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## The role of stress and coping on the learning motivation and mental health among students: A study of the college students in Bengaluru

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### Abstract

The educational system consisting of one of the largest stakeholders got impacted in multiple ways during COVID-19. The educational institutions, parents, student community across all levels had to face the trajectory. The on-line mode of delivery was but inevitable. The stress and learning gaps were evident. The motivation levels of the students were a herculean task for the teachers and the parents. Engaging in the entire process of learning in an on-line class was requiring an appropriate system to be worked out. The present article through an empirical study makes an attempt to understand the stress and the learning motivation among the college students.

**Keywords:** Stress, strategy, learning, motivation

### 1. Introduction

In December 2019, the Coronavirus disease 2019 (COVID-19) outbreak began and was officially announced as a pandemic by the World Health Organisation <sup>[1]</sup>. According to the UNESCO report, COVID-19 has affected nearly 68% of total world's student population as per the data taken during 1st week of June 2020. Outbreak of COVID-19 has impacted about 1.2 billion students and youths across the globe by school and university closures. Several other countries have also implemented localized closures impacting millions of additional learners. In India, more than 32 crores of students have been affected by the various restrictions and the nationwide lockdown for COVID-19. Most Governments around the world have temporarily closed educational institutions in an attempt to control the spread of the pandemic COVID-19 (Ramakrishna, 2021) <sup>[12]</sup>.

Universities and other educational institutions across the country have been closed since 16th March, 2020 when the Government of India announced a countrywide lockdown as one of the measures to contain the COVID-19 outbreak. The Government of India through its Ministries, viz., Ministry of Home Affairs, Ministry of Health, Ministry of Ayush and Ministry of Education took several initiatives to contain the spread of the virus and issued directives and advisories to educate the people about the gravity of the infection from Coronavirus and the measures to protect from it. Specific instructions were also issued to the universities and colleges by the Ministry of Education and the UGC in this regard. The University Grants Commission issued "Guidelines on Examinations and Academic Calendar for the Universities in View of COVID-19 Pandemic and Subsequent Lockdown" on 29th April, 2020 and then, on 6th July, 2020 (Jain, 2020) <sup>[6]</sup>.

For the longest time, people assumed that the student population was the least affected by any sort of stress or problems. Stress is now understood as a lifestyle crisis (Masih & Gulrez, 2006) <sup>[2]</sup> affecting any individual regardless of their developmental stage (Banerjee &

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<sup>1</sup> Mahase E. Covid-19: WHO declares pandemic because of "alarming levels" of spread, severity, and inaction. BMJ. (2020) 368:m1036. doi: 10.1136/bmj.m1036

<sup>2</sup> Masih P. P & Gulrez N. K. Age and gender differences on stress. *Recent trends in human stress management*. 2006;97-104.

Chatterjee, 2016)<sup>[3]</sup>. Students felt discontinuity during the lockdown even though the state government issued various educational policies on conducting virtual teaching sessions. Lack of routine student engagement with their university or college resulted in isolation, social media addiction, and no physical activities, which lead to psychological imbalance<sup>[4]</sup>.



(Source: Ministry of Home Affairs, Govt. of India)

Fig 1: COVID-19 timeline of India

## Levels of stress

### Acute stress

Acute stress is the most common form that every person experiences during the course of their life and is the result of recent or anticipated stressors. It can be both positive and negative. It arises quickly in response to unexpected or alarming events. Typically, it fades quickly, either on its own or once the stressful event is over. Acute stress does not often lead to serious health problems. For example, the pre conceived stress learners experienced just before writing test or exams; riding a roller coaster can cause acute stress, but in a thrilling way. The excitement before a fun event is a type of positive acute stress. Getting into a car accident is negative acute stress. As long as the acute stress does not last for extended periods or occur too frequently, there is nothing wrong with suffering from acute stress. This type of stress occurs frequently and is easy to identify.

