

**IMPACT OF COVID-19 ON STUDENTS' SUBJECTIVE WELL-BEING: A STUDY ON
HIGHER EDUCATION LEVEL STUDENTS AND WAY FORWARD FOR FUTURE
DEVELOPMENT**

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Abstract:

The COVID-19 pandemic has affected students' subjective wellbeing and daily routines. Students experience a variety of challenges during pandemics, including fear, distress, loneliness, and feelings of hopelessness. The researcher focused on the impact of Covid-19 of higher education students in relation to their subjective wellbeing in Uttar Dinajpur district. The researcher used the descriptive survey method to complete this study. The researcher also used a random sampling technique based on a Likert Seven-point scale to collect data from 103 higher education students. For measuring subjective wellbeing in pandemic outbreak, the researcher used a subjective wellbeing questionnaire (16 items) created by Renshaw in 2020. For data analysis, the researcher also used SPSS-23 to compute the Mean, S.D., t-Test, F-Test, and Pearson coefficient of correlation. Results of the study reported that the overall subjective wellbeing of higher education students in pandemics is average. Additionally, it was discovered that there is no significant mean difference in the subjective wellbeing of higher education students based on some demographics such as male-female, UG and PG, nuclear and joint family, and stream (arts, science, and commerce). However, the results indicate that students in urban areas have higher subjective well-being than students in rural areas. The findings also revealed that there was a very weak negative correlation between age and subjective wellbeing, which indicates that as age increased, their subjective wellbeing slightly decreased.

Keywords: COVID-19, Impact, Higher Education student, Subjective Well-being, Pandemic, Way forward.

Introduction:

The World Health Organization (WHO) announced the coronavirus infection (COVID-19) a pandemic on March 11, 2020, and recommended a number of measures to lessen its impact on the population (Concepción & Romero, 2022). Eventually, this deadly virus spread around the globe and was called a pandemic. The world's factories, businesses, transit systems, agriculture activities, and educational institutions are all closed for the moment. As a consequence, lives of people all over the globe quickly changed (Das & Singha, 2022). Due to school closures, social isolation, and the transition to fully online or blended learning, it has significantly impacted students' well-being (Valladolid, 2021). They have experienced a lot of stress as a result of being quarantined at home and worrying about contracting the illness. Numerous studies have shown that during the pandemic, students suffered from moderate to severe anxiety (Cao et al., 2020), depression, loneliness (Labrague & Santos, 2021), poor sleep quality

(Marelli et al., 2021), increased academic and life issues (Keckojevic et al., 2020), as well as an increase in externalising problems and focus problems (Copeland et al., 2020).

Numerous research has shown that the experience of studying at home has a significant impact on students' subjective wellbeing (Treviño et al., 2021). In this area, research has suggested that the quantity and difficulty of college assignments and homework are predictors of well-being; specifically, when the work load at a college or university is high and/or difficult, it has been linked with a decrease in subjective well-being during the pandemic (Engel de Abreu et al., 2021). Additionally, learning activities are related negatively with behavioural issues (such as emotional symptoms, hyperactivity/inattention, and issues with peer relationships) (Tso et al., 2022). Additionally, students who report having better home learning experiences admit to having less emotional reactions as well as fewer cognitive responses (Larsen et al., 2022). This significant issue with online teaching and learning draws attention to the system's inadequacies even more. Higher education students thus encountered a wide range of difficulties and troubles in the new learning environment. As a consequence, higher education students across the globe encounter major obstacles while attempting to continue their studies and research (Das & Singha, 2022). As a result, the focus of this study is on the impact of covid-19 on subjective wellbeing by higher education students in the pandemic outbreak.

Rationale of the Study:

According to a survey of relevant literature, several researchers have undertaken various studies on the subjective wellbeing of higher education students in pandemic situations when it comes to online learning globally. However, just a few research on the impact of COVID-19 on students' subject wellbeing that higher education students encountered in pandemics have been carried out in the setting of India, and these studies only used a limited number of samples. With these considerations in mind, the researcher was fascinated and chose to investigate the impact of covid-19 on students subject wellbeing at higher education level in Uttar Dinajpur District of West Bengal.

Review of Related Literature:

In this study, the researcher examined and summarised the vast majority of relevant research papers on the impact of COVID-19 on students' subjective wellbeing that had been done in India and abroad.

