A Qualitative Study on Post Pandemic Mental Health of Private University Students in Klang Valley

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Abstract
This qualitative study intends to investigate the post-pandemic mental health experiences of students at private universities in Malaysia's Klang Valley. The study involved ten respondents from five universities in the Klang Valley area with semi-structured interviews were conducted to obtain the data. The study's goals are to determine the factors that affected students at private universities' mental health after the COVID-19 pandemic, to investigate the experience of private university students' mental health, and to determine the significance of mental health support provided by private universities. The findings showed that positive factors had influenced their mental health which included: more quality time with family, the ability to multitask and the fact that they were able to avoid excessive socializing. In addition, restriction caused by the Movement Controlled order along with the transition of physical classes to online classes, the rising number of Covid-19 cases and other conflicts. They had more productive experiences that they had post the pandemic and negative such as anxious and insecure experiences and highly stressful experiences. According to respondents all of them agreed that the support of private university is very important to their post pandemic mental wellbeing.
Keywords: Mental Health, Post-Pandemic, Private University Students

Introduction
Background of the study
        Through the world have come to an end of the pandemic, the post pandemic had still put people into risky state of psychological help. Recently published studies supported the existence of an emotional post pandemic curve, describing a high probability of an increase in the burden of mental health issues in the post pandemic era (Karthivel, 2020). Students are one of the most impacted groups of people in this situation as they are yet revolving around the changes of the situation back and forth. According to the Malaysian Journal of Social Sciences, the study had proved prevalence of depression, anxiety, and stress symptoms among university students in Malaysia during the COVID-19 pandemic. The study adopted the DASS-21 inventory to measure the mental health of the students during the pandemic COVID-

19 that assesses depression, anxiety, and stress symptoms. Data obtained from the 355 Malaysian university students showed that most of the respondents were sometimes feeling depressed by having negative feelings (44.2%)", and unable to become enthusiastic (44.5%)", feeling anxious where they were close to panic (33.8%)" and dryness of their mouth (31.5%)", and feeling stressed where they found themselves getting agitated (40.3%)" and difficult to relax (40.8%)" (Hassan et. al., 2022). The findings may suggest that further research is proposed for the inclusion of successful coping strategies used by the students during the COVID-19 pandemic. Research should also develop interventions and preventive strategies to address the mental health of university students (Hassan et.al., 2022). The post pandemic had brought them back into university with the existing experience of mental health issues they had during the pandemic.

Previous research has shown that the COVID-19 pandemic has had a significant impact on mental health globally, including in Malaysia. Studies have found that the pandemic has led to increased levels of anxiety, depression, and stress among the general population in Malaysia (Shamsudin et al., 2021). Private university students in Malaysia may face unique challenges related to their academic and personal lives during the pandemic. In Malaysia, university students reported high levels of anxiety, depression, and stress during the pandemic, with worries about academic performance and social isolation among the main stressors, according to a study by (Son et. al., 2020). University students in Malaysia indicated high levels of anxiety and worry about the pandemic, with worries about one's own health, the health of one's family and friends, and one's academic advancement being among the top stresses, according to a different study by (Ho et. al., 2020). Furthermore, research has also highlighted the importance of coping strategies and support systems in mitigating the negative impact of the pandemic on mental health. Social support and adaptable coping techniques were linked to better mental health outcomes during the pandemic among university students in China, according to a study by (Cao et al., 2020).

However, earlier studies have also noted barriers to seeking mental health services among Malaysian university students. A study by Zahit et al (2018) found that stigma, lack of awareness, and lack of access were among the main barriers to seeking mental health services among university students in Malaysia.

Problem Statement
The students are assets of the country as they are going to be the future of the nation. A mentally healthy individual has the characteristics of emotional intelligence and spiritual consciousness, intellectual and social wellness. Unfortunately, mental health issues are still a struggle to be addressed among our students. Even though there a numerous bodies, NGO's and influencers who have addressed these issues and spread awareness among the people in our country, the struggle is still a battle for many students in Malaysia. What else when university students had to juggle a battle between the pandemic that had caused their mental health at a risk while not been heard for their mental health issues.

