Cognitive Thinking: An International Journal of Interdisciplinary Studies
Vol.-2, Issue-1 (January-March 2026), pp.1-10, ISSN: 3107-5088,www.cognitivethinking.in

Exploring Mental Health Challenges Among Students from India During the Covid-19 Crisis

1. Mansoon Dhama
Department of Physical Education, Lakshmibai National Institute of Physical Education, Gwalior, Madhya Pradesh, India.
2. Eshan Sengupta
Department of Electronic Systems, Faculty of Electronics, Vilnius Gediminas Technical University, Vilnius, Lithuania.

Article: Received: 16/01/2026, Revised: 28/01/2026, Accepted: 08/02/2026, Published:12/02/2026.
D.O.I.: https://doi.org/10.5281/zenodo.18617139
© 2026 The Author(s). This is an Open Access article/ Journal distributed under the terms of the Creative Commons Attribution 4.0 International which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are properly credited. (https://creativecommons.org/licenses/by/4.0/)

Abstract: The coronavirus pandemic's lockdown may have aggravated psychological problems. The extent to which social isolation might impair mental health is largely unknown. During the COVID-19 lockdown in India and after the lockdown was lifted, we gathered speculative data regarding students' mental wellbeing. We collected numerous data from students studying in different institutions to determine their mental health condition in the time of lockdown compared to before lockdown. Those exhibited worse depressed symptoms during lockdown than they had six months prior, with students without a psychological assessment being the most impacted. Students are not likely to have a therapeutically notable exacerbation of episodes, although roughly a percentage of our target population may acquire more severe depression symptoms. This work backs up the idea that lockdown might exacerbate depressive symptoms, but it also shows that when the lockdown was lifted, any alterations swiftly dissipated, and the psychological status was discovered to be dissimilar to how it had been recorded prior to closure.
Keywords: Covid-19, Student, Mental Health, Lockdown, Social Distancing.

1. **Introduction:** From March 2020, the ongoing coronavirus epidemic has been hitting nations throughout the world, causing administrations to place residents under lockdown [1]. Most merge statistics or records from prior outbreaks can determine if and to what degree mental health problems can develop, despite rising worries about the impact of solitude on psychological health and suggestions for psychiatric care during the epidemic [3-4]. In the wider public, university students, or people in relapse from a clinical depression, the studies revealed an association in psychological distress, depressive and anxiety symptoms, or insomnia, but precise control for epidemic exposure or pre-lockdown psychiatric evaluations is sorely missing [2].
This paper aims at:

- Conducting a survey on students and to study on the mental health problems faced by the students due to Covid-19 and find out possible ways to overcome the problems and ensure mental wellbeing of the students.

There was not much evidence prior to closure indicating potential risk factors. Investigations revealed that depressive and anxiety symptoms as well as sleep issues likely increased while in lockdown than previously during regular state (before strict restriction measures). However, it is debatable whether the effects on mental health from lockdown will have a long-term impact [5]. With the goal of providing potential indications in the psychological health of Indian students

during COVID-19 lockdown and after it was lifted, we used stockpiles to evaluate severe depression, anxiousness, obsessive-compulsive, and eating disorders signs, compared to a baseline condition assessed before the imposition of lockdown.

2. **Traditional Education System in India:** After China and the United States, India has the world's third largest higher education sector in order to improve pupil [6]. India will become one of the world's major educational centers in the future. Since freedom, India's Higher Education industry has seen a massive expansion in the number of Universities/University level Institutions & Colleges. The 'Right to Education Act,'[1] legislation mandates compulsory and free equal educational opportunities aged 6 to 14, has ushered in a change in the country 's learning infrastructure, with figures indicating a stunning increase in educational enrollment over the previous years' [7]. A significant number of advancements have occurred within higher education due to commercial sector participation. In India, the corporate sector currently supports over 60% of its universities and colleges [8]. As a result of the corporate sector's involvement, the growth of colleges has been expedited since the last decade. Overall, India has the highest number of higher education institutions worldwide and the second highest enrollment rates. From 20 in 1950 to over a thousand in 2021, the number of universities has expanded by much more over 50 times[2]. The traditional education system includes sitting in the classroom to attend lectures (shown in figure 1). This mode is helpful for a healthy teacher student relationship. As the students can directly interact with the teacher. Furthermore, teachers can do their work properly, as he/she has full control over the class.

