parenting behavior was associated with a lower level of mental health in both male and female adolescents (Sung and Kim, 2020). Female students showed significantly higher values for depressiveness as well as for emotional and cognitive burnout, whereas the mental quality of life was significantly lower (Burger and Scholz, 2018).

Female students had better study habits in comparison to male students. Meanwhile, male students are more prepared in comparison to female students (Angkarini, 2021). Siahi and Maiyo (2015) revealed a positive relationship of 0.66 between study habits and academic achievement, Kaur and Singh (2020) demonstrated a negative relationship between study habits and academic achievement, but a t-test confirmed that there is a substantial difference between the two., whereas, through t- test it was confirmed that there is a significant difference between study habits and academic performance. On the other hand, Lalhruaitluangi and Fanai (2020) found no significant difference in the study habit of male and female students, as well as between government and private high school's students. Additionally, the results showed that there was no significant relationship between high school students' study habits and academic achievement. While, no significant difference found between study habit and Educational Aspiration. It also reveals a high negative correlation between study habits and educational aspiration of the students (Bonia and Moran, 2019).

Need and Significance of the Study

Mental health is one of the needed factors for general health. It is not only absence of mental disorders it is a state of an individual in which he is able to cope with life stressors, realizes his or her potential and work purposefully for his life and for society. COVID-19 has increased the negative effects and symptoms of anxiety and depression (Li, Cao, Leung, and Mak, 2020), economic effects and effects on daily life (Cao, Fang, Hou, Han, Xu, Dong, and Zheng, 2020), females were more depressed, aggressive, and likely to develop somatic symptoms than males, while males exhibited more attention deficits than females (Sung and Kim; Burger and Scholz, 2020). A variety of researches that are going on in the world but researcher did not find research related to the impact of corona pandemic on mental health, life satisfaction and study habits of prospective teacher in Indian context. Researcher also did not find researches on different demographic variables. Hence there is a dire need to do such kind of study and this motivated the researcher to choose this topic for the research.

Objectives of the Study

The objectives of the present study were:

- To compare the mental health, and study habits of prospective teachers of different teacher training institutions in corona pandemic situation.
- To compare the mental health, and study habits of prospective teachers of different teacher education programmes in corona pandemic situation.
- To compare the mental health, and study habits of female and male prospective teachers of different teacher training institutions in corona pandemic situation.
- To compare the mental health, and study habits of prospective teachers from rural and urban areas of different teacher training institutions in corona pandemic situation.

Hypotheses of the Study

The hypotheses of the present study were:

- H₁₀: There is no significant difference in the mental health of prospective teachers of different teacher training institutions in corona pandemic situation.
- H₂₀: There is no significant difference in the mental health of prospective teachers of different teacher education programmes in corona pandemic situation.
- H₃₀: There is no significant difference in the study habits of prospective teachers of different teacher training institutions in corona pandemic situation.
- H₄₀: There is no significant difference in the study habits of prospective teachers of different teacher education programmes in corona pandemic situation.
- H₅₀: There is no significant difference in the mental health of female and male prospective teachers of different teacher training institutions in corona pandemic situation.
- H₆₀: There is no significant difference in the mental health of prospective teachers from rural and urban areas of different teacher training institutions in corona pandemic situation.
- H₇₀: There is no significant difference in the study habits of female and male prospective teachers of different teacher training institutions in corona pandemic situation.

- H_0 : There is no significant difference in the study habits of prospective teachers from rural and urban areas of different teacher training institutions in corona pandemic situation.

3. Material and Methods

In the present study, the investigator used the convenient sampling technique to select the prospective teachers from Central University of South Bihar, Gaya and other teacher education institutions of Gaya for present study and data was collected using google form distributed through different social networking platforms. For the investigation of present study, a sample of 71 prospective teachers selected from these institutions.

3.1 Participants

The sample in the present study consisted of 71 prospective teachers from four teacher training institutions 9 from Al- Hasan Teachers Training College (AHTTC), Samastipur (13%), 30 from Central University of South Bihar, Gaya (42%), 18 from Gaya College, Gaya (25%), and 14 from MANUU College of Teacher Education, Darbangha (20%). From these teacher training institutions, prospective teachers consisted of 41 from B.Ed. (58%), 17 from B.Sc.B.Ed. (24%) and 13 from B.A.B.Ed (18%). Gender distribution of the sample was 48% male and 52% female.

