



SURVEY REPORT ON STUDENTS' STRESS DURING COVID-19 PANDEMIC

-A Survey to evaluate students' stress during COVID-19 pandemic

Abhirami S B, Ashmina Sadiq, Varsha G Joseph, Manusha L E, Serina C L

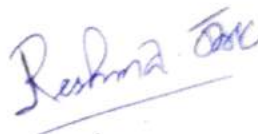
September 17, 2021

CERTIFICATE

This is to certify that the Mini Project Report entitled "**A Survey on Students' stress during Covid-19 pandemic**" is an authentic record of the original work carried out by **Abhirami S B, Ashmina Sadiq, Varsha G Joseph, Manusha L E and Serina C L** of Department of Environmental Sciences, All Saints' College, Thiruvananthapuram under the supervision and guidance of Ms. Rajani V, Assistant Professor and Dr. Reshma J K, Head of the Department in the partial fulfillment of the requirements for the awards of PG programme in Environmental Science under CBCSS scheme.

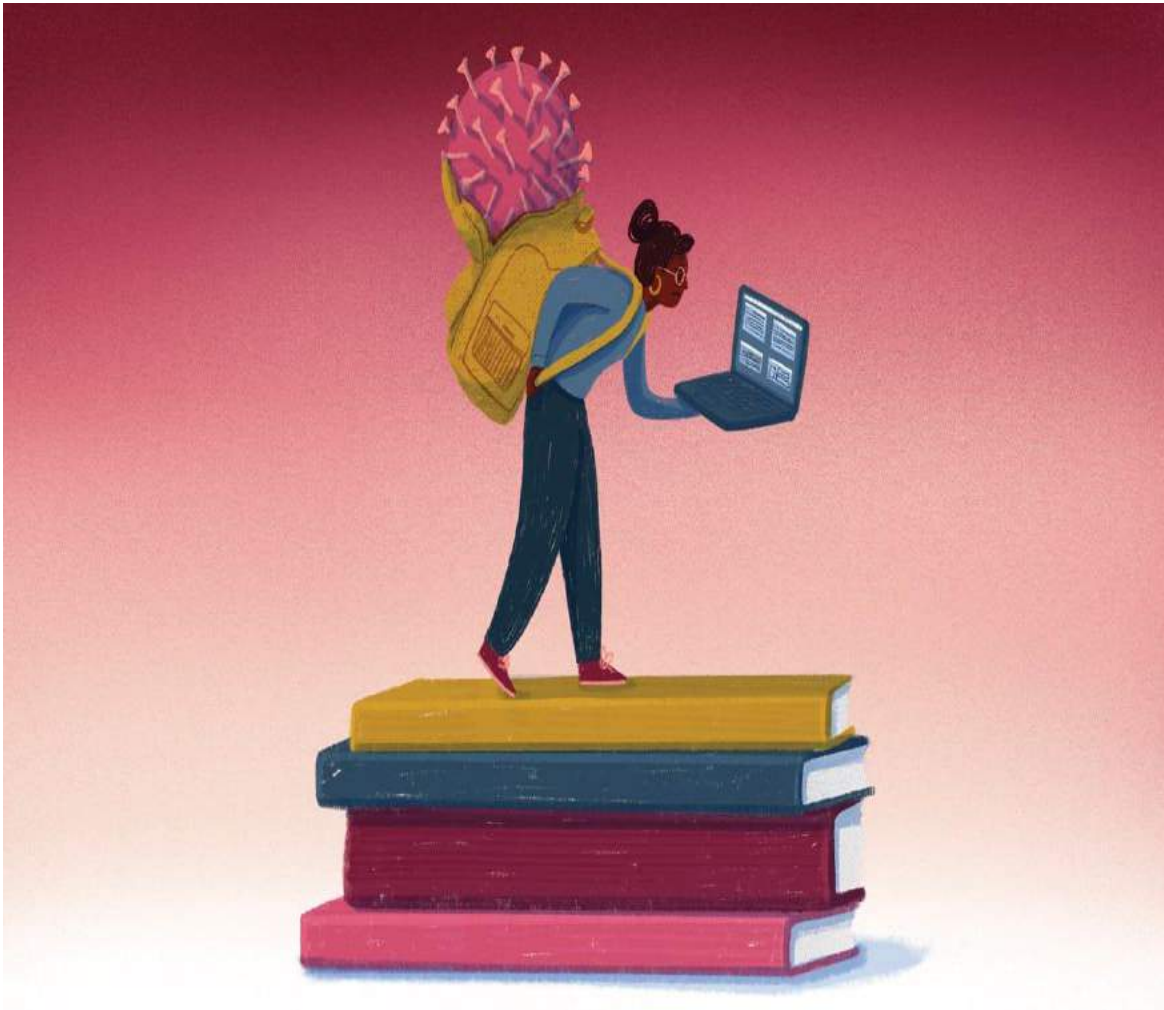


Faculty in Charge



Head of the Department

Dr. RESHMA J.K.
Assistant Professor and Head
Dept. of Environmental Sciences
All Saints' College
Thiruvananthapuram-695007
Kerala



