

Psychological Wellbeing Of The Board Examiners During Pandemic

Mrs. Jasmine Bernard¹, Dr. Sam Deva Asir²,

¹Assistant Professor, Department of Social Work, Hindustan College of Arts & Science, Tamilnadu, India, 9600044958,

²Assistant Professor, Department of Social Work, Bishop Heber College, Tamilnadu, India, 9443126574,

Email : ¹jasmine.jasminebernard@gmail.com, ²yesyeayem@gmail.com

ABSTRACT: *The onset of the second wave of the Pandemic has brought great pain, distress and uncertainty. People are worried about their health, where some are worried about their job and some about their next meal. Parents are distraught about their children and with the educational system. Younger children are frustrated with their online classes and not being able to exert their energy outdoor. This Pandemic has induced exam stress for the 10th and 12th children. The continuous rescheduling and cancellation of exams has raised the stress level amongst the students.*

Objective: *The study attempts to analyse the psychological wellbeing of the 10th and 12th children who were unable to write the exam due to the second wave in March 2021. And to suggest the Social Work Intervention of promoting life skills which would be great support during this unforeseen situation.*

Methodology: *A questionnaire of 25 questions was prepared in Google forms and distributed among the students of 10th and 12th in Chennai. The questions included demographic details and the Psychological wellbeing. Questionnaire results would be analysed using descriptive, cross tables and t tests. Inferences and discussions will be based on the results of the analysis of the study.*

Findings: *The study shows that the wellbeing of adolescent students during the Pandemic era and significant findings of depressive behaviour has been identified both in terms of class, gender and it is not significant in syllabus*

Keywords: *Psychological wellbeing, life skills, Pandemic*

1. INTRODUCTION

Pandemic Covid 19 which started in 2020 March has laid all the people and nations in a havoc situation. This Pandemic which is still continuing this year also as second wave has devastated the whole world and especially in a country like India which has been facing enormous challenges especially economically and socially. This has also significantly disrupted the education system which would determine the future economy of the country.

According to Dr. Pravat Kumar Jena, Assistant Regional Director, IGNOU Regional Centre, Bhubaneswar states that the Outbreak of COVID-19 has impacted more than 120 crores of students and youths across the planet. It has been evaluated that nearly 32 crore students in India have been greatly affected due to the various forms of restrictions and the nationwide lockdown for COVID-19. according to a UNESCO report which states that, nearly 14 crores

of junior level (primary) and 13 crores of senior level (secondary) school students have been affected by Covid-19 havoc which is being considered as the two mostly affected levels in India.

Board Exams are considered as the heart of the education, career and choosing their passion through their life. Till the children reach 10th they are at ease with all their educational requirements. Adolescents step into the zone of responsibility at time of board exam. The children start identifying their interest in a particular discipline. 10th board exam make the children to analyse and assess themselves for better and suitable decisions for themselves. 12th standard board exams takes your decision forward to your career or occupation, and within this competitive world children are stressed in order to perform. Children spend most of their time in preparing for exams and for other competitive exams. Cracking the entrance and getting admissions in their preferred college and subject have become more stressful and a burden for the children.

MeghaJi, A 12th standard student, in an article dated 27th april 2020 in the TIMES OF INDIA, has said the government notification on postponement of the Government exams had come has the worst nightmare that he could ever imagine.

The stress level has increased due to the postponement of exams and his dream of finishing of the board exams soon and then spending quality time with his friends and family has taken a beating and a toll on him. The excitement of holidays and fun being cruelly snatched from children.

Parents are equally and even more stressed than children. As they are more concerned with the future of the children. They induce more and more stress on the children knowingly or unknowingly.

Wellbeing refers to the attainment of high level of self-satisfaction, self-motivation and experiencing low level of negative emotions. In Accordance with the theory of psychological well-being, a person's psychological health is dependent on his positive behaviour and function on under certain aspects of his living (Srilatha, 2019). Wellbeing is a state of contentedness or being happy, healthy and prosperous. Wellbeing can also be represented as a human being's effective evaluation of his or her life. These evaluations enfold the emotional reaction to any event or as well as the cognitive judgment of fulfilment or satisfaction (Arora, Gupta and Chaudhary, 2014).

Adolescent wellbeing, Psychological well-being takes an important part in personality. Wellbeing of the adolescents plays a very vital role in their developmental process and it needs to be addressed.

Significance of the study

The Pandemic has caused great havoc amongst nations and also shaken the humanity by its soul. The second wave has been even crueller and has taken a toll on the mental and psychological balance of the people on the whole.