(a) (b)

Fig 1a,b Normal Classroom activities

In 2011, India has 1522 graduate program engineering institutions with a yearly student enrolment of almost 582,000 students, as well as 1,244 vocational schools with an annual enrollment of approximately 265,000[3].

Nonetheless, there is a teacher shortage at these institutions, and this has raised concerns over the quality of instruction. Despite these challenges, the higher education system in India holds great promise in overcoming these challenges and creating a global identity. Additionally, there must be increased clarity and transparency regarding the role of colleges and universities in the 21st century, as well as more scientific studies on how people learn. Due to India's capacity for producing highly-skilled workers for other countries, transitioning from an emerging to a developed economy will be relatively easy for India.

[1] https://en.wikipedia.org/wiki/Right_of_Children_to_Free_and_Compulsory_Education_Act,_2009#:~:text=Status%3A%20In%20force-,The%20Right%20of%20Children%20to%20Free%20and%20Compulsory%20Education%20Act,under%20Article%2021A%20of%20the

[2] https://www.education.gov.in/en/university-and-higher-education

[3] https://www.alberta.ca/iqas-education-guide-india.aspx

3. **Education System in Covid-19:** The COVID 19 epidemic has spread across the globe, affecting practically every commercial and government sector [9]. Similarly, in the educational field, which has resulted in the entire closure of schools, universities and colleges are experiencing several challenges such as holding lessons, resolving student concerns, administering examinations, and so on [10-11]. During the whole tumultuous year of COVID-19 research, academic institutions have developed better alternatives, to continue lessons outside the confines of the traditional classrooms (refer to fig 2(a). The lockdown is in place in the hopes of halting the epidemic, which has affected thousands of pupils at schools and institutions across the country [14]. Universities, institutions, and organizations are relying on e-learning using online platforms to proceed with lectures [15].

(a)

(b)

Fig 2(a) Learning through online mediums like zoom, google meet, MS teams etc. **(b)** Implementation of lockdown throughout the country

Nonetheless, extended work hours have increased the workload for instructors. Particularly for instructors and researchers who live in remote locations and have trouble connecting to the web [13]. The research, on the other hand, revealed that online learning has the potential to improve and retain information for pupils. Some academics have looked at the covid-19 and its effects. Various scholars looked at the impact of Covid-19 on higher education in India and found that the majority of educational facilities had shuttered and shifted to distance learning [12]. In India, about 30 million scholars and students have ceased attending school or college, and all teaching and learning operations have been halted. Despite the difficulties, Higher Education Institutions (HEIs) have responded successfully and have been able to maintain teaching-learning, investigation, and societal outreach with the help of various instruments and strategies throughout the epidemic [16]. In India, the covid-19 epidemic has expanded to all of the country's states and union territories. On March 25, 2020, a lockdown was implemented to fight COVID-19, which has had a negative impact on the nation's school infrastructure (refer to fig 2(b)) [18]. After evaluating and analysing questionnaires, the scholars concluded that the future of education will be digital, with work from residence taking a bigger emphasis [17].

This problem has a variety of effects on the educational system. Some of these for example, Exams that have been postponed or cancelled. Some colleges have rescheduled the test or are administering it through the internet. Because the virus spreads by skin contact, educational establishments have had to postpone or cancel practically all tests (engineering, medical, legal, agricultural, and so on) in the hopes of avoiding social gatherings.