In order to determine the impact of the COVID-19 on the subjective well-being dimension, Bonomi et al. (2021) conducted a study on deprivation and subjective well-being. According to the study's findings, spatial clustering of disadvantages and neighbourhood inequalities have gotten worse as a result of the pandemic. A further research by Cheng and Kim (2020) found that those who reported a decrease in family income during the COVID-19 epidemic also experienced a loss in overall life satisfaction. According to Nurunnabi et al. (2020), social withdrawal and self-isolation demands are stressful and harmful for many people, which has led to concerns about students' health and wellbeing. Positive affect may encourage people to adopt information-processing strategies during the COVID-19 outbreak, as per Blasco-belled et al. (2020).s research. On the other hand, Mayara et al. (2021) looked at correlations between study circumstances and depressed symptoms and discovered that generalised linear regression suggests that better student mental health was connected to stronger confidence in finishing the semester. A different study by Kimhi et al., (n.d.), revealed multidimensional harm and a notable decline in the population's resilience on the individual, community, and national levels. Hu et al., (n.d.) investigations into perceived lifestyle changes and their relationship to subjective well-being (SWB) revealed both positive and unfavourable effects on various aspects of lifestyle choices. Contrarily, Brindal et al. (2021) found that in order to promote behaviours that are protective of well-being, it will be critical to understand why and who may be differentially affected. The results of a different study by Mutz&Mutz

(2021) indicate that the COVID-19 pandemic negatively impacted the mental wellbeing of the populace in Germany. In their investigation into the crucial factor affecting children's subjective well-being, Treviño et al. (2021) discovered that parents' socioeconomic status is a significant predictor of both formal and informal parental practices. Psychosocial intervention studies can improve students' subjective well-being, according to Gundogan (2021). Krautter et al. (2021) claim that significant life events or psychological interventions may result in changes in personality and subjective well-being (SWB). In another study by Zhou and Yu (2021), online learning self-efficacy partially mediates the beneficial effects of social support on wellbeing. Sood & Sharma (2021) discovered that the higher education industry has a number of practical ramifications for academics, mental health professionals, and counselling psychologists. According to Huerta & Utomo's data from 2021, respondents who utilised UGS once or more per week during the pandemic showed higher SWB scores (8.7%) than those who made no visits. College students' well-being and resilience are significantly correlated, according to Valladolid's investigation of the topic in 2021. According to Huang and Zhang's (2022) research on the connection between perceived social support and subjective well-being, college students' subjective well-being is very poor while studying online. Eloff, (n.d.), found that undergraduate students were very resourceful in promoting their personal well-being. The second wave of COVID-19 in late 2020 showed considerably decreased wellbeing, according to Hansen et al. (2022). According to Sarasjärvi et al. (2022), higher education institutions may be essential in ensuring students' wellbeing in times of anxiety.

Research Gap:

Numerous studies have been conducted to identify the various factors that have an impact on the higher education students' subjective well-being during a pandemic outbreak using a variety of relevant studies from around the world. However, no study has made an attempt to look at the subjective well-being of higher education in West Bengal's Uttar Dinajpur district under a pandemic scenario. As a consequence, there is a research gap in this area. In order to identify the variables that have an impact on college students' subjective well-being, the researcher used the standardised College Student Subjective Well-being Questionnaire (CSSWQ), developed by Renshaw (2020). As a result, this study's goals, contexts, samples, and methods of implementation will not be the same to previous studies.

Statement of the Problem:

The Covid-19 Pandemic has damaged the world's educational system across all institutions. In light of this, the researcher designed this study to investigate the impact of COVID-19 on students' subject wellbeing at the higher education level in West Bengal's Uttar Dinajpur district. This research investigates how the COVID-19 pandemic impacted the subjective wellbeing of higher education students in the Uttar Dinajpur district. In order to reflect this, the researchers gave the current studied title “**Impact of COVID-19 on Students’ Subjective Well-being: A study on Higher Education Level Students and Way Forward for Future Development**”.

Research Questions:

- How is the COVID-19 situation impacting the higher education students subjective well-being?

Objectives of the Study:

The researcher has set the following objectives for the study:

1. To assess the level of impact towards subject well-being in covid-19 period.

2. To study the mean differences between male & female students in terms of their subjective well-being.
3. To study the mean differences between UG, PG level students in terms of their subjective well-being.
4. To study the mean differences between Arts, Science and commerce students in terms of their subjective well-being.
5. To study the mean differences between rural and urban students in terms of their subjective well-being.
6. To study the mean differences between nuclear and joint family students in terms of their subjective well-being.
7. To study the mean differences between number of sibling's in terms of their subjective well-being.
8. To study the relationship between age and subjective well-being among the higher education students.