SURVEY REPORT ON STUDENTS' STRESS DURING COVID-19 PANDEMIC

-A Survey to evaluate students' stress during COVID-19 pandemic

Abhirami S B, Ashmina Sadiq, Varsha G Joseph, Manusha L E, Serina C L

September 17, 2021

DECLARATION

We, Abhirami S B, Ashmina Sadiq, Varsha G Joseph, Manusha L E and Serina C L, hereby declare that this dissertation titled "**A Survey On Students' stress during Covid-19 pandemic**" submitted as a mini project for the Post Graduation of Masters in Environmental Sciences is a bonafide record of the work carried out by us in the Department of Environmental Sciences, All Saints' College, Thiruvananthapuram.

September 2021

Thiruvananthapuram

ACKNOWLEDGEMENT

We feel great pleasure to dedicate our heartfelt thanks to our guide and supervisor **Ms. Rajani V**, Assistant Professor, All Saints' College, Thiruvananthapuram for the conscientious guidance, suggestion and encouragement hired at every stage of this mini project work.

We are grateful to our principal **Dr. Reshmi R Prasad** for giving us permission to carry out the Mini Project work.

We would also like to express special thanks of gratitude to our Head of the Department (HOD) **Dr. Reshma J K**. all the respected teachers and non-teaching staff of the Department of Environmental Sciences and our friends for their valuable suggestions, moral and intellectual support during the course of this work.

Above all, we thank the Almighty God for all the blessings.

Any omission in this brief acknowledgement does not mean lack of gratitude.

CONTENT

SL NO:	TOPIC	PAGE NO:
1	INTRODUCTION	5-6
2	REVIEW OF LITERATURE	7-8
3	OBJECTIVE	9-10
4	MATERIALS AND METHODS	11-12
5	RESULTS AND DISCUSSIONS	13-27
6	CONCLUSION	28
7	REFERENCE	29

INTRODUCTION

On 31 December 2019, a cluster of cases of pneumonia of unknown cause, in the city of Wuhan, Hubei province in China, was reported to the World Health Organisation. In January 2020, a previously unknown new virus was identified, subsequently named the 2019 novel coronavirus, and samples obtained from cases and analysis of the virus' genetics indicated that this was the cause of the outbreak. This novel coronavirus was named Coronavirus Disease 2019 (COVID-19) by WHO in February 2020. The virus is referred to as SARS-CoV-2 and the associated disease is COVID-19. The World Health Organisation (WHO) has declared the coronavirus disease 2019 (COVID-19) a pandemic.

The COVID-19 pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools, institutions and other learning spaces have impacted more than 94% of the world's student population. This has brought far-reaching changes in all aspects of our lives. Social distancing and restrictive movement policies have significantly disturbed traditional educational practices. Reopening of schools after relaxation of restriction is another challenge with many new standard operating procedures put in place.

Within a short span of the COVID-19 pandemic, several schools, colleges and universities have discontinued face-to-face teachings. There is a fear of losing the 2020 academic year or even more in the coming future. The need of the hour is to innovate and implement alternative educational systems and assessment strategies. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning. The global outbreak of the COVID-19 pandemic has spread worldwide, affecting almost all countries and territories. The countries around the world cautioned the public to take responsive care. The public care strategies have included handwashing, wearing face masks, physical distancing, and avoiding mass gathering and assemblies. Lockdown and staying home strategies have been put in place as the needed action to flatten the curve and control the transmission of the disease.

Lockdown and social distancing measures due to the COVID-19 pandemic have led to closures of schools, training institutes and higher education facilities in most countries. The online

learning, distance and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and the learners. Transitioning from traditional face-to-face learning to online learning can be an entirely different experience for the learners and the educators, which they must adapt to with little or no other alternatives available. The education system and the educators have adopted various online platforms and are compelled to adopt a system that they are not prepared for.

E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools. While adapting to the new changes, staff and student readiness needs to be gauged and supported accordingly. The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with a growth mindset quickly adapt to a new learning environment. Different subjects and age groups require different approaches to online learning. Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement.

Some of the online platforms used so far include unified communication and collaboration platforms such as Microsoft Teams, Google Classroom, Canvas and Blackboard, which allow the teachers to create educational courses, training and skill development programmes. They include options of workplace chat, video meeting and file storage that keep classes organized and easy to work. They usually support the sharing of a variety of content like Word, PDF, Excel file, audio, videos and many more. These also allow the tracking of student learning and assessment by using quizzes and the rubric-based assessment of submitted assignments

As schools have been closed to cope with the global pandemic, students, parents and educators around the globe have felt the unexpected ripple effect of the COVID-19 pandemic. While governments, frontline workers and health officials are doing their best slowing down the outbreak, education systems are trying to continue imparting quality education for all during these difficult times. Many students at home/living space have undergone psychological and emotional distress and have been unable to engage productively

REVIEW OF LITERATURE

COVID-19 pandemic has altered our education system. An outbreak of coronavirus occurred during December 2019. It is a novel severe acute respiratory syndrome reported in Wuhan city, China. Educational institutions are closed due to the Covid-19 pandemic and the government was forced to switch the educational system to online mode to achieve academic continuity. Public as well as private institutions have made the switch smoothly using online platforms such as zoom, google meet, Microsoft teams etc.