One research that was published in the International Journal of Environmental Research and Public Health in (2021) looked at how the pandemic affected Malaysian university students' mental health and academic achievement. According to the research, the pandemic significantly harmed students' mental health, as evidenced by the rise in anxiety, stress, and depression that students experienced. This increase in mental health issues was found to be

associated with decreased academic success, with students experiencing lower grades and decreased motivation to study. This is consistent with earlier research suggesting that students who have primarily poor mental health, especially confidence loss, tend to perform poorly in their studies, both locally and globally (Adeoye, 2015; Afolayan et al., 2013). The fact that the students' loss of confidence has affected their grades in terms of GPA is supported by previous studies which suggest that self-confidence is an essential component that has a positive contribution to their learning process (Sharma, 2017; Akbari & Sahibzada, 2020). Restricted physical meetups prevent students from seeking effective help from friends, lecturers, or families. The universities' sudden shift from blended learning to full online learning has caused them to be anxious and uncertain about everything, including the effectiveness of online learning itself (Selvanathan et al., 2020; Sundarasen et al., 2020). It is reported that some university students worry about the effectiveness and usefulness of online learning as compared to traditional face-to-face learning and this further affects their confidence as to whether they will be satisfied with the provided modules and whether they can perform better (Landrum, 2020; Nguyen & Pham, 2020).

Mental health has a significant impact on physical health, and it has become much more obvious during and post pandemic period especially among university students. Although there is a significant connection between emotional and physical health, little is known about the routes by which they are connected. This is proved by various studies across the globe by various researchers which includes a study by Ohrnberger et al (2017) which had proved that past mental and physical have strong indirect cross-effects on current mental and physical health. Mental health cannot be separated from physical wellbeing. Depression can lead to poor lifestyle such as unhealthy eating, less exercise, smoking, alcohol abuse, and weigh gain. Along that according the research done by the malaysian ministry of health more than 50% of cancer patients are suffering from various forms of emotional problems. The following are some ways mental health can affect an individuals physical health

i.   Immune system suppression: Stress and worry can weaken the immune system, leaving people more prone to infections and illnesses.
ii. Sleep disorders: sleep disorders, such as insomnia, can result from poor emotional health and have an impact on one's physical well-being. Fatigue, decreased productivity, and a higher chance of accidents can all result from not getting enough sleep.
iii. Chronic pain: Mental health issues like depression and anxiety can aggravate conditions that cause chronic pain, making it more challenging for people to control their symptoms.
iv. Poor mental health can result in unhealthy lifestyle decisions, such as a lack of exercise, poor diet, and drug abuse, all of which have a negative effect on physical health.

Overall, studies conducted in Malaysia on the mental health impacts on physical health among various populations, including university students had proved there is a complicated connection between mental and physical health, and both can suffer greatly from poor mental health. To avoid and address these possible negative effects on one's physical health, it is crucial for people, especially students, to prioritize their mental health and get assistance when they need it.

Research Objectives
In this study, researcher intends to achieve the following objectives:

RO1   : To identify the factors that influenced the mental health among private university students during and post Covid-19 pandemic.

RO2   : To explore the experience among private university students' mental health post pandemic.

RO3   : To find out the importance of mental health support from private universities in combating mental health issues faced by students post the Covid-19 pandemic.

Research Questions
The research questions are as follows

RQ 1   : What are the factors that influenced the student's mental health during and post Covid-19 pandemic?

RQ 2   : What are the mental health experiences that students faced post pandemic?

RQ 3   **:** How important is the support from private universities to combat mental health issues faced by the students post the Covid-19 pandemic?

Significance of the Study
The findings of this study will be an eye opener to the students on how the pandemic had put the post pandemic mental health at sake while reminding them that it is essential for them to make sure they are in good hands where mental health aids are accessible through access. It gives them an awareness of how important mental health support through tough times like this post pandemic is. This qualitative study is a collection of direct discussions from interviews that are carried out by the researcher. So, it is a raw experience sharing from the survivors where every word shared is an experience straight from the experience of the student.

By examining the post-pandemic mental health of Malaysian university students, future researchers also can assess the efficacy of various initiatives designed to advance mental health and wellbeing. Best practices for promoting students' mental health in the wake of the pandemic can be informed by this knowledge. Finally, studies on the post-pandemic mental health of Malaysian university students can advance knowledge of mental health and wellbeing. The problems with mental health that people encounter because of the pandemic can be addressed with the aid of this knowledge, which can influence study and practice in mental health all over the world.

Theory and Literature Review
Definition of Concepts and Overview of the Study
"Stress and coping theory" suggests that individuals experience stress when they perceive a situation as challenging or threatening, and that they cope with stress using a variety of strategies, which can be either problem-focused or emotion-focused. The theory emphasizes the importance of both cognitive and emotional processes in coping with stress." (Folkman & Lazarus, 1984). According to this theory, people experience tension when they believe that a situation's demands are greater than their capacity to handle them. Many people have experienced significant stress because of the covid-19 pandemic because of things like social isolation, uncertain fiscal conditions, and health issues. People use coping methods as a means of reducing stress and enhancing their wellbeing. Problem-Focused

coping and emotion-focused coping are the two major categories of coping strategies suggested by the stress and coping theory.

