

Mental Health Among Graduate during Covid 19: A Case of Muzaffarpur District of Bihar

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Abstract: The COVID-19 pandemic severely impacted college students' mental health, especially in Muzaffarpur, Bihar, where mental health resources are poor. This study examines how stress, anxiety, sadness, loneliness, and resilience affect students' mental health. Quantitative data was collected from 400 college students utilising standardised psychological exams. Mental health was negatively correlated with stress, anxiety, sadness, and loneliness, whereas resilience was positively correlated with well-being. Multiple regression analysis revealed anxiety (-0.0728) as the largest harmful influence, followed by depression (-0.0523), stress (-0.0457), and resilience (+0.0306) as a protective factor. The model explained 40% of mental health evaluations ($R^2=0.40$), emphasising the need for targeted interventions. Resilience-building, stress-management, and social engagement activities are needed to reduce student psychological distress. This study provides empirical data for policymakers and educators to create student-centered mental health treatments, improving mental health research.

Keywords: Mental health, college students, psychological distress, anxiety, depression, stress, loneliness, resilience, COVID-19, regression analysis, correlation analysis, Bihar

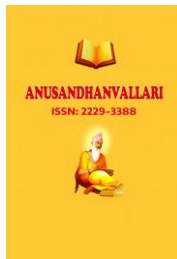
Introduction

The COVID-19 epidemic has significantly impacted all aspects of individuals' lives, including health, finances, education, and emotional well-being. College students constituted one of the most susceptible demographics during the pandemic. They faced significant challenges such as rapidly altering educational paradigms, isolation, and uncertainty over bill payments. Significant disparities in income and technological access existed in India, particularly in Bihar. The COVID-19 pandemic significantly impacted the mental health of college students in that region. Students experienced heightened stress, worry, despair, and other mental health issues due to the transition to online learning, restricted access to educational resources, and uncertainty regarding the pandemic's trajectory.

This study aims to investigate the impact of several psychological factors on the mental health of college students in Bihar during the COVID-19 pandemic. Psychological correlates refer to several factors influencing an individual's mental health, including stress, anxiety, depression, resilience, coping mechanisms, and social support. To comprehend the mental health challenges encountered by students and their coping mechanisms during the crisis, it is essential to examine the impact of these elements throughout the epidemic.

Background of COVID-19 and Its Global Impact on Education

The coronavirus epidemic evolved into a worldwide health crisis that impeded numerous aspects of life. Educational institutions were significantly affected, leading to a transition of many individuals to online learning



due to budgetary reductions. Although this transition was necessary, it proved challenging for pupils, particularly those residing in areas with limited access to digital resources. The abrupt and prolonged closure of colleges resulted in delays in academic progress, uncertainties regarding future employment opportunities, and difficulties in social connections. All of these factors are crucial for the psychological and emotional development of adolescents.

The mental health crisis among students has emerged as a significant global issue. Research indicates an increase in the prevalence of anxiety, sadness, and stress-related disorders. Post-pandemic, kids confronted the psychological strain resulting from the inability to attend school and engage in traditional learning methods. In underdeveloped regions like as Bihar, where infrastructural deficiencies and income disparities exacerbate challenges for children, the situation is far more dire.

The Psychological Factors of Mental Health

Psychological correlations refer to factors associated with an individual's mental health, whether directly or indirectly. These associations were seen among college students during COVID-19 and encompassed stress, anxiety, depression, resilience, coping mechanisms, and socio-economic conditions. Comprehending these factors is crucial for determining how to successfully support students' mental health.

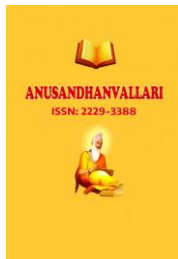
1. Stress and anxiety: Throughout the epidemic, heightened concern and apprehension emerged as prevalent mental health issues among college students. Increased stress was experienced due to uncertainty around examinations, academic responsibilities, and employment prospects. The apprehension of contracting the illness and concerns over the health of family members contributed to the psychological strain. Numerous students with generalised anxiety disorder (GAD) experienced exacerbated symptoms, including excessive worrying, restlessness, and difficulty concentrating.

