



FACTORS RELATED TO GOOD MENTAL HEALTH DURING STUDY OF STUDENTS RAJABHAT UNIVERSITY GROUP DURING THE LEARNING, NEW NORMAL ERA, THAILAND

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Abstract

The purpose of this research was to assess the mental health index of students. And to find factors related to the mental health of students. The sample consisted of 441 students by multistage randomization. The tools used to collect data included questionnaires, mental health indicators. The confidence value was .88 and the open-ended questionnaire. Data were analyzed with descriptive statistics. Pearson's correlation analysis. Generate forecast equations using stepwise multiple regression analysis. The qualitative data used category and content analysis.

The results showed that: 1) Most of the students had better mental health than the general population, 399 or 94.77 percent, followed by mental health equal to 20 people, or 4.75 percent, and the lowest mental health was lower than the general population. There were 2 people, representing .48 percent, respectively. 2) Internal variables that were positively correlated with mental health of the students were: 3rd year students of the Faculty of Education Student age variables It was found that the first year student variable of the faculty of nursing had a negative relationship with mental health better than the general population of the students. 3) The positive feeling from the teaching and learning management policy applied to students is have relieved stress feel more rested get more sleep being with family more time for other activities. You don't have to meet a lot of people, reducing your risk. Save on travel and living expenses feel more sympathetic to parents learn new things, be happy, and do not rush to wake up to study at the university. Study anywhere more time for hobbies, less traveling. And can wake up late. 4) The negative feelings from the teaching and learning policy applied to students were away from home, risk of contracting disease, not going out to do bird activities at shelter. Have to wear a mask all the time, get angry easily, unclear in some things. Tired of working, little free time, not eating and sleeping on time doing anything is more difficult when doing activities cannot be done to the fullest. Less time, anxiety and unprepared ness and rarely have friends.

Keywords

Mental health, Student, Mental health Indicators, New Normal era

INTRODUCTION

The situation of mental health and psychiatric problems among higher education students affects students' lives in many dimensions, including themselves, their families, and educational institutions. And people around results of various studies It was found that mental health and psychiatric problems are a major cause for students to drop out of school (drop out) It is possible to commit suicide (Saitarnvanitkul et al., 2021). If students have mental health knowledge because mental health awareness is a cognitive skill and mental health attitude, they can manage and prevent mental health problems. Yes (Doyle, O'Sullivan, Nearchou, & Hennessy, 2017; Jorm, 2000; Jorm et al., 2006; Jorm et al., 1997) many countries place importance on the survey of adolescent mental health literacy, especially college students. Because there are supporting documents that Psychiatric illnesses that start in adolescence and are left untreated can worsen the prognosis in adulthood (Rice et al., 2017) mental health problems that arise from the beginning and can seek appropriate assistance for any mental health problems encountered. Those students may use their mental health knowledge as a component for identifying mental health problems and mental disorders in that situation. to assess the cause and seek first aid (Attygalle, Perera & Jayamanne, 2017 ; Coles et al., 2016 ; Melas, Tartani, Forsner, Edhborg & Forsell, 2013)

Because students studying at Rajabhat University were a group of teenagers who want to find their own identity. Therefore, they must learn and pay attention to things around them. As a result, the social condition has a huge influence on the behavior of this age, together with the current media that has developed very far, such as movies, television, internet, telephone, and various epidemics. These have a huge impact on behavior, so students need to adapt to new environments in areas such as friendship, teachers. Education in terms of teaching and learning courses because this new environment affects the adjustment of students. In addition, the cabinet meeting on Tuesday, April 7, 2020, resolved to postpone the school start date from May 16 to July 1, 2020 due to the epidemic situation of the Coronavirus disease 2019 (COVID -19) that may affect in many aspects, both towards the child parents to teachers and schools with reason and necessity the ministry of education therefore, the policy guidelines for teaching and learning management under the COVID-19 crisis have been formulated under the concept of “ Learning leads education. Schools may stop but learning can't be stopped. ” At all levels and types of education, including basic education, vocational education, private education, and higher education, the researcher is interested in studying the student's adaptation in the new normal life era in all four aspects, namely learning, social. Emotional aspects and participation in activities the study of these factors can explain that. How much will the students in Rajabhat University have the ability to adapt? And how are they adapted differently?

RESEARCH OBJECTIVES

1. To assess the indicators of mental health during study of students in the learning period of the new normal lifestyle.
2. To find the factors related to good mental health during studying for students of Rajabhat University during the learning period of the new normal lifestyle.
3. To know the impact of the university's teaching and learning management policy applied to students under the COVID-19 crisis.