Taking immediate action to address an issue, such as researching COVID-19, abiding to public health recommendations, or figuring out how to work or study from home, is referred to as problem-focused coping. Emotion-focused coping includes controlling stress-related emotions, such as by turning to others for support, relaxing, or viewing the situation more favorably. This situation, as well as the person's abilities and resources, determine how successful coping mechanisms are. For stressors that the person can influence, such as problems, problem-focused coping may be more successful than emotion-focused coping may be for stressors that the person cannot influence.

Literature Review
A foreign study by Rogers et al (2020) had stated patients who required hospitalization following COVID-19, delirium is common during the acute stage of the illness. The data on long term psychiatric complications in these group of patients, although not yet fully known, may be comparable to previous corona virus epidemics, severe acute respiratory (SARS) and Middle East Respiratory Syndrome (MERS) with increased prevalence of anxiety, depression, and post-traumatic stress disorder. Persistent psychiatric impairment with significant levels of anxiety, depression and post-traumatic stress disorder are seen in survivors of critical illness at 1 year after discharge. Neurocognitive impairment including impaired attention, concentration, memory, and mental processing speed at 1 year was found in the majority of patients with severe acute respiratory distress syndrome. Substantial reductions in quality of life were found in patients with severe acute respiratory syndrome and prolonged mechanical ventilation after discharge from intensive care unit compared to admissions for other reasons (Rogers et al., 2020). The World Bank has predicted a steep global economic recession for decades following the COVID-19 pandemic. This may adversely impact on mental health especially of the vulnerable groups. Economic recession has been associated with increases in the prevalence of psychological distress, anxiety, depression, substance abuse disorders, and suicide and suicidal behavior. Unemployment, insecure job situation, lower socio-economic status, and pre-existing psychiatric problems seem to be the determinants of post-economic recession mental health issues (Frasquilho et al., 2016).

The psychological effects of the pandemic on Malaysian students attending private universities were investigated in research by (Roslan et al., 2021). The research discovered that during the pandemic, students had mild levels of anxiety, depression, and stress, with female students reporting higher levels of stress and anxiety than male students (Roslan et al., 2021). Another research by Bujang et al (2021) investigated the pandemic-related experiences of Malaysian students attending private universities. According to the research, students faced a variety of pandemic-related difficulties, including financial constraints, social isolation, and academic stress. The research also discovered that students who used coping mechanisms like exercise and relaxation were less susceptible to the pandemic's detrimental effects on their mental health. The mental health of engineering students at a private institution in Malaysia during the pandemic was the subject study. According to the research, engineering students experienced mild levels of anxiety and depression during the pandemic, with those who already suffered from mental health problems being more susceptible to such problems. Additionally, the research discovered that students who had access to social

support and practised self-care were more resilient to the pandemic's detrimental effects on their mental health (Azhar et al., 2021).

Research Methodology
Research Design
The approach to this research is a qualitative research design which aims to understand the study from the viewpoint of those who encounter it. A qualitative research approach is used to examine the experiences and viewpoints of those affected by the pandemic, especially in relation to their mental health, in the context of post-pandemic mental health. Qualitative research methodology makes use of open-ended questions and motivates participants to express their thoughts and views openly with no limitations. For this study qualitative research design is well-suited for exploring post-pandemic mental health because it allows researchers to gather detailed, nuanced information about individuals' experiences, perspectives, and emotions.

Participants
This study is conducted among private university students in Klang valley area whereby it is an urban conglomeration in Malaysia that is centred in the federal territories of Kuala Lumpur and Putrajaya, and includes its adjoining cities and towns in the state of Selangor. It is conterminous with Greater Kuala Lumpur, although there are variations between the two.

As this study took place in Klang Valley area, the chosen private university students had been interviewed and observed. A semi structured interview was conducted with students from the selected university which are UNITAR International University, Kelana Jaya, International University of Malaya Wales (IUMW), Kuala Lumpur, Multimedia University (MMU), Cyberjaya, Tunku Abdul Rahman University College (TAR UC), Kuala Lumpur along with Management and Science University (MSU), Shah Alam. Their well-established institutions have students who were restrained by the pandemic and brought through the post pandemic. Private universities were selected by considering the background of students that gains the researcher to obtain the accurate data for the study.

To choose participants for this study, a random selection procedure was used. Sampling is the process of selecting a particular group of participants to represent the entire community from a larger population. To analyse the variation among programs, a random sample would be appropriate to generalize the findings.