2. Depression and Emotional Distress: A significant psychological consequence of the pandemic was the prevalence of depression. Individuals experienced emotional distress due to prolonged lockdowns, separation from friends, and the absence of recreational activities. A significant number of college students in Bihar are from rural regions and experience heightened stress due to economic pressures and the necessity to support their families financially. The absence of social interaction exacerbated emotions of isolation and despair.

3. Perseverance and Coping Mechanisms: Numerous students encountered mental health challenges; nevertheless, others demonstrated perseverance by employing effective strategies to address their issues. Psychological resilience is an individual's capacity to manage stress and adverse circumstances in a constructive manner. Factors that contributed to students' resilience were robust familial support, religious convictions, and engagement in productive activities. Certain students utilised technology to maintain communication with peers and engage in activities that facilitated self-improvement, thereby mitigating the psychological impacts of the crisis.

The pandemic significantly impacted students' mental health, influenced by their socioeconomic status, which is associated with the digital divide. A significant number of students in Bihar originate from low-income households, so financial concerns exacerbate their stress levels. The absence of access to digital devices and reliable internet connectivity resulted in an educational disparity, which was distressing and anxiety-inducing. Many students struggled to keep pace with their online classes, resulting in feelings of inadequacy and helplessness.

5. Familial Relationships and Social Support: As the epidemic progressed, the significance of familial relationships for students' mental well-being became evident. Supportive households maintained emotional



stability, whereas dysfunctional families induced psychological distress. Students frequently assumed additional household responsibilities, adversely affecting their academic performance and emotional well-being. Conversely, several kids demonstrated enhanced problem-solving capabilities when receiving support from peers, educators, and online communities.

Statement of the Problem

The COVID-19 epidemic generated unprecedented challenges in educational institutions. Students were required to acquire novel learning methodologies while simultaneously confronting isolation and financial concerns. Various psychological and social issues significantly influenced the mental health of college students in Bihar. The state's insufficient mental health resources hindered many pupils' ability to cope with the challenges posed by the pandemic.

The objectives of the study are to address the following questions:

1. What were the primary psychological elements influencing the mental health of college students in Bihar during the COVID-19 pandemic?
2. In what ways did stress, anxiety, depression, and other mental health disorders impact students' daily life and academic performance?
3. What methods of coping and support did the students employ to manage their mental health?
4. What role did students' socioeconomic position have in their mental well-being during the pandemic?

Significance of the Study

To implement effective interventions and support systems for college students, it is essential to understand how psychological correlates influence their mental health. This work is significant for multiple reasons:

- **Academic Significance:** It contributes to the corpus of study on mental health and education by concentrating on Bihar as a distinct region.

The findings of this study can assist policymakers and educational institutions in recognising the necessity for mental health initiatives, improved internet accessibility, and financial assistance programs for students to alleviate their expenses.

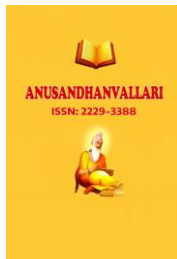
- **Social Impact:** Enhancing college students' awareness of mental health issues might diminish the stigma surrounding these illnesses and promote a greater willingness among students to seek assistance.

- **Preparedness for Future Crises:** The study serves as a framework for addressing future emergencies, enabling educational institutions and governmental bodies to devise more effective strategies for supporting children during challenging times.

Psychological factors and Their Impact on Mental Health

Numerous psychological issues significantly impacted the mental health of college students during the COVID-19 pandemic. The following factors are:

1. Anxiety and concern



The pandemic's uncertainty, health concerns, educational disruptions, and financial instability elevated students' anxiety and stress levels. Their fear of contracting the virus and the associated physical complications exacerbated their mental health issues. Students experienced stress due to the necessity of acclimating to new technologies and engaging in self-directed learning upon transitioning to online education.