The poor online teaching infrastructure ,in experience of teachers, the information gap ,the complex environment at home (Zhang et al.,2020), lack of mentoring and support(Judd et al.,2020)and the issues related to teachers competencies in the use of digital instructional formats (Huber and Helm.,2020) are the major challenges faced by the students. For informed and productive online teaching and learning it is important to learn more about its potential and use. The ability of learners and teachers to interact, collaborate and build relationships with other members was a source of satisfaction for students (Biasutti.,2011) and greatly influenced the cohesion of learning communities (Kominou.,2017).

In students who would find themselves unable to avail online classes or submit their assignments ,thus falling behind their peers in their curriculum has led to reports of symptoms of depression ,anxiety, and in severe cases suicidal attempts in children and adolescents triggered by academic stress and apprehensions regarding future (Fegert et al.,2020)

In the absence of adequate social welfare and policy measures at governmental and institutional levels, this could lead to a severe mental health crisis amongst the young, further weakening their academic prospects leading to a vicious cycle of mental disorders, academic underachievement and poor socio occupational functioning. On the other hand, for those who have access to digital learning media, problematic use of technology, increased gaming, spending more time on social media are also issues of concern that may emerge requiring intervention.

Academic-related stress is significantly associated with reduced student academic motivation(Liu.,2015) and academic disengagement. This in turn makes them vulnerable to dropping out, future unemployment, and increased incidence of psychiatric disorders such as

depression, anxiety and substance use disorders(Pascoe et al.,2020)long standing stress exposure in children and adolescents may also lead to the development of physical health problems such as metabolic syndrome, obesity and reduced insulin sensitivity as well as reduction of life expectancy(Pervanidou & Chrousos.,2012).

In addition, most students worry about academic loss because the government has not already enforced an active policy on college students. The government has failed to take time-oriented decisions for millions of students who have recently finished their secondary school(Teo, Kim, & JING.,2020). Regular classes are now unpredictable and are in closed criteria for the academic year. The same applies to final year college students because they could not attend public exams, and yet it is unclear if they can become an undergraduate student. There are a number of technologies available for online education but sometimes they create a lot of difficulties. These difficulties and problems associated with modern technology range from downloading errors, issues with installation, login problems, problems with audio and video and so on. Personal attention is also a huge issue facing online learning.

Students want two-way interaction which sometimes gets difficult to implement. The learning process cannot reach its full potential until students practice what they learn. Sometimes online content is all theoretical and does not let students practice and learn effectively(Song et al., 2004). A lot of issues are attached to online education but we cannot ignore the perks of it in times of such crisis. We can always have solutions to fix these difficulties. Technical difficulties can be solved through pre-recording video lectures ,testing the content, and always keeping plan B ready so that the teaching or the learning process cannot be altered. Online courses should be made interesting and interactive. Teachers should set time limits and reminders for students to make them alert. Efforts should be made to humanize the learning process to the best extent possible. Personal attention should be provided to students so that they can easily adapt to their learning environment(Partlow & Gibb .,2003). Educators must spend a lot of time making effective strategies for giving online instructions. Effective online instructions facilitate feedback from learners, make learners ask questions and broaden the learner horizon for the course content (Keeton.,2004). Institutions must focus on collaborative learning, case learning, and project -based learning through online instructions (Kim & bonk.,2006).

OBJECTIVES

Online learning has taken away the face-to-face interactions with fellow students and teachers. For some students, this lack of social interactions can lead to feelings of isolation. While social distancing is an effective way to slow down the spread of COVID-19, it leads to many mental health issues.

The purpose of our survey is to identify and evaluate the effect of the students' objective and subjective stress, causes and symptoms of stress, the students current coping mechanism for stress, and how effective these mechanisms help them in coping up with such stressful conditions. Technology has been integrated into every aspect of modern life. It isn't possible in all but most remote cultures to not be exposed to some sort of technology on a daily basis. Although technology has many benefits, there are also risks particularly for youth. Excessive technology use can negatively impact physical, mental, emotional and social health of youth. Thus, academic activities in online mode may be more stressful for students.

Our learning objectives were to gain knowledge on:

- the stress, it can be physical as well as mental, imposed into students because of online mode of learning.
- the effectiveness of the online classes.
- the academic experience that the students have gained post pandemic lockdown.
- whether the students have access to an appropriate device and a stable network connection for attending online classes.
- the barriers faced by the students when the learning was changed to online mode.
- the comparison of workload during online and offline mode of learning.

The purpose of the questionnaire is to capture the feedback about the stress of students experienced during the pandemic period and how they have handled it. The questionnaire focused on different age groups of students and their comfort level on attending online classes.

