

STUDENT'S MENTAL HEALTH IN PANDEMIC COVID-19: AN EMPIRICAL EVIDENCE

**Siti Nur Zahirah Omar, Universiti Teknologi MARA Kelantan Branch
(Machang Campus)**

Azizi Abu Bakar, Universiti Utara Malaysia

Emeela Wae-esor, Prince of Songkla University (Phuket Campus)

Muhammad Firdaus Othman, Capspring Temasik Financial Group

ABSTRACT

Mental health refers to cognitive, behavioral, and emotional well-being. Occasionally, the term of mental health is used to refer to the absence of a mental illness. Mental health or sanity refers to an individual's social well-being, thoughts, and emotions. The outbreak of COVID-19 and the widespread transmission of the virus in Malaysia have deteriorated the mental health of students at UiTM East Coast in terms of family, financial, and campus relocation. The purpose of this study is to determine how family, financial, and campus relocation affect student's mental health during a pandemic on the UiTM East Coast. The findings indicate that family, financial, and campus migration all has a strong correlation with student's mental health. Additionally, the study's findings established that family, financial, and campus migration was all strongly associated with student's mental health. Additionally, the data demonstrate that family and finance have a beneficial effect on student's mental health. Meanwhile, campus relocation has the most beneficial effect on student's mental health. We can conclude from these findings that family, financial, and campus relocation have had a substantial impact on student's mental health.

Keywords: Student's Mental Health, Family, Financial, Campus Relocating

INTRODUCTION

According to the Medical Community (World Mental Health), mental health is a state well in which an accepts his or her ability, can function through standard pressures of life, can behave stresses of life, and can contribute to his or her society. The term of mental health refers to a person's cognitive, behavioral, and emotional well-being. It all comes down to how individuals think, feel, and act. Mental health may have an impact on daily life, relationships, and physical health. Rahman, et al., (2021) stated that mental health is generally described as a dynamic state of internal balance that includes the capacity to deal with life's problems to work in social roles. Mental health is expected to rise 15 percent in the year 2020. Furthermore, during the COVID19 epidemic, symptoms include anxiety, depression, fear, tension, and sleep disorders became more common (Torales et al., 2020). University students with depression and anxiety are not exempt. Malaysia is among the leading countries in the Asia area for educational institutions (Lee, 2014). Previous study highlighted on the number of Malaysian students suffering from mental health issues has risen 10 percent in 2011 and 2016 by 20 percent (Hezmi, 2018). The World Health Organization reported a worldwide prevalence of depressive symptoms of 4.4 percent in 2015, implying that more than 300 million people are afflicted globally (WHO, 2017) and students are also involved.

In addition, in China, one of the undergraduate studies shows anxiety and depression during COVID-19, according to a recent study (Cao et al., 2020). COVID-19 caused anxiety among 24.9 percent of universities students from China, according to one study (Cao et al., 2020). In Hong Kong, undergraduate mental health has long been a major problem. According to a study, the risk factors of anxiety and depression among teenagers in Hong Kong before the

COVID-19 epidemic were 2.2 percent and 2.6 percent, respectively (Yuen et al., 2019). Other than that, student's mental health has been a major problem in Hong Kong. It is thought that the mental health of teenagers has been negatively impacted throughout this time. In another survey from other countries, Iraqi was 51.1 percent of young people were found to be stressed (Al-Abbudi, 2019). Many nations had found depressed mood among undergraduates, with mental health problems, stress, and worry (Brown, 2018; Mey & Yin, 2015). During this epidemic, mental health issues among university students have become more prevalent in many countries and affecting their mental wellbeing.

LITERATURE REVIEW

Student's Mental Health

Mental health refers to cognitive, behavioral, and emotional well-being. The word "mental health" is occasionally used to refer to the absence of a mental disease (Adam, 2020). The most significant hindrance to academic performance is mental health difficulties. Mental illness can have an impact on student's motivation, attentiveness, and social relationships, all of which are important variables in their success in higher education (Son et al., 2020). According to Manwell, et al., (2015), mental health may be defined as the absence of mental disease or as a state of being that also incorporates biological, psychological, or social variables that contribute to an individual's mental state and capacity to operate within the environment.

