

Crashing of Psychological state of Pharmacy students on Corona disaster, dwindle economy: Sabotaging students career by policy makers in India

¹Rajat Sen, ^{*2}Dr. Rakesh Das, ³Neelmani Kashyap, ⁴Tanshavi Chauhan, ⁵Priya Haldar

¹³⁴⁵*Department of Pharmacy, Uttarakhand Technical University, Dehradun, Uttarakhand, INDIA*

²*Department of Pharmacy Practice, Dayanand Sagar University, Bangalore, Karnataka; INDIA, rdas.jupharmtech@gmail.com*

Abstract

Background: The purpose of this study is to determine the psychology differences among pharmacy students in India, as well as their influence. High-level government policymakers are also accountable. Ultimately, quality is harmed in a variety of ways.

Methodology: The inquiry began with a process that included selecting 100 respondents from various universities (private, semi-government, and government) and collecting data on teaching quality, ongoing education system monopoly, multimedia influence, and eventually student academic results. Meta data was gathered on various parameters from JU, TU, KKV, LPU, DSU, and UTU via personal contacts, documents, and the PCI portal's mandatory disclosure file. Students' psychological effects were indexed according to their grade, which was evaluated based on a variety of parameters.

Result & Discussion: The most prominent components, such as commercialization, low-graded education, and multimedia addictions, were extracted for further investigation from that gradation factorial. Based on the same, a comparison research was conducted between data from public and private universities, revealing a clear figure of Pearson correlation of JU-LPU, JU-DSU, and JU-UTU diverged from JU-TU on the extracted key components. Aside from that, a multiple linear regression analysis was conducted amongst all government universities – JU, TU, and KKV (abroad) – to reflect positive linearity on commercialization data. One-way ANOVA study of the economic worldwide effects of JU, LPU, and UTU through the percent of students recruited through university campus interviews to MNC.

Conclusion: This psychological shift is influencing not just the quality of our pharmacies, but also the whole economy and generational interest, with all worldwide specialists yearning for the finest from India. The cause for this is India's policymakers' dilution of the educational system.

Keywords: Situation COVID, data analysis from Versatile Universities, indexing of pertinent highlighted causes, statistical evaluation, and economic effect analysis.

INTRODUCTION

A Understanding the teaching blueprint and learning circumstances that remarkably fits to the learning of all students, especially those who try to perform and design to prepare their own learning monopoly and are literally fed-up

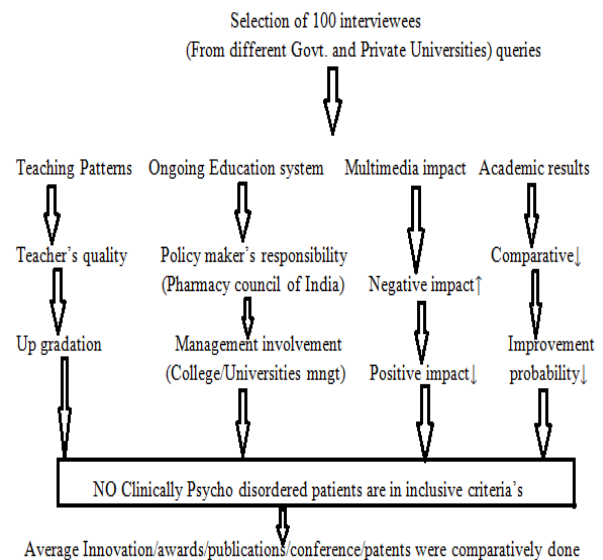
with the learning process, is one of the challenges that is emerging towards psychology of education these days [1]. It has been discovered that how high school kids stay in school or drop out is determined by the teaching staff and children's association in a company [2]. In early 2020, higher educational

institutions throughout the world turned to emergency remote learning due to the COVID-19 epidemic. Distance learning's less organised atmosphere forced pupils to govern their own learning and motivation more freely [3]. The COVID-19 epidemic has had several effects on students: dangers to their own and their families' health, school closures, and the shift to online learning in March 2020, a lengthy summer of physical separation, and then the struggle of returning to school in September 2020. Much has been theorised about the "second wave" of mental health issues, particularly for school-aged children and adolescents, as destructive as the physical health repercussions of a worldwide pandemic are [4]. The unpleasant fact is that the economic disparity between Canadian households has increased over the last decade. One of the most important areas where family money has an impact is educational outcomes. Children from low-income homes are frequently behind their counterparts who come from more affluent families when they begin school., as shown in measures of school readiness [5]. The COVID-19 epidemic has forced educational institutions throughout the world to shut, putting academic calendars in jeopardy. To keep academic activities alive, most educational establishments have switched to online learning platforms. However, problems concerning e-learning readiness, design, and efficacy remain unanswered, particularly in developing countries like India, where technological restrictions such as device appropriateness and bandwidth availability represent a severe barrier [6]. Due to modernization of education policy, technological advancements, dilution of the educational system, freedom from legal restrictions, and a lack of professionalism, rapid changes in students' psychology have evolved from generation to generation. As a result, the cause of psychological disorientation in students arises, and the pressure can be so great that students are forced to take negative actions such as dropping out of school/courses, being misled, moving toward multimedia addiction, skipping tasks, and being unable to learn their respective courses.

