

A SYSTEMATIC REVIEW OF PANDEMIC-RELATED MENTAL HEALTH ISSUES AND ANXIETY AMONG COLLEGE STUDENTS: RESILIENCE AND POSITIVE THINKING AS PREVENTATIVE MEASURES

Dr. Pavitra Bajpai

Assistant Professor Department of Humanities and Social Science Shri Ramswaroop Memorial University Lucknow, Deva Road (U.P)

Dr. Afiya Bano

Assistant Professor Department of Humanities and Social Science Shri Ramswaroop Memorial University Lucknow, Deva Road (U.P)

Everywhere in the world, the COVID-19 epidemic has an effect on children's mental health. Students who experienced anxiety and stress may have long-term health consequences because they are particularly susceptible to the impacts of ongoing stressors at developmental sensitive times. The COVID-19 global crisis causes worry, and helplessness among children and adolescents. The current paper sheds light on the short- and long-term impacts of the COVID-19 epidemic on college students' mental health. However humans with resilience are able to quickly and effectively adjust to stressful or painful situations and return to a happy mood. Thus, resilience has a major impact on people's health state and offers a potential preventive tool for mental illness. The specific goal of the current paper is to look into how college going student's stress and anxiety relate to their mental health issues within the framework of COVID-19. Nonetheless, an optimistic or strengths-oriented methodology may also possess a noble yet more efficient potential to enhance the welfare and contentment of students. Therefore with reference to this context, the present paper examines the relationships of positive thinking and resilience and dread of COVID-19 across students at college.

Keywords: Covid 19, pandemic , mental health, anxiety, resilience and positive thinking

Beginning in March 2020, the COVID-19 pandemic had a significant negative effect on college students' emotional mental health, college-level, relationships, and numerous other facets of life. (Jiang ,Jia, Tao, Dördüncü,2022; Hamaideh ,Modallal , Tanash , Hamdan-Mansour,2022; Durbas , Karaman , Solman , Kaygisiz , Ersoy,2021; Liyanage, Saqib K, Khan,2021. According to WHO estimations, stress is the most common intellectual health illness that can afflict an adult for up to

one-third of their lives(Liyanage , Saqib , Khan 2021) After lockdowns and quarantines academic institutions shifted to remote learning using online platforms. College students' functioning was abruptly impacted by this shift, which was frequently manifested by increased stress and anxiety. The assessment showed that the COVID-19 pandemic had caused multiple changes at simultaneously including anxiety over infection, an increase in OCD, a decrease in social connections, and extended hours spent researching online. The assessment also found that COVID-19 was a significant indirect stressor in the following areas: tension, depression, reduced sleep quality, increased anxiety, and grief. According to the WHO, the highest possible average intellectual continuing predisposition to fear was found to more favourably connect with elevated anxiety, according to research findings Chaudhary , Sonar , Jamuna , Banerjee , Yadav(2021). Alongside the announcements of the pandemic, the government often implemented enforced shutdowns as a means of halting the spread of COVID-19 infections. The limitations significantly altered social interactions and way of life. The students were placed in home quarantine for the first time ever. During COVID-19 and later pandemics, studies were carried out on elevated stress levels and the negative consequences of isolation at home (Hamaideh ,Modallal , Tanash , Hamdan –Mansour,2022; Brooks , Webster , Smith , Woodland , Wessely , Greenberg , Rubin,2020). The COVID-19 pandemic's severity significantly reduced social interaction and amplified stress and other negative consequences.

According to the WHO due to the COVID-19, the highest possible average intellectual pandemic's severity, most social interactions between individuals were removed as well as stress and other negative impacts Hamaideh , Al-Modallal , Tanash , Hamdan-Mansour,2022;. Elmer , Mephram K, Stadtfeld Cao , Fang , Hou , Han , Xu , Dong J, Zheng,2020). The detrimental impacts of social separation and a decline in social connections during COVID-19 closures have been repeatedly demonstrated by researchers. Psychological dysfunction, heightened stress, anxiety symptoms (Marelli,Castelnuovo,Somma,2021) and altered sleep patterns were all influenced by those factors. More studies show a link between disrupted routines of sleep and being isolated at home brought on by COVID-19. (Hamaideh , Al-Modallal , Tanash , Hamdan-Mansour,2022) stress and COVID-19, and subpar academic achievement(Linde , Varga , Clotworthy,2022).Previous epidemic research has shown that quarantine and lockdown procedures, have detrimental psychological effects, including nervousness, stress, and depression