Student's and mental health are currently linked because some students are in the midst of unfavorable environments. The decline in Malaysian university students is higher than that of the general population. Islam, et al., (2020), said the second largest problem of mental health after heart disease is shown in Health Statistics (2020). In a study conducted by Irfan et al., (2020), 12.3 percent were normal or in high mental health 30 percent had mild depression 31.1 percent were moderate 26.1 percent had severe anxiety. These significant changes to student's environment and study arrangements, in addition to the obstacles imposed by government-enforced mobility restrictions, are predicted to have a severe influence on their mental health (Omar, Bakar, Husin & Mohamad, 2019).

Family and Student's Mental Health

Families who have a healthy level of flexibility can adapt their rules and procedures to adjust to stress and typical developmental changes (Berryhill et al., 2018). Chaos families, on the other hand, have limited leadership and regularly alternate roles among family members, whereas rigid families are extremely controlling and do not allow for transformation, according to (Berryhill et al., 2018). Alan (2021) defines family as a group of people linked by marriage, blood, or adoption, living in a single household, and engaging with each other in their respective social positions, often those of spouses, parents, children, and siblings. Children who grow up in a home with healthy family dynamics, such as open communication, have better mental health. On the other hand, according to Pan, et al., (2021) poor family functioning, such as low support, causes various psychological issues. The environment in which children and teenagers grow up has an impact on how they interact with their lives (Escobar et al., 2020).

Loneliness, melancholy, fear, panic, anxiety, substance abuse, and domestic violence are all on the rise because of the current epidemic (Xiang et al., 2020). Jessop, et al., (2020) stated that having such financial problems or stress relates to poor mental and physical health outcomes. In terms of mental health, for example, financial stress has been linked to an increased chance of students suffering from emotional difficulties, depression, and anxiety and higher levels of financial anxiety are linked to poorer general mental health. In certain countries the prevalence of financial issues among students, financial concerns may be harming the health of many students (Jessop et al., 2020). Previous research by Pan, et al., (2021) found that the effect of family functioning on mental health had a significant predictive effect on student's mental

health, and loneliness mediated the positive relationship between family functioning and mental health.

Financial and Student's Mental Health

A financial problem is a scenario in which you are unable to pay your payments on time and have a limited purchasing power for essential necessities (Hande & Sibel, 2015). Financial indicators included debt amount, financial difficulty experience, and financial issues or debt worry (McCloud & Bann., 2018). Students of higher education need more funding to pay the cost of research and living in colleges as higher education rates escalate in both public and private educational establishments (Daud et al., 2018). As a result of limited financial capital and increasing tuition costs, some students may face financial difficulties in their daily lives (Daud et al., 2018). A variety of issues can contribute to student's financial problems such as financial assistance was received late and there was no other financial source (Rahman et al., 2021). The financial burden of the COVID-19 pandemic is changing, and students may be facing varying degrees of financial insecurity due to improvements in available benefits over time. Many surveys have shown that students have higher rates of mental health than the public (Denovan & Macaskill, 2017; Tran et al., 2017; Tomodo et al., 2000). This, along with the fact that student is easy to recruit, has resulted in a substantial body of literature on identifying and anticipating behavioral mental health in students (Taquet et al., 2021).

According to Essadek & Rabeyron (2020), 14 percent living alone, 16.6 percent in a precarious financial condition, and 24.13 percent who had contracted Covid-19 all greatly raised levels of depression, anxiety, and distress. It is also worth noting that 47.2 percent of students reported trouble focusing and 14.86 percent reported suicidal or self-harming thoughts. According to Richardson et al., (2017), in terms of mental health, financial stress has been linked to an increased risk of students suffering from interpersonal difficulties, depression, and anxiety. Higher levels of financial concern are associated with bad health. Financial-related concerns can cause depression and negative affect, which can lead to emotional illness, have negative effects on the immune and cardiovascular systems and contribute to health-harming behaviors (Turunen & Hiilamo, 2014; Puterman et al., 2013).