Methodology

A variety of methods for evaluating the components that influence the probability of psychological transformation were used. All student candidates were subjected to an offline interview.

Designing of students psychic investigation protocol



That case studies has been randomly taken from both genders on divided 100 students population of Lovely Professional University (LPU), Phagwara India; King Khalid University (KKU); Dayanand Sagar University (DSU) ; Uttarakhand Technical University (UTU); Jadavpur University (JU); Tripura University (TU). The parameter as an challenge to investigate selected are- Education system negativity Average (Student Satisfactory); Teaching quality as per Average students counseling; Personal matters (in Average); Multimedia (MM) Influence (Average); Table-1 shows the average of theoretical (T) and practical (P) knowledge, as well as their rated positive and negative remarks. The reading was obtained from audio and video recordings of students in several groups who were counselled. Those who wanted to keep their names and profiles anonymous were given questionnaires. There were surveys and interviews conducted depending on their academic grades and satisfaction.

Table-1: *Indexing of Psychological impact on Pharmacy students under Circumstances for last 10 years.*

Student categories (Under 100 Students)	Education system negativity Average (Stu -Satisfactory)	Teaching quality as per Average students counseling	Personal matters (Average)	Multimedia (MM) Influence (Average)	Theoretical (T) & Practical (P) knowledge (Average)	Remarks (Average)
LPU (Pharmacy Students only)	Online – 25% Offline- 45% before COVID- LD Offline – 36% After COVID LD	Teaching Quality degrade from a decade due dilution in management quality	7% Personal matters	Social media 89%; MM addiction 67%;	T- 67%; P-9% (Online); T- 70%, P- 12% after COVID-LD	Very Bad experience compared to last 10 yrs (-, -)
KKU (Pharmacy Students only)	Online – 79% Offline- 82% before COVID- LD Offline – 80% After COVID LD	The Teaching quality improved due to Technology	No Personal matters, even <1%	Social media 20%; MM addiction 2%;	T-93%; P-19%- Simulative (Online); T- 90%, P- 95% after COVID-LD	Good experience compared to last 10 yrs (+, +)
DSU (Pharmacy Students only)	Online – 41% Offline- 50 % before COVID- LD Offline – 38% After COVID LD	No Report found.	4% Personal matters	Social media 43%; MM addiction 54%;	T-85%; P-13%- Simulative (Online); T- 70%, P- 50% after COVID-LD	Bad experience compared to last 10 yrs (-)
UTU (Pharmacy Students only)	Online – 29% Offline- 43% before COVID- LD Offline – 31% After COVID LD	Teaching Quality degrade from a decade due dilution in mgmnt quality	9% Personal matters	Social media 33%; MM addiction 63%;	T-43%; P-0%- Simulative (Online); T- 60%, P- 12% after COVID-LD	Very Bad experience compared to last 10 yrs (-, -, -)
JU (Pharmacy Students only)	Online – NA% Offline- 91% before COVID- LD Offline – 79% After COVID LD	No change found	57% Personal matters	Social media 89%; MM addiction 50%;	T-90%; P-29%- Simulative (Online); T- 78%, P- 72% after COVID-LD	Normal (+)
TU (Pharmacy Students only)	Online – 79% Offline- 65% before COVID- LD Offline – 69% After COVID LD	No Change found	39% Personal matters	Social media 35%; MM addiction 69%;	T-75%; P-10%- Simulative (Online); T- 70%, P- 73% after COVID-LD	Normal (+)

Foot Notes: Lovely Professional University (LPU), Phagwara India; King Khalid University (KKU); Dayanand Sagar University (DSU) ; Uttarakhand Technical University (UTU); Jadavpur University (JU); Tripura University (TU).; COVID- Corona Virus Infectious Disease; LD- Lock-down; MM- Multimedia; T- Theoretical; P- Practical.

The depth data segregation research and its ten-year comparison percent numerical results are summarised in Table-1. On the basis of data

from Indian government institutions such as Jadavpur University (JU) and Tripura University (TU), they were compared to King

Khalid University (KKU), a government university in Saudi Arabia, and compared to LPU, DSU, and UTU. These are done in three parameters: multimedia addiction, low gradation education on theory/practice, and commercialization of the educational system, which are lauded in table 2 of grade evaluation since more percent grades were emerging. For the sake of specificity without biasness, the rest or psychological affects parameters would be frozen.