### Symptoms of an acute stress reaction<sup>[5]</sup>

Symptoms usually develop quickly over minutes or hours - reacting to the stressful event. Symptoms of acute stress reactions may include the following:

- Psychological symptoms such as anxiety, low mood, irritability, and emotional ups and downs, poor sleep, poor concentration, wanting to be alone.
- Recurrent dreams or flashbacks, which can be intrusive and unpleasant.
- Avoidance of anything that will trigger memories. This may mean avoiding people, conversations, or other situations, as they cause distress and anxiety.

<sup>3</sup> Banerjee N. C. Academic Stress Suicidal Ideation & Mental Well-Being Among 1<sup>st</sup> Semester & 3<sup>rd</sup> Semester Medical, Engineering & General Stream Students. *Researchers World*. 2012;73-80. Retrieved from <https://search.proquest.com/docview/1816764514?pq-origsite=gscholar>

<sup>4</sup> Bijoy Chhetri, Lalit M. Goyal, Mamta Mittal, Gopi Battineni, (2021). Estimating the prevalence of stress among Indian students during the COVID-19 pandemic: A cross-sectional study from India, *Journal of Taibah University Medical Sciences*, Volume 16, Issue 2, 2021, Pages 260-267, ISSN 1658-3612, <https://doi.org/10.1016/j.jtumed.2020.12.012>. (<https://www.sciencedirect.com/science/article/pii/S165836122100032>)

<sup>5</sup> <https://patient.info/mental-health/stress-management/acute-stress-reaction>

- Reckless or aggressive behaviour that may be self-destructive.
- Feeling emotionally numb and detached from others.
- Physical symptoms such as:
  - A 'thumping heart' (palpitations).
  - A feeling of sickness (nausea).
  - Chest pain.
  - Headaches.
  - Tummy (abdominal) pains.
  - Breathing difficulties.

The physical symptoms are caused by stress hormones, such as adrenaline (epinephrine), which are released into the bloodstream, and by overactivity of nervous impulses to various parts of the body.

## Episodic stress

Episodic acute stress is a recurring type of stress, happening over and over. Essentially, people with episodic stress are often overwhelmed by it and have difficulty managing it. This is the kind of stress that continuously pops up, sometimes in a pattern. People who suffer from episodic stress are almost always in "crisis mode," are often irritable and anxious, and may be prone to constant worrying. It is accompanied by worry and angst about things that are happening to you or around you. You might be especially prone to this if you have a "type A" personality. Type A individuals are outgoing, ambitious, rigidly organized, highly status-conscious, impatient, anxious, proactive, and concerned with time management. People with Type A personalities are often high-achieving "workaholics". As you can have a sense of urgency and a need to get things done that might actually become overwhelming. For example, learners studying on the night before a test instead of studying consistently throughout the period. This kind of stress is episodic because it is building up into a habit.

Symptoms of episodic stress are the same as acute stress, but they can be more extreme or occur constantly. Some signs of long-term episodic stress according to the APA American Psychology Association (2020)<sup>[6]</sup>, are Constant headaches or migraines, Hypertension and Heart disease. People who suffer from episodic stress typically accept this kind of stress as a normal part of life and may not be aware of how detrimental its effects can be. It has been noted that it may be difficult for sufferers of episodic stress to get treatment because they are so used to feeling its effects and accept them as normal.

<sup>6</sup> American Psychological Association (APA), (2020, May 30). Stress in the time of COVID 19.

**Table 1:** Students' Motivation in Online Learning during the COVID-19 Pandemic Era

Motivation	Factors
Internal	Ambition to learn and gain new knowledge: belief education is important; and enjoyment in experiencing new learning method: using some digital platforms
External	External regulation: avoiding compensation of being absent; and environmental condition: proper supporting learning facilities.
Amotivation	Problems with outsources: electricity and internet connection decrease their belief and ability

Gustiani, S. (2020). Students' motivation in online learning during COVID-19 pandemic era: A case study. *Holistics journal*, 23-40.