Campus Relocating and Student's Mental Health

Campus relocation is a circumstance in which college students are requested to leave campus with just a few days' notice, causing confusion among students who are racing to pack, organize transportation, and worry about academic deadlines (Hartocollis, 2020). According to the findings of a study conducted by Duong, et al., (2020), the COVID-19 epidemic prompted a major change in the organization of higher education in the United States, with schools and universities cancelling on-campus operations in response to the pandemic. As a result, many students were compelled to leave campus housing and restructure their study environments. According to Elizabeth (2020), when colleges and universities empty their campuses of students and provide classes online to reduce the danger of coronavirus exposure or spread, several institutions have advised their students to go home and stay there.

Numerous mental health studies have found that those who are forced to relocate to campus have higher levels of depression and anxiety, with sudden moves frequently affecting people's social support, sense of identity, and control. According to Brigham & Women's (2021) research, there is a substantial link between campus moving and mental health. Universities evacuated students from their campuses, and thousands immediately moved. Few researches have looked at the mental health consequences of the unexpected upheaval. Maher, et al., (2021) stated that, there was a link between campus closure and physiological health, as college students in Spain experienced sadness and anxiety when their university was closed due to the pandemic. When a potentially traumatic incident is followed by a rapid relocation, it can cause psychological stress and limit access to resources needed for good coping and healing (Maher et

al., 2021). Students who have recently migrated may face disruptions in their routines, spend less time on leisure activities, and enjoy socializing less than those who have not relocated.

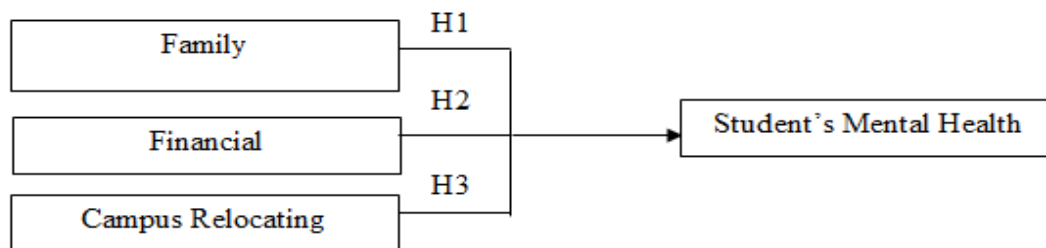


FIGURE 1
THE HYPOTHESIZED MODEL OF STUDENT'S MENTAL HEALTH

The hypothesized model of student's mental health as shown in Figure 1 and the hypotheses developed relationship between family, financial and campus relocating and student's mental health.

H1: Family has a positive significant influence with student's mental health

H2: Financial has a positive significant influence with student's mental health

H3: Campus relocating has a positive significant influence with student's mental health

DATA COLLECTION AND METHOD

Methods

This study used the quantitative approach as the research design. According to Hair, et al., (2010); Creswell (2009) stated that the quantitative approach is appropriate for deductive research, objective and outcome-oriented studies by using standards of reliability and validity of statistical procedures. Data were collected from UiTM East Coast students (Kelantan, Terengganu & Pahang) and were analyzed through the SPSS version 22. The total population of the UiTM East Coast students is estimated at 18,181 and the sample size of the study is 374 as suggested by Krejcie & Morgan (1970).

Based on the analysis of 374 respondents, the highest frequency was from respondents of the UiTM Branch Kelantan, with 51.1 percent that consists of 191 respondents. The moderate frequency was from respondents of UiTM Branch Terengganu, composed of 30.2 percent, 113 respondents from it. The lowest frequency was from the respondent of the UiTM Branch Pahang, with 18.8 percent that consists of 70 respondents. Random sampling was applied to select elements in the population. The items used to measure it is adopted from Katherine, et al., (2020); Lovibond, et al., (1995). Meanwhile, the independent variables (family, financial, and campus relocating) were adapted from Selenko & Batinic (2011); Escobar, et al., (2020); Concrad, et al., (2021).