3.2 Survey and data analysis

For the present study statement from The Depression Anxiety Stress Scales- 21 (DASS-21) and Study Habit Inventory were converted in the google form and for collecting data from prospective teachers link of the google form was shared on social networking platforms. To address the hypotheses, survey data were submitted to descriptive, inferential, t- test and ANOVA using SPSS 16.

4. Results

4.1 Mental health of prospective teachers from different teacher training institutions and teacher education programmes in corona pandemic situation

To compare the mental health of prospective teachers from different teacher training institutions and different teacher education programmes in corona pandemic situation the data related to mental health of prospective teachers was analyzed with the help of ANOVA. The results are given in tables 4.1, 4.2 and 4.3.

Table 4.1: Descriptive Analysis showing Mean, Standard Deviation and Standard Error of Mental Health of Prospective Teachers from different Teacher Training Institutions and Teacher Education Programmes in Corona Pandemic Situation

| Variable | Institutions | N | Mean | SD | SE | |
|---------------|---|-----------|--------------|---------------|--------------|----|
| Mental Health | Al- Hasan Teachers Training College (AHTTC), Samastipur | 9 | 47.11 | 22.475 | 7.492 | |
| | Central University of South Bihar, Gaya | 30 | 40.53 | 22.779 | 4.159 | |
| | Gaya College, Gaya | 18 | 38.89 | 21.102 | 4.974 | |
| | MANUU College of Teacher Education, Darbangha | 14 | 41.86 | 16.219 | 4.335 | |
| | Total | 71 | 41.21 | 20.876 | 2.478 | |
| | Programme | | N | Mean | SD | SE |
| | B.Ed. | 41 | 41.71 | 19.645 | 3.068 | |
| | B.Sc.B.Ed. | 17 | 40.12 | 25.194 | 6.110 | |
| | B.A.B.Ed. | 13 | 41.02 | 20.176 | 5.596 | |
| | Total | 71 | 41.21 | 20.876 | 2.478 | |

Table 4.2: Test of Homogeneity of Variances of Prospective Teachers different Teacher Training Institutions and Teacher Education Programmes in Corona Pandemic Situation

| Variables | Levene Statistic | df1 | df2 | Sig. |
|--------------|------------------|-----|-----|-------|
| Institutions | 0.885 | 3 | 67 | 0.453 |
| Programmes | 0.853 | 2 | 68 | 0.431 |

Table 4.3: ANOVA of Mental Health of Prospective Teachers from different Teacher Training Institutions and Teacher Education Programmes in Corona Pandemic Situation

| | Sum of Squares | df | Mean Square | F | Sig. |
|-----------------------|-----------------------|-----------|--------------------|----------|-------------|
| Institutions | | | | | |
| <i>Between Groups</i> | 429.983 | 3 | 143.328 | 0.319 | 0.811 |
| <i>Within Groups</i> | 30077.848 | 67 | 448.923 | | |
| Total | 30507.831 | 70 | | | |
| Programme | Sum of Squares | df | Mean Square | F | Sig. |
| <i>Between Groups</i> | 30.655 | 2 | 15.328 | 0.034 | 0.966 |
| <i>Within Groups</i> | 30477.176 | 68 | 448.194 | | |
| Total | 30507.831 | 70 | | | |

In order to test the hypothesis that there is no significant difference between the mental health of prospective teachers from different teacher training institutions, a between- groups ANOVA was performed.

In table 4.2, the assumption of homogeneity of variances for different teacher training institutions was tested and satisfied based on Levene's F test, $F(3,67) = 0.885$, $p = 0.453$. From table 4.3, the independent between-groups ANOVA yielded a statistically not significant effect, $F(3,67) = 0.319$, $p = 0.811$.

Thus, the null hypothesis H_{10} stating that, there is no significance difference in the mental health of prospective teachers of different teacher training institutions in corona pandemic situation was accepted.

In table 4.2, the assumption of homogeneity of variances for different teacher education programmes was tested and satisfied based on Levene's F test, $F(2,68) = 0.853$, $p = 0.431$. From table 4.3, the independent between-groups ANOVA yielded a statistically not significant effect, $F(2,68) = 0.034$, $p = 0.966$.

Thus, the null hypothesis H_{20} stating that, there is no significance difference in the mental health of prospective teachers of different teacher education programmes in corona pandemic situation was accepted.

4.2 Study Habits of prospective teachers from different teacher training institutions and teacher education programmes in corona pandemic situation

To compare the study habits of prospective teachers from different teacher training institutions and different teacher education programmes in corona pandemic situation the data related to study habits of prospective teachers was analyzed with the help of ANOVA. The results are given in tables 4.4, 4.5 and 4.6.