Indexing of Psychological impact on Pharmacy students under Circumstances for last 10 years was observed based on the index 1-5 i.e., 10-50% of available student's population, similarly, under index of 6-10 i.e., 50-100%. And this table-2 is based on the data collected randomly from entire university according to availabilities. Most of the numerical data are available from mandatory disclosure PDF files of PCI (Pharmacy Council of India) through website. Based on the standard index of % conversion to numerical points Grade was evaluated.

Table-2: *Indexing as the market feedbacks from best - unsatisfactory state to students.*

Sl. No.	Psychological impacts	Index	Grade evaluated
1	Drop out course in middle	1-5 6-10	79% 12%
2	Drop out every day attendance	1-5 6-10	61% 9%
3	Multimedia addiction	1-5 6-10	87% 34%
4	Below economic state	1-5 6-10	16% 0.6%
5	Unemployment and jobs gradations (JB)	1-5 6-10	23% ↓ JB 5% ↓ JB
6	Low gradation education on Theory/& Practical	1-5 6-10	88% 89%
7	Low documentation supporting Resume/ Alumni feedbacks	1-5 6-10	59% 77%
8	Third graded Commercialization of Education system	1-5 6-10	93% 92%

RESULT & DISCUSSION

The findings were gathered from a variety of universities, including both private and public universities, based on the Meta data acquired from Table 1. The evaluation point was based on Education system negative (Student Satisfaction), Teaching quality as per Average Students Counseling, Personal concerns (Average), Multimedia (MM) Influence (Average), Theoretical (T) & Practical (P) knowledge (Average). Interviews, attendance sheets, passing records, percentage of assessed marks, working/busy beyond college hours, and individual counselling in group audio records are used to evaluate 100 students from their various colleges. Data is also compared from universities (Abroad) of Saudi Arabia, such as King Khalid University (KKU). The significant disparities in positive and negative statistics are such that only government institutions in India, which have been in operation for more than 50 years, have endured a psychological negative storm that is less severe than all private universities in India. Exceptionally, KKU is a government university in Saudi Arabia, and there was no psychological negative storm there, maybe owing to Saudi rules and regulations. Variations in KKU are so rare/insignificant that it's impossible to say if they have any impact on COVID influence. Even T-93 percent of theoretical knowledge beneficial outcomes were linked from student sample on counselling and interviews owing to COVID

Table 3 shows a ten-year declination data analysis of the educational system and students' performance based on psychological deviations on the platform of commercialization, low-grade education, and multi-media addiction. In compared to private and government-recognized colleges such as LPU, DSU, and UTU, the psychological elements impacted by commercialization, low-grade education, and multi-media addiction have had the least impact on JU, TU, and KKU's Pharmacy Departments. On the other hand, statistics briefing represents the KKU, which is located in an Arabian nation outside of India, and has maintained its educational excellence by understanding and shaping the psychology of its students.

From Figure 1 to Figure 12, a graphical depiction of Pearson Correlation of Coefficient was drawn using Table-3. The Pearson correlation coefficient explains that gradation based Govt. University acquainted Pharmacy education has a very substantial association with other Govt. Universities, whether they are Indian or foreign based, from Figure 1 to Figure 4. In comparison to the private universities stated, this is based on the government's strategy of conceptual education rather than commercialization, best students intellectual quality aid, ongoing research learning, and top faculty hired. The Pearson correlation coefficient indicates that low-quality education diverted students' psychology for a decade, and the COVID lock-down scenario worsened the streamline quality reliance of any institution on a high level, from Figures 5 to 8.

Faculty at private organisations, on the other hand, are not recruited according to Central Government selection panel criteria, therefore low-graded academics with cheap salaries are employed, lowering the educational level. As a result, pupils do not receive academic help on that basis in terms of quality. From Figure-9 to Figure-12 the Pearson correlation coefficient denoted us the multi-media addictions through mobile- internet network diverting the students mind psychology towards pornography, bias information, shortcut studies without books reading habits. The Private organizations are giving lots of liberation on holding best mentorships because students get feed with psychic rumor of purchasing degree, in short. So, the covariance and P-values changes on study from Govt. to private as its significance.

Table-3: Schematic 10 years data of factors like CMZ, LGE, MMA influencing the psychological quality of students all over the selected Universities.

