



## Effects on Mental Health From Online Studying Among Students And Educational Personnel In Thailand And How To Cope With It

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Type of Publication: Original Research Paper

Conflicts of Interest: Nil

### Abstract

COVID-19 has had a direct impact on Thai education for almost two years, since the beginning of 2020. Education is critical for human resource development. However, the effects of the Covid-19 pandemic have resulted in mental wisdom for many Thai students who study online. If a student's mental health seems to be poor, it may have ramifications in the future. The purpose of this research is to cope with mental health issues among students and educational personnel more effectively and to find the underlying effect of mental health drop in the educational field. We used an online survey questionnaire through Google form to collect data from 125 students and educational personnel in Thailand, specifically populations in Bunyawat Witthayalai School, Lampang. To see if there's a link between online studying and mental health. For data analysis, we used Statistics Products and Service Solutions (SPSS). Pearson's correlation test revealed that the effect of online studying on students in Thailand during the Covid-19 pandemic and students' mental health are significantly correlated, demonstrating how teachers and students can cope with the mental health during the Covid-19 pandemic. Furthermore, social support at school may be able to assist students in coping with everyday stressors. Our research could benefit both students and the Ministry of Thailand Education, as our findings revealed that online learning has negative effects on mental health in Thai students. As a result, Thai students, including the three authors of this paper, should be more aware of their mental health and academic policies.

**Keywords:** COVID-19, Mental Health, Education, Thai students, Thai educational personnel

### Introduction

COVID-19 is a highly contagious disease caused by the coronavirus 2 that causes severe acute respiratory syndrome (SARS-CoV-2). In December of this year, the first known case was discovered in Wuhan, China. Since that day, the disease has spread worldwide, resulting in a pandemic. Thailand was the first country outside of China to detect a novel coronavirus-infected case in early January 2020. With a considerable number of Chinese tourists visiting Thailand for the New Year holiday in late December 2019, Thailand confirmed the first case of new coronavirus infection in a Chinese tourist on January 13, 2020. The number of new laboratory- confirmed COVID-19 cases reported by Thailand's Ministry of

Public Health continues to rise, peaking in March 2020. On March 22nd, 2020, there were 188 new cases, increasing the total number of cases to 599. COVID-19 has been wreaking havoc on humanity for almost 2 years, causing vast difficulties in every aspect of global development, resulting in the decline of economic growth, unlabored issues, health and, especially education. The direct impacts of COVID-19 on the education sector have been through mitigation measures implemented by the Thai government to limit the spread of the virus, including school closures and city lockdowns that are causing students and teachers in the country to use online learning instead of onsite learning. To maintain the acquisition quality of students, many changes have

been made to the educational system in Thailand. All classes have been altered to online platforms, which conveys those teachers and student have to stare directly at the electronic device’s screen for more than 6 hours per day, causing various health problems, particularly mental health. Nowadays, everyone must go through the educational system. The current Thai educational system is clearly unequal due to inequality. It demonstrates that Thailand’s educational system lacks preparedness, not everyone is equipped for online learning, for instance, poverty, some households can’t afford to buy the device for online studying. Another great example is online exams; students tend to be more stressful when taking the exams with their devices instead of paper at school. All of these led to stress, discomfort, and a drop in mental health of both students and teachers.

**Methodology:**

The research is a cross-sectional survey research. This research mainly used online surveys and social media for data collection. Our research instrument is a questionnaire containing 4 sections. First section, general information including sex, age group and educational status. Second section, a question on the impact of the COVID-19 pandemic effect on the educational system of Thailand, represented in scales, with 5 as most impact, 4 as rather impact, 3 as moderate, 2 as relatively little, 1 as least impact, followed by 0 as no impact. Third section is a question about feelings encountered when having to study or teaching online. Fourth part is delivered as

qualitative data, by surveying how they cope with problems associated with online studying and teaching. It was distributed to high school students in Northern and Central Thailand who are facing the online studying situation. Once the returned responses reached 125, the analysis of data using both descriptive and inferential statistics was executed. Impact scale given by students and educational personnel was shown. Analyzing data was done into frequency and percentage tables, comparing age, gender, and educational status on the impact scale and feelings encountered when studying or teaching online, to find a correlation between these factors and impact scale and mood, and a qualitative data from the last section is to describe the best way students and teachers deal with the problems associated with online studying in Thailand. Finally, the dataset was linked to find the correlation between age, gender, and educational status and how they tackle with the current educational issue.

**Results:**

Table 1 shows the general information about our participants. There are more participants who are female, (75.2 percent) male which is 19.2 percent and unspecified gender 5.6 percent. The majority of the age group is 16-18 years old, 76 percent, followed by 12-15 years old, 15.2 percent and over 19 years old, 8.8 percent. Most of our participants are studying in senior high school, 82.7 percent, followed by junior high school, 10.4 percent and teacher 7.2 percent respectively.