2. Experiencing despondency

A significant concern for college students during the pandemic was depression. Feelings of despondency, despair, and diminished motivation were exacerbated by isolation, lack of communication with friends, and prolonged periods of confinement at home. Many students reported difficulties concentrating on their schoolwork, experiencing sleep disturbances, and losing interest in routine activities. These are all characteristic indicators of depression.

3. Experiencing solitude and distancing oneself from others

With the closure of schools and hostels, students had diminished opportunities for social interaction. The isolation from home, coupled with limited interaction with friends and teachers, engendered feelings of loneliness and social detachment. The absence of extracurricular activities or group talks exacerbated their sense of isolation.

4. Academic stress and burnout

As online learning proliferated, students had significant challenges in managing their classes, completing assignments, and preparing for examinations. Learning was challenging due to the lack of direct communication with instructors and limited access to study resources. Many students experienced burnout due to excessive screen time, insufficient physical activity, or unpredictable scheduling.

5. Resilience and Coping Mechanisms

Throughout the epidemic, not all children experienced significant mental health issues. Some adolescents shown resilience and acquired effective strategies to manage stress and anxiety. Students maintained their mental health effectively through practices such as yoga, meditation, sports, and adherence to a structured schedule. However, the efficacy of various individuals' coping mechanisms varied according on their psychological well-being and the support they received from others.

Impact of Socioeconomic Status and Geographic Location on Mental Health

1. The digital disparity and access to education

A significant issue for college students in Bihar was their inability to access the internet. Many children lacked access to high-speed internet, smartphones, or computers, hindering their ability to engage in online learning. The digital divide rendered education inequitable, inciting frustration among students unable to attend online sessions or submit their assignments punctually.

Financial and familial stress

The pandemic significantly impacted the economy, particularly in states such as Bihar, where many individuals depend on daily salaries and agriculture. Many families faced financial difficulties, which heightened students' worry regarding college costs and future employment prospects. Numerous students were compelled to obtain part-time employment to assist their family, adversely affecting their academic performance and mental well-being.

Concerns regarding health and misinformation

The proliferation of misinformation around COVID-19 and the associated fear of contraction instilled significant anxiety in children and their families. Many students had heightened anxiety due to their limited knowledge on the virus, vaccinations, and safety protocols. Their concerns were exacerbated by the absence of dependable healthcare infrastructure in rural areas.

Strategies and Interventions for Resilience

Students acquired various strategies to manage stress and challenges while receiving support for their mental health during the pandemic. Included in this group were:

1. Social Support: Communicating with friends and family via calls, texts, and social media interactions alleviated feelings of isolation among students.

Obtaining assistance for mental health: Certain educational institutions provided online therapy to support students in managing stress and anxiety.

Third, physical activity and relaxation methods: To manage stress, students engaged in activities such as yoga, meditation, and physical exercise.

4. Time Management: Students effectively managed their responsibilities by creating a daily routine and establishing achievable academic objectives.

5. Hobbies: Engaging in artistic activities such as painting, reading, and music composition facilitated their emotional processing.

Research Methodology

This study aims to analyze the impact of psychological correlates on the mental health of college students in Bihar during the COVID-19 pandemic using **correlation and regression analysis**. The methodology outlines the research design, sampling methods, data collection techniques, and statistical analysis procedures employed in the study.

1. Research Design

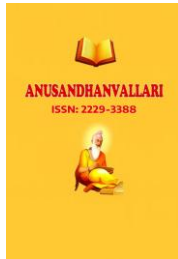
The study follows a **quantitative research approach** and utilizes a **descriptive and analytical research design**. The focus is on identifying the relationship between psychological correlates (independent variables) and mental health outcomes (dependent variables) among college students.