Years	JU			TU			KKU			LPU			DSU			UTU		
	CMZ %	LGE %	MMA %	CMZ %	LGE %	MMA %	CMZ %	LGE %	MMA %	CMZ %	LGE %	MMA %	CMZ %	LGE %	MMA %	CMZ %	LGE %	MMA %
2020	2.7	1.3	17.4	1.1	4	27.2	1	2.2	0.7	89	42	98	67	56	92	59	52	83
2019	1.3	1.1	9.2	0.7	4	29	0	2.1	0	87	41.3	98	65	62	93	59	51	80
2018	1	1.0	15.2	0.4	3.7	30	0	2	0	92	40	100	74	65	91	58	50	80
2017	0.7	0.1	15	0.3	3.3	21	0	0	0	89	17	97	74	63	90	72	50	82
2016	0.5	0.002	23	0	3	17	0	0	0	95	16	95.3	72	61	90	71	48	75
2015	0.5	0.001	14	0	3	14	0	0	0	94	16	NA	71	57	88	71	47	71
2014	0.3	0	13.7	0	3.1	10	0	0	0	92	17	94	73	56	88	70	46	67
2013	0	0	12.9	0	2.2	9	0	0	0	90	15	92	72	52	88	70	44	77
2012	0	0.3	12.3	0	2	9	0	0	0	90	14.7	90	72	50	88	69	31	72
2011	0	0.1	12.1	0	1.6	2	0	0	0	90	12	90	71	49	88	68	12	68
μ	0.7	0.39	14.48	0.25	2.99	16.82	0.1	0.63	0.07	90.8	23.1	85.43	71.1	57.1	89.6	66.7	43.1	75.5
SD	0.784	0.498	3.514	0.364	0.78	9.18	0.3	0.96	0.21	2.315	11.86	28.66	2.77	5.3	1.8	5.36	11.82	5.5
CV	1.121	1.277	0.242	1.456	0.26	0.546	3	1.529	3	0.0254	0.513	0.335	0.039	0.092	0.020	0.080	0.274	0.07
SS	6.16	2.486	12.5	1.32	6.18	843.7	0.9	9.28	0.441	53.6	1408.78	8216	76.9	280.9	32.4	288.1	1298	302

**Foot Note: Commercialization – CMZ; Low grade Education- LGE; Multi-Media Addiction- MMA; Not Assess- NA; Sum of Squares- SS ($\sum (x_i - \mu)^2$); Coefficient of Variance- CV; Mean- μ ; Standard Deviation- SD

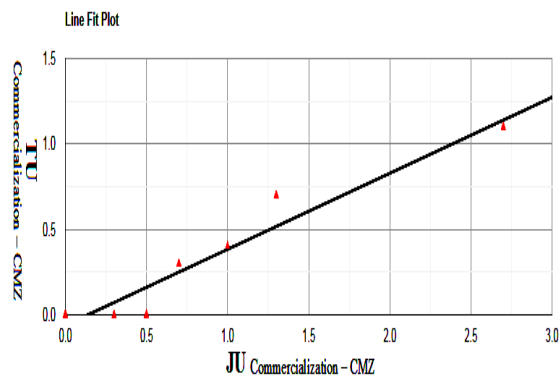


Figure-1: *Correlation between both Govt. University JU & TU regarding Commercialization impact.*

Results of the Pearson correlation indicated that there is a significant large positive relationship between X and Y, ($r = 0.959$, $p < .001$). P-value, 0.00001168. Covariance, 0.3044.

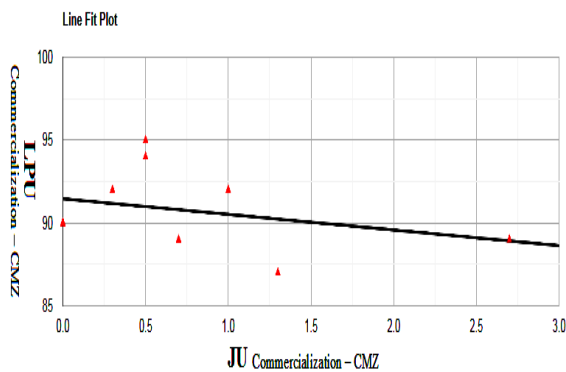


Figure-2: *Correlation between Govt. University JU & LPU (private University) regarding Commercialization impact.*

Results of the Pearson correlation indicated that there is a non significant very small negative relationship between X and Y, ($r(8) = 0.319$, P-Value = 0.369). Covariance, -0.6444.

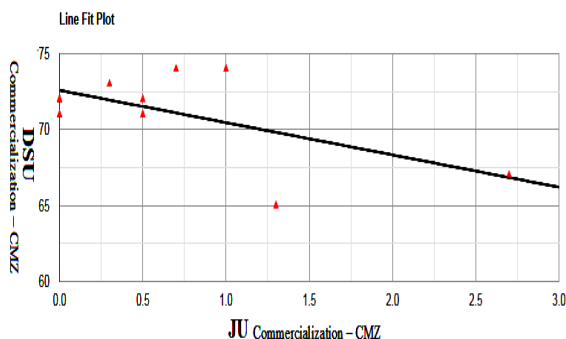


Figure-3: *Correlation between Govt. University JU & DSU (Private) regarding Commercialization impact.*

Results of the Pearson correlation indicated that there is a non significant very small negative relationship between X and Y, ($r(8) = 0.602$, P-value = 0.066); Covariance, -1.4556.