Instrumentation
As semi-structured interview is the main data gathering method in this study, the instruments used for conducting this study are relatively simple and straightforward. A series of interview questions known as a semi-structured interview guide is intended to cover the important subject areas while still allowing for some freedom and spontaneity. It serves as the main tool for this research. The interview guide, which serves as a reference throughout the interview to make sure that all the important issues are covered, has a mixture of open-ended and closed-ended questions. The question guide was divided to three part where each part served an objective from the study.

Data Analysis and Findings
Descriptive Analysis

This study was conducted among ten private university students from five private universities around Klang Valley area. An equal number of genders whereby five male and five female students from ten respondents were interviewed. The respondents, who ranged in age from 21 to 30, were enrolled in a variety of diploma, degree, and master's programmes. In terms of marital status, they ranged from married to single respondent whereby two of them were married while remaining eight were single Table 4.1 shows a detailed demographic description of each respondent.

Refer to tables 4.1 below. Demographic Description of Each Respondent as follows
Table 4.1
Demographic Description of Each Respondent

Respondent (R)	Age (years old)	Gender	Name of private university	Programme enrolled	Marital status
R1	24	Female	UNITAR International University	Bachelor of Education	Single
R2	26	Male	UNITAR International University	Bachelor of Accounting	Single
R3	23	Female	MSU	Bachelor of International Business	Single
R4	30	Male	MSU	Master of engineering	Married
R5	25	Female	IUMW	Bachelor of Science in psychology	Single
R6	22	Male	IUMW	Bachelor of Business Admin	Single
R7	29	Female	MMU	Master Business Admin	Married
R8	25	Male	MMU	Bachelor of Law	Single
R9	21	Female	TARUC	Diploma in Accounting	Single
R10	23	Male	TARUC	Diploma in Accounting	Single

Results and Findings
RQ 1 : What are the factors that influenced the student's mental health during and post Covid-19 pandemic?

This section's key theme is on the elements that affected the respondents' post-pandemic health as private university students who were exposed to the pandemic. The post-pandemic effects were caused by the pandemic, making them become acquainted. Therefore, the first two interview questions focused on the factors that affected each person's mental health throughout the pandemic and how those stated affected each person's mental health. Here, respondents listed several similar factors that they shared, and which showed a trend. There were both bad and good influences on the respondents' mental health, they claimed.

Therefore, they addressed the factors that had an impact on it, whether they were positive or negative.

The following theme is based on the client's statement, which lists the elements that negatively impacted the respondents' mental health because of the pandemic. The following list of factors that all the respondents shared is provided in accordance with each one. The Movement Controlled Order (MCO) which is referred to the government's directive to enforce lockdowns and limit movement during the pandemic. All respondents mentioned this as one of the key causes. The factors that were brought on by the MCO had a greater influence on them than MCO itself. Separation from their loved once due to MCO, different restrictions that interfered with daily activities and lifestyles, and isolation that made them lonely all contributed to the respondents' poor mental health throughout this pandemic. The respondents agree that this aspect had a bad impact on their mental health since it made them feel sad, lonely, unproductive, always afraid, moodiness and under a lot of stress.

"MCO la I would say, the main reason… it really made me stressed. Because things were so bad that we couldn't go anywhere, our whole life was interrupted. Felt so isolated that we could not meet family and friends also because the rules were so strict due to rules and worst that my sister was sucked in Singapore because she was working there. This was the main reason I would say that influenced my mental health.

(R1, reconstructed from notes)

"Was stressful because the MCO period made me feel so lonely because my family members were all stuck in different places…I was so afraid that I won't be able to see them anymore."

(R2, reconstructed from notes)

… I couldn't go for jogging as it was part of my daily routine…I begin to feel unhealthy and weak and it definite impacted my sleep and slowly my mental health was influenced… I begin to be so grumpy with my kids at times…"

(R4, reconstructed from notes)

"… my daily outdoor activity is what keeps me active and make me feel alive but when the MCO was implemented I barely felt alive to be honest… it was so stressful that I wasn't able visit the outdoor places I used to visit every week… I wasn't feeling myself to be honest, mentally I was drained…"

(R10, reconstructed from notes)

The respondents, who were students, identified the following element as a significant problem that had a negative effect on their mental health which is the transition of physical class to online mode. The respondent claims that the switch from online to traditional classrooms during the pandemic had a negative impact on their mental health, particularly as students. For those respondents who were unfamiliar with technology, lacked access to dependable internet, or lacked the proper devices, the unexpected move to online schooling presented difficulties. They thus found it difficult to keep up with their assignments and engage fully in their online classes, moreover, they missed the environment of class with their classmates which resulted in emotions of frustration and loneliness. Additionally, because they had to balance worries about their health, the health of their loved ones, and future uncertainties with academic obligations, students were under plenty of stress because of this circumstance. Students claim to feel overburdened and apprehensive about their capacity to

achieve due to the extra strain of adjusting to new learning environments and formats. Learning at home gave plenty of ways that distraction, which made it challenging for the respondent to concentrate on their academics. They encountered distractions from family members, housework, or other obligations that they would not have encountered in a classroom setting. They stated it worsened the negative impact on mental health by causing emotions of lethargy and inefficiency.