Nowadays, stress is common among students and it can cause adverse mental and physical side effects if left unaddressed. It may have identifiable symptoms that can affect their academic performance. It is of greater importance to develop stress management as a skill among students.

This study aims to describe the development and validation of stress among both school and college students. The student stress questionnaire is a tool to access the Covid-19 related sources of stress in students. The study provided a brief, valid and reliable measure to understand the impact of Covid-19 pandemic lockdown in students and the way it affected their academic life.

MATERIALS AND METHODS

To evaluate the level of stress among students throughout the height of Covid-19 pandemic, an exploratory study using a cross-sectional online survey was conducted. We developed a self-constructed questionnaire to retrieve information on attitudes towards stress caused by Covid-19 among students. The COVID-19 Student Stress Questionnaire was specifically developed to assess students' perceived stress during the Covid-19 pandemic. This period fully corresponds to the pandemic lockdown due to Covid-19 in Kerala and students were experiencing the consequences of schools and University closures, with massive social restrictions. This survey is mostly concentrated to understand the stress faced by students in Kerala.

The survey was administered using the Google forms platform, which requires subjects to be logged into with an email account to participate in the survey. It restricted multiple entries from an individual account. Once enrolled or participated, it gets recorded automatically and prevents multiple responses from the same individual. The distribution of the questionnaire was conducted through the outreach of social media platforms, email and standard messaging services. Clear instructions along with the Google form were provided to ensure that the respondent must be a student. There was no stipulation that only students from an educational institution or from a particular University should attend this survey. It was accessible to students studying in any field of education from Kerala.

The survey questionnaire was mainly developed to understand how the students pursued their academic career in the period of Covid-19, whether online classes are as beneficial as live classes, whether there is a proper system to attend online classes, and if this education method is stressful or not for the students during this time period.

Online survey data were collected from 28th May to 4th June 2021 with students from different educational institutes in Kerala. The students were invited by email and SMS with personalized links. When participants agreed and submitted their response, self-consent was acknowledged. The questionnaire was open for one week, within which students could respond at their convenience. All the participants were fully informed about the aim of the study and about the

confidentiality of the data, and they were also shown that the data would be used only for the purpose of the research and refusing to participate would not affect the current and future course of studying in any way.

Survey questionnaire was sent to more than 500 students, reminding that 415 responses were received. Overall, 415 students (undergraduate/graduate/school) from different educational institutes were voluntarily enrolled in the online survey and completed the questionnaire. All data were self-reported.

In this survey questionnaire, no statement type questions were asked, only objective type questions were included. So that the participants can fill out the questionnaire in about 10 minutes. A total of 30 questions were asked, and the questionnaire included a section dealing with background information (i.e., Gender, Age, Educational category, mail ID). Additionally, questions were developed that covered a wide range of domains that may have been impacted by the covid-19 pandemic, and therefore, could possibly be regarded as stressors (i.e., academic studying, relationship with relatives and friends, relationship with teachers, effectiveness of online mode of studying etc.). The data were analyzed through quantitative and qualitative methods.

After the survey is completed, on the basis of response rate, the Google form also provides pie charts and bar diagrams for the analysis automatically. The pie chart and the bar chart generated automatically after the survey make it easier to understand the rate of responses to each question and to see how most students feel during this Covid-19 period.

RESULTS AND DISCUSSIONS

India went into lockdown on 25th March 2020. Since then the educational institutes have started to figure out the solution to continue with their academic endeavors for the academic year 2019–2020. After about a month of lockdown, on the observation that most of the institutions have strategized to adapt to the 'new normal' and have restarted their activities with e-learning technologies.

A cross-sectional survey was conducted in 2021, May 28 using a questionnaire comprising 25 objective questions. It was designed to know the impact of covid 19 pandemic on students and their stress. This questionnaire collected factual datas on online learning methods and its success. This questionnaire contains 25 objective questions.