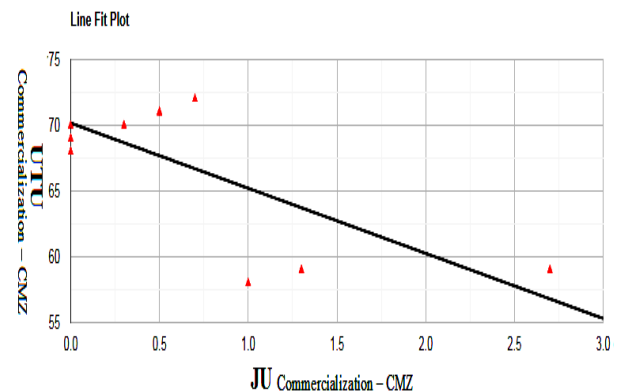


Figure-4: *Correlation between Govt. University JU & UTU (Govt. Reg.) regarding Commercialization impact.*

Results of the Pearson correlation indicated that there is a significant very small negative relationship between X and Y, ($r(8) = 0.724$, P-value = 0.018); Covariance, -3.3889.

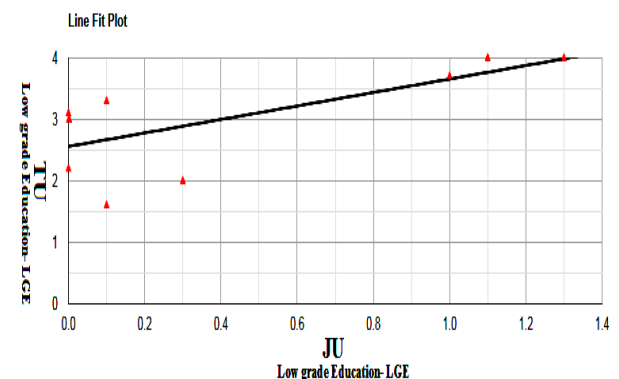


Figure-5: *Correlation between both Govt. University JU & TU regarding Low grade education impact.*

Results of the Pearson correlation indicated that there is a significant large positive relationship between X and Y, ($r(8) = 0.696$, P-value = 0.025). Covariance, 0.3032

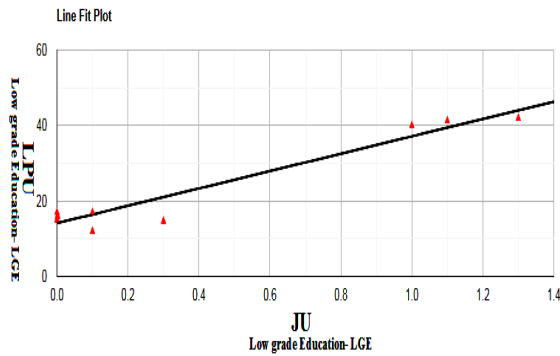


Figure-6: *Correlation between Govt. University JU & LPU (Private) regarding Low grade education impact.*

Results of the Pearson correlation indicated that there is a significant large positive relationship between X and Y, ($r(8) = 0.967$, $p < .001$; P-value, 0.000005022). Covariance, 6.3587

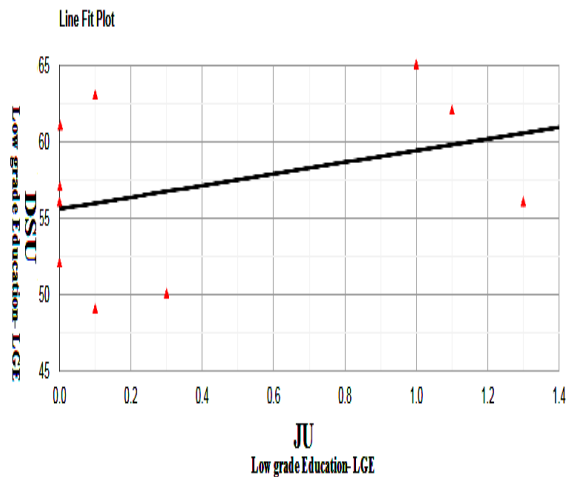


Figure-7: *Correlation between Govt. University JU & DSU (Private) regarding Low grade education impact.*

Results of the Pearson correlation indicated that there is a non significant medium positive relationship between X and Y, ($r = 0.36$, P-value = 0.307); Covariance, 1.057.