Table 4.4: Descriptive Analysis showing Mean, Standard Deviation and Standard Error of Study Habits of Prospective Teachers from different Teacher Training Institutions and Teacher Education Programmes in Corona Pandemic Situation

| Variable | Institutions | N | Mean | SD | SE |
|--------------|---|----------|-------------|-----------|-----------|
| Study Habits | Al- Hasan Teachers Training College (AHTTC), Samastipur | 9 | 104.33 | 17.896 | 5.965 |
| | Central University of South Bihar, Gaya | 30 | 120.80 | 13.855 | 2.530 |
| | Gaya College, Gaya | 18 | 109.61 | 12.344 | 2.909 |
| | MANUU College of Teacher Education, Darbhanga | 14 | 113.36 | 19.786 | 5.288 |
| | Total | 71 | 114.41 | 16.203 | 1.923 |
| | Programme | N | Mean | SD | SE |
| | B.Ed. | 41 | 109.73 | 16.346 | 2.553 |
| | B.Sc.B.Ed. | 17 | 118.65 | 12.570 | 3.049 |
| | B.A.B.Ed. | 13 | 123.62 | 15.430 | 4.280 |
| | Total | 71 | 114.41 | 16.203 | 1.923 |

Table 4.5: Test of Homogeneity of Variances of Prospective Teachers different Teacher Training Institutions and Teacher Education Programmes in Corona Pandemic Situation

| Variables | Levene Statistic | df1 | df2 | Sig. |
|--------------|------------------|-----|-----|-------|
| Institutions | 1.217 | 3 | 67 | 0.310 |
| Programme | 0.298 | 2 | 68 | 0.743 |

Table 4.6: ANOVA of Study Habits of Prospective Teachers from different Teacher Training Institutions and Teacher Education Programmes in Corona Pandemic Situation

| | Sum of Squares | df | Mean Square | F | Sig. |
|-----------------------|-----------------------|-----------|--------------------|----------|-------------|
| Institutions | | | | | |
| <i>Between Groups</i> | 2568.863 | 3 | 856.288 | 3.629 | 0.017 |
| <i>Within Groups</i> | 15808.292 | 67 | 235.945 | | |
| Total | 18377.155 | 70 | | | |
| Programme | Sum of Squares | df | Mean Square | F | Sig. |
| <i>Between Groups</i> | 2304.147 | 2 | 1152.073 | 4.874 | 0.011 |
| <i>Within Groups</i> | 16073.00 | 68 | 236.368 | | |
| Total | 18377.15 | 70 | | | |

In order to test the hypothesis that there is no significant difference between the study habits of prospective teachers from different institutions, a between- groups ANOVA was performed. In table 4.5, the assumption of homogeneity of variances for different teacher training institutions was tested and satisfied based on Levene's F test, $F(3, 67) = 1.217, p = 0.310$. From table 4.6, the independent between-groups ANOVA yielded a statistically significant effect, $F(3,67) = 3.629, p = 0.017, \eta^2 = 0.140$.

Thus, the null hypothesis H_{30} stating that, there is no significant difference in the study habits of prospective teachers of different teacher training institutions in corona pandemic situation is rejected and 14.0% of the variance in study habits was accounted for by institutions.

In table 4.5, the assumption of homogeneity of variances for different teacher education programmes was tested and satisfied based on Levene's F test, $F(2, 68) = 0.298, p = 0.743$. From table 4.6, the independent between-groups ANOVA yielded a statistically significant effect, $F(2, 68) = 4.874, p = 0.011, \eta^2 = 0.125$.

Thus, the null hypothesis H_{40} stating that, there is no significant difference in the study habits of prospective teachers of different teacher education programmes in corona pandemic situation is rejected and 12.5% of the variance in study habits was accounted for by programmes.

4.3 Mental health of prospective teachers with respect to gender and locale in corona pandemic situation

Independent sample t- test was employed to compare the means of two groups in order to determine whether there is significant difference between the mental health of prospective teachers with respect to gender and locale in corona pandemic situation. The results are given in tables 4.7.