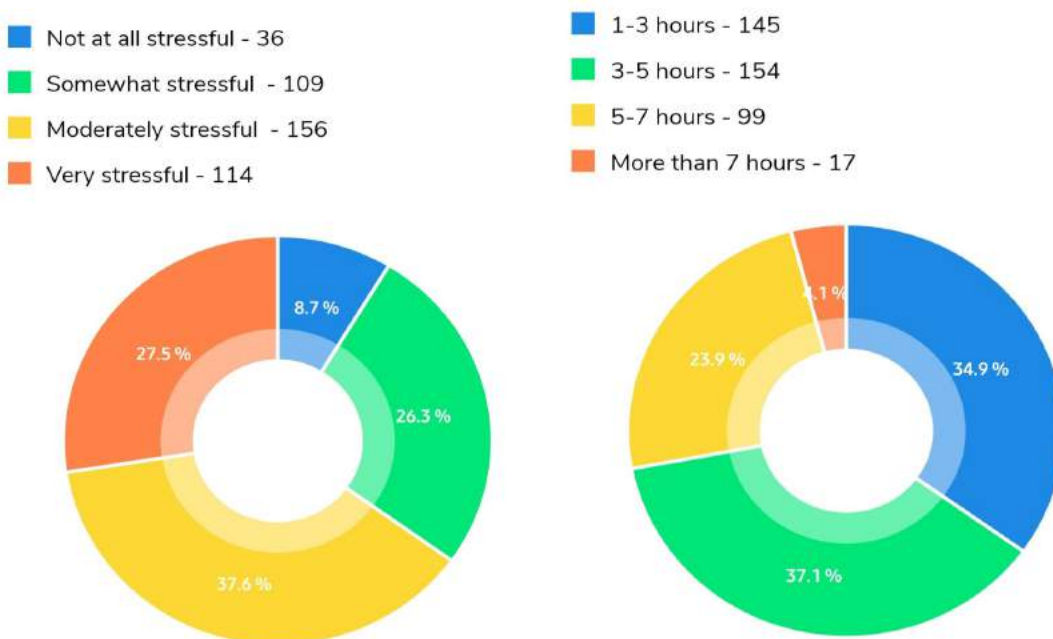
In the survey conducted using Google form among 415 students across different institutions in Kerala, 125 students aged 15-20 responded at a rate of 29.2%, 285 students aged 20-25 responded at a rate of 69.6%, and 5 students aged over 25 responded at a rate of 1.2%.

In this pandemic situation, the classes of every student even in college or schools are held online. In countries abroad, this new learning has already been introduced before. But in Kerala, it was a new experience and this mode of teaching was introduced after the covid pandemic. The teachers are more likely to cope up with this new learning experience. They entirely make a great effort to manage the student's interactive level and give the students good experience and learning skills through this online learning.

Stress level of e-learning

The covid 19 pandemic's impact on learning was rated as not at all stressful by 36 students, somewhat stressful by 109 students, moderately stressful by 156 students, and very stressful by 114 students. This rating indicates that the majority of students are moderately stressed about the pandemic. However, only a few rated the academic experience as good or better. Online courses are stressful for students mainly due to the amount of time they must spend in classes. The average amount of time students spend on online learning is 1-3 hours for 145 students, 3-5

hours for 154 students, 5-7 hours for 99 students, and more than 7 hours for 17 students. According to the survey, the most frequently rated time is between 3-5 hours.



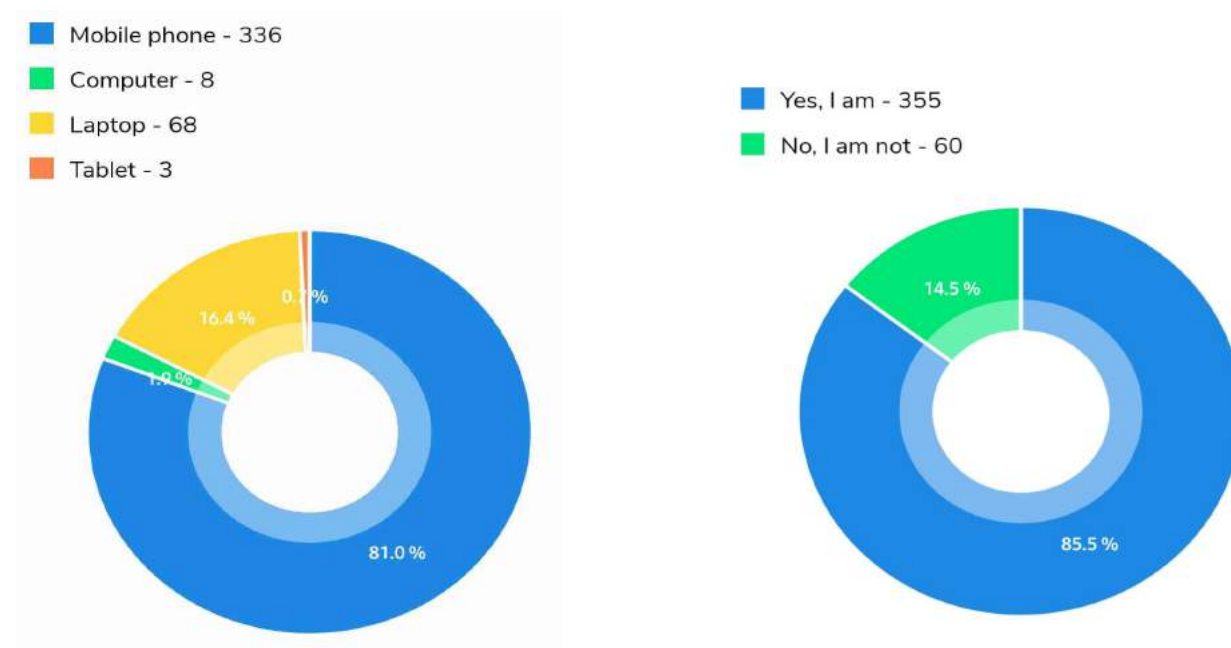
Access to e-learning devices and connectivity

While India enjoys a wide geographic and cultural diversity, it also suffers from a huge socio-economic divide. Only a small part of the Indian population has access to online education right now. Interrupted power supply, weak or non-existent internet connectivity, and unaffordability to buy necessary devices are major concerns. Students are using a variety of online devices to take their online classes.