### Review of literature

Singhai (2018) conduct a study dealing with the conceptual framework of the stress, causes of stress amongst students and the ways to manage stress. Stress is definitely a big word with even bigger impact; however this can be dealt with small changes that we bring in our day to day life. Stress is experienced by managers, financiers, government officials, administrators, politicians, house wives and is most prevalent amongst students nowadays. It is essential to identify the cause of the stress so that it can be addressed meticulously and efficient interventions can be outlined. Stress is always seen as subjective process and encompasses individual's personal analysis and counter to a threatening event. Stress can result in depression, anxiety and many other hazardous conditions. The rise in the number of workshops being conducted for Stress Management, various articles being published, research reports etc. is an implication of the escalation of stress related cases in the past few decades (Singhai, 2018).

Michelle Haikalis et. al feel that the COVID-19 pandemic is a major stressor that has negatively impacted global mental health. Many U.S. college students faced an abrupt transition to remote learning in March 2020 that significantly disrupted their routines, likely causing changes in mental health. The current study examined changes in anxiety and depressive symptoms among 990 college students, from before COVID-19 had reached U.S. community spread to 5 months into the pandemic. Results indicate overall increases in anxiety and depressive symptoms; this effect was amplified as more COVID-related challenges with academic impact and loneliness were reported. Increases in anxiety and depression were buffered as a function of greater perceived positive changes attributed to COVID-19; the differences in anxiety and depressive symptoms over time were also lessened when greater perceived stress prior to COVID-19 was reported. Findings reveal an unexpected effect involving pre-pandemic stress, and highlight potential targets to promote resilience, which should be examined long-term<sup>[7]</sup>.

Yang et. al (2021) opine that the COVID-19 pandemic has unhinged the lives of people across the globe. In particular, more than 30 million Chinese college students are home-schooling, yet there is little understanding of how academic workload, separation from school, and fears of contagion lead to a decrease in their health. This study examined the relationships between Chinese college students' three

critical stressors and two types of health in the COVID-19 pandemic context. The researchers used a three-wave lagged design with a one-week interval. All the constructs were assessed by self-report in anonymous surveys during the COVID-19 pandemic. College students were asked to report their demographic information, academic workload, separation from school, fears of contagion, perceived stress, and health. The results of this study showed that academic workload; separation from school, and fears of contagion had negative effects on college students' health via perceived stress. In the COVID-19 crisis, multiple prevention and control measures focusing on college students may lead them to have different degrees of stress and health problems<sup>[8]</sup>.

Hena Yasmin (2020) make an attempt to know the impact of stress among students and the necessity of managing it in order to make the learning effective. In today's date stress has been an integral part of life because there are many things which act as a stress catalyser. COVID-19 has caused significant distress around the globe. It is not limited to adults only, but stress is increasingly affecting children of all age group. Proper management of stress is really very difficult as parents don't have enough time to properly look after their children. Generally, people have a common mindset that stress is only caused by a sad happening, but the truth is that stress can occur through a good experience as well. As far as stress for students are concerned, there are plenty of reasons which can cause stress in a student's life, some of these are; mismatch between the student and the teacher which can raise tension and cause stress. Lack of much family attention has also been a reason why it attacks to all students. Children generally don't take care of their eating habits as a result of which they are more prone towards to stress. In addition to that the other reason of stress is insufficient sleep is a common cause and students all across the world are getting affected by stress because of it. Stress management among students is a hit-or-miss matter (Hena Yasmin, 2020).

<sup>7</sup> Changes in College Student Anxiety and Depression From Pre- to During-COVID-19: Perceived Stress, Academic Challenges, Loneliness, and Positive Perceptions.

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Michelle\_Haikalis, Hannah Doucette, And Nancy P. Barnett.