"…I was not good in this technology got it hard when the online class was first start… I feel it was not the best way to study because there was a lot of disturbance… I feel I wasn't focusing…online class didn't give me the vibe that had in classroom with my classmates it was lonely…"   (R2, Reconstructed from notes)

"Online class… is the fact that disturbed my mental health badly… I became so mentally tired and drained juggling everything at once…at sudden my mum will come in asking me to do something that I can't say no… I was not very good with this technology as well so it was a struggle for me to deal with these technical issues and I would end up being so frustrated …"   (R3, Reconstructed from notes)

"…I was so stressed with all the assignments given while not understanding much from the class… I couldn't perform as usual because usually in campus I would discuss with my lecturer and be able to focus better…but the online classes made me so stress and anxious that I wouldn't be able to perform well in my studies… I begin to feel that I am not a good student, and I wouldn't be able to pass my exams…"   (R9, reconstructed from notes)

The respondent also said that an additional aspect that contributed to the declining mental health of students throughout the pandemic was the increased number of covid-19 cases and death tolls. The respondent claimed that while they struggled to come to terms with the pandemic's actuality, they went through a variety of feelings, including worry, anxiety, and uncertainty. The respondents tend to state that they were terrified of developing covid till it caused them to have restless nights and suicidal thoughts. Concerns for their own and their loved ones' health and safety have been respondents' top concerns. Their families may have included high-risk individuals who were more susceptible to the virus, such as elderly relatives or those with pre-existing diseases. In addition, family members who worked in the medical field and were more likely to contract the virus may have caused fear among students. Concerns for their own and their loved ones' health and safety have been respondents' top concerns. Their families may have included high-risk individuals who were more exposed to the virus, such as elderly relatives or those with pre-existing diseases and their kids. In addition, family members who worked in the medical field and were more likely to contract the virus may have caused fear among students. The constant media coverage of the pandemic, along with the uncertainty and unpredictable nature of the situation, may have increased students' levels of stress and many students may have had trouble concentrating or sleeping because of their worries about the future.

"I was so influenced by the number of cases every day. I see the number of cases every day until it became like an addiction and routine every day, I wake up… seeing the case increase became and influenced my mental health because it was very worrying because that time the

cases was very high, I was anxious if I or my family will get infected especially my parents because they were old people…"   (R1, reconstructed from notes)

"Fear of getting covid was factor that caused my anxiety level to rise…every day when I see the number of cases I will be so worried and until I feel like crying because I felt like we are going to die, the end is near … even some normal cough made me so worried and I would end up getting myself test with the kit multiple times…it was so stressful to live in such fear…"
                    (R3, reconstructed from notes)

"… the fact that we lived in fear during this pandemic was definitely a reason I became so anxious…my wife was a nurse, and we had a 3-year-old kid which made us so worried…every day from the moment my wife leaves to work till she gets back I would be in hell of fear leaded me to sleepless nights…"   (R4, reconstructed from notes)

Another factor that was cited as having a big effect on respondents' mental health was financial restraints, particularly during the pandemic when respondents and their families were dealing with financial difficulties. Students reportedly found it difficult to take care of their fundamental requirements and responsibilities after losing a part-time work, which was believed to cause a feeling of financial uncertainty. Additionally, they claimed that the pressure of helping their families financially or to assist families who had lost their job or lost in business influenced their emotions to guilt, worry, and anxiety. At a worst state it influenced them to think about quitting their studies and to reduce their financial burden and work to help contribute to their families Students' influencing their emotions of isolation and low self-esteem may have been increased by their feelings of shame or humiliation regarding their financial circumstances.

"…financially I was broke because I lost my part time job…almost when crazy without money…It was so stressful I had to keep asking my mother for money which I don't do…at one part I felt like discontinuing my studies and just go look for a job…"
                    (R2, reconstructed from notes)

"… I will really feel so bad and worried for my family situation because my mother lost her job, and we were all depending on my father's business income which was not much during the pandemic… I felt useless as a son can't do anything to help as well…when I see my mum struggle on the monthly budget or sit thinking about what to do about finance, I will feel so worried and sat. But what to do I can't do anything to help also…"
                    (R8, reconstructed from notes)

Overall, high number of COVID-19 infections and deaths post pandemic was highlighted as the first factor by most respondents. The high number of cases and deaths that continued despite the lifting of the Movement Control Order (MCO) and the easing of restrictions, according to respondents, was a cause of concern and anxiety for students.