Mobile phones are the most commonly used device by the majority of the students (336), laptops are used by 68 students, computers are used by 8 students, and tablets are used by 3 students. For those students who can't afford the devices, the Kerala Government provides them with it.

An inadequate network connection plagues online classes. According to the ratings, 322 students have appropriate devices with network connectivity whereas 38 do not. An additional 55 students are equipped with devices but without network connectivity. According to the rating,

there are still students without proper devices and connectivity to assist them in their academic pursuits.



The technology handling side of e-learning is another concern, even though resources are available. Most of the students face difficulties with live classes in usage of appropriate icons, communication-related apps and websites, browsing study materials, etc. Online learning isn't the best fit for every student, and now that online is the only option some students may be seriously struggling. The survey we conducted revealed that the majority of 355 students are capable of dealing with the technology used in online courses, although some 60 cannot because of problems with devices and connectivity.

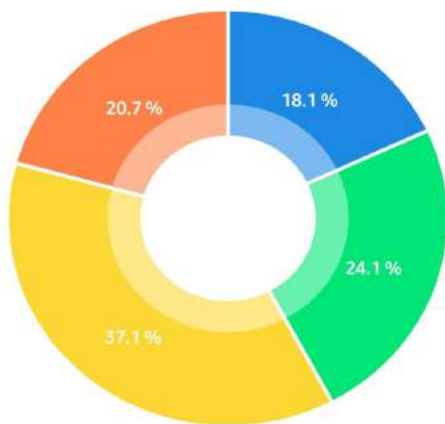
Academic workloads during online classes

The survey conducted by us among school and college students in Kerala indicates that their workload has increased since classes have been switched to online mode. A majority of 154 students say they have more work to do during online classes than they do during offline classes whereas 100 of them say that it is the same, 86 state that it is much higher, and 75 state that it is much lower.

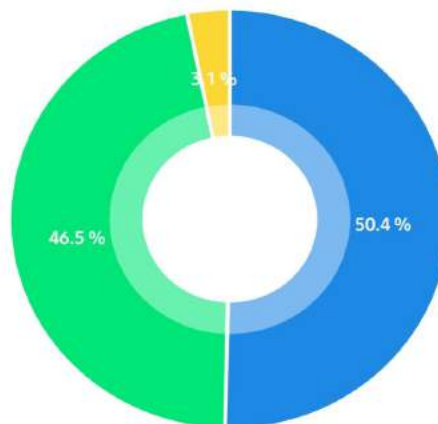
Academic works including projects and assignments are given to the students for improving their knowledge skills and to attain a self-interactive level of information. Offline classes enable students to listen to lectures as well as take notes given by their teachers during class hours. In the case of online classes, the lecture may not be very efficient as there is no face-to-face interaction between students and teachers. Since online classrooms provide notes in the form of presentations, students may have difficulty following them. Also, the students rate themselves as moderately capable of concentrating on the assignments and projects that are outlined in the academic syllabus, because during their offline classes they are doing the same thing. However, it still isn't easy compared to offline.

This pandemic situation makes it more difficult for students (209) to focus on their academic works [projects, assignments, etc.] than they do during the usual academic year. A majority (193) of students find moderate difficulty, while only 13 find it easy.