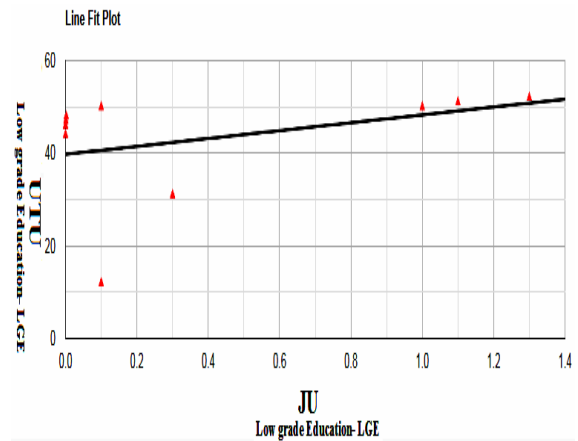


Figure-8: *Correlation between Govt. University JU & UTU (Private) regarding Low grade education impact.*

Results of the Pearson correlation indicated that there is a non significant medium positive relationship between X and Y, ($r(8) = 0.358$, P-value = 0.310); Covariance, 2.3471.

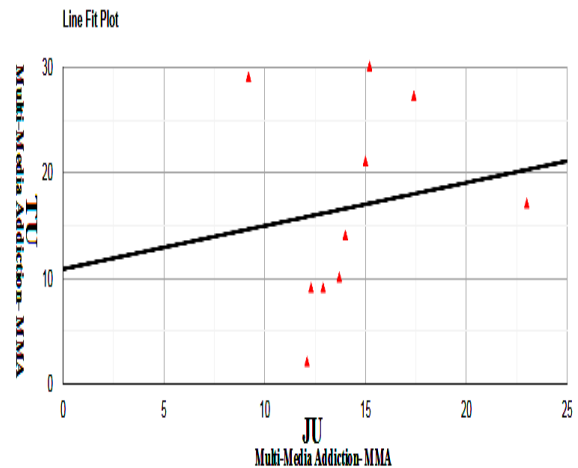


Figure-9: *Correlation between both Govt. University JU & TU regarding Multi-media addiction impact.*

Results of the Pearson correlation indicated that there is a non significant small positive relationship between X and Y, ($r(8) = .157$, P-value = .666); Covariance, 5.616.

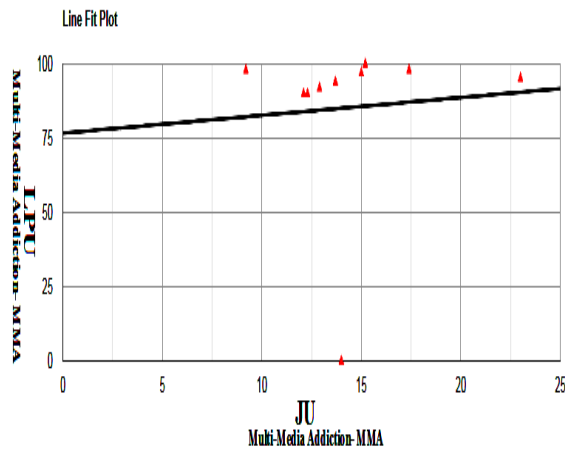


Figure-10: Correlation between Govt. University JU & LPU (Private) Multi-media addiction impact.

Results of the Pearson correlation indicated that there is a non significant very small positive relationship between X and Y, ($r(8) = 0.0735$, $P\text{-value} = 0.840$); Covariance, 8.226.

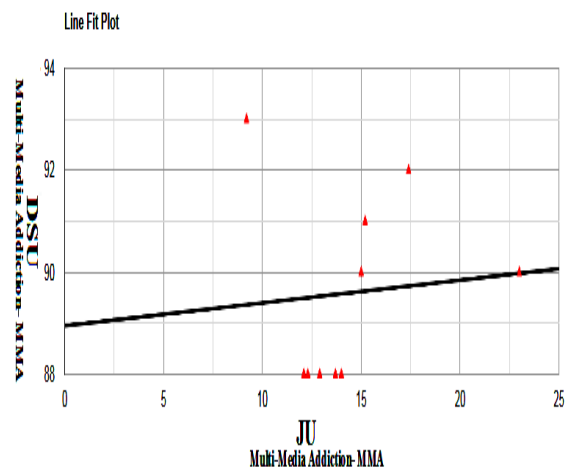


Figure-11: Correlation between Govt. University JU & DSU (Private) Multi-media addiction impact.

Multiple Linear Regressions

Variable Names (optional):

Sample data goes here (enter numbers in columns):

Results of the Pearson correlation indicated that there is a non significant very small positive relationship between X and Y, ($r(8) = .0873$, $P\text{-value} = .811$); Covariance, 0.6133.

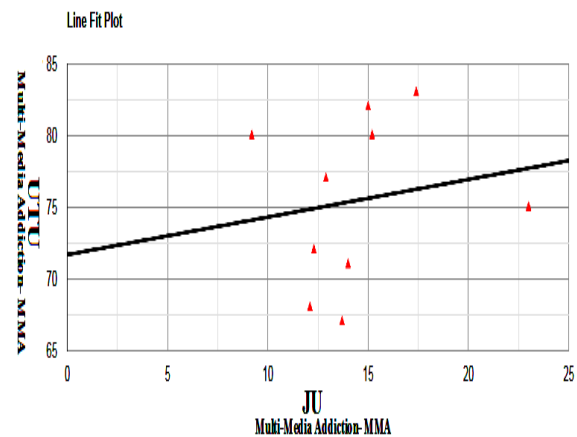


Figure-12: Correlation between Govt. University JU & UTU (Govt. Reg) Multi-media addiction impact.