RESULT AND ANALYSIS

Reliability Test

A reliability test was conducted to verify a good internal consistency used for a research study. Finding as depicted in Table 1 established a good internal consistency of cronbach alpha ranged from 0.603 to 0.950. Internal consistency for construct student's mental health was at $\alpha=0.889$. Meanwhile, the results of the test family, financial, and campus relocating were at $\alpha=0.603$, $\alpha=0.950$ and $\alpha=0.917$ respectively. Although Hair et al., (2010) suggested that a threshold of 0.7 for reliability score is acceptable, George & Mallery (2002) consider alpha

value ranged from 0.6 to 0.7 is acceptable however have a moderate strength of internal consistency (Table 1).

Table 1 RELIABILITY COEFFICIENTS OF VARIABLES			
Variables	Number of Items	Deleted Item	Cronbach's Alpha
Student's Mental Health	5	0	.889
Family	5	0	.603
Financial	5	0	.950
Campus Relocating	5	0	.917

Multiple Linear Regression Analysis

Table 2 MODEL SUMMARY				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.831 ^a	0.690	0.688	0.45151

- a) Predictors: (Constant), family, financial, campus relocating
 b) Dependent Variable: Student's mental health

Table 2 illustrates the relationship between family, financial, campus relocating, and student's mental health. The result of the analysis shows the R square (R^2) value is 0.690. It was found that 69 percent of the variance in the dependent variable explained by the independent variable. Meanwhile, the remaining 31 percent of the variable might be explained by other factors that were not investigated in this study. This finding was consistent with previous studies (Maher et al., 2021; Pan et al., 2021; Salje et al., 2020; Jessop et al., 2020; Berryhill, 2018).

Hypotheses Testing

Table 3 RESULT OF CORRELATION TEST AND HYPOTHESIS					
Dependent Variable	Predictors	Pearson Correlation	P-Value ($p < 0.05$)	Result	Hypothesis
Student's Mental Health	Family	0.332	0.000	Significant	Supported
	Financial	0.717	0.000	Significant	Supported
	Campus Relocating	0.817	0.000	Significant	Supported
Notes: *Significance at $p < 0.05$, **Significance at $p < 0.10$					

The summary result of the correlation test and hypothesis in this study is shown in Table 3. All hypotheses are supported and there is a weak and strong correlation between predictors and dependent variable. Based on regression analysis, it reveals family shows positively significant influence with student's mental health as given by r value, $r=0.332$, $t=6.795$, $p=0.000$ where $p > 0.05$. Therefore, the first hypothesis (H1) is supported. Meanwhile, financial also shows a significant positive influence (strong relationship) with student's mental health when the value of coefficient is, $r=0.717$, $t=19.839$, $p=0.000$ where $p < 0.05$. As a result, the second hypothesis (H2) is supported. Lastly, the result indicates a strong correlation between campus relocating and student's mental health when the value of coefficient is, $r=0.817$, $t=27.304$, $p=0.000$ where $p < 0.05$. The result for the third hypothesis (H3) is supported.

CONCLUSION AND RECOMMENDATIONS

This study examines the function of the family, financial, and campus relocating

influencing student's mental health during a pandemic on UiTM's east coast. The results show that family, financial, and campus relocating are highly related to student's mental health. The results of the study also proved that family, financial, and campus relocation were significantly related to the student's mental health. The finding also proves that the findings also prove that family and finance have a positive relationship between student's mental health. Meanwhile, campus relocation has the strongest positive relationship between student's mental health. Like most studies, this study has a limitation, future researchers who wish to study student's mental health should broaden their sample or coverage area and do comparison studies with students from various states, according to the guidelines. When the magnitude of the investigation is bigger, the researchers can uncover more conclusive evidence than when the sample size is less and can get a more accurate assessment of information and data related to the study.

Future researchers also use the third variables which are moderating or mediating variables to determine the strength of the link between independent and dependent variables. For example, the moderating variable may use in this model, either gender or ethnicity, as defined by the interaction moderating variable.

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