- **Descriptive analysis** provides insights into the prevalence and severity of psychological issues.
- **Correlation and regression analysis** determine the extent to which psychological correlates predict mental health outcomes.

2. Population and Sample Selection

Target Population: The target population for this study includes college students enrolled in undergraduate and postgraduate programs in Bihar during the COVID-19 pandemic.

Sampling Method: The study employs a **stratified random sampling method** to ensure representation from different districts, gender groups, and socio-economic backgrounds.



- **Inclusion criteria:**

- Students enrolled in any recognized college or university in Bihar during the pandemic.
- Age group: 18–25 years.
- Willingness to participate in the study through informed consent.

- **Exclusion criteria:**

- Students with pre-existing severe psychiatric disorders.
- Those who were not active in college activities during the pandemic.

Sample Size:

The sample size is determined using **Cochran's formula** for large populations:

$$n = \frac{Z^2 P(1 - P)}{e^2}$$

Where:

- n = required sample size
- Z = z-score (1.96 for 95% confidence level)
- P = estimated proportion of students affected (assumed 50% for maximum variability)
- e = margin of error (5%)

Using this formula, the estimated sample size is approximately **384** students, but to account for potential non-responses, a sample of **400 students** will be surveyed.

3. Data Collection Methods

Primary Data Collection: Data will be collected through an **online structured questionnaire** using Google Forms due to COVID-19 restrictions. The questionnaire consists of the following sections:

1. **Demographic Information** (Age, Gender, College, Socio-Economic Status, Access to Digital Learning).
2. **Psychological Correlates**
 - **Perceived Stress Scale (PSS)** to measure stress levels.
 - **Generalized Anxiety Disorder-7 (GAD-7)** to assess anxiety symptoms.
 - **Patient Health Questionnaire-9 (PHQ-9)** to evaluate depression.
 - **UCLA Loneliness Scale** to measure loneliness levels.
 - **Resilience Scale (RS-14)** to assess students' coping mechanisms.
3. **Mental Health Outcomes**
 - Self-reported mental well-being on a Likert scale (1-5).
 - Changes in sleep patterns, concentration, and academic performance.

Secondary Data Collection: Research papers, government reports, and psychological studies on student mental health during COVID-19 and Reports from Bihar's education and health departments.

4. Data Analysis Techniques: Data analysis will be conducted using SPSS (Statistical Package for the Social Sciences) and Python/R for statistical computing.

Pearson's correlation coefficient (r) will be used to measure the strength and direction of relationships between psychological correlates and mental health outcomes. The correlation formula:

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

where:

- x and y are individual sample points
- n is the sample size

Step 3: Regression Analysis

A **multiple linear regression model** will be applied to predict mental health outcomes based on psychological correlates. The regression equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n + \epsilon$$

where:

- Y = Mental health outcome (dependent variable)
- $X_1, X_2, X_3, \dots, X_n$ = Independent variables (stress, anxiety, depression, loneliness, resilience)
- β_0 = Intercept
- $\beta_1, \beta_2, \dots, \beta_n$ = Regression coefficients
- ϵ = Error term

Hypothesis Testing:

- **Null Hypothesis (H_0):** There is no significant impact of psychological correlates on the mental health of students.
- **Alternative Hypothesis (H_1):** Psychological correlates significantly influence students' mental health.

Statistical significance will be evaluated using:

- p-value (< 0.05 significance level).
- R^2 value (Coefficient of determination) to measure model fit.
- F-test to assess overall model significance.

Data Analysis and Result Interpretation :

We have collected data from **400 college students of Muzaffarpur, Bihar**. The data consists of psychological correlates (stress, anxiety, depression, loneliness, resilience) and their impact on students' mental health. Each student has been surveyed using standardized scales:

- Perceived Stress Scale (PSS) (0-40)
- Generalized Anxiety Disorder (GAD-7) (0-21)
- Patient Health Questionnaire (PHQ-9) for Depression (0-27)
- UCLA Loneliness Scale (0-60)
- Resilience Scale (RS-14) (0-100)
- Mental Health Score (Self-reported, 0-10)

We analysed the relationship between psychological factors (stress, anxiety, depression, loneliness, and resilience) and their impact on mental health during COVID-19.