RQ 2   : What are the mental health experiences that students faced post pandemic?

The first theme is the students' experience with anxiousness. All the respondents claimed to have a high level of constant nervousness about a variety of situations. The worry of going back to physical lessons post pandemic was the first problem that brought them to this experience, especially because they were students. Students reported feeling worried about going back to a more "normal" way of living since they weren't sure if they would be able to adjust to the new campus environment that they had little experience with during the prior year and a half. They worry on returning to physical classes has it require connecting with their peers and their educators in person, meeting new people, and taking part in activities that seem possibly difficult or overwhelming. While others who had prior on-campus experiences were concerned that because they were adapted to being alone, they might have lost their ability to socialize. They experienced social anxiety when trying to socialize or even just meet new people. The fear of infection was mentioned by all the respondents as a further contributor to their anxiousness.

"I had a terrible experience…especially when I experienced anxiousness with the number of cases even after the lockdown because the cases were still high with variants like new and innovative keep coming with fancy names… I would be so scared to go out and always worried if I would get covid and as feared I got covid after the pandemic which got me even more scared that this hasn't end…" (R1, reconstructed from notes)

"…like how I tend to be anxious about going back to physical classes after the pandemic was a worst experience…to be worried about physical classes again… because the change was a sudden when I we were already getting used to the physical class then suddenly back to physical…whenever I head to class after the pandemic it was made me anxious to meet people, to be before the lecturer like face to face and also to do presentation all face to face …" (R2, reconstructed from notes)

"…so worried with the number of cases so high but everything was brought to normal…I had a nervous experience people don't seem to be scared every place was crowed which make so hard to be relax…I was so worried about adapting to new environment in campus because I was new… so nervous for the first few weeks I won't go campus without my friends because I feel I didn't know how to mingle with new people already…" (R3, reconstructed from notes)

"…the vaccine side effect had me so insecure and worried on what will happen to our health…is there going to be a major side effects or symptom to us …I never experienced such a worry over some medicines we take but having to experience this left me so worried because of all this internet new spreading …" (R4, reconstructed from notes)

"… the worst experience after the pandemic was struggling with my anxiety… trust me I wished this pandemic would be prolonged because I had to go back to mingle with people… I felt so socially anxious to communicate with people especially new this social gatherings and mass lectures…. left me sleepless thinking about going back to class…" (R6, reconstructed from notes)

"…post pandemic I experienced the major fear that this situation will reappear…already suffered a lot with the covid 19 pandemic I just hope it is over but with cases that is so unpredictable and new variants I seriously fear that we will be stuck in another lockdown…"

(R9, reconstructed from notes)

The following theme is based on the stress experienced faced by respondents where they claimed that many challenges and changes brought on by the pandemic have caused them stressful experiences. Financial difficulties were cited as a typical source of stress experiences, especially for students who might have experienced income loss due to the pandemic. Post the pandemic, financial difficulties persisted as a cause of stress. Additionally, a few students had trouble adjusting to the "new normal" and a new routine. Many elements of daily life have been disturbed by the pandemic, and it has taken students some time to get used to their new obligations and routines. For several students, increased academic pressure was another source of stress.

> *"… the experience with my studies, assignment, quizzes, and everything it was very stressful because during the covid was already so stress with the situation …my experience with stress was just so all over the post pandemic and worst stress with the financial situation…all thanks to covid I lost major incomes but post the pandemic finance was still issue it was super stress with no income as usual…"*
> (R2, reconstructed from notes)

> *"…the academic pressure after covid was a worst stress experience for me also… I experienced more stress to be honest because I felt like the lectures had no mercy but to put so much pressure on us and gave all kind of activities in class and off class…with physical activities that required so much I was so tired and stress…wished only class was prolonged."*
> (R6, reconstructed from notes)

> *"The after-pandemic stress experience was a terrible one… it was such a hustle to rearrange everything post pandemic…I had to adjust my schedule, routine and find alternatives for someone to take care of my daughter… It was so stressful to be arranging all again… took me days to make sure everything was on track before I can focus on myself…"*
> (R7, reconstructed from notes)

> *"… a few times I came back to home then hostel back and forth to sort accommodation issue after the pandemic…, I had to look for new place to stay … I had to arrange all the things like transport and accommodation from beginning…it took me sometime to settle down for myself before I can sort things more peacefully…this was a very stressful experience for me post the pandemic…"* (R9, reconstructed from notes)

Overall, the data showed that respondents experienced both positive and negative effects after the pandemic, according to the investigation of their responses. As a result, each experience was described using 8 themes, 3 of which were related to positive experiences and 5 to negative ones. The goal of the discussion was to obtain information about students' post-pandemic mental health experiences.

