

IMPACT OF COVID-19 CHANGES BEHAVIOURAL PATTERN OF HIGHER SECONDARY SCHOOL STUDENTS IN NORTH 24 PARGANAS DISTRICT OF WEST BENGAL: A CASE STUDY

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Abstract

Everything is connected to everything else. It means human and other species are connected (dependent) in such a way that their survival depends on this connectivity. But Covid-19 pandemic affects all the sectors (including our mind also) in such way that this connectivity is completely lost. Like many other traumatic events, this pandemic has considerable impact on individual's mental health. Many mental health problems have risen in pandemic due to unprecedented practices like social distancing. Mental health is one of the most important factors which is directly connected with our performance. Most part of the world all the institutions are closed due to Covid-19 pandemic. The fear of virus along with the lockdown and quarantine affect the life in different ways. As a result the students are facing different problems due to confinement. The more the spreading rate is increasing, the more psychological problems arise. There is still no proven treatment for this pandemic.

Stress is a part and parcel of everybody's life. So in this context students have been undergoing more mental stress which is a negative feeling and it comes from many events or thought processes. It is defined as an individual that result from their interaction with the environment. It also threatens to their development. It is also a state of tension produced by the pressures with which the person cannot properly adjust and as a result behavioural change comes. Many people have lost many things during this pandemic. It has created havoc and a large impact on the mental health too. Students' behaviour has changed abruptly during this time. The aim of this study is to find out the psychological impact of covid-19 pandemic and changing behaviour level among higher secondary school students in North 24 Parganas district of West Bengal.

Keywords: Covid-19, Students, Stress, Behaviour

INTRODUCTION :

There are so many environmental factors that affect the human mind in different age level (Lazarus & Cohen, 1977). Adolescence is a transitional stage of psychological development. This period runs mainly by the information from various perspectives including psychology, biology, history, politics, economic social etc (7 Important Factors That May Affect the Learning Process, n.d.). Stress is a negative feeling and it comes from many events or thought processes. Stress is defined as an individual that result from their interaction with the environment (Auerbach, 1998). It also threatens to their development. Stress is a part and parcel of student's life. It is also a state of tension produced by the pressures with which the person cannot properly adjust (Essau et al., 2000). This is indeed an unprecedented time for all of the people, especially for youngsters who face a huge disruption to their lives. They are likely to be experiencing stress, worry, anxiety and fear, and this can include the types of fears that are nearly very similar to those experienced by adults, such as a fear of dying, a fear of their relatives or cousins dying, or a fear of what it means to receive a treatment medically. If schools and colleges have closed as part of necessary measures, then children may no longer have that sense of structure and stimulation that is provided by those surroundings of the environment, and they tend to have less chance to be with their friends or get that social support that is essential for good and healthy mental well

Special Issue on COVID 19

GAP INTERDISCIPLINARITIES-VOLUME - III ISSUE IV

September -November 2020

18

being. Being constantly at home can make some young adults at increased risk of, or increased exposure to, child protection incidents or make them see interpersonal violence if their home is not a safe place. This is very concerning. So, the impact of Covid-19 pandemic has impacted a lot to the students' stress and behaviour pattern.

Significance of the study:

Stress is a very common element in the student's life. The covid-19 pandemic has given a challenge in the overall education system all over the world. It has been found that all the schools are closed and over 290 million children and are out of the classroom(<https://plus.google.com/+UNESCO>, 2020). Suddenly the students are facing different psychological problems sitting inside the room(Wu et al., 2020). All type of attachments both emotional and face to face with the teachers, friends etc. are completely closed. These are very disheartening towards their mind(*Impact of the Covid-19 Pandemic on Perceptions and Behaviors of University Students in Vietnam | Elsevier Enhanced Reader*, n.d.). Parents should come forward to help them. That is why the present researcher intends to know the impact of covid-19 pandemic on stress and changing behaviour level of higher secondary school students in North 24 Parganas district of West Bengal.

Objectives:

1. To study the level of stress and changing behaviour of higher secondary school students.
2. To study the difference on stress and changing behaviour level of Government sponsored and Private school students.
3. To study the difference on stress and changing behaviour level of rural and urban area school students.

Hypothesis:

- H1. There is no significance difference on the level of stress and changing behaviour among boys and girls students.
- H2. There is no significance difference on the stress and changing behaviour level between government aided and private school students.
- H3. There is no significance difference on the stress and changing behaviour level between rural and urban area school students.

Delimitation:

The present study is delimited to students of higher secondary schools in North 24 Parganas district of West Bengal.

Methodology:

Descriptive survey method of research and stratified random sampling has been used to constitute the population. Self-constructed stress and behavioural scale was used for collecting the data. Each scale has 5 items. Yes/ No responses have been given against the item. Scoring has been done on the basis of responses like Yes answers for 2 marks and No answers for 0 marks.