Considering the current scenario, pupils who have finished their undergrad degree may consider declining a job offer from the business sector [19]. Thus, according assessments from mid-March surveillance of the Economic development, the unemployment shortfall runs from 8.4 percent to 23 percent [20]. In the urban area, the jobless rate is 30.9 percent. According to the

World Economic Forum, over 90 million small company owners and wage workers lost their jobs in April 2020, contrasted to the 2019-20 median, and 18 million large corporations are expected to lose their jobs in April 2020. In 2019-20, the total majority of businesspeople was 78 million. In April 2020, this number dropped to 60 million. The large-scale loss of occupation amongst businesspeople, according to CMIE[4], is a hint that the loss during the lockdown isn't restricted to ordinary positions but also to businesses [21].

According to a survey done by the Indian Government, Tamil Nadu is one of the worst-affected states, with an alarmingly high unemployment rate[5]. Puducherry in Southwest India had the highest underemployment of 75.8%[6] at the end of April, following by Tamil Nadu with 49.8%[7], Jharkhand with 47.1 percent[8], and Bihar with 46.6 percent[9]. As a result, the CMIE assessed Maharashtra's unemployment rate to be 20.9 percent, compared to 43.2 percent in Haryana, 21.5 percent in Uttar Pradesh, and 29.8 percent in Karnataka[10]. Underemployment in mountainous states was at an all-time low in April, according to the think tank, with Himachal Pradesh at 2.2 percent, Sikkim at 2.3 percent, and Uttarakhand at 6.5 percent[11].

4. **Mental Health Problems in Students:** Psychological or behavioral health may be the most prevalent health concern [22]. University authorities and mental health practitioners across the world are concerned about the mental wellbeing of university pupils, regardless of the subject. Anxiety and other psychiatric health complications affect a substantial percentage of pupils [23]. The percentage of pupils that are depressed ranges from 10% to 85%[12]. Due to differences in the populations of different nations, socio-demographic characteristics, and measurements and methodologies used only to analyze the students' perception of despair, estimates vary substantially [24].

Academic stress, heightened performance standards, and fastidious attitudes are among the sociodemographic factors that have been linked to depression [25]. Academic life can be taxing, but it can also be handled. According to evidence, pupils with low levels of self, bad problem-solving techniques, and a disengaged coping style are more likely to be depressed. Pupils representing non-western nations show a predisposition to experience stress and participate in self-defeating cognitive processing, which is predictive of melancholy, identical to the findings of several research conducted in the West [28]. Perfectionism that is dysfunctional has been associated with depressive symptoms. Anxiety was also connected to a lack of individual creativity in students from non-Western nations. A lack of self-efficacy and maladaptive resilience, as evidenced by poor critical thinking, meanderings, and a feeling of powerlessness and hopelessness, have also been linked to depression [26].

College can be a frustrating experience for many post-secondary students [27]. Many young adults will begin developing psychological and/or substance abuse problems during this time or have existing problems worsen because of it [29]. Due to the unique characteristics of college-aged individuals, it is imperative to identify key issues to take into consideration when providing care to

[4] https://www.cmie.com/
[5] https://labour.gov.in/sites/default/files/TN%20District%20Level%20Report.pdf
[6] https://timesofindia.indiatimes.com/city/puducherry/puducherry-tops-unemployment-rate-chart-in-india-with-47/articleshow/84192168.cms
[7] https://timesofindia.indiatimes.com/city/chennai/partial-lifting-of-lockdown-cuts-tn-unemployment-rate-to-33-in-may/articleshow/76144680.cms
[8] https://indianexpress.com/article/business/unemployment-rate-soars-to-27-11-amid-covid-19-pandemic-cmie-6395714/
[9] https://theprint.in/india/unemployment-in-bihar-haunts-nitish-govt-in-poll-year-as-it-grapples-with-migrant-crisis/431945/
[10] https://www.indiaretailing.com/2020/06/30/layoffs-furloughs-unemployment-as-covid-19-hits-retail-jobs/
[11] https://moderndiplomacy.eu/2020/05/14/an-insight-on-the-unemployment-amidst-the-covid-19-in-south-asia/
[12] https://pubmed.ncbi.nlm.nih.gov/23260171/

Vol.-2, Issue-1 (January-March 2026), pp.1-10, ISSN: 3107-5088,www.cognitivethinking.in

this population. Consideration of the prevalence of psychiatric and substance abuse disorders in college students and the importance of determining the age of onset of current disorders. The chronic nature of many psychiatric disorders experienced by students can result in long-term consequences and could potentially contribute to increased drop-out rates [30].