(Brooks Webster, Smith, Woodland, Wessely, Greenberg, and Rubin, 2020; Cao Fang, Hou, Han, Xu, Dong, and Zheng, J 2020; Rudenstine, McNeal, Schulder, Ettman, Hernandez, Gvozdieva and Galea, 2021; C. Wang and Zhao, 2020; Wang, Chen Liu, Liu, Zhang, Sun 2020; Wang, Hegde Son, Keller, Smith, and Sasangohar 2020; Wang, Yang, Liu, Li, and, Zhang, 2020). The groups most affected by these psychological problems included students in particular. According to research, even before to the crisis, children were more vulnerable to experience mental health problems. (American College Health Association, 2015) as a result of a variety of psychological and psychosocial stressors in addition to scholastic difficulties.

It is critical to address the psychological problems that the pandemic has increased because prior studies have linked them to behavioural disorders including addiction to drugs (Horigian, Schmidt, and Feaster, D. J 2021) and committed suicide (De Berardis , Fornaro, Valchera, Cavuto, Perna, , Nicola, and Vellante,2018; Kanwar Malik, Prokop, Sim, Feldstein, Wang, and Murad 2013). In particular, suicide is a complicated and multidimensional event that is difficult to understand because there are many factors that can contribute to its explanation (Orsolini Latini Pompili, Serafini, Volpe, Vellante, Fraticelli,2020). Nonetheless, research suggests that among college students, experiencing symptoms of anxiety throughout the worldwide epidemic was associated with a higher risk of suicidal thoughts. According to research, students' anxieties about their academic performance were heightened by the pandemic (Hamaideh et al., 2021; Hasan & Bao, 2020; Son et al., 2020). Hasan and Bao (2020) demonstrated that greater amounts of psychological anxiety and mental health problems were associated with a group of college students from Bangladesh who were switching to e-Learning and fearing that they would lose their academic year due to the lockdown.

The expected effect on students' education, social lives, and mental health is projected to be substantial due to the disease's ongoing spread, travel restrictions, and the closing of educational institutions nationwide. Stressors like fear of infection, disappointment, lack of interest, limited resources, inadequate information, financial loss, and discrimination were noted in a recent assessment of virus outbreaks and pandemics (Brooks , Webster , Smith , Woodland , Wessely , Greenberg,2020). A significant portion of the present body of research on COVID-19's psychological effects has come from China's early hotspots. While a number of research have examined mental health concerns during epidemics, the majority of these have concentrated on

individuals, healthcare professionals, youths, and the wider population (Lai , Ma , Wang , Cai , Hu , Wei,2019; Xie , Xue , Zhou , Zhu , Liu , Zhang,2019). As evidenced by a recent survey conducted by The Kaiser Family Foundation, 47% of those who were sheltering in place reported experiencing detrimental consequences on their mental health as a result of stress or anxiety associated with COVID-19 .General population samples from North America and Europe show a greater prevalence of both depression and anxiety symptoms. As with the exception of a few studies, particularly from China(Cao , Fang , Hou , Han , Xu , Dong 2020; Liu , Liu , Zhong 2020) . There is some evidence of the pandemic's effects on college students' psychological and mental health, which makes them a particularly vulnerable group. (Bruffaerts, Mortier , Kiekens , Auerbach , Cuijpers and Demyttenaere,2018). It is plausible that the contributing factors aren't applicable to people in other countries, but the rising incidence of mental health issues among college students is in line with the findings of other studies.

Due to the COVID-19 epidemic, universities and schools had to close, and daily routines, instructional strategies, and other elements of daily life were altered. Numerous mental health trends that were previously highlighted were brought about by these changes, which had a significant impact on adolescents and students at universities. Across the many student profiles examined, the following disadvantageous characteristics stand out: poverty, rural upbringing, isolation from society, female status, and comorbidities background. The advantages included being in excellent fitness, being a man, being resilient, supportive family, and engaging in frequent physical activity. A considerable increase in the number and variety of mental health illnesses has been brought on by the pandemic, which has also accelerated the emergence of psychiatric conditions. According to this review, university students' mental health suffered as a result of the COVID-19 pandemic. Some trends that have been noted are as follows: diminished mental health was accompanied by elevated stress, anxiety, and self-reported lower well-being, as well as ongoing concern. (Jiang , Jia , Tao , Dördüncü,2022; Hamaideh , Al-Modallal , Tanash and Hamdan-Mansour2022; Durbas , Karaman , Solman , Kaygisiz , Ersoy 2021; Chaudhary , Sonar , Jamuna , Banerjee , Yadav 2021).