RESEARCH HYPOTHESIS

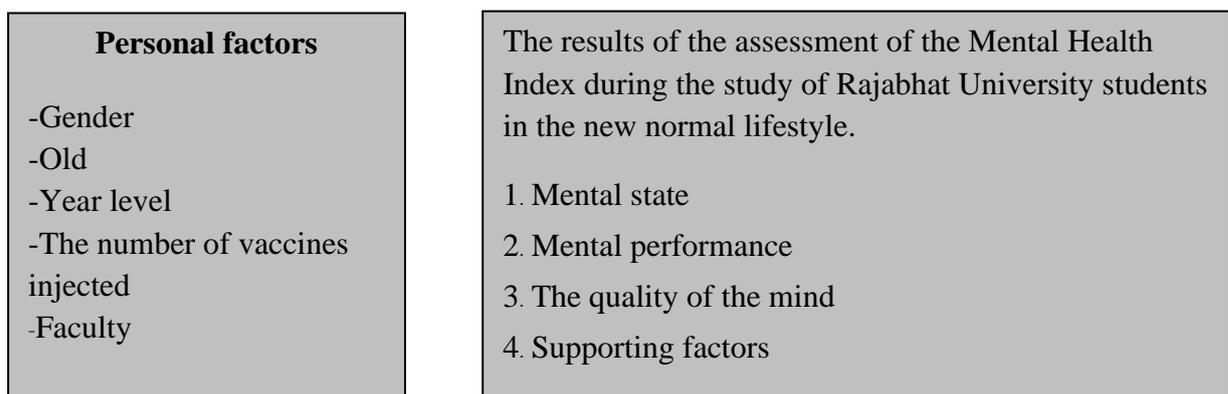
Factors of gender, age, year level, number of vaccinations, faculty affiliated with positive correlation with mental health among students.

TERMINOLOGY DEFINITION

1. Student means a person whose current status is a teacher student in a regular bachelor's degree at Rajabhat University. (Both 4 -year and 5 -year courses)
2. Mental health refers to a happy life condition. As a result of being able to manage Problems in life have the potential to develop oneself for a better quality of life. It covers the goodness within the mind under changing social and environmental conditions. Assessed by using the Thai Mental Health Index Assessment of the Department of Mental Health as a self-assessment of mental health (comprising 4 main components and 20 subcomponents), totaling 66 items.
3. Happiness Index means quantitative or qualitative information. This may be numbers, texts, elements or variables that indicate the performance of satisfaction to enjoyment or full of fun, what brings happiness to students of Rajabhat University during the coronavirus outbreak.

RESEARCH CONCEPTUAL FRAMEWORK

From the study of the relevant literature review as summarized in the research conceptual framework as shown in Figure 1.



METHODOLOGY

This research was a survey research, cross-section study, data collected during June-September 2021, details are as follows:

1. Population and sample

The population was students of Rajabhat University who studied in the academic year 1/2022 and the sample size was calculated. Using the program G*Power, the number of samples was 650 people.

The sample group was students enrolled in bachelor's degree studies. Rajabhat University in the 1st semester of 2019) consists of students from Surindra Rajabhat University, Thepsatri, Nakhon Si Thammarat, Songkhla, Rambhai Barni, Sisaket and Buriram Rajabhat University by multistage randomization. The total number of respondents were 441 people, representing 67.85%.

2. Data Collection

Carry out data collection by the researcher and research assistant permission to collect sample data by explaining the objectives of the research. Detailed procedures for collecting data and the benefits of using it for the benefit of the university. The data collection was conducted from before the final exam to the end of the first semester examination of the academic year 2022 (between June and September 2022). 650 Students returned 441 copies, representing 67.85%.

3. Research tools

The tools used to collect data in this research were divided into

3.1 Part 1 General information questionnaire 1 set consists of 3 parts: Questionnaire on personal information of the sample group this was a data collection model for personal factors such as gender, age, grade level, number of times vaccinated, faculty affiliated with and institution affiliated with. It is a checklist style, fill in the text to mark / in the box () in front of the message and write the answer in the blank space given to the following 7 items.

3.2 Part 2 The mental health index questionnaire of students during studying at Rajabhat University. The researcher was taken from the mental health self-assessment form of the department of mental health by modifying and modifying 66 questions as an evaluation scale, with 4 levels to choose from: most true, very true, slightly and not at all. High means having high mental health during their studies.