The adolescents for their part have been gravely affected as their education and overall growth and development has become a big question mark and they are staring at the future with a sense of gloom. This leads to anxiety and depression among the students. This urges the researcher to understand the wellbeing of the children and to recommend appropriate measures to overcome the turmoil.

This study helps to identify the level of impact that covid has had on the psyche of the adolescents and also helps to analyse the need and want of a better education system with value based Life Skills education intertwined with the curriculum which will enable the adolescents develop and groom into stronger individuals physically, emotionally and psychologically.

Review of Literature

Williams B, Pow J. (2007), study on Scottish teenagers states that boys have lower level of knowledge and different sources of stress than girls. And specific educational intervention would be more appropriate and effective than whole school approaches.

Caffo.E, Scandroglio.F & Asta.L (2020), have mentioned in their findings that in the adolescents, the covid pandemic has brought in loneliness and the absence of their routine might have spoilt their wellbeing and created a psychological imbalance. Sibnath Deb, Esben Strodl and Jiandong Sun (2012) reports that all the students had high stress level especially students with lower academic grades had higher stress level than students with higher grades. Also students spending more time in extra - curricular activities developed more exam anxiety than students who spend less time in extra – curricular activities.

Prabhu.S (2015) describes that the stress level amongst male higher secondary school students is higher than the female students also the stress level of urban students are higher than the rural students. Bhat (2018) in his study on the psychological wellbeing of higher secondary school students' states that the students of rural India have better psychological wellbeing than the students of urban India also he states that there is no significant difference between the psychological wellbeing of students of Govt. Schools and Private Schools. Srilatha.G (2019), postulates that adolescent wellbeing in students is a mix of both individual and other factors of influence like community, management, parental education, profession etc. And the adolescent wellbeing is directly dependent and decided by the everyday happenings around them through which they are nurtured.

3. METHODOLOGY

Aim

The study aims to understand the wellbeing of the 10th and 12th students who are facing indefinite postponement of their board exam in the 2021 academic year due to covid 19.

Objectives

1. To assess the wellbeing of 10th and 12th students who were unable to write the exam due to the Covid 19 second wave in March 2021.
2. To determine the significant difference of student's wellbeing with respect to selected variables- Class, Gender, Syllabus, parental employment and Ambition of the respondents.

Hypothesis

1. There is no significant difference between 10th and 12th adolescent wellbeing of students.
2. There is no significant difference between gender and adolescent wellbeing of students.

3. There is no significant difference between syllabus and wellbeing of student.

Research Design

Descriptive research design was used for the study as it attempts to describe the psychological wellbeing of the 10th and 12th standard students who have been facing continuous postponements of their board exams in the academic year 2021 during Covid 19.

Universe: 10th and 12th students studying in CBSE and Samacheer Syllabus.

Sampling Technique

The sample for the investigation consisted of 56 school students studying in 10th and 12th in Tambaram, Chennai, Purposive sampling technique was used for the selection of the sample.

Tool

The data was collected through the self-administered questionnaire which consisted of demographic details and Psychological Wellbeing Scale. The data was collected from the respondents through Google forms due to the Pandemic.

Adolescent Well Being Scale (Birlson, 1980) was adopted for the study. This scale contains 18 item this scale aims to know about different aspects of an adolescent's life and their feelings about them. Each item has three responses and the adolescent has to indicate the extent to which the statement applies to him/her that is never, sometimes or most of the time.

Scoring Procedure

A score of 13 or more is stated to be indicative of probable depressive disorder with increasing score suggesting higher levels of depression. On the other hand a low score is indicative of good wellbeing.

4.DISCUSSIONS

Table No. 1

Sex of the Respondent	Class of the Respondent		Total
	10th	12th	
Male	13	16	29
Female	10	17	27
Total	23	33	56

The above cross table indicates that 16 male and 17 female students studying in 12th standard and 13 male and 10 female students studying in 10th standard participated in the study.

Table No. 2

Class of the Respondent	Mothers Occupation		Total
	Home Maker	Professional	

10 th	14	9	23
12 th	26	7	33
Total	40	16	56

The above cross table indicates the Occupation of the respondent's Mother. In the 10th category there are 14 mothers in majority who are home makers and 9 Professional. In the 12th Category there are 26 mothers in majority who are home makers and 7 who are professionals.