It seems both cliched and understated to suggest that we are living in difficult times. The past few years have seen a great deal of fear and melancholy due to news of the epidemic, difficult economic conditions, and contentious political discussions and the COVID-19 epidemic has

grown to be a major obstacle for the contemporary world. People's mental health and general well-being are significantly impacted by how they view themselves and their capacity for coping. Positive orientation, a synonym of depressive symptoms and a steady cognitive disposition linked to a positive view of oneself as well as life as a whole, circumstances, and the prospects for the future, is one of the characteristics that may be crucial for successfully navigating adversity. On reflection, though, people usually find that the most difficult challenges have helped them grow as people or have given them the opportunity to see the world in new ways. When there's a crisis, of course, it doesn't feel like that. They can, however, use some techniques and approaches to assist them in overcoming challenging situations.

According to WHO (2020) the COVID-19 pandemic has brought attention to the critical need for psychological therapies. This is to prevent future cases of damaged mental health among persons infected with the virus and those under quarantine or self-isolation. A few decades ago, the majority of the attention paid by behavioural health professionals was on adverse mental disorders like anxiety, depressive disorders, and delusions as well fears, and compulsions. The prevention of mental health issues was the main focus. Nonetheless, this viewpoint disregards the notion of a contented person and a flourishing community. On the other hand, a person's functionality, happiness with existence, and general well-being are more the focus of positive mental health(Froh 2004; Seligman,2002). Positive emotions and mental health have been the focus of a new wave of evidence-based psychology that has arisen recently (Slade,2010). The importance of happy feelings for mental health and wellbeing has been highlighted in numerous recent researches. The core of good mental health is positive emotions, feelings, and functioning that support people in managing everyday stressors, achieving their professional goals, and using their unique strengths to improve community life Resilience, pleasant emotions predominating, strong social and emotional cognitive ability, personal happiness, and the existence of multiple human strengths may all be components of its conception((Keyes,2014) .

Positive thinking is a mentality that leads us to believe that good things will come to pass and that our efforts will finally be rewarded. It is the antithesis of negative thinking, which fills our minds with anxiety and tension. An operational definition of resilience would be a favourable result in the face of danger or hardship that is known to have negative consequences (Luthar & Cicchetti, 2000). A positive thinking therefore demonstrate how positive thinking strengthens

ideas like faith and optimism and has incredible consequences. It is important to clarify that adopting an optimistic outlook does not imply a lack of awareness of negative aspects of life, rather it indicates that you are trying to solve the problem in a constructive manner than moaning about it. Additionally Students can significantly improve their achievement both personally and academically by developing an optimistic outlook. Positively oriented students are more upbeat about the future and are better able to handle the difficulties presented by the pandemic. Engaging in positive orientation training can enhance wellbeing and alleviate stress, which is crucial during challenging epidemic periods for individuals, especially students in universities.

Throughout the height of the COVID-19 pandemic, 194 countries ordered the closure of schools nationwide, and over 1.3 billion students were enrolled in online courses, according to UNESCO estimates of 91.3% of all students worldwide. There's a growing concern among youth about the coronavirus, and they feel lost, alone, and detached. It's time to incorporate socio-emotional development into the curriculum for an online environment, even if it has traditionally occurred in physical classrooms. Students are becoming more stressed out. Thus, it is necessary to think positively in order to reduce stress. Research indicates that students' self-esteem is increased and their discomfort is decreased when they engage in behavioural activities. Furthermore, academic achievement is higher among students who possess stronger emotional intelligence. Studies reveal that assisting students in creating goals helps them fight boredom and anxiety while maintaining hope for increasing their sense of self-worth and fulfilment in life. Because of the unprecedented worldwide impact of the coronavirus pandemic, many of us now have to make significant changes to our daily routines in addition to managing elevated levels of stress and worry. However, it's more crucial than ever to find even the smallest positives in every circumstance during these trying times. According to research, students can better control our emotions and recover from upsetting emotional experiences more rapidly when they can discover a positive meaning in difficult situations. Numerous research projects have examined the impacts of positive thinking, such as optimism and humour, on resilience and overall well-being. A variety of psychological traits connected to positive behaviour and health, such as internal locus of control, problem-oriented strategies for coping, and high self-esteem, are positively correlated with optimism(Lightsey,1996).Though optimistic thinking has numerous advantages, its impact on mental and physical well-being is the most significant. Psychology, a branch of research that