Results of the Pearson correlation indicated that there is a non significant small positive relationship between X and Y, ($r(8) = 0.168$, $P\text{-Value} = 0.643$); Covariance, 3.6.

Resp. Var. y	Expl. Var. x_1	Expl. Var. x_2
JU-CMZ	TU-CMZ	KKU-CMZ
17.4	27.2	0.7
9.2	29	0
15.2	30	0
15	21	0
23	17	0
14	14	0
13.7	10	0
12.9	9	0
12.3	9	0
12.1	2	0

Model: $JU-CMZ=13.7906+0.0233 \cdot TU-CMZ+4.2511 \cdot K KU-CMZ$

Predictor	Coefficient	Estimate	Standard Error	tt-statistic	pp-value
ConstantConstant	$\beta_0\beta_0$	13.7906	2.7036	5.1009	0.0014
TU-CMZTU-CMZ	$\beta_1\beta_1$	0.0233	0.1498	0.1556	0.8808
KKU-CMZKKU-CMZ	$\beta_2\beta_2$	4.2511	6.5506	0.649	0.5371

R-Squared: $r^2=r^2=0.0799$

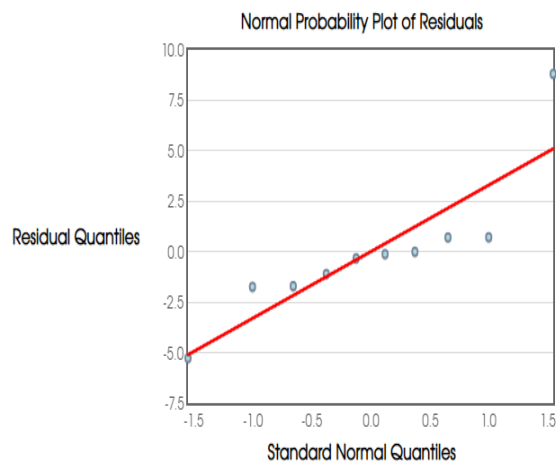
Adjusted R-Squared: $r^2_{adj}=r^2_{adj}=-0.183$

Residual Standard Error: 4.0297 on 7 degrees of freedom.

Overall F-statistic: 0.3038 on 2 and 7 degrees of freedom.

Overall p-value: 0.7473

Source	df	SS	MS	FF-statistic	pp-value
Regression	2	9.8667	4.9334	0.3038	0.7473
Residual Error	7	113.6693	16.2385		
Total	9	123.536	13.7262		



3(three) Govt. University JU, TU & KKU (Abroad) as per the Commercialization impact.

As shown in Figure-13, multiple linear regressions of government universities from India and outside (KKU) have revealed a significant link among all 10 years of data on student psycho-degradation, with similar proportions under commercialization influence on organisations like JU, TU, and KKU.

Figure-13: *Multiple Linear regression statistical analysis correlation between all*

Table-4: *Economic insult on pharmacy market based on campus recruitment policy to extract best employee.*

Years (A Decade)	% of Students recruited through University campus interview to MNC					
	JU (Govt.)	TU (Govt.)	KKU (Govt.)	LPU (Private)	TMU (Private)	UTU (Private)
2021	59	5	12	20	3	2
2020	40	0	4	12	1	2
2019	41	3	6	16	16	1
2018	79	13	70	39	20	1
2017	81	15	50	29	19	0
2016	83	31	86	24	17	1
2015	79	32	90	25	15	1
2014	90	36	95	31	7	0
2013	92	45	92	36	18	7
2012	89	34	100	79	12	0