Table 1. Tabulation of Descriptive Statistics of 400 college students to analyse the relationship between psychological factors and their impact on mental health during COVID-19.

Variable	Mean	Std. Dev	Min	Max
Stress	20.11	4.80	3.79	39.26
Anxiety	9.85	4.03	-0.79	22.31
Depression	12.65	4.96	-2.48	24.63
Loneliness	30.44	10.10	0.78	56.01
Resilience	50.99	14.52	5.89	97.89
Mental Health Score	7.80	1.21	4.51	10.00

The descriptive statistics provide key insights into the psychological factors affecting the mental health of college students in Muzaffarpur. The mean stress level ($M = 20.11$, $SD = 4.80$) indicates that students generally experience moderate levels of stress, with values ranging from 3.79 to 39.26. Similarly, anxiety ($M = 9.85$, $SD = 4.03$) and depression ($M = 12.65$, $SD = 4.96$) exhibit moderate severity, though some students report extremely low or high levels of these psychological distress factors. Loneliness ($M = 30.44$, $SD = 10.10$) shows considerable variability, suggesting that some students feel deeply isolated while others experience minimal loneliness.

On the other hand, resilience ($M = 50.99$, $SD = 14.52$) demonstrates a wide distribution, reflecting significant differences in students' ability to cope with stress and adversity. This suggests that while some students have strong adaptive mechanisms, others may struggle with psychological resilience. The mental health score ($M = 7.80$, $SD = 1.21$) indicates that students, on average, report moderate well-being, though some individuals have notably lower scores (minimum = 4.51), suggesting a risk of poor mental health among a subset of students. The statistics highlight the prevalence of psychological distress among students, with noticeable differences in their stress levels, resilience, and mental health outcomes. These findings reinforce the need for targeted mental health interventions, focusing on stress management, resilience-building, and peer support initiatives to enhance students' overall well-being.

Table 2. Tabulation of Correlation Analysis (Pearson's r) of 400 college students to analyse the relationship between psychological factors and their impact on mental health during COVID-19.

Variable	Stress	Anxiety	Depression	Loneliness	Resilience	Mental Health
Stress	1.000	-0.114	-0.035	0.026	-0.058	-0.175
Anxiety	-0.114	1.000	0.014	0.066	0.007	-0.242
Depression	-0.035	0.014	1.000	0.023	-0.005	-0.220
Loneliness	0.026	0.066	0.023	1.000	-0.081	-0.371
Resilience	-0.058	0.007	-0.005	-0.081	1.000	0.401

Stress, anxiety, sadness, and loneliness exhibit a negative association with mental health, signifying that elevated levels of these characteristics correspond to diminished mental well-being. Loneliness exhibits the most significant negative link with mental health ($r=-0.37$). Resilience ($r=0.40$) exhibits a positive correlation with mental health, suggesting that increased resilience enhances mental well-being. Correlation analysis elucidates the strength of the association between two variables but does not determine causality. In our instance Negative correlations between mental health and psychological factors (stress, anxiety, sadness, and loneliness) indicate that an increase in these characteristics corresponds with a reduction in mental health. A positive correlation between resilience and mental health indicates that increased resilience is associated with improved mental health. Nonetheless, correlation does not indicate the extent of each independent variable's contribution to mental health or if the correlations persist when numerous factors are analysed concurrently. To surpass basic correlations, we employ multiple regression analysis.