Table No. 3

Class of the Respondent	Father's Occupation			Total
	Professional	Self Employed	Business	
10 th	13	9	1	23
12 th	11	16	6	33
Total	24	25	7	56

This cross table indicates the occupation of the respondents Father. In the 10th standard there are 13 Fathers in majority who are in profession, 9 self-employed and one is a businessman. In the 12th category 11 Fathers are professional 16 self-employed in majority and 6 are in business.

Table No. 4

Class of the respondent * Type of Syllabus Cross tabulation					
			Type of Syllabus		Total
			CBSE	Samacheer	
Class of the respondent	10th std	Count	7	16	23
		% within Class of the respondent	30.4%	69.6%	100.0%
		% within Type of Syllabus	23.3%	61.5%	41.1%
		% of Total	12.5%	28.6%	41.1%
	12th std	Count	23	10	33
		% within Class of the respondent	69.7%	30.3%	100.0%
		% within Type of Syllabus	76.7%	38.5%	58.9%
		% of Total	41.1%	17.9%	58.9%
	Total	Count	30	26	56
		% within Class of the respondent	53.6%	46.4%	100.0%
% within Type of Syllabus		100.0%	100.0%	100.0%	
% of Total		53.6%	46.4%	100.0%	

The Majority respondents belong to the Samacheer syllabus in the 10th standard with 69.6% and in the 12th standard the majority respondents stand at 69.7% belonging to the CBSE syllabus.

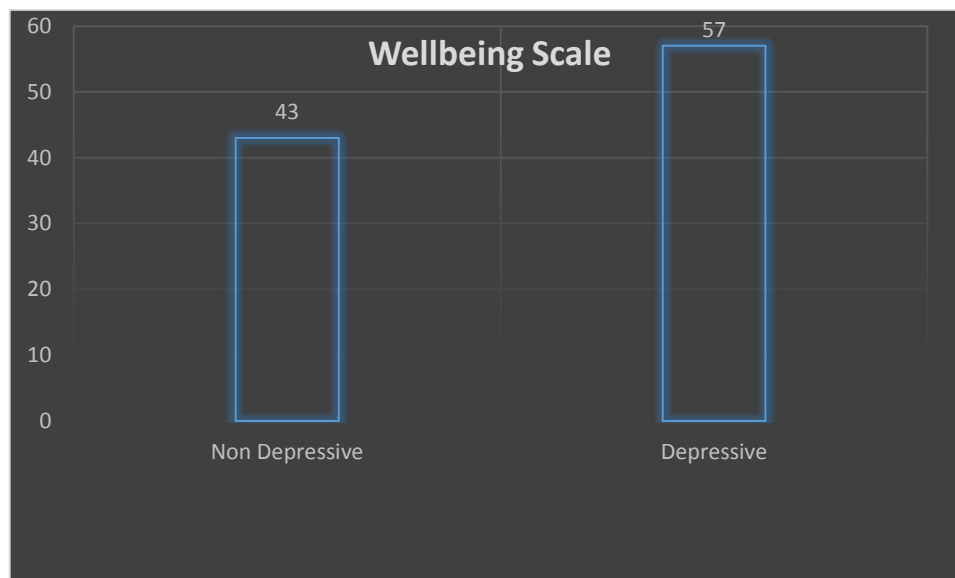
Table No.5

Class of the respondent * Ambition after board exam Crosstabulation							
			Ambition after board exam				Total
			NEET	IIT/JEE	Study Abroad	Others	
Class of the respondent	10th std	Count	2	11	0	10	23
		% within Class of the respondent	8.7%	47.8%	0.0%	43.5%	100.0%
		% within Ambition after board exam	15.4%	47.8%	0.0%	66.7%	41.1%
		% of Total	3.6%	19.6%	0.0%	17.9%	41.1%
	12th std	Count	11	12	5	5	33
		% within Class of the respondent	33.3%	36.4%	15.2%	15.2%	100.0%
		% within Ambition after board exam	84.6%	52.2%	100.0%	33.3%	58.9%
		% of Total	19.6%	21.4%	8.9%	8.9%	58.9%
	Total	Count	13	23	5	15	56
		% within Class of the respondent	23.2%	41.1%	8.9%	26.8%	100.0%
% within Ambition after board exam		100.0%	100.0%	100.0%	100.0%	100.0%	
% of Total		23.2%	41.1%	8.9%	26.8%	100.0%	

More than one third (43.5%) within the 10th Standard aim to choose other career options. Two third (66.7%) of the respondents choosing other career options belong to the 10th standard. Only few of the total respondents who have chosen other career options are from 10th standard. The reason being they have not yet reached a clarity on choosing the right career path.