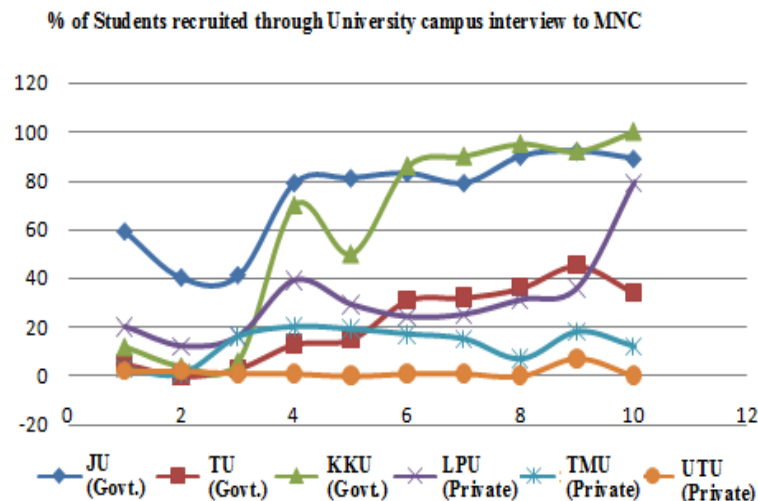
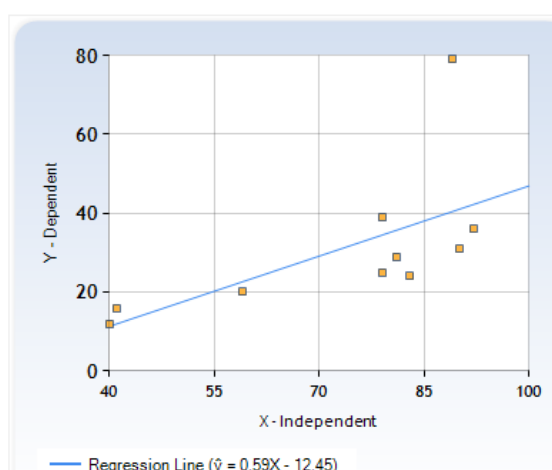


Figure-15: Graphical plotting of comparative variations between the scattered Govt. & private Universities placement results affected economy at linear scale.

X Values	Y Values	$X - M_x$	$Y - M_y$	$(X - M_x)^2$	$(X - M_x)(Y - M_y)$
59	20	-14.3	-11.1	204.49	158.73
40	12	-33.3	-19.1	1108.89	636.03
41	16	-32.3	-15.1	1043.29	487.73
79	39	5.7	7.9	32.49	45.03
81	29	7.7	-2.1	59.29	-16.17
83	24	9.7	-7.1	94.09	-68.87
79	25	5.7	-6.1	32.49	-34.77
90	31	16.7	-0.1	278.89	-1.67
92	36	18.7	4.9	349.69	91.63
89	79	15.7	47.9	246.49	752.03
M: 73.3	M: 31.1			SS: 3450.1	SP: 2049.7



$$\hat{y} = 0.5941X - 12.4474$$

Figure-16: Linear regression values analysis of between the data from JU & LPU % of Students recruited through University campus interview to MNC.

According to Table-4, and Figure -15, which is a traced graphical depiction of Table-4, the percent of students recruited through university campus interviews to MNC was given for data from 10 years ago. Where recruitment levels decline not only as a consequence of institutional education quality of outcomes and performance based on students' psychology, but also as a result of students' increasing multimedia addiction dependency and a lack of optimal teaching mentoring. So, according to the graph, LPU (private) has higher internal variation, standard deviation over mean factorials, and UTU (private) has no degree of recruitment instance comparable among these privates and does not stand up to comparison with Govt-JU.

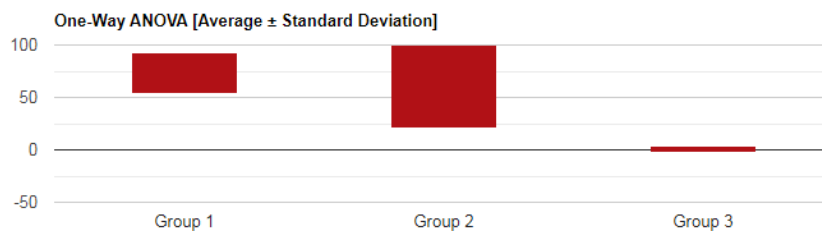
One-way ANOVA Study between the JU, LPU & UTU

Even if the internal variety among groups is bigger, there is no comparison between the

attributes to hold best between government and private enterprises. According to the statistical data, the F-statistic value is 22.67142 and the P-value is 0. (Non-Significance)

Data Summary				
Groups	N	Mean	Std. Dev.	Std. Error
Group 1	10	73.3	19.5792	6.1915
Group 2	10	60.5	39.4102	12.4626
Group 3	10	1.5	2.0683	0.654

ANOVA Summary					
Source	Degrees of Freedom	Sum of Squares	Mean Square	F-Stat	P-Value
	DF	SS	MS		
Between Groups	2	29333.6	14666.8	22.6714	0
Within Groups	27	17467.0812	646.9289		
Total:	29	46800.6812			



CONCLUSION

After the COVID waves, the student's psychological condition is perfectly evident. Many elements, such as commercialization, low-quality education, and multimedia, have an impact on this. The level percent of students recruited through university campus interviews to MNC is traced using the same confirmation findings. This psychological shift is influencing not just the quality of our pharmacies, but also the whole economy and generational interest, with all worldwide specialists yearning for the finest from India. The cause for this is India's policymakers' dilution of the educational system. That means the reason of declination of student's psychological status is the results of Indian policymakers effort under the banner of corruption, in Pharmacy care field.

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