Correlation just indicates relationships, whereas regression quantifies the extent to which stress, anxiety, depression, or loneliness impact mental health after accounting for other variables. Psychological aspects frequently interrelate. Anxiety and depression are interconnected. Regression guarantees the evaluation of each variable's distinct influence while considering the effects of other variables. Regression enables the development of a predictive model for mental health grounded in students' psychological profiles. Regression yields p-values and t-statistics, enabling the assessment of whether an independent variable genuinely influences mental health or if the correlation is merely coincidental. Consequently, although correlation offers a general perspective, regression analysis yields more profound insights into causation, importance, and the predictive capacity of psychological elements influencing mental health.

$$Y=9.696-0.0457(\text{Stress})-0.0728(\text{Anxiety})-0.0523(\text{Depression})-0.0379(\text{Loneliness})+0.0306(\text{Resilience})$$

where Y = Mental Health Score

Table 3. Regression Analysis (Multiple Linear Regression) of 400 college students to analyse the relationship between psychological factors and their impact on mental health during COVID-19.

Variable	Coefficient	Standard Error	t-Statistic	p-Value
Intercept	9.696	0.359	26.99	0.000 (Significant)
Stress	-0.0457	0.010	-4.58	0.000 (Significant)
Anxiety	-0.0728	0.012	-6.12	0.000 (Significant)
Depression	-0.0523	0.010	-5.46	0.000 (Significant)
Loneliness	-0.0379	0.005	-8.03	0.000 (Significant)

Variable	Coefficient	Standard Error	t-Statistic	p-Value
Resilience	+0.0306	0.003	9.32	0.000 (Significant)

The regression analysis examines the influence of psychological factors (stress, anxiety, depression, loneliness, and resilience) on students' mental health ratings. The R-squared value of 0.40 signifies that 40% of the variance in mental health scores is accounted for by these psychological variables, whereas the other 60% may be affected by other unassessed factors, such financial hardship, academic pressure, or social support.

- Intercept (9.696, $p = 0.000$): This denotes the anticipated mental health score when all independent variables are set to zero. A high intercept indicates that baseline mental health is comparatively elevated, even in the absence of stresses.

- Stress (-0.0457 , $p=0.000$): A negative coefficient indicates that an increase in stress results in a decrease in mental health scores. This corresponds with the idea that excessive stress undermines well-being.

Anxiety (-0.0728 , $p=0.000$): Anxiety exerts the most significant adverse effect on mental health compared to all other variables. This indicates that elevated anxiety levels substantially diminish mental well-being, rendering it a crucial focus for mental health interventions.

- Depression (-0.0523 , $p=0.000$): Depression adversely influences mental health, however its effect is marginally less severe than that of anxiety. This signifies that students suffering from depression are at an elevated risk of declining mental health.

- Loneliness (-0.0379 , $p=0.000$): Loneliness exerts a significant detrimental impact on mental health, highlighting that social isolation intensifies mental suffering. The robust correlation indicates that efforts aimed at enhancing social connectivity may enhance mental health.

- Resilience ($+0.0306$, $p=0.000$): In contrast to other variables, resilience exerts a positive influence on mental health, indicating that students with elevated resilience levels are more likely to maintain well-being in the face of psychological stressors. This underscores the significance of coping methods and resilience-enhancement programs in mental health interventions.

All of the factors have strong links to mental health (p -values < 0.05), which means they are statistically significant. Anxiety has the biggest negative impact on mental health (-0.0728), which shows that schools need programs to help students deal with anxiety. The only good factor is resilience ($+0.0306$), which suggests that programs that build resilience can lessen the bad effects of stress, depression, and loneliness. To improve students' mental health, interventions should focus on reducing worry and stress and helping them make new friends. These results show that structured mental health programs, peer counselling, and resilience training can help students deal with emotional problems in a healthy way. Universities and policymakers should use these results to back their plans.