Volume 10, Issue 2. <https://doi.org/10.1177/21676968211058516>

<sup>8</sup> Yang C, Chen A, Chen Y (2021) College students' stress and health in the COVID-19 pandemic: The role of academic workload, separation from school, and fears of contagion. *PLoS ONE* 16(2): e0246676. <https://doi.org/10.1371/journal.pone.0246676>

**Table 2:** Excerpts from various studies on the Impact of Stress on teaching and learning among university students

No.	Author & Year	Study background	Findings
1	Saad, Wan Zaimah, Zahrul Akmal, Harliana, Hussain & Khairul Azman (2018) <sup>[9]</sup>	Stress management among university students	There are three stress factors have been identified; (1) the most important is the academic factor, followed by (2) the time management factor and then (3) the social relationship factor. The study found that the action of managing stress has been divided into three, namely time management, social relationships and seeking advice and guidance from counseling. All three of these stress management actions show a moderate level of interpretation indicating that the ways of managing stress stated in the survey form are among the most frequently used ways to cope with stress.
2	Norhana, A., Fahmi, A., Aslinda, M. & Zazalli, L. (2020) <sup>[10]</sup> .	Analysis of stress factors influencing community college students	The results of the study found that, in terms of time management, students felt quite stressed to organize their time between the workload of learning assignments and homework as they had to study online. Students adapt and create self-control during new norms for the sake of a career future.
3	Che Ahmad Azlan, Jeannie Hsiu Ding Wong, Li Kuo Tan, Muhammad Shahrin Nizam, A.D.Huri, Ngie Min Ung, Vinod Pallath, Christina Phoay Lay Tan, Chai Hong Yeong & Kwan Hoong Ng. (2020) <sup>[11]</sup> .	Teaching and learning of postgraduate students using online methods during the COVID-19 pandemic: A Case Study in Malaysia.	The results of the study found that students reported a decrease in morale, loss of motivation, difficulty in focusing on their lessons and internet connection problems throughout the online learning sessions. In addition, this new learning norm requires students to be more independent and always ready to face challenges in organizing their own affairs and learning.
4	Abdul Rashid, A. A., Amin Al, H. S., Umi Hamidaton, M, S, L. & Raja Nur Syafiqah, R. A. (2020) <sup>[12]</sup> .	Strategies for the development of aspects of self-well-being to cope with academic stress during the COVID-19 pandemic	The study found that among the challenges that need to be faced by students when undergoing online learning are self-adjustment, internet access problems, self-learning and financial issues. Students face these problems without the help of peers as well as lecturers and an environment conducive to learning causes student stress to intensify. The results of the study also suggest several solution measures to this problem such as forming aspects of self-well-being to cope with stress during the pandemic season, improving aspects of emotional, spiritual, mental and physical well-being.
5	AlAteeq, D. A., Aljhani, S. & AlEesa, D. (2020) <sup>[13]</sup> .	The pressure of the new norm among students during online classes	The study found an increase in student stress levels when the COVID-19 outbreak struck especially for students taking difficult courses or programs such as medicine and dentistry. Online stress management needs to be implemented to overcome this problem.
6	Husky, M, M., Masfety, V, K. & Swendsen, J, D. (2020) <sup>[14]</sup> .	Stress and anxiety of students in France during the COVID-19 pandemic	The study found that there was an increase in the level of stress from moderate to severe during the control period. Furthermore, the phase of transition from high school to the university realm also contributes to the increased level of stress among university students. They have to adjust to the transition phase without meeting face to face with friends, in fact some do not have the opportunity to get to know their friends directly due to the closure of the education sector.
7	Yasmin, H., Khalil, S., & Mazhar, R. (2020) <sup>[15]</sup> .	Stress management among students and its impact on learning effectiveness	Findings of the study show that among the reasons students become stressed are too much workload, exam grades, future, health, family problems, financial problems and personal problems. As a student, academic problems become a major problem plaguing students. Among the measures proposed to help students reduce stress is by building a student-friendly environment, the body is responsible for helping the welfare of students and families reduce stress by not placing too high expectations on students. In conclusion, students need to be exposed to the right way to manage stress in life as a student.
8	Zainora, Noorhafizah, Norazman & Anuar (2021) <sup>[16]</sup>	Comparison among students of higher learning institutions on stress symptoms experienced during online teaching and learning sessions of the COVID-19 era	There are four symptoms of stress namely physical, psychological, physical and behavioral disorders. The results of the study found that for USIM respondents the level for all three symptoms was moderate but for behavioral symptoms showed a high level. While for KUIS respondents, the level shown is moderate for all four types of symptoms. The result was found to overcome stress by practicing the teachings of Islam comprehensively in daily life
9	Nor Sahara, M & Zulkarnain, A, M. (2021) <sup>[17]</sup>	Student readiness to follow online learning during movement control order (MCO) to curb COVID-19	The study found that family income and students' level of readiness have a significant relationship that students will be better prepared to face online learning if family income increases. This is because when there is an increase in family income, their parents can provide facilities and amenities for them to undergo online learning. Furthermore, they do not have to worry about their family's financial problems and can