■ less - 75
 ■ the same - 100
 ■ more - 154
 ■ much more - 86



■ Difficult - 209
 ■ Moderate - 193
 ■ Easy - 13

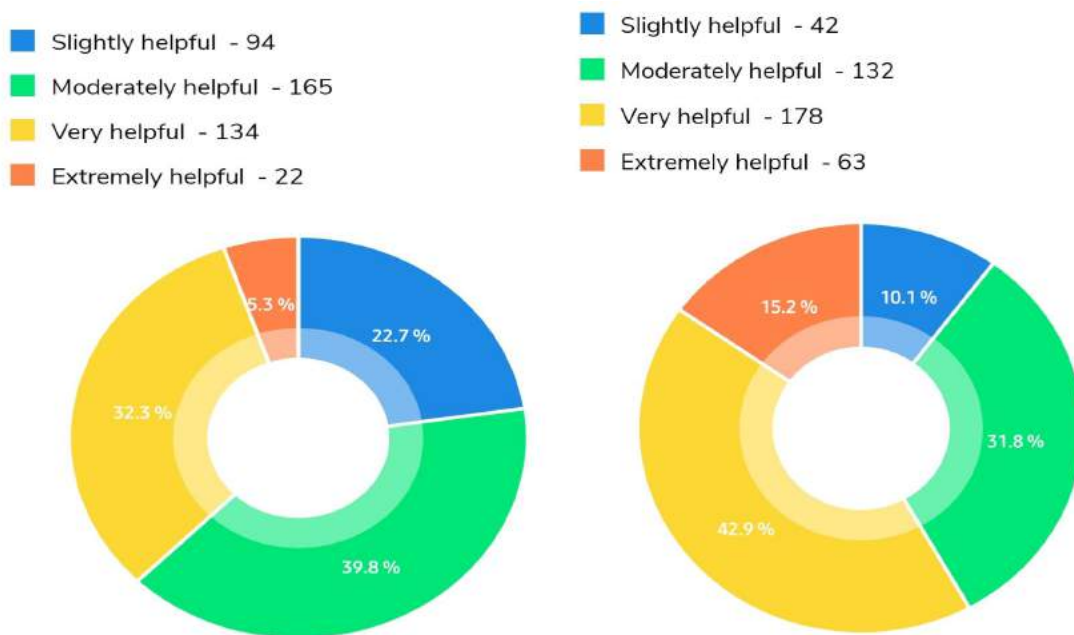


Academic support from authorities

In Kerala, the educational institutions deal with the students by providing resources for online classes by training and providing well-experienced teachers from both the private and public sectors; additionally, teachers are striving to provide students with an excellent learning

experience by providing well-informative sections, questionnaires, as well as instilling skills that are needed by students in terms of understanding their path. Students gather pieces of information about topics that teachers provide as assignments and projects so that they can make a presentation in front of their peers, describing what they gained from this experience. Even though they can practice to develop self-confidence, the students gain confidence on their own to deal with crowds.

As a result of the survey, the majority of 165 students feel that their schools or universities offer moderate support when it comes to providing them with resources to learn from home. 134 students rate their colleges and universities as very helpful, 94 as somewhat helpful, and 22 rate them extremely helpful.



Using the internet for entertainment is common, but for online lessons is a big challenge. Teachers may not be well-versed with creating digital content, and conveying it effectively online. A sudden expectation from them to upgrade, and from students to adapt, is unfair. Body language and eye contact, which are important cues for the teacher, are difficult to perceive in an online class. In their online learning experiences, nearly 178 students rated their

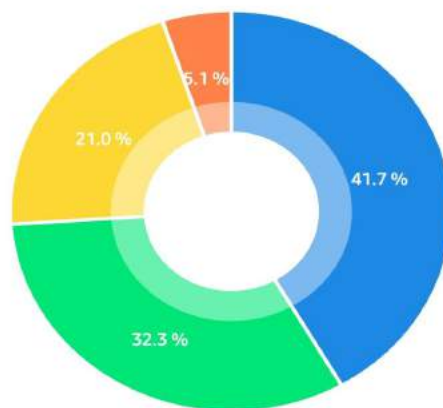
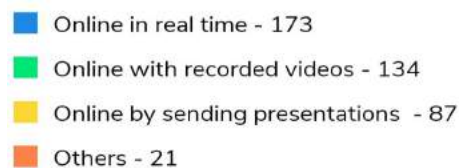
teachers were very helpful (the majority), 132 students rated them moderately helpful, 42 students rated them somewhat helpful, and 63 students rated them extremely helpful.

The mode of online education

To deal with internet connectivity and device availability issues, classes in many places are happening via sharing of videos by teachers over WhatsApp or YouTube, so that students can watch them at their convenience. This too, however, comes with difficulties in understanding the lessons and promotes rote learning. The same is true of pre-recorded sessions aired on television (e.g. Swayam Prabha DTH channels) and radio (audio lessons, through All India Radio), although they do cater to a wider student population that cannot avail live online classes.

The most commonly preferred form of online lectures is one in which students can see the instructor in real-time, rated by 173, online lectures with recorded videos, rated by 134, online lectures with sending presentations, rated by 87, and the others are ranked by 21 students.

It is possible to conduct online classes in the following ways that have been listed as options; while most of the methods are possible, the most preferred one is conducting it in real-time. Due to the fact that the teacher explaining can interact with the students, she can gauge a 50% chance of understanding the lesson that she explains. As well as posing questions in the online section, students can also ask for clarifications.

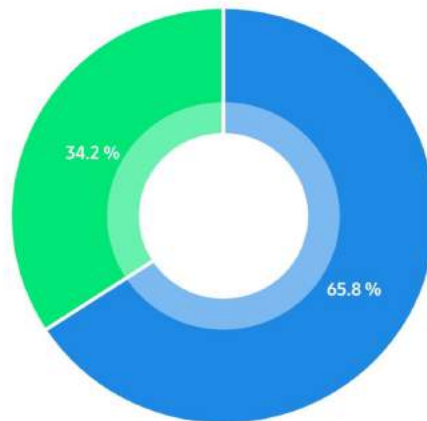


Levels of difficulty for e-learning

In contrast with face-to-face learning, online learning has significant deficiencies, such as lack of human interaction, lack of collaborative learning opportunities, and poor teacher supervision along with the most glaring shortage of hands-on opportunities for complex subjects. The problems faced by children who study in higher grades are serious. It is likely that they have not personally met either the teacher nor classmates. In the absence of a good rapport with the teacher, they have difficulty clearing doubts and understanding lessons accurately.