5. **Analysis of Survey:** During the COVID-19 scenario, an online poll was undertaken to capture and gather insight into the views of Indian students of different education levels on mental health (refer to fig 3). A questionnaire is included in the survey to collect feedback on the experiences of students with mental health issues as well as comments from responders. A question is a type of research tool that consists of a collection of questions designed to collect responses from participants in a systematic way. The integrity of the inquiries in the questioner determines the accuracy of the research analyzed in the survey process. The fullness of the survey is determined by a number of elements, including the substance of the questions, the subjects addressed, the language, structure, and chronology of the queries, all of which may have a significant impact on the survey replies.

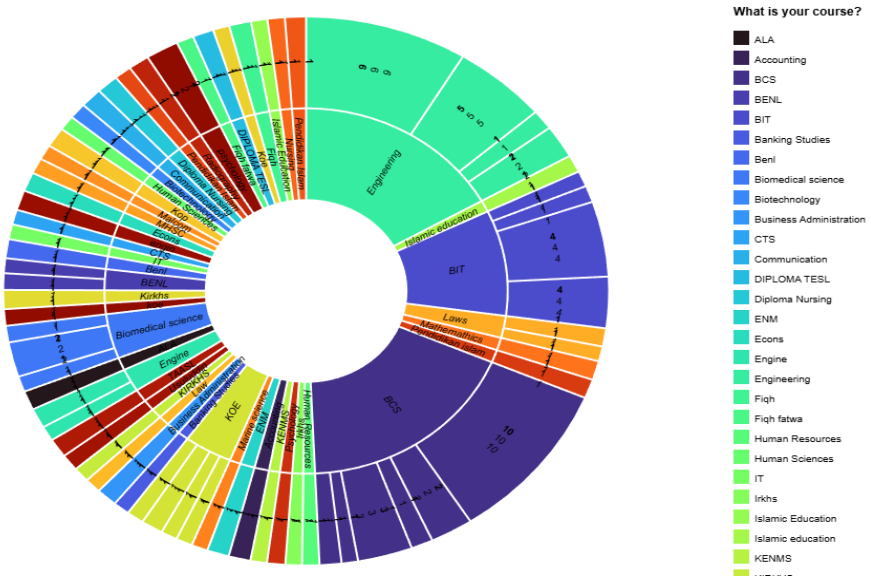

Fig 3. Education level of the Survey Respondents

6. **Proposed Methods to Overcome Mental Health Problems:** Engaging in recreational activities has a deep impact on mental health, acting as crucial methods for unwinding, interacting socially, and restoring psychological well-being [31]. These activities offer a structured and pleasant way to alleviate everyday stress, allowing the body and mind to relax and recuperate from the demands of work, relationships, and other duties. Studies have indicated that engaging in activities such as walking, gardening, and yoga can trigger the release of "feel-good" neurotransmitters - dopamine, serotonin, and endorphins - which can effectively combat symptoms of anxiety, depression, and emotional exhaustion [32]. Moreover, engaging in leisurely pursuits regularly decreases cortisol levels in the body, crucial for stress management; decreased cortisol is linked to enhanced relaxation, a more optimistic attitude, and better sleep. In addition to these short-term impacts, engaging in leisure activities helps develop lasting emotional strength, better preparing individuals to cope with obstacles in life. They also enhance social connections by uniting individuals in common areas, cultivating a feeling of togetherness and inclusion. This stronger bond with others and with oneself brings a increased feeling of purpose and happiness, leading to a well-rounded, satisfying life.