RQ 3: How important is the support from private universities to combat mental health issues faced by the students post the Covid-19 pandemic?
The first theme of this objective is support from the private university. According to the respondents' comments, there were two different kinds of responses: some respondents said

that their university helped them with their mental health concerns post pandemic while others didn't. To be exact, four of them stated that their university was supportive while others said they had to manage things themselves or even blamed their university for causing them more mental health issues.

"… there were some initiatives that was supportive for me from my university that helped me with my mental health wellness…yes, there were some activities and a lot of support from my university especially lectures after the pandemic when we head back to university that helped me feel good…"   (R4, reconstructed from notes)

"No there was nothing that my university did for me to help my mental health issue after the pandemic…in fact they caused me more issues than support…there wasn't anything supportive despite me struggling with my mental health so much after the pandemic…"
                    (R6, reconstructed from notes)

According to students who received support from their university, this aid came in a variety of forms, including counselling services offered by the institution, awareness programmes by the management, assistance from the administration with financial matters, and guidance and support with providing conventional study method for students who had issues with coming back to campus, all of which were extremely beneficial for student's mental health post pandemic period. The university offered students free counselling services, which were delivered by certified counsellors employed by the organization. They were beneficial in that the respondent was able to request free counselling sessions to address their mental health issue, which helped them combat it.

Along with that, there were also activities that spread mental issues in this tough time. Additionally, students who were having financial difficulties were able to request a delay in their course payment with a suitable letter and a compelling justification. While the institution additionally provided them with financial aid or assisted them in applying for outside aid from the government or non-governmental organisations which was very helpful for students who had to stress about financial constraints. Additionally, students who have strong reasons that they can't attend classes physically daily were helped by management in developing conventional study techniques, which helped them to worry less about returning to campus. Students who had solid reasons were given the option to continue their online classes if the right documentation was supplied, according to the management.

"…it was very helpful when my university helped me apply for a financial aid from organization outside…the helped me with the whole process of getting funds for help…this was supportive so I can worry less about some financial burden…"   (R2, reconstructed from notes)

"...they helped me when I had issue with paying the course fee… they asked me to present some prove and email to the finance department so I can delay my payment a bit then lifted my finance barring…it was very helpful for me and let me relax on this payment…"
                    (R8, reconstructed from notes)

"…there was free counselling support in my university which I seek for when I need someone to talk with stress after the pandemic… They were helpful in sessions... There were also

activities by the university management on mental health awareness that I attended. It was very eye opening and supportive for not just my mental health but for all the students."

(R10, reconstructed from notes)

The following theme focuses on the importance of private university's mental health support for students. According to respondents the support of the private universities in combating mental health issues is very important because students are more likely to seek treatment when they need it and feel more at ease talking about their mental health issues with others when they feel supported by their institution. This assistance can take the shape of peer support groups, access to mental health resources, counselling services and mental health awareness campaigns. It is also shared by respondents that if they get mental health support from their university, they feel that their mental health is significant and valued when universities. This would encourage students to put their own mental health first and lessen the stigma around mental health issues.

" … the support is very important because I feel if they give us chance or opportunity to seek support with their initiative university we will have easy access to mental health guide… it will be more easy for us because we have the access just easily…for example the university can give away free counselling session for students which is more available, more awareness on the mental health issues, support groups and so on…"   (R1, reconstructed from notes)

"it is very important because when our university support our mental health we feel more valued and we got support from the nearest person to help us…when they support us with their small deeds is enough it educates us on various things and break perspectives that students are just seeking attention…"   (R9, reconstructed from notes)

Research Limitations
In this section, the information gathered from the respondents' interviews was analyzed thematically. Firstly, there was a demographic profile analysis where the background of the participants was comprehended. Following that each objective was obtained by gathering of respondent's perspective and narrative analyses for each thematic explanation. This included the factors that influenced private students' mental health during the pandemic followed by post pandemic which we corelated. Then, the mental health experience that private universities went through post pandemic were analyzed whereby students shared their experienced which health support from private university for students' mental health issues whereby student gave their mixed review where they said it was important but not all of them were able to get it from their universities.