3.3 Part 3 An open-ended questionnaire based on the university's teaching and learning policies applied to students under the COVID-19 crisis. From the last academic year, students were asked to summarize the 2 issues that they considered important, in order from highest to lowest, out of the top three.

4. Determination of tool quality

4.1 Finding directness and confidence (Reliability) In conducting validity, the questionnaire number 2 was taken to 3 experts to check the correctness and consistency of the questions by estimating the IOC value. It was found that the questionnaire had the IOC value of each question greater than 0.66 The questions have been revised to be more accurate and complete. Reliability of questionnaire number 2, the researcher applied it to 48 education students who were not the sample group. And test for confidence by using cronbach's alpha coefficient, it was found that the questionnaire's confidence value was .88

4.2 Bring the questionnaire to be published in the Google form system for further collecting the actual data.

5. Data analysis

5.1 The statistics used to determine the quality of the tools were confidence value using Cronbach's alpha-coefficient.

5.2 Data were analyzed from questionnaires by using analytical software packages as follows:

5.2.1 Personal data is analyzed by frequency distribution and percentage.

5.2.2 The level of mental health indicators during study of students was analyzed by using mean and standard deviation.

5.2.3 Correlation values within variables using Pearson product moment correlation coefficient.

5.2.4 Multiple correlation (r) and predictor significance weights

5.2.5 Calculate the coefficient of the student's mental health predictor and constants to create forecast equations by using stepwise multiple regression analysis.

5.2.6 Create equations for predicting good mental health of students in both raw scores. And standard score.

5.3 The open-ended questionnaire for category analysis and content analysis is presented in the form of an essay.

FINDINGS

1. Most of the students had better mental health than the general population (Good) of 399 or 94.77 percent, followed by mental health equal to that of the general population (Fair) of 20 people, accounting for 4.75 percent, and were mentally ill. Lower than the average person (Poor) the least; there are 2 people, or .48 percent, respectively, as shown in Table 1.

Mental Health Index Level	Number (person)	%
Mental health is lower than the average person (Poor) (score less than 1 2 2)	2	.48
Mental health is equal to that of normal people (Fair) (score 122-142).	20	4.75
Mental health is better than the general population (Good) (scores 143-198).	399	94.77

Table 1 Mean and Standard Deviation of Student Mental Health Index Levels

2. The students had better mental health during their studies than the general population. Female students (94.58%), students under the faculty of education (96.03%), second year students (97.32%), and found that there were students whose mental health during their studies was at a lower level than the general population, namely female students (0.54%) under the faculty. education and the faculty of science and technology (0.66%, 1.35%) and a first year student (1.33%).

3. The correlation coefficient within the internal variable that positively correlated with the mental health of the students (Y) was a third-year student. Students of the faculty of education and the age variables of the students and found that the variables of the first year students of the faculty of nursing had a higher negative correlation with mental health than the general population of the students (Y).

4. There are only 2 predictors, namely 3 rd year students. Students of the faculty of education They were able to jointly explain 13.69% of the students' mental health variances better than the general population, and the standard error of forecasting was 11.54

5. The feel-good impact of the university's policies applied to students are as follows:

5.1 Relieve stress feel more rested get more sleep being with family more time to do other things, such as reading, not meeting a lot of people. Reduce the risk save on travel expenses to provide more activities of the university. I feel how much my parents have done for us. Learn new things, be happy, comfortable, and safe, and study whenever and wherever. have experience in online learning be more careful happy holiday happy not doing homework Has opened up a new world, is not unruly, has friends to help tell many things at home no washing required no need to come to the university.

5.2 Knowing how to socialize to protect yourself all the time to train students to be responsible learning more convenient not far from home It doesn't cost a lot ease of learning when there are many high-risk groups spent some time at home understand being yourself I love myself more It doesn't cost much in everyday life. study anywhere have more time discipline have more time to sleep self-esteem I'm glad that I can do many things as I hoped. There is more variety of teaching activities. And reduce the risk of contracting COVID-19, saving money on dormitories, travel expenses, food expenses, can develop oneself in information technology.

6. The impact that causes bad feelings from the university's policies applied to students was as follows:

6.1 Students do not understand. There was a problem in teaching. Don't enjoy studying I don't know how to study online. Difficult to submit work. I feel bored. The environment makes me not understand. Communication with instructors is quite minimal. Covid has made it less organized. Because it is 1 year which students would like to have fun activities to play the social distancing that has to be done due to the Covid situation also makes it harder for students to make friends? And be more careful in doing various activities. The ATK test before entering the university to check many times increases the cost of students.