Hypotheses of the Study:

H01: There exist no significant mean differences between the male & female students in terms of their subjective well-being in covid-19 pandemic.

H02: There exists no significant mean difference between UG & PG students in terms of their subjective well-being in covid-19 pandemic.

H03: There exists no significant mean difference between Arts, science & commerce stream students in terms of their subjective well-being in covid-19 pandemic.

H04: There exists no significant mean difference between rural and urban students in terms of their subjective well-being in covid-19 pandemic.

H05: There exists no significant mean difference between nuclear and joint family students in terms of their subjective well-being in covid-19 pandemic.

H06: There exists no significant mean difference between number of sibling's in terms of their subjective well-being in covid-19 pandemic.

H07: There exists no significant difference between number of sibling's in terms of their subjective well-being in covid-19 pandemic.

H07: There exists no significant relationship between age and subjective well-being among the higher education students in Uttar Dinajpur District.

Operational Definition of the Terms:

COVID-19

The COVID-19 virus is infectious and causes severe acute respiratory syndrome.

Higher Education

Higher education students are individuals who have completed a high school degree and are enrolled in various types of formal higher education institutions in the Uttar Dinajpur District of West Bengal.

Impact

Impact refers to the effect that changes students subjective Well-being in pandemic outbreak.

Pandemic

In the current study, the term "pandemic" refers to a condition that affects many people globally, particularly caused on by the novel Corona Virus.

Subjective Well-being

Subjective well-being in the current study refers to a person's perception and experiences during pandemics, whether positive or negative.

Delimitations of the Study:

The delimitation of the current study are as follows:

- Only the higher education students in West Bengal's Uttar Dinajpur District are included in the present investigation.
- Only 103 college students from the higher education institutions in the Uttar Dinajpur District were selected as the sample for the current study by the researcher.
- The current research was conducted on a few particular student demographic characteristics, such as education levels, gender, location of residence, stream, and siblings.

Methodology of the study

Nature of the Study

The investigator used a descriptive survey method for the current study. The researcher has collected data in quantitatively and also analyze that.

Population of the Study

For the purpose of this study, the population has been defined as all higher education students enrolled in UG and PG programmes in the Uttar Dinajpur district of West Bengal for the current academic year.

Sample of the Study

For the present study, the researcher's sample consisted only of 103 students from various higher education institutions in the Uttar Dinajpur district.

Sampling Technique:

The technique of random sampling was employed for selecting the sample. The researcher initially chose a variety of higher education institutions in the district of Uttar Dinajpur. Then, in order to get accurate, genuine, and unbiased data, the researcher randomly chose 103 students from higher education institutions.

Tools used for the study

Renshaw created the 16-item College Student Subjective Well-being Questionnaire (CSSWQ) in 2020 as an evidence-based rating scale for evaluating the wellbeing of college students (Zhang & Renshaw, 2020). It consists of four subscales: academic efficacy, school connectedness, academic satisfaction, and college gratitude. According to a seven-point Likert scale, the items are scored as follows: strongly disagree = 1, disagree = 2, slightly disagree = 3, neutral = 4, slightly agree = 5, agree = 6, and strongly agree = 7. For every item, there is no reserve scoring.

Sl no.	Subscale name	Item numbers	Total items
1	Academic satisfaction	1, 5, 9, 13	4
2	Academic efficacy	2, 6, 10, 14	4
3	School connectedness	3, 7, 11, 15	4
4	College gratitude	4, 8, 12, 16	4

Table 1: Description of the tools

The total subscale score is divided by the number of items in each subscale to get the score on each subscale. If the academic satisfaction subscale score is 8, then the average item response can be interpreted as "sometimes" experiencing academic satisfaction as follows: $8 \text{ (total subscale score)} / 4 \text{ (total number of items in subscale)} = 2$. The composite score for each subscale, which is also derived by dividing the total score by the scale's total item count of 16, represents the subjective well-being of college students as a whole (Renshaw&Bolognino, 2016).