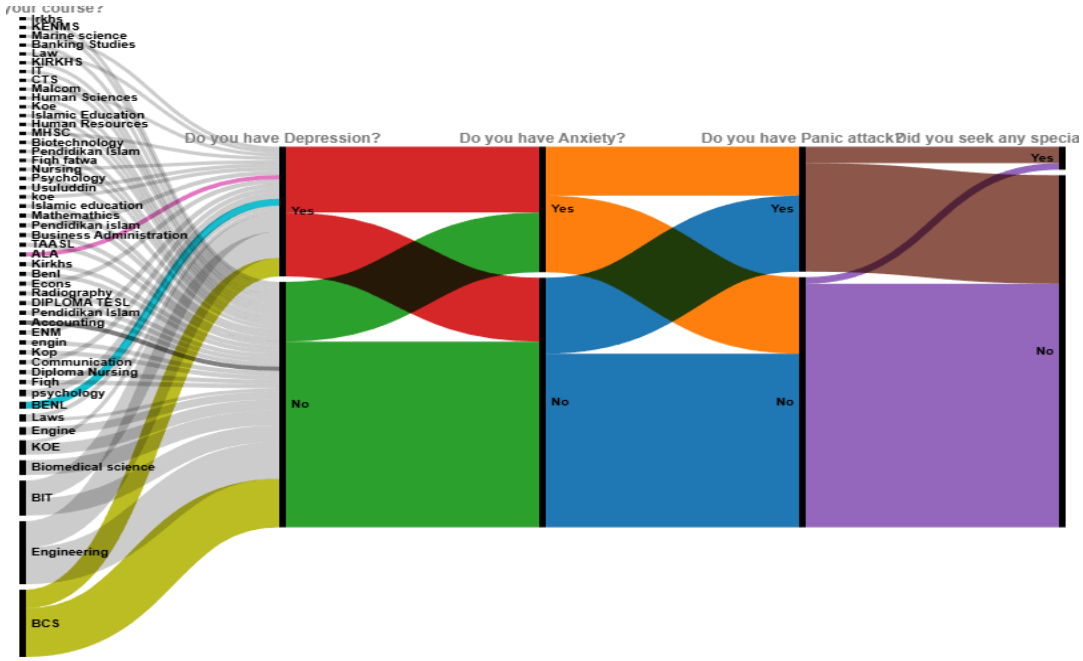

Fig. 4 Corelation between the persued degree by the reponsednt asnd the psycological distress

Sports such as basketball and soccer promote a feeling of belonging, improve social abilities, and offer a fun way to maintain physical fitness, all while building stronger connections with others. Engaging in activities like painting, music, and community gardening can provide emotional release, promote self-expression, and lead to decreased anxiety and enhanced mood.

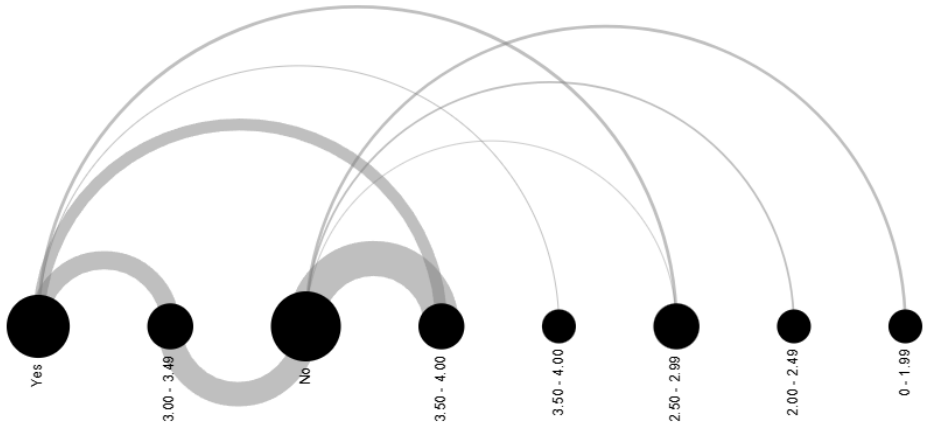

Fig. 5 Depression seen in reposndents based on age groups

Engaging in leisure activities provides various physical and mental health advantages, contributing to overall wellness by enhancing both the body and the mind. Participating regularly in activities such as swimming, jogging, or yoga can improve cardiovascular health, strengthen muscles, and increase flexibility, ultimately lowering the chances of chronic diseases and injuries. These exercises also stimulate immunological response, which improves people's ability to fight illness. Mentally, engaging in recreational activities has been proven to reduce stress, enhance mood, and enhance cognitive function by encouraging neurogenesis - the growth of new brain cells that is essential for memory, learning, and emotional control. Recreational activities are also a good

way to express feelings in a healthy way, allowing suppressed sentiments to be released and mood swings to be controlled, ultimately leading to increased mental power.