6.2 Away from home, risk of contracting the disease, not going anywhere must wear a mask at all times I don't see my friends easily, I get angry easily, I cry easily, I'm disappointed, I don't have clarity on some things, I'm tired of working, I have little free time, I can't sleep on time. Didn't meet friends not social Inability to perform activities to the best of your ability, shortage of time, anxiety and unprepared ness. Don't have a lot of friends too many activities it costs a lot to study. The teacher gave a lot of work have less time to rest

6.3 Lonely. I don't understand much about what I study. There is a problem with the internet signal. There was less safety in terms of health. Worried about studying learning not understanding or events that happened a lot, so there had to be a new adaptation in the study. Not participating in some activities difficulty communicating with documents causing a lot of adjustment Lack of opportunities to gain experiences, costs quite a lot in everyday life. Rarely meets friends, lots of homework/no time to relax learn less Electricity does not yet cover places with

electrical outlets. Costs more. Obsessed. Distracted. Not meeting people.

6.4 Tired of sitting in front of a computer to study online? The university's electricity is not conducive. The use of the university's free Wi-Fi system can't connect. Having more expenses for home electricity, can't keep up with work, can concentrate on studying my eyes hurt so I can't concentrate. More sleepy than studying at university can't practice / don't understand like studying in a classroom Long periods of staring at screens and taking frequent online classes can lead to a faster loss of health.

6.5 Coordination becomes difficult, interaction with teachers and peers decreases, financial situation worsens, and more work leads to boredom. Not meeting people, not knowing how to socialize learning was reduced due to more freedom. Feeling lazy to study on -line, switching on -site sometimes, causing students to be confused about what kind of lessons to study each day there are some subjects that really need to be practiced but not practiced because they are taught online. Unfavorable environment/Some teachers do not adjust according to the situation/Compensation learning, Lack of concentration, difficult life incorrect time allocation.

SUGGESTIONS FOR APPLYING THE RESULTS OF THE STUDY

1. Suggestions for implementation

1.1 The study found that Variables for first year students of the Faculty of Nursing (Y) Agencies involved in student activities such as the Student Affairs Office of each university should have a working group to take care of students affected by COVID-19 diagnosed as a group with low levels of mental health Therefore, the administrators of the institutions or related agencies should focus on in-depth research on mental health problems during their studies (Nursing, first year of study). It takes place to lead to prevention and remediation in real-life situations to reduce the level of mental health among students during their studies. For living in higher education.

1.2 The evaluation results found that most of the students had better mental health than the general population. Female students (94.58%) belong to the faculty of education (96.03%) and are second-year students (97.32%). Therefore, in various faculties, there should be activities to enhance life skills and develop desirable characteristics of graduates in the new normal era, both in the form of Online, on air, on hand and on site to cover all 5 areas, namely, professional knowledge love and faith in the profession, morality and ethics in the profession. Roles and duties of being a graduate and professional ethics in each branch which corresponds to the context of each university.

1.3 The evaluation results found that Most of the students had better mental health than the general population (Good) of 399 or 94.77 percent, followed by mental health equal to that of the general population (Fair) of 20 people, accounting for 4.75 percent, and those with lower mental health. The least common people (Poor) amounted to 2 people, or .48 percent, but still had both good and bad impacts from the effect of universities in implementing teaching and learning management policies that were applied to students in during the Covid-19 Crisis In the past, the results of this research were basic information for students during the Covid-19 period. (During the 2-3 epidemic) To use the assessment results to develop the teaching and learning process for students of various faculties of Rajabhat Universities. The administration/relevant persons should use the impact information from the students' point of view as a guideline for enhancing/developing desirable characteristics for students. By defining activities that promote the characteristics of graduates in the 21st century to take place concretely during the post-COVID-19 era (Next Normal) learning period.

2. Suggestions for further research

2.1 Research should be conducted to create an assessment of other psychiatric learners in the long Covid situation as a way to screen for further assistance and advice on further treatment.

2.2 Psychosocial interventions should be researched in conjunction with treatment methods used in conjunction with self-aware student care methods. Self-understanding as well as developing self-knowledge and understanding in creating activities to build relationships and communication for therapy In order to help you understand yourself, accept yourself, and bring about a change to the real world. In modern times.

2.3 There should be research on other social factors affecting learning regression from learning behavior of learners in the COVID-19 era.

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