Statistical techniques used:

The researcher has used SPSS 23 followed by these techniques to analyze the data:

- Mean
- Standard Deviation
- 't'-test
- ANOVA
- Pearson Coefficient of Correlation

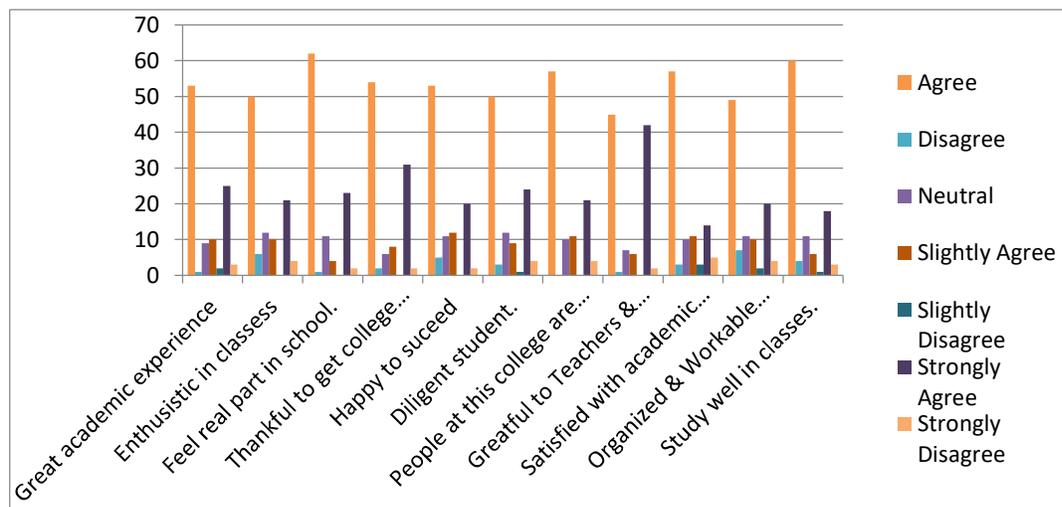
Findings of the Study:**Impact of COVID-19 on Students' Subjective Well-being:**

Figure 1: Graphical representation of the level of impact towards subject well-being in covid-19 period.

According to the above presentation, 50% to 60% of students agreed with all of its aspects, with 40% strongly agreeing. Around 2% of replies strongly disagree, approximate 2% of responses disagree, 10% of responses are neutral, 0.5% of responses disagree, and 20% of responses slightly agree with the dimension. Therefore, it is evident that most students experience an average level of subjective wellbeing in pandemics.

Presentation of Data

Demographic Variables		Number (N)	Mean (M)	SD (σ)	Test Employed
Gender	Male	49	5.62	1.01	t-test
	Female	54	5.67	.87	
Course	UG	33	5.65	.97	t-test
	PG	70	5.64	.92	
Stream	Arts	88	5.59	.98	One Way ANOVA
	Science	9	5.95	.59	
	Commerce	6	6.06	.47	
Residence	Rural	76	5.61	.92	t-test
	Urban	27	5.76	1.00	
Family Type	Nuclear	70	5.73	.73	t-test
	Joint	33	5.46	1.26	
No. of Siblings'	None	10	5.76	1.48	One Way ANOVA
	One	19	5.43	.88	
	More than One	74	5.69	.87	

Table 2: Summary of the Mean and SD in subjective well-being of higher education students.

H0₁: There exist no significant mean differences between the male & female students in terms of their subjective well-being in covid-19 pandemic.

Sex	N	Mean	Std. Deviation	df	t-value	Significance (2-tailed)
Male	49	5.62	1.01	101	0.26	.790
Female	54	5.67	0.87			

Table 3: The significant mean difference between Male and Female Students in terms of their subjective well-being in covid-19 pandemic.

From table 3 shows that the average subjective wellbeing score for female students was greater than that for male students (M=5.67, SD=0.87). It also found that the calculated '*t*'-value is 0.26 and it is less than the critical value at 0.05 level of significance with 101 degree of freedom (df). We may thus draw the conclusion that there is no significant mean difference between male and female students considering their Subject well-being in a pandemic outbreak

H0₂: There exists no significant mean difference between UG & PG level students in terms of their subjective well-being in covid-19 pandemic.

Education Level	N	Mean	Std. Deviation	df	t-value	Significance (2-tailed)
UG	33	5.65	0.97	101	0.31	.975
PG	70	5.64	0.92			

Table 4: The significant mean difference between UG & PG level students in terms of their subjective well-being in covid-19 pandemic.