**Table 1: General information among participants**

Gender	Frequency	Percent
Male	24	19.20
Female	94	75.20
Prefer not to say	7	5.60
<b>Total</b>	<b>125</b>	<b>100.00</b>

Age group	Frequency	Percent
12-15	19	15.20

16-18	95	76.00
19 and above	11	8.80
<b>Total</b>	<b>125</b>	<b>100.00</b>

<b>Educational status</b>	<b>Frequency</b>	<b>Percent</b>
Junior high school	13	10.40
Senior high school	109	82.40
Teacher and educational personnel	9	7.20
<b>Total</b>	<b>125</b>	<b>100.00</b>

**Table 2: The attitude of COVID -19 impacts the Thai education system**

<b>Impact scale</b>	<b>Frequency</b>	<b>Percent</b>
0 - No impact	1	0.80
1 - Least impact	1	0.80
2 - Relatively little impact	0	0.00
3 - Moderate impact	4	3.20
4 - Rather impact	38	30.40
5 - Most impact	81	64.80
<b>Total</b>	<b>125</b>	<b>100.00</b>

<b>Impact scale group</b>	<b>Frequency</b>	<b>Percent</b>
0	6	4.80
1	119	95.20
<b>Total</b>	<b>125</b>	<b>100.00</b>

Table 3, the feeling with online learning showed that 40 participants had stress with an average of 32 percent. 38 participants were tired with an average of 30.4 percent. 20 participants were worried with an average of 16 percent. 13 participants had depression with an average of 10.4 percent. 8 participants had normal with an average of 6.4 percent. 3 participants had interest with an average of 2.4 percent. 2 participants were bored with an average of 1.6 percent. 1 participant has other feelings with an average of 0.8 percent. These show no one has joy with online learning.

**. Table 3: The feelings associated with online learning**

Feelings	Frequency	Percent
Normal	8	6.40
Tiring	38	30.40
Interesting	3	2.40
Stressful	40	32.00
Worrying	20	16.00
Depressing	13	10.40
Joyful	0	0.00
Boring	2	1.60
Others	1	0.80
<b>Total</b>	<b>125</b>	<b>100.00</b>

Section 4 discusses how to deal with mental health challenges that may occur while learning online. We used open-ended questions in the survey to generate a wide range of responses. When studying online, 45 participants used their hobbies to deal with mental health issues, according to our findings. This was the most popular response among the participants. A total of 7 people were divided into 4 females and 3 males from the 45 people divided by age group, namely the age group 12-15 years. There were 33 people in the 16–18-year-old age group, with 28 females and 5 males. The group of people aged 19 and up consisted of 5 people, 3 females and 2 males. There will be 6 people at the junior high school if they are divided by educational status. There were 34 senior high school students and 4 teachers in attendance. The second most common response was a lack of dealing with mental health issues while studying online. There were 17 people who answered questions in this area, divided by age group, with 6 people in the age group 12-15 years and 11 people in the age group 16-18 years. When divided by educational status, there are 12 females and 5 males. There will be 3 junior high school students in attendance. 14 students in Senior high school. The third most common response was relaxation. This type of response was given by 12 participants.10

people aged 16-18 years old were among the 12 participants, with one age group of 12-15 years. 1 person in the age group of 19 years and up. There are 10 females, 1 male, and 1 unspecified gender. There will be 1 junior high school student if the students are divided by educational status. There are 10 senior high school students and 1 teacher in this group. These shows when studying online, participants of different ages had various approaches to coping with mental health issues, and gender was not a determinant in which gender had a better coping method.

**Discussion:**

From the study of effects on mental health from online studying among students and educational personnel in Thailand and how to cope with it, revealed that mental health problems are caused by the COVID-19 pandemic, which has an impact on life. According to Tomasz Wiczorek and others (2020), they carried out an investigation on students' mental health during the coronavirus outbreak and found that the students had high levels of mental illness that necessitated psychological or psychiatric psychotherapy. In addition, the psychiatric response of young students to the COVID-19 pandemic is similar to that of the general population. As a result,

it is reasonable to conclude that the COVID-19 outbreak has a psychological impact on everyone who is in education.

Students have less time to study because of online learning, but many tasks and homework remain, and in some cases, students are given a speech that affects their minds while studying, causing mental health problems. The mental health problems that arise during online learning have a significant impact on people in the education system, which is unavoidable given that this epidemic has been raging for more than 2 years.

However, if looking at the psychological impact that the educational system has on people, it is abundantly obvious that the majority of people are stressed, fatigued, and bored. As a result, human instincts dictate that one must find a way to cope with one's own mental state in an unusual situation. Each person copes in different ways, or not at all, with the same goal in mind: to alleviate the mental state that arises during online studying as a result of the COVID-19 pandemic.

### Conclusion:

We asked groups of student in Thailand especially populations in Bunyawat Witthayalai School, Lampang and education personnel in Thailand to complete a questionnaire, regarding the attitude of COVID -19 impacts the Thai education system, the feeling with online learning and how to deal with mental health challenges that may occur while learning online. 125 people who are in education as participants in this study. The variables statistically tested were gender, age, and educational status for demographic characteristics

Correlation coefficients were determined to test this hypothesis and data analyses yielded anticipated results. Our analysis indicated that there is a significant connection between online studying and mental health. Our work could benefit both students and the Ministry of Thailand Education, as our findings revealed that online learning has negative effects on mental health in Thai students. Students in Thailand, including the 3 authors of this paper, should be more aware of mental health and academic policies. In the future, we would expand our research to a larger scale and use the results of these new studies to educate the public or enact legislation to

help students and educational personnel deal with stressful situations, potentially reducing the incidence of mental illness. Our research illustrated that people in the education system, regardless of gender, age, or status in the education system, have been psychologically impacted by online learning due to the COVID-19 pandemic. Psychological problems have led people to find ways to cope with simple activities around them.

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