<sup>9</sup> Saad, S. S., Wan Zaimah, D., Zahrul, A., & Hussain, O., Harliana, H., Khairul, A. (2018). Pengurusan Stres Dalam Kalangan Pelajar Universiti. *Research Gate*. Retrieved from [https://www.researchgate.net/publication/32222527\\_Pengurusan\\_Stres\\_Dalam\\_Kalangan\\_Pelajar\\_Universiti](https://www.researchgate.net/publication/32222527_Pengurusan_Stres_Dalam_Kalangan_Pelajar_Universiti)

<sup>10</sup> Norhana, A., Fahmi, A., Aslinda, M. & Zazalli, L. (2020). Analisis Faktor Tekanan Yang Mempengaruhi Pelajar Kolej Komuniti Negeri Johor Ketika Perintah Kawalan Pergerakan. *Jurnal Dunia Pendidikan*, 2(3), 158-172. Retrieved from <https://myjms.mohe.gov.my/index.php/jdpd/article/view/11157>.

<sup>11</sup> Azlan, C. A., Wong, J. H. D., Tan, L. K., Huri, M. S. N. A., Ung, N. M., Pallath, V.,... & Ng, K. H. (2020). Teaching and learning of postgraduate medical physics using Internet-based e-learning during the COVID-19 pandemic—A case study from Malaysia. *Physica Medica*, 80, 10-16.

<sup>12</sup> Abdul Rashid, A. A., Nurhafizah, M, S. & Nor Hamidah A, R. (2020). Wabak Covid-19: Pengurusan Aspek Kesihatan Mental Semasa Norma Baharu. *International Journal of Social Science Research*, 2(4), 156-174.

<sup>13</sup> Al Ateeq, D. A., Aljhani, S. & AlEesa, D. (2020). Perceived Stress Among Students in Virtual Classrooms During The COVID-19 Outbreak In KSA. *Journal of Taibah University Medical Sciences*, Volume 15(5). Retrieved from <https://www.sciencedirect.com/science/article/pii/S1658361220301128>

<sup>14</sup> Husky, M, M., Masfety, V, K. & Swendsen, J, D. (2020). Stress and Anxiety Among University Students In France During Covid-19 mandatory Confinement. *Elsevier*. Retrieved from <https://reader.elsevier.com/reader/sd/pii/S0010440X2030033X?token=6DBC1EA24F794E35FD4DC59A501A0B085B02CB2D3C85CECAD3CCA3A4760D7AF78C4D569DD8211EC31749DDC3B926E68&originRegion=eu-west-1&originCreation=20210930080136>

<sup>15</sup> Yasmin, H., Khalil, S., & Mazhar, R. (2020). COVID 19: Stress Management Among Students and Its Impact on Their Effective Learning. *International Technology and Education Journal*, 4(2), 65-74. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1286695.pdf>.