More than one third (36.4%) within the 12th Standard aim to choose IIT/JEE as their career option. More than half (52.2%) of the respondents who choose IIT/JEE belong to 12th standard. Nearly one fourth (21.4%) of the total respondents who have chosen IIT/JEE are from 12th standard

Wellbeing Adolescent Scale
 Figure No.1



The above figure shows that 43% of the students are in Non Depressive category and 57% of the students come under the Depressive category. The reason for high depression among students can be that the data was collected immediately after the announcement of the postponement of 12th exams and cancellation of 10th exams due to Covid 19 second wave in April 2021.

Testing of Hypothesis

Hypothesis No. 1

There is no significant difference between 10th and 12th adolescent students wellbeing. In order to test the above hypothesis the t test is adopted and for this purpose the mean scores of the 10th and 12th adolescent students were calculated and compared using the t test. The results are shown in table below.

Table No.7

Class	N	Mean	Standard deviation	t test	df	P Value
10th	23	12.91	3.014	-3.793	54	<.001
12th	33	16.85	4.287			

It has been observed from the above table that the mean scores of 10th and 12th adolescent students are 12.91 and 16.85 respectively. The obtained t- value -3.793 is less than the table

values of 1.99 and 2.64 for df 54 at 0.05 and 0.01 levels. And the P value is $<.001$ which is less than 0.05, So it is significantly different at 0.05.

Hence the null hypothesis is rejected. There exists a significant difference between 10th and 12th adolescent student wellbeing. The cause of significance is due to the pressure and stress level amounting out of the expected future prospect regarding career and growth which takes a toll on the 12th adolescent students.

Hypothesis No II

There is no significant difference between girls and boys adolescent students wellbeing. In order to test the above hypothesis the t test is adopted and for this purpose the mean scores of the girls and boys adolescent students were calculated and compared using the t test. The results are shown in table below.

Table No.8

Gender	N	Mean	Standard deviation	t test	df	P Value
Girls	29	13.69	3.695	-3.007	54	.004
Boys	27	16.89	4.264			

It has been observed from the above table that the mean scores of girls and boys adolescent students are 13.69 and 16.89 respectively. The obtained t- value -3.007 is less than the table values of 1.99 and 2.64 for df 54 at 0.05 and 0.01 levels. And the P value is .004, So it is significantly different at 0.05.

Hence the null hypothesis is rejected There exists a significant difference between girls and boys adolescent student wellbeing.

Hypothesis No III

There is no significant difference between CBSE and Samacheer syllabus adolescent student's wellbeing. In order to test the above hypothesis the t test is adopted and for this purpose the mean scores of the CBSE and Matriculation syllabus adolescent students were calculated and compared using the t test. The results are shown in table below.

Table No.9

Syllabus	N	Mean	Standard deviation	t test	df	P Value
CBSE	30	15.93	4.748	1.332	54	.188
Samacheer	26	14.42	3.535			

From the above table, it could be observed that the mean scores of CBSE and Samacheer syllabus adolescent students are 15.93 and 14.42 respectively. The obtained t- value 1.332 is less than the table values of 1.99 and 2.64 for df 54 at 0.05 and 0.01 levels. And the P value is .188, so it is not significant at 0.05.

Hence the null hypothesis is accepted. This shows the similar level of wellbeing of both the CBSE and Samacheer syllabus students. However the mean values indicate the less wellbeing

of the Samacheer adolescent students. There exists that there is no significant difference between CBSE and Samacheer adolescent student wellbeing.

Measures to be resilient to situations like Covid 19

By making Life Skills education and training an integral part of the school curriculum and also giving equal importance and thrust to Life Skills along with the academics will help the Adolescent children in schools to be well equipped and also strengthen their selves to be resilient to any crisis situation and will help them to overcome uncertainties.

Life Skills education in schools will give them courage to face the world with a much stronger mental, physical and physiological balance and help them develop into responsible citizens and also encourage them to participate more successfully in the social, economic and overall growth and development of the nation.

5. CONCLUSION

The article has evaluated the wellbeing of adolescent students during the Pandemic era and significant findings of depressive behaviour has been identified both in terms of class, gender and it is not significant in syllabus. As the intervention Life skills training can be imparted in schools along with the curriculum which may ease the level of depression amongst the students facing board exams during the times of uncertainties.

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