Mixture of online and offline

Combining both online and offline approaches successfully necessitate a planned approach that acknowledges the value of in-person communication while leveraging digital advantages, especially during the COVID-19 pandemic. Online platforms, which offer adaptability, remote accessibility, and consistency across several disciplines, have become indispensable for facilitating business, education, and social contact. However, prolonged use of technology via the internet has been linked to issues including eye strain, a decline in social ties, and a diminished capacity for hands-on participation—all of which are critical in circumstances requiring cooperative or physical interactions. To enhance online experiences, it is crucial to adopt a strategic method by creating defined schedules to restrict screen time, adding necessary breaks to mitigate cognitive fatigue, and setting structured digital boundaries to safeguard mental well-being. Studies indicate that consistent technology use without adequate breaks can lead to mental exhaustion and reduced effectiveness over time.

Most schools have started returning back to their original state after shutting down for nearly two years because of the emergence of COVID-19. Fortunately, a lot of children are thrilled about being back at school and seeing their friends, classmates and teachers face-to-face instead of through a computer screen. However, since the pandemic altered so much about what had happened in schools prior to it, the transition will be difficult to navigate. A recent study done by UNICEF shows that 14% of teenagers in India feel depressed because of the pandemic but aren't talking about it [33]. That has been shown through students who struggled to adjust as well, they would rather refrain from engaging in various academic activities due to their lack of feeling connected to others. When returning to traditional forms of schooling and learning, things won't simply go back to the way they were.

***Socio-emotional support*:** It's indeed critical to assist students in developing their social economic skills when they return to school. Schools should offer support and counselling to all students, as well as sessions on dealing with emotions and rebuilding social skills since they've returned to school after a long absence. Physical stress in pupils and assisting them in supporting one another is critical for reconnecting and maintaining a feeling of togetherness and camaraderie.

***Fear and Anxiety*:** One of the bigger challenges will be reassuring parents that their children will be able to attend school safely. Children can go to school legally if their parents give them permission to do so, but they will still follow specific Covid regulations and guidelines. Keeping a school environment safe may also be very difficult. Following proper Covid behaviours such as hand washing, social distancing and wearing a mask at all times is a challenge when you have so many children in a classroom and it's nearly impossible to make sure that most children maintain social distancing and wear masks throughout class unless you host classes in a large room (like a lecture hall or gym).

Parent Adjustment: High school has now started back up, and so is preparing to return to primary schools. The big problem is convincing the parents to send their kids back to school. Schools is starting back to their regular schedules under federal and state guidelines. Schools have been instructed to implement increased sanitary practices and procedures, but some parents still feel uneasy about sending their young kids back to school before receiving the COVID-19 vaccine.

Adjusting to the environment: After nearly 24 months of homeschooling, students have little recollection of what "real" school is like. Getting every youngster back to class in India is a superhuman task that requires meticulous planning. New rules for social estrangement and appropriate effort will be implemented in schools in order to maintain a sanitary environment. Given the increasing number of children we host in college systems, it appears that bringing in all

student and teachers on a packed timetable for all days will be difficult. School timetables should be scheduled in order to appease multiple needs while also adhering to the necessary protocols. Furthermore, the situation still seems to be unstable, and as a result of this uncertainty, the timetable must be kept versatile.