<sup>16</sup> Zainora, D., Noorhafizah, M, H., Norazman, A & Anuar, H. (2021). Kajian Perbandingan Kalangan Pelajar Institusi Pengajian Tinggi Terhadap Simptom Stres Yang Dialami Ketika Sesi Pengajaran Dan Pembelajaran Dalam Talian Era Covid-19. *Journal Al Irsyad*, 6(1). Retrieved from <https://al-irsyad.kuis.edu.my/index.php/alirsyad/article/view/136/90>.

<sup>17</sup> Nor Sahara, M & Zulkarnain, A, M. (2021). Kajian Kesiediaan Pelajar Mengikuti Pembelajaran Dalam Talian Semasa Perintah Kawalan Pergerakan (Pkp) Membendung Covid-19 Fasa 2. *International Journal of Education and Pedagogy*, 3(1), 195-202. Retrieved from <https://myjms.mohe.gov.my/index.php/ijeap/article/view/12999/6718>

		concentrate fully on learning. Ultimately, the relevant parties must help students to undergo online learning by providing them with complete facilities.
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**Negative impact of COVID-19 on education**

Education sector has suffered a lot due to the outbreak of COVID-19. It has created many negative impacts on education and some of them are as pointed below:

**Educational activity hampered**

Classes have been suspended and exams at different levels postponed. Different boards have already postponed the annual examinations and entrance tests. Admission process got delayed. Due to continuity in lockdown, student suffered a loss of nearly 3 months of the full academic year of 2020-21 which is going to further deteriorate the situation of continuity in education and the as students would face much difficulty in resuming schooling again after a huge gap.

**Impact on employment**

Most of the recruitment got postponed due to COVID-19 Placements for students may also be affected with companies delaying the on board of students. Unemployment rate is expected to be increased due to this pandemic. In India, there is no recruitment in Govt. sector and fresh graduates fear withdrawal of their job offers from private sectors because of the current situation. The Centre for Monitoring Indian Economy’s estimates on unemployment shot up from 8.4% in mid-March to 23% in early April and the urban unemployment rate to 30.9%

(Educationasia.in). When the unemployment increases then the education gradually decreases as people struggle for food rather than education.

**Unprepared teachers/students for online education**

Not all teachers/students are good at it or at least not all of them were ready for this sudden transition from face to face learning to online learning. Most of the teachers are just conducting lectures on video platforms such as Zoom, Google meet etc. which may not be real online learning without any dedicated online learning platform.

**Reduced global employment opportunity**

Some may lose their jobs from other countries and the pass out students may not get their job outside India due to restrictions caused by COVID-19. Many Indians might have returned home after losing their jobs overseas due to COVID-19. Hence, the fresh students who are likely to enter the job market shortly may face difficulty in getting suitable employment. Many students who have already got jobs through campus interviews may not be able to join their jobs due to lockdown. The Indians who have been doing their jobs abroad may lose their jobs. Recent graduates in India are of also fearing for withdrawal of job offers from corporate sectors because of movement restriction in the current pandemic situation (Jena, 2020).