Table 4.7: Independent sample t- test for the Mental Health of Prospective Teachers with respect to Gender and Locale

| | Gender | N | Mean | SD | SEM | SED | t-value | Sig. | df | Remarks |
|---------------|--------|----|-------|--------|-------|-------|---------|------|----|-----------------|
| Mental Health | Female | 37 | 41.35 | 17.410 | 2.862 | 4.995 | .059 | .023 | 69 | Not Significant |
| | Male | 34 | 41.06 | 24.367 | 4.179 | | | | | |
| | Rural | 34 | 42.53 | 22.893 | 3.927 | 4.986 | .507 | .093 | 69 | Not Significant |
| | Urban | 37 | 40.00 | 19.073 | 3.136 | | | | | |

In table 4.7, t- ratio value for gender was .059 at 69 degree of freedom which was significant at 0.05 level of significance $p < 0.05$. It may be inferred from the independent sample t- test table that there is significant difference in the mental health of prospective teachers with respect to gender.

Thus, the null hypothesis H_{50} stating that, there is no significant difference in the mental health of female and male prospective teachers of different teacher training institutions in corona pandemic situation is rejected. This is in consonance with the Zhang and Ma (2020); Sung and Kim (2020); Burger and Scholz (2020); and Reddy, Gupta, Lohiya and Kharya (2013) which shows a significant difference in the mental health of females as compared to males.

In table 4.7, t- ratio value for locale was .507 at 69 degree of freedom which was not significant even at 0.05 level of significance $p > 0.05$. It may be inferred from the independent sample t- test table that there is no significant difference in the mental health of prospective teachers with respect to locale.

Thus, the null hypothesis H_{60} stating that, there is no significant difference in the mental health of prospective teachers from rural and urban areas of different teacher training institutions in corona pandemic situation is accepted.

4.4 Study Habits of prospective teachers with respect to gender and locale in corona pandemic situation

Independent sample t- test was employed to compare the means of two groups in order to determine whether there is significant difference between the study habits of prospective teachers with respect to gender and locale in corona pandemic situation. The results are given in tables 4.8.

Table 4.8: Independent sample t- test for the Study Habits of Prospective Teachers with respect to Gender and Locale

| | Gender | N | Mean | SD | SEM | SED | t- value | Sig. | df | Remarks |
|--------------|--------|----|--------|--------|-------|-------|----------|------|----|-----------------|
| Study Habits | Female | 37 | 109.62 | 17.223 | 2.831 | 3.686 | -2.713 | .008 | 69 | Significant |
| | Male | 34 | 119.62 | 13.403 | 2.299 | | | | | |
| | Rural | 34 | 116.09 | 17.616 | 3.021 | 3.858 | .836 | .470 | 69 | Not Significant |
| | Urban | 37 | 112.86 | 14.863 | 2.443 | | | | | |

In table 4.8, t- ratio value for gender was -2.713 at 69 degree of freedom which was significant at 0.05 level of significance $p < 0.05$. It may be inferred from the independent sample t- test table that there is significant difference in the study habits of prospective teachers with respect to gender.

Thus, the null hypothesis H_0 stating that, there is no significant difference in the study habits of female and male prospective teachers of different teacher training institutions in corona pandemic situation is rejected. This is in consonance with Angkarini, (2021) and in contrast to Kaur and Singh (2020); Lalhruaitluangi and Fanai (2020) which does not find significant difference in the study habits of female and male.

In table 4.8, t- ratio value for locale was .836 at 69 degree of freedom which was not significant even at 0.05 level of significance $p > 0.05$. It may be inferred from the independent sample t- test table that there is no significant difference in the study habits of prospective teachers with respect to locale.

Thus, the null hypothesis H_0 stating that, there is no significant difference in the study habits of prospective teachers from rural and urban areas of different teacher training institutions in corona pandemic situation is accepted.

5. Conclusion

It can be concluded that mental health of prospective teachers from different teacher training institutions (Al-Hasan Teachers Training College (AHTTC), Samastipur, Central University of South Bihar, Gaya, Gaya College, Gaya and MANUU College of Teacher Education, Darbangha) and different teacher education programmes (B.Ed., B.Sc.B.Ed. and B.A.B.Ed.) does not differ significantly. While, prospective teachers from different teacher training institutions (Al- Hasan Teachers Training College (AHTTC), Samastipur, Central University of South Bihar, Gaya, Gaya College, Gaya and MANUU College of Teacher Education, Darbangha) and different teacher education programmes (B.Ed., B.Sc.B.Ed. and B.A.B.Ed.) differ significantly in their study habits. Female and male prospective teachers from different teacher training institutions differ significantly on mental health and study habits in corona pandemic situation. While, prospective teachers from rural and urban areas of different teacher training institutions does not differ significantly on mental health and study habits in corona pandemic situation.

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