Restoring routines: Due to the pandemic, many students lost their abilities to consistently attend classes at a school; thus, losing many of their overall skills; especially in the area of basic language-style learning which has become more and more reliant on the use of tools and resources online. After months of having to take classes via remote methods using online class courses from their computers/ tablets using course info as a PDF and typing out class work and/or exams; students will now have to start writing out their memos along with presenting other handwritten class assignments once they return back physically to their schools. Students have also transitioned into different eating and sleeping habits; instead, being able to have the flexibility of remaining at home while taking classes via remote learning; students will have to put forth more effort to return back physically to school by adjusting to a stricter schedule than what they were used to at their homes.

7. **Conclusion:** To sum up, focusing on mental health in schools is not just a secondary concern but a vital aspect in developing balanced, adaptable, and well individuals who can handle the challenges of modern life. Through the implementation of mental health initiatives and the integration of information on mental health into curriculum, educational institutions may effectively address the multifaceted nature of students' well-being. Educational institutions may create supportive environments that enhance students' academic performance while simultaneously promoting their personal growth and emotional resilience by putting in place a methodical and deliberate approach to mental health. To sum up, including mental health programs within educational systems is a wise long-term investment that fosters a culture that values both academic achievement and mental wellness.

Works Cited and Consulted

[1] Muhammad, S., Long, X., & Salman, M. (2020). COVID-19 pandemic and environmental pollution: A blessing in disguise? Science of the total environment, 728, 138820.

[2] Mishra, D., Nair, A. G., Gandhi, R. A., Gogate, P. J., Mathur, S., Bhushan, P., ... & Singh, M. K. (2020). The impact of COVID-19 related lockdown on ophthalmology training programs in India–Outcomes of a survey. Indian journal of ophthalmology, 68(6), 999.

[3] Ahn, C., Amer, H., Anglicheau, D., Ascher, N., Baan, C., Bat-Ireedui, B., ... & Wong, G. (2020). Global transplantation COVID report March 2020. Transplantation.

[4] Otu, A., Charles, C. H., & Yaya, S. (2020). Mental health and psychosocial well-being during the COVID-19 pandemic: The invisible elephant in the room. International Journal of Mental Health Systems, 14, 1-5.

[5] Act, E. A. TITLE Indian Health Service Mental Health Program Review Plenary Session (Portland, Oregon, January 17-19, a984). Summary Report. INSTITUTION Indian Health Service (PHS/HSA), Rockville, MD.

[6] Guruz, K. (2011). Higher education and international student mobility in the global knowledge economy: Revised and updated second edition. Suny Press.

[7] Education, S. (1961). Government of India. The same view was echoed by the then.

[8] Carayannis, E. G., & Von Zedtwitz, M. (2005). Architecting gloCal (global–local), real-virtual incubator networks (G-RVINs) as catalysts and accelerators of entrepreneurship in transitioning and developing economies: lessons learned and best practices from current development and business incubation practices. Technovation, 25(2), 95-110.

[9] Sim, M. R. (2020). The COVID-19 pandemic: major risks to healthcare and other workers on the front line. Occupational and environmental medicine, 77(5), 281-282.