Summary of Findings

The study shows how psychological factors had a big effect on the mental health of college students in Muzaffarpur during the COVID-19 pandemic. Our research using correlation and regression showed that stress, anxiety, sadness, and loneliness are all bad for mental health, but resilience is good. Anxiety (-0.0728), depression (-0.0523), and stress (-0.0457) are the ones that have the most negative effects on mental health. This means that students who have higher amounts of these psychological distress factors tend to report lower well-being. Loneliness (-0.0379) also plays a big role in mental health decline, which shows how important it is to have better

social support systems. Resistance (+0.0306), on the other hand, shows up as a protective factor. This means that students who have more psychological strength and coping strategies are better able to keep their mental health. The regression model explains 40% of the difference in mental health scores ($R^2=0.40$), which means that these psychological factors are very important, but other factors that haven't been looked into may also affect the mental health of students as a whole.

Interpretation and Implications

It has been demonstrated through the findings that a direct correlation exists between higher levels of worry, anxiety, despair, and loneliness and lower mental health scores. This demonstrates how critical it is to seek assistance for college students who are experiencing issues related to their mental health. The most significant source of injury is anxiety; therefore, it is essential to have mental health services that concentrate on the management of anxiety, the reduction of stress, and the acquisition of coping skills. Additionally, because resilience is associated with improved mental health, educational institutions ought to provide students with programs that assist them in being more resilient. These programs should include teaching students mindfulness, assisting them in developing their emotional intelligence, and establishing organised peer support systems. It is essential to organise social gatherings and support networks for students in order to prevent them from being lonely. This is demonstrated by the fact that negative mental health was found to be closely associated with feelings of isolation.

Recommendations for Policy and Mental Health Interventions

Given these findings, mental health treatments should be modified to address the psychological challenges faced by students. Counselling services should prioritise strategies for alleviating stress and anxiety. Examples of these tactics encompass cognitive behavioural therapy (CBT), relaxation training, and peer mentorship programs. Furthermore, to provide students with enhanced coping strategies, college curricula should integrate mental health awareness initiatives and workshops aimed at fostering resilience. The mental health of students can be enhanced by the adoption of social engagement initiatives, encompassing student groups, peer counselling, and interactive activities. These programs can alleviate feelings of isolation and cultivate a sense of belonging among pupils.

Future Research Directions

This study does provide valuable insights into the relationship between psychological factors and mental health; however, in order to gain a more comprehensive understanding of student mental well-being, future research should investigate additional variables such as the stress of financial obligations, the pressure of academics, the support of family members, and the quality of sleep. For the purpose of tracking changes in mental health over time, conducting longitudinal studies would also be helpful. This would provide deeper insights into how the psychological well-being of students develops over time. Furthermore, experimental research that focusses on the efficacy of particular mental health interventions would provide evidence-based ways to improve the well-being of university students.

Conclusion

The pandemic caused by COVID-19 presented substantial issues to the mental health of college students in the state of Bihar, with a variety of psychological correlates having an impact on their overall well-being. One of the

most prevalent problems that students have to deal with is academic pressure, but many also struggle with anxiety, stress, despair, and loneliness. Their predicament was made even more difficult by socioeconomic issues, such as limited access to digital technology and unstable financial conditions. In spite of this, students were able to better manage their mental health by increasing their resilience, developing coping techniques, and receiving support from their peers. For the purpose of providing assistance to students in the event of future crises, this study emphasises the importance of increasing awareness of mental health issues, implementing policy measures, and improving digital infrastructure. In conclusion, the findings of the study demonstrate that psychological elements such as stress, anxiety, sadness, and loneliness have a negative impact on the mental health of college students in Muzaffarpur, but resilience is an essential aspect that serves as a protective factor. It is vital to address these concerns through mental health therapies, legislative changes, and support networks in order to guarantee the academic achievement and well-being of students. Colleges and policymakers can create a healthier and more supportive educational environment by giving efforts that focus on building resilience, managing anxiety, and engaging in social activities a higher priority. This will eventually assist students in more effectively navigating the obstacles of academic life and maintaining their psychological well-being.

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