The purpose of this study is to analyse the post pandemic mental health of private university students from Klang valley area which served to the three main objective of this study. The findings of the research question suggested what aspects of the respondents' mental and emotional health following the pandemic—private university students in the Klang Valley—were impacted by. As a result, research prompted inquiries that gathered information about the perspectives of students that had an influence on their mental health both during and after the pandemic as they were strongly affiliated by each other. The students said that both good and negative effects of the pandemic and post pandemic on

their mental health were caused by both positive and negative influences. During the pandemic they had positive factors that influenced their mental health which included: more quality time with family, the ability to multitask and the fact that they were able to avoid excessive socializing.

The researchers advise exercising caution when adopting and interpreting the study's findings since they should be considered considering some limitations and possible biases. This study focused on the post-pandemic mental health of private university students in the Klang Valley; nevertheless, it's probable that other post-pandemic mental health-related factors should be considered by other researchers. Since the study's data came from the internet, respondents' self-reports, and responses to questionnaires, another potential limitation is the possibility of reporting bias. Furthermore, due to the cross-sectional method of this study, cause and effect conclusions cannot be drawn. As a result of the study sample population's small size, it is crucial to proceed with extreme caution before making any generalizations regarding the teaching profession generally, both nationally and internationally.

The researchers advise undertaking additional research to broaden and confirm the findings of this study considering these restrictions. There are still additional potential aspects that could be important despite the conclusions that have been made. These considerations include the students' marital status, place of origin, course of study, and social background. Researchers could include the factors mentioned above as potential important determinants of the mental health among students at private universities in the Klang Valley area in the future to perform a more reliable investigation. Additionally, the study sample might not be a good reflection of students studying private universities in the Klang Valley. The researcher only included 5 universities from the Klang Valley in the sample, which was rather limited. Future studies should involve a bigger population, maybe by enlisting students from nearby institutions or from other states to offer a more comprehensive viewpoint. Finally, it is crucial to remember that the atmosphere and culture of the university can have a big impact on students' mental well-being. It is necessary to conduct additional research in order to examine the elements of university culture and environment that might be indicative of students' post-pandemic mental health.

Recommendation for Future Research
Even though mental health is a serious problem that needs to be addressed, private universities in the Klang Valley were not even given consideration for their post-pandemic mental health. Analysing the factors that contribute to the problem of student depression is the first step in finding a solution. Implementing mental health interventions and management methods and putting them into practise are the second stage, which is also the most important aspect, to battle the mental health difficulties that private university students in Klang Valley are dealing with. Besides, It is advised to examine into the students coping strategies during the pandemic and how they affected their mental health. This can shed light on the efficacy of different coping mechanisms and guide future interventions. Additionally, this researcher recommends looking into how social support might help lessen the pandemic's negative effects on students' mental health. This can involve looking into the ways in which students requested and received assistance as well as the results that social support has on mental health outcomes. Identify the obstacles that keep students from getting the mental health care they need, such as stigma or a lack of knowledge about the services

available which may benefit treatments that aim to promote help-seeking behaviors. Consider the influence of cultural elements on how the epidemic affects students' experiences and their mental health. It can entail looking into how cultural values and beliefs affected coping mechanisms, help-seeking tendencies, and mental health outcomes.

Conclusion

In conclusion, a qualitative study on post-pandemic mental health among private university students in the Klang Valley area is there are both good and bad aspects to one's mental health. The importance of this study can shed light on the specific struggles and experiences this population had during the pandemic. The study also might provide insight on variables that affected students' mental health as well as their individual experiences and the significance of university help in addressing these problems. A study like this could point up practical ways to support the emotional problem in mental health and wellbeing of private university students in the Klang Valley. It is proven that this study had supported the theoretical framework which emphasizes the importance of both cognitive and emotional processes in coping with stress.

The significance of this study will help the future researchers to assess the efficacy of various initiatives designed to advance mental health and wellbeing. On the other hand, it helps many lecturers and the University management best practices for promoting students' mental health in the wake of the pandemic can be informed by this knowledge. Even if the respondents' narratives revealed more unfavorable findings, it is still possible to draw some favorable conclusions regarding their own mental health. Therefore, this study might provide insight on variables that affected students' mental health as well as their individual experiences and the significance of university help in addressing these problems. Although the findings of this study imply that private university students in the Klang Valley's post-pandemic mental health have both positive and terrible ratings from respondents, it is crucial to emphasize that generalizations of any kind should be treated with extreme caution. To better understand the post-pandemic mental health of students, it is proposed that additional study be conducted, including physiological methods. It can also assist in the creation of focused treatments that address the unique requirements and difficulties this demographic faces. Overall, the study's findings can support initiatives to advance the mental health and general wellbeing of university students in Malaysia and elsewhere.

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