looks at what makes individuals happy and fulfilled, includes positive thinking in its analysis. Positive thinking plays a significant influence in general health and well-being and can help manage stress, according to research. Positive thinking is associated with numerous health advantages including:

- Increased lifespan
- Reduced stress levels and depression rates
- Heightened ability to fend against colds
- Improved coping and stress management techniques
- Reduced chance of dying from cardiovascular disease Enhanced mental health
- Enhanced mental well-being

Students may handle life's obstacles with hope and positivity if they practice positive thinking. Instead of focusing on the negative when unpleasant things happen, we decide to keep going forward and focus on the positive. This is how resilience is defined for a lot of individuals. Certain researchers, such as the positive psychologist Martin Seligman, frequently use explanatory style to frame positive thinking. The way we explain why things happened is known as your explaining style. Those who have an optimistic explanation style usually take credit for their own successes and attribute external factors to their failures. Negative experiences are also frequently perceived by them as transient and unusual. Therefore there are some suggestions for encouraging children to think positively post COVID-19:

Remain grateful- Make A collection of three things every day for which you are thankful. This gives you a positive view for the day and helps you concentrate on the wonderful things in life.

Embrace a positive environment around you- Look for happy people, things to do, and experiences that make you feel fulfilled and happy.

Shift your negative thinking- When negative ideas come to mind, confront them and put them in a more positive context.

Establish attainable objectives- Make modest, attainable goals for yourself and acknowledge your successes. This keeps one optimistic and helps one become more confident.

Students that have a positive outlook and way of thinking are likely to be more resilient and able to overcome challenges. Students who possess resilience and a positive outlook will be more adept at dealing than teenagers who lack these qualities. Students can educate their minds to be more positive in the parts of the brain essential to flexible methods of thinking and acting by adopting positive thinking practices. Thinking positively is crucial for building resilience and for managing issues that arise in daily life. Overlooking the problem in favor of optimistic results is not the definition of positive thinking. It entails realizing that obstacles are temporary and that you possess the knowledge and skills necessary to overcome them. Fostering strong relationships, favourable mindsets and feelings discipline, educational autonomy, and a sense of being competent are all ways that parents and educators can help students develop positive thinking and resilience(.Bingol Batık,, Hoşoglu, and Kodaz, 2018).

University students need to have consistent, measured, scientifically based mental health support in case COVID-19 or another epidemic breaks out in the future. The majority of support should be given on a smaller scale and inside the academic community in order to address the requirements of individual students. The COVID-19 epidemic poses the greatest threat to the mental health of upcoming generations. The most common problems among students during the COVID-19 epidemic were reported to be anxiety and tension. Universities and governments responded to the COVID-19 outbreak in a reactionary manner. An increased likelihood of stress, worry, insomnia, sadness, and suicide thoughts was observed among young intelligent people. In collaboration with their communities, fellow students, and higher education institutions, a decisive step must be taken to safeguard the students' physical, social, and emotional health. It's incredible to witness the transformation in life that occurs when positivity is fully utilized. It can reduce anxiety and make every second worthwhile. We experience greater satisfaction, happiness, and reduced depression when we are optimistic. It might be challenging to remain upbeat in bad times, yet resilience demands that one retain optimism. For students, resilience has a number of advantages. They are better equipped to handle obstacles, failures, and stress as a result, which enhances their mental health and general wellbeing. Resilient conduct can be accelerated by positive thinking. Students can be empowered to succeed in the face of hardship by educators by cultivating a growth mindset, offering coping mechanisms, promoting interpersonal relationships, setting realistic goals, supporting a healthy way of life, educating

skills in problem-solving and understanding diversity. During difficult times, these assets can support student's emotional health and help them recover more fully, making them more resilient and strong. And lastly, there's always space for growth. However, don't let this lead us to view ourselves as a failure since we didn't achieve all of our goals for success. It's not always a win-lose situation. It's the way of life.

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