[10] Dev, S. M., & Sengupta, R. (2020). Covid-19: Impact on the Indian economy. Indira Gandhi Institute of Development Research, Mumbai April.
[11] Ahamed, F. (2021). Macroeconomic Impact of Covid-19: A case study on Bangladesh. IOSR Journal of Economics and Finance (IOSR-JEF), 12(1), 2021.
[12] Dutta, A. (2020). Impact of digital social media on Indian higher education: alternative approaches of online learning during Covid-19 pandemic crisis. International journal of scientific and research publications, 10(5), 604-611.
[13] Meyer, H. D. (2002). The new managerialism in education management: corporatization or organizational learning? Journal of Educational Administration.
[14] Saide, S., & Sheng, M. L. (2021). Knowledge exploration–exploitation and information technology: crisis management of teaching–learning scenario in the COVID-19 outbreak. Technology Analysis & Strategic Management, 33(8), 927-942.
[15] Bozkurt, A., Jung, I., Xiao, J., Vladimirschi, V., Schuwer, R., Egorov, G., ... & Paskevicius, M. (2020). A global outlook to the interruption of education due to COVID-19 pandemic: Navigating in a time of uncertainty and crisis. Asian Journal of Distance Education, 15(1), 1-126.
[16] Deb, S., McGirr, K., & Sun, J. (2016). Spirituality in Indian University students and its associations with socioeconomic status, religious background, social support, and mental health. Journal of religion and health, 55(5), 1623-1641.
[17] Pedrelli, P., Nyer, M., Yeung, A., Zulauf, C., & Wilens, T. (2015). College students: mental health problems and treatment considerations. Academic Psychiatry, 39(5), 503-511.
[18] Holm-Hadulla, R. M., Klimov, M., Juche, T., Möltner, A., & Herpertz, S. C. (2021). Well-Being and Mental Health of Students during the COVID-19 Pandemic. Psychopathology, 54(6), 291-297.
[19] Collis, J., & Hussey, R. (2013). Business research: A practical guide for undergraduate and postgraduate students. Macmillan International Higher Education.
[20] Goswami, B., Mandal, R., & Nath, H. K. (2021). Covid-19 pandemic and economic performances of the states in India. Economic Analysis and Policy, 69, 461-479.
[21] Farooq, R., & Sultana, A. (2021). The potential impact of the COVID-19 pandemic on work from home and employee productivity. Measuring Business Excellence.
[22] Crowley, R. A., & Kirschner, N. (2015). The integration of care for mental health, substance abuse, and other behavioral health conditions into primary care: executive summary of an American College of Physicians position paper. Annals of Internal Medicine, 163(4), 298-299.
[23] Evans, D. L., Foa, E. B., Gur, R. E., Hendin, H., O'Brien, C. P., Seligman, M. E., & Walsh, B. T. (Eds.). (2005). Treating and preventing adolescent mental health disorders: What we know and what we don't know. Oxford University Press.
[24] Bago d'Uva, T., Van Doorslaer, E., Lindeboom, M., & O'Donnell, O. (2008). Does reporting heterogeneity bias the measurement of health disparities? Health economics, 17(3), 351-375.
[25] Alhumud, M. (2020). The prevalence, socio-economic determinants, and related health outcomes of energy drink consumption among young people in Wales and Saudi Arabia: A mixed-method study (Doctoral dissertation, Cardiff University).
[26] Lombardo, T. (2006). The evolution of future consciousness: The nature and historical development of the human capacity to think about the future. AuthorHouse.
[27] Mullins, G., Quintrell, N., & Hancock, L. (1995). The experiences of international and local students at three Australian universities. Higher Education Research and Development, 14(2), 201-231.
[28] Abukari, Z. (2010). Risk and protective factors associated with academic achievement among Ghanaian youth. University of Denver.

[29] Zhou, S. J., Zhang, L. G., Wang, L. L., Guo, Z. C., Wang, J. Q., Chen, J. C., ... & Chen, J. X. (2020). Prevalence and socio-demographic correlates of psychological health problems in Chinese adolescents during the outbreak of COVID-19. European child & adolescent psychiatry, 29(6), 749-758.

[30] Porche, M. V., Fortuna, L. R., Lin, J., & Alegria, M. (2011). Childhood trauma and psychiatric disorders as correlates of school dropout in a national sample of young adults. Child development, 82(3), 982-998.

[31] Newman, D. B., Tay, L., & Diener, E. (2014). Leisure and subjective well-being: A model of psychological mechanisms as mediating factors. *Journal of happiness studies*, *15*, 555-578.a

[32] Newland, P., & Bettencourt, B. A. (2020). Effectiveness of mindfulness-based art therapy for symptoms of anxiety, depression, and fatigue: A systematic review and meta-analysis. *Complementary Therapies in Clinical Practice*, *41*, 101246.

[33] Ray, S., Goswami, V., & Kumar, C. M. (2024). Stress-The hidden pandemic for school children and adolescents in India during COVID-19 era. *Current psychology*, *43*(9), 8315-8324.

Declaration by Author (s): *"We hereby declare that this manuscript is our original work, free from plagiarism, and that all sources and any use of Artificial Intelligence tools for content generation or editing have been fully disclosed and verified for accuracy."*