Population and Sample:

The researcher has selected for the study consisted of 250 boys and 200 girls students from Higher Secondary Schools of north 24 Parganas district affiliated to West Bengal Board and Private Board. Among the population 70% students have taken as sample.

Analysis and Interpretation:

All the collected data has been analyzed descriptive statistics like mean, standard deviation and t/z - test in the following table

Table - 1: Level of stress & behaviour changes for Covid -19 pandemic

Impact level & Behaviour Changes for Covid-19	Ranges of Scores	Boys	%	Girls	%
Higher level	27-40	77	43.68	71	46.22
Moderate level	13-26	98	56.32	83	53.78
Poor level	0-12	0	00	0	00

It is observed from the above table that 43.68% boys and 46.22% girls students have highly stressed and behaviour changes and 56.32% boys and 53.78% girls students have moderate stressed and behaviour changes. Again, it is also found that there is no poor level of impact on stress and behaviour changes among boys and girls students in North 24 Parganas district of West Bengal.

H1. There is no significance difference on the level of stress and behaviour changes among boys and girls students.

Table - 2: Comparison of stress and behaviour changes among boys and girls students

Categories	N	Mean	SD	z/t value	Level of Significant (0.05% level)
Boys	175	6.51	1.54	1.88	Not Significant
Girls	154	6.15	1.65		

It is observe from the above table that that "Z" value 1.88 which is less than critical value at 0.05% level, so that calculate value is not significant and it's appeared that there is no exist significant difference among boys and girls students on the level of stress and behaviour changes level for covid-19 pandemic. Hence the null hypothesis is accepted.

H2. There is no significance difference on the stress and changing behaviour level between government aided and private school students.

Table - 3: Comparison of stress and behaviour changes between government aided and private school students

Categories	N	Mean	SD	z/t value	Level of Significant (0.05% level)
Govt. Sponsored School	175	6.59	1.69	2.49	Significant
Private School	154	6.48	1.57		

It is observed from the above table that "Z" value 2.49 which is more than critical value at 0.05% level, so the calculate value is significant and it's appeared that there is an exist significant difference on stress and

changing behaviour level of government aided and private school students. Hence the null hypothesis is rejected.

H3. There is no significance difference on the stress and changing behaviour level between rural and urban area school students.

Table - 4: Comparison of stress and changing behaviour level between rural and urban area school students

Categories	N	Mean	SD	z/t value	Level of Significant (0.05% level)
Rural	175	6.91	1.52	2.52	Significant
Urban	154	6.48	1.57		

It is observed from the above table that obtain "Z" value 2.52 which is more than table value at 0.05% level, so the calculate value is significant. So, there is significance difference on the impact of covid-19 pandemic on stress and changing behaviour level among rural and urban area school students. Hence the null hypothesis is rejected.

Findings:

1. It is found that 43.68% boys and 46.22 girls students are having higher level of stress and 56.32% boys and 53.78% girls students are having moderate level of stress. Again it is also found that there is no poor level of impact on stress and behaviour changes level among boys and girls students in North 24 Parganas district of West Bengal.
2. It is found that that obtain "Z" value 1.88 which is less than critical value at 0.05% level, so the calculate value is not significant and it's appeared that there is no exist significant difference among boys and girls students on the level of stress and behaviour changes for covid-19 pandemic. Hence the null hypothesis is accepted.
3. It is also observed that "Z" value 2.49 which is more than critical value at 0.05% level, so the calculate value is significant and it's appeared that there is an exist significant difference on stress and behaviour changes level of government sponsored and private school students. Hence the null hypothesis is rejected.
4. It is found that obtain "Z" value 2.52 which is more than table value at 0.05% level, so the calculate value at 0.05% level is significant. So there is significance difference on the impact of covid-19 pandemic on stress and behaviour changes level among rural and urban area school students. Hence the null hypothesis is rejected.

Suggestions:

1. All the teachers, institutions, parents etc. should come together to stand by the students in this district condition.
2. Counselling sessions should be arranged for the students.
3. Alternative education system should be adopted for reducing the gap between the school and the students.

Conclusion:

Through the present study the researcher has attempted to find out the impact of covid-19 during lockdown among boys and girls students of higher secondary schools in North 24 Parganas district of West Bengal. Students are facing different types of problems resulting stress in their mind. This covid-19 situation

Special Issue on COVID 19

GAP INTERDISCIPLINARITIES-VOLUME - III ISSUE IV

September -November 2020

accelerates more to change their mental set up resulting behavioural changes very prominently. The result of psychological distress caused by fear of covid-19 can cause irrational and unclear thoughts which may result in developing mental health problems carrying over to suicide or other physical damage due to increased distress. If the harm is minimal or with the removal of stress, one main return to their baseline functioning. Conversely, personal growth may also be a consequence of psychological distress especially when an individual's rumination about the experience influences a positive revision of personal schemas. As stress is a serious issue so all the stakeholders (including government also) related to educational field should extend their helping hand to cope up with this situation.

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