From table 4 shows that undergraduate students were found to have a slightly higher subjective wellbeing (M=5.65, S. D=.97) than postgraduate students (M=5.64, S. D=.92). Additionally, it discovered that the computed "t"-value is 0.31, which is less than the critical value at 0.05 level of significance with 101 degree of freedom (df). We may thus draw the conclusion that there is no significant mean difference between UG and PG level Students regarding their Subject well-being in a pandemic condition.

H0₃: There exists no significant mean difference between Arts, science & commerce stream students in terms of their subjective well-being in covid-19 pandemic.

One-Way ANOVA			
	df	F	Sig.
Between Groups	2	1.235	0.295
Within Groups	100		
Total	102		

Table 5: Showing the differences among the Arts, science & commerce stream students in terms of their subjective well-being in covid-19 pandemic.

*At 0.05 level of Significance 3.09

*At 0.01 level of significance 4.82

From table 5 shows that the calculated *F-value* is less than the critical value at 0.01 level of significance. Therefore, the null hypothesis is failed to reject at both level of significance. Hence, it can be interpreted that there is no significant mean difference among the Arts, Science & Commerce higher education students in respect to their subjective well-being in covid-19 pandemic.

H0₄: There exists no significant mean difference between rural and urban students in terms of their subjective well-being in covid-19 pandemic.

Residence	N	Mean	Std. Deviation	df	t-value	Significance (2-tailed)
Rural	76	5.61	0.92	101	0.70	.480
Urban	27	5.76	1.00			

Table 6: The significant mean difference between Rural and Urban students in terms of their subjective well-being in covid-19 pandemic.

From table 6 shows that students in urban areas scored higher on subjective wellbeing (M=5.76, S. D=1.00) than students in rural areas (M=5.61, S. D=.92). Additionally, it discovered that the computed "t"-value is 0.70, which is less than the critical value at 0.05 level of significance with 101 degree of freedom (df). We can therefore draw the conclusion that there is no significant difference between the

subject well-being of rural and urban students in a pandemic situation.

H0₅: There exists no significant mean difference between nuclear and joint family students in terms of their subjective well-being in covid-19 pandemic.

Family Type	N	Mean	Std. Deviation	df	t-value	Significance (2-tailed)
Nuclear	70	5.73	0.73	101	1.39	.167
Joint	33	5.46	1.26			

Table 7: The significant mean difference between nuclear and joint family students in terms of their subjective well-being in covid-19 pandemic.

From table 7 shows that students from nuclear families score slightly higher on subjective well-being (M=5.73, S. D=.73) than students from joint families (M=5.46, S. D=1.26). Additionally, it discovered that the computed "t"-value is 1.39, which is less than the critical value at 0.05 level of significance with 101 degree of freedom (df). We can therefore draw the conclusion that there is no significant difference between students from nuclear and joint families regarding their subject well-being in a pandemic situation.

H0₆: There exists no significant mean difference between number of sibling's in terms of their subjective well-being in covid-19 pandemic.

One-Way ANOVA			
	df	F	Sig.
Between Groups	2	0.658	0.520
Within Groups	100		
Total	102		

Table 8: Showing the differences among the number of sibling's students in terms of their subjective well-being in covid-19 pandemic.

*At 0.05 level of Significance 3.09

*At 0.01 level of significance 4.82

From table 8 shows that the calculated **F-value** is less than the critical value at 0.01 level of significance. Therefore, the null hypothesis is failed to reject at both level of significance. Hence, it can be interpreted that there is no significant mean difference among the number of sibling's (one, more than one, none) in respect to their subjective well-being in covid-19 pandemic.

H0₇: There exists no significant relationship between age and subjective well-being among the higher education students.

Age & Subjective wellbeing	
Age	Subjective well-being score
1	.096

	.334
103	103

Table 9: Showing the relationship between age and subjective well-being among the higher education students.

From table 9 shows that Pearson coefficient of correlation was computed between age and subjective wellbeing score of the students. There was a very weak negative correlation between age and subjective wellbeing, which indicates that as age increased, their subjective wellbeing slightly decreased.