**Table 3:** Factors affecting failure of online classes

S. No	Themes	Subthemes	Criteria	Example
1.	Technological constraint	Digital divide	Gap between the learners who have ready access to internet and computers and those who do not	“not all rural students have the privilege of internet and laptop”
		Data limit	Insufficient data pack to access the material/to attend the class	“online classes consume large amount of data which is difficult to afford”
		Poor connectivity	Interrupted internet supply that makes the learners difficult to learn	“dragging of classes due to network problem”
		Issues with the device	Lack of device or device incompatibility to the applications used for online classes	“Unavailability of gadgets with some of the students”
		Non-recordable videos	Online classes that cannot be downloaded or recorded for future learning	“videos that cannot be recorded or watched later pose difficulty in learning”
		Technical issues Virtual presence only	Low quality audio or video; low bandwidth No face to face interaction between the learners and teachers	“lack of voice clarity and poor signal strength” “only one-way communication and no scope for interaction”
2.	Distractions	Poor learning environment	Lack of congenial learning environment	“home environment is not suitable for learning as it leads to lot of disturbances from children and relatives”
		Noise	Distractions that deviate learner from learning	“two-way communication is loathsome as the voices from all the sides are raising”
3	Instructor’s incompetency	Technophobia	Instructors fear of handling ICT’s	“Lack of technical expertise of the teacher”
		Poor teaching skills	Inability of instructor to render the subject matter clarity in course objective	“prolonged monotonous lectures with improper explanations”
		Unstructured content	Instructor doesn’t take the feedback/online exams nor addresses their queries	“poorly designed content where classes are held for name sake” “doubts cannot be cleared effectively compared to classroom environment”
4	Learner’s inefficacy	Indiscipline	Irresponsible and unorganised behaviour of learner	“lack of discipline as no one is there to control the students”
		Student attritions	Reduction in the number of learner’s attending the classes	“Poor attendance and students miss the classes without any reason”
		Unmotivated	Learner does not possess interest or enthusiasm in learning	“Lack of interest and laziness among the students to learn during vacations”
5	Health issues	Strain	Difficulty in concentration due to the harmful radiations from device used for online classes	“prolonged usage of mobile phone for classes causes headaches due to harmful rays”
		Worsening of existing health issues	Deteriorating the already existing health issues due to prolonged online classes	“continuous classes lead to worsening of migraine and backache”

Source: T. Muthuprasad, S. A. (2021). Students’ perception and preference for online education in India during COVID -19 pandemic. Social Sciences & Humanities Open, 1-11.

**Methodology**

**1. Research Methods used**

The study used Descriptive, analytical and survey methods.

**2. Sampling**

**Universe/ Population/ Sampling Frame**

- All the youth in the age group of 17-22 years in the city of Bengaluru.

### Category of Respondents

- The respondents includes both male and female
- Demographic variable for students is grouped into 17-19 and 20-22

### Bases of Sampling

The student respondents chosen for study are from selected colleges in the city of Bengaluru.

### 3. Data collection

#### Primary interactions

- The primary data have been collected with the help putting across the questions.

#### Secondary information sources

- The secondary data have been collected with the help of books, journals, Government bulletins, magazines, newspapers, reports and internet information.

### 4. Data Analysis and Interpretation

The collected data were analyzed with the help of statistical tools and techniques. Analysis and interpretation of data with the help of graphs and tables for the responses given by the respondents.

### Analysis and interpretation of primary data

The primary data is collected from 50 sample student respondents based in the city of Bengaluru drawn from UG and PG colleges.

**Table 4:** Profile of the Respondents (N=50)

Variables	Frequency	Percentage
<b>Age group</b>		
17-19	19	38
20-22	31	62
<b>Gender</b>		
Male	39	78
Female	11	22
<b>Course of study</b>		
UG	33	66
PG	17	34

The gender composition of the respondents indicates the male respondents outnumber the female respondents. The availability of the respondents was considered while collecting the primary data. The students studying in UG and PG courses are drawn. The students studying in the UG and PG courses are two-third and one-third of the total composition.

**Table-5:** Ways in which the online learning causes stress

Particulars	To Great Extent	To Full Extent	To Moderate Extent	To a Small Extent	Not at all
Loneliness and isolation	18(36)	12(24)	11(22)	6(12)	3(6)
Increase in workload	17(34)	14(28)	12(24)	5(10)	2(4)
Physical strain	19(38)	18(36)	8(16)	4(8)	1(2)
Change in instructional support	20(40)	12(24)	9(18)	6(12)	3(6)
Lack of interaction	23 (46)	17 (34)	6 (12)	3 (6)	1 (2)
<b>Reasons impeding the learning during online classes</b>					
Particulars	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Inability to attend classes	17(34)	14(28)	11(22)	6(12)	2(4)
Difficulty in grasping	30(60)	15(30)	3(6)	1(2)	1(2)
Inability to focus in studies	19(38)	17(34)	9(18)	3(6)	2(4)
Fear of exams	18(36)	17(34)	8(16)	4(8)	3(6)
Prolonged stay at home	24(48)	13(26)	10(20)	2(12)	1(2)
<b>Content and Delivery</b>					
Particulars	Very Effective	Effective	Moderately Effective	Effective to Small Extent	Not Effective
Quality of the course materials	18(36)	14(28)	10(20)	5(10)	3(6)
Quality of the Resource Person	21(42)	13(26)	11(22)	4(8)	1(2)
Assessment Mode	19(38)	12(24)	11(22)	6(12)	2(4)