Discussion:

- In the present study, it was observed that 50% to 60% of students agreed with all of its aspects, with 40% strongly agreeing. In terms of opinion with the dimension, around 2% of responses strongly disagree, approximately 2% of responses disagree, 10% of responses are neutral, 0.5% of responses disagree, and 20% of responses slightly agree. Therefore, it is evident that most students experience an average level of subjective wellbeing in pandemics.
- It was discovered that the subjective wellbeing mean score for female students was higher (M=5.67, S. D=0.87) than it was for male students (M=5.62, SD=1.01). However, it was also shown that there were no significant differences between male and female students in terms of their subject's wellbeing during in pandemic outbreak.
- The researcher discovered that students of undergraduate level found to have slightly more subjective wellbeing (M=5.65, S. D=.97) than students at postgraduate level (M=5.64, S. D=.92). It also found that there is no significant difference among the UG and PG level Students regarding their Subject well-being in pandemic situation.
- The study's findings revealed that there is no significant mean difference among the Arts, Science & Commerce higher education students in respect to their subjective well-being in covid-19 pandemic.
- The researcher found that students of urban area subjective wellbeing score was higher (M=5.76, S. D=1.00) than the students of rural area (M=5.61, S. D=.92). It also found that there is no significant difference among the Rural and Urban Students regarding their Subject well-being in pandemic situation.
- In the present study, it was discovered that students from nuclear families had a slightly higher subjective wellbeing score (M=5.73, S. D=.73) than students from joint families (M=5.46, S. D=1.26). Additionally, it was shown that there is no significant difference between students from joint and nuclear families in terms of their subject wellbeing during a pandemic.
- In the present study, the researcher found that no significant mean difference among the number of sibling's (one, more than one, none) in respect to their subjective well-being in covid-19 pandemic.
- The results of this study revealed a very weak negative correlation between the students' subjective wellbeing scores and age which indicating that with increasing age, subjective wellbeing slightly decreased.

Future Development and Way Forward:

It is necessary to create specialized online modules that are focused on clearly defined skill areas and to carefully arrange blended learning activities. The apparent gap in teaching practical expertise may be filled by gaining access to tele-health exchanges in addition to online learning courses. We need to create

more innovative teaching-learning techniques based on adult learning principles rather than only attending online courses (Carracedo & Pintor, 2016). We must take advantage of this once-in-a-lifetime moment, when major abrupt changes are occurring in all spheres of life. If this rapid transition is maintained in the direction of future trends in optometry practice, it will provide advantageous results in the years to come (Rajhans et al., 2020). The ideal environment for institutional change is created by COVID-19. Realizing the value of using technology in the teaching-learning process, it opens up chances for the education sector to investigate new technologies. Each institution has to build an online mode of education as a substitute mode for the teaching-learning process, together with a curriculum that is geared toward education, modern technology, designated faculty, and proactive administration. The use of technology in education involves more than just using technological tools; it also involves using resources methodically, rationally, and with the appropriate pedagogy in order to successfully convert knowledge and skills.

It is still too early to predict how a COVID-19 pandemic may affect the whole planet. Some industries, like airline, lodging, and tourists, are becoming more exposed to its impacts. The education sector is one of the most significant industries since it is linked to the birth, development, and success of hundreds of thousands of children and youth. The COVID-19 pandemic has been severely hurting people's lives and economies in practically every aspect. Recognizing the above realities, large number of research rooms are available to investigating its effects, possibilities, and risks during in the pandemic period, merging productive and meaningful like interaction with peers, individual development of the students, self-control and multi - tasking skills, desire to know, student interest, willingness to take responsibility, ability to focus, ability to respond to change and mistake, instructor perceptions, instructional strategies, and so many others (Gautam & Gautam, 2021).

Being from India, we are sick of hearing how expensive great education is—we know first-hand—but because to growing e-learning trends and resources, access to an education will no longer be a barrier for those who are less privileged or from low-income families. Students may effectively and efficiently concentrate on developing skills or becoming job-ready while also identifying their own interests. The notion of e-learning is only emerging, and it has the ability to bring about the much-desired reform in India's whole educational system and provide the aspirant millennial a far better learning environment (Saha et al., 2021).

Recommendations for Further Study:

- By integrating larger samples from other areas and regions of the state, a similar research may be conducted.
- A further study can be carried out on psychological well-being in the elementary and secondary level students from different part of the country.
- A further study can be carried out on psychological and physical well-being.
- A comparative study of the subjective well-being of urban and rural students in different West Bengal districts and beyond the state may be done.

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