The respondents were asked question about the Ways in which the online learning causes stress. Loneliness and isolation was strongly held by 36% of the respondents. 22% of the respondents held a moderate level of Loneliness and isolation. 14% of the respondents turn down the increase in the workload during the online learning. The repository of stored videos and content options are provided by some educational institutions. Some schedule it in such a way that the students can log in at their convenient time. The materials are made available in readable form to the students. One-fourth of the respondents have felt that the change in instructional support during the COVID-19 is of great help to them. The online classes are opined to be with the lack of instructions by eighty percent of the student respondents.

72% of the student respondents have expressed that they are not able to attend the on-line classes. About three-fourth of the students, feel that prolonged stay at home during the on-line classes was impeding their learning and motivation.

The content and delivery effectiveness to the respondents was posed for which the responses have been that the course materials as being an effective part of the training programme is upheld by 74% of the respondents. 22% of the respondents have expressed the moderate effectiveness of the resource persons. 12% of the respondents have expressed the assessment to be effective to a small extent.

### Factors moderating the impact of stress<sup>18</sup>

#### Social support

- The perceived comfort, caring, esteem or help received from others.
- Types: emotional, belongingness, instrumental (tangible), informational, esteem/relational, and network
- The existence or quantity of social relationships

<sup>18</sup> <https://slideplayer.com/slide/6826063>

- the amount of assistance individuals believe is available to them
- the amount of assistance individuals receive
- Alameda County Study in 1965 – related to health outcomes, tend to live longer
- Increased immune functioning

### Optimism

- expectation of good things will happen and bad things will not happen, contrasted to pessimism
- Related to psychological well-being, physical well-being
- More adaptive coping
- Pessimistic explanatory style

### Conscientiousness

- Fostering better health habits

### Suggestions

Becoming aware of the factors that add to your stress is the first step towards managing and reducing it. Even while going to offline classes the students would experience stress. Pandemic has made the students conscious and mindful of things otherwise not bothered much.

1. The sleep for 6 to 9 hours would avoid serious illnesses like diabetes, obesity, and even depression.
2. A steady diet of vegetables, fruit, protein, and whole grains can go a long way, and when it's matched with exercise, the body tends to react positively. Avoiding unnatural energy boosters and drinks like caffeine pills or prescription medication among students. Light exercises will lead to more intense full-hour body activities.
3. Talking to people who understand and support the students and give insights and advice from time to time.
4. Doing things that students are passionate about could reduce the stress
5. Adopting to flexible on-line classes

### Conclusion

Parents play an important role in the upbringing of children. Their constant support and motivation will help the students to face the challenges in their lives. Every parent should know how to reduce stress in children and help them overcome it. Young students should not be left alone to struggle in the most significant period of life. They deserve to get endless support from their parents. Parents should always remain positive and acknowledge even the small achievements of their children. This will motivate them to go further.

COVID-19 had its own implications on the students as they had to heavily rely upon the on-line classes which were not a regular format of learning. Remote learning was not only a challenge but had a lot of issues. In this regard, the educational institutions and the teaching fraternity did their best within the restricted scope. The colleges had to deal with the mental health of the students during the on-line classes. Even though it is difficult to engage them in the physical activities, restructuring the instructional method could be the way out. The parental support in assessing the mental health and appropriate counseling would help in dealing with the issue.

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