Among the 415 students who completed the survey, 273 have trouble following the online lectures, compared to 142 students who do not experience difficulty following lectures online. Online classes were very difficult for students for the first time as they weren't familiar with this remote mode of learning. Despite this pandemic situation, they still tried to succeed academically. Gradually the students started to accept the online ways of education.

■ Yes, I do - 273
■ No, I don't - 142

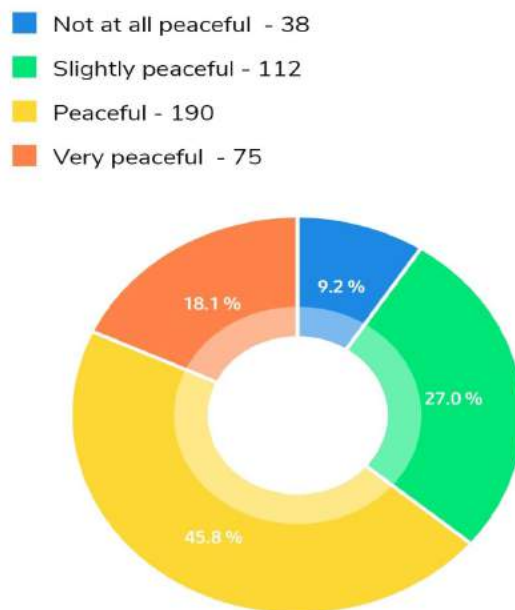


Atmosphere conducive to learning

Research has found that learning environments play a crucial role in student success. Several factors can affect learning ability, including seating, light, noise, and even colour. Students who study in a positive learning environment have been shown to be more motivated, engaged, and have a higher overall learning ability. On the other hand, students learning in poor environments – those that are uncomfortable, loud, or full of distractions – will find it far more difficult to absorb information and stay engaged.

Based on the survey conducted, while learning online, 190 respondents experience peaceful environments at home, 112 experience slightly peaceful environments, 75 experience calm environments, and 38 experience non-peaceful environments.

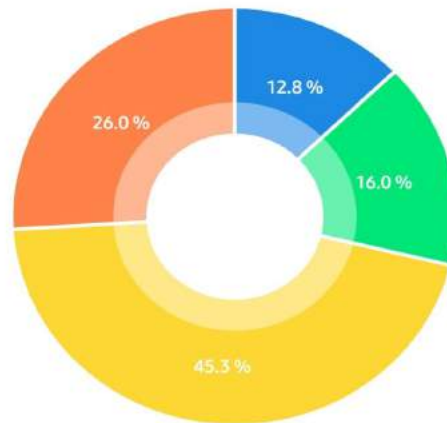
It is better to study in a peaceful environment that is only provided in educational institutions, but the situation involves the risk of getting into contact with others, spreading viruses, and lockdown issues. In education, peace of mind and a peaceful heart go hand in hand with knowledge. The learning process is well facilitated when a person learns in a serene environment.



Extensive lockdown activities

Extra-curricular activities have been shown to be an important part of facilitating problem-solving, enabling expression of emotion, enhancing adaptability, and contributing to the development of interpersonal skills. Despite the transition to isolation, students may have continued participating in extracurricular activities from home. Student involvement in extracurricular activities offers all students the chance to excel in a field other than academics. By participating in these activities, students can boost their confidence and help alleviate any anxiety caused by possible academic demands during the pandemic.

Our survey showed that 312 students spent more time on mobile devices during lockdowns when havoc afflicted the world, 110 rated spending time watching television, 88 rated reading books and 179 rated other activities.

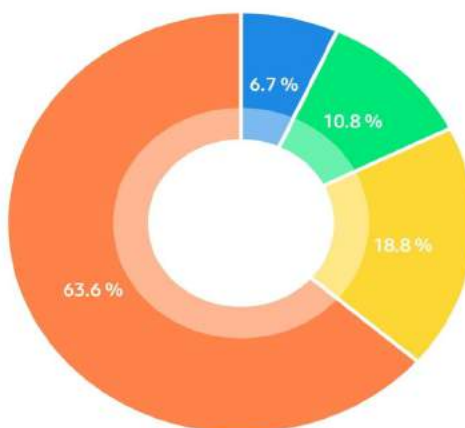


Benefits of offline classes

A student's education should not only focus on acquiring knowledge, but also on providing mental and psychological support, interactive learning, and ensuring both physical and mental health. When compared to other methods of studying, offline learning is proven to be more beneficial and efficient because it allows direct interaction between the teacher and student. The offline environment fosters healthy competition among students. It facilitates good classroom communication that helps in understanding the concepts easily. Teachers can devote equal time and attention to each student.

Among the benefits of taking offline classes over online classes, 28 students cited mental health as one benefit; 45 students cited social and psychological well-being as another; 78 students cited interactive learning as a third benefit; and the majority of 264 students cited all of the above skills as a benefit.

- Increases mental health - 28
- Social and psychological wellbeing - 45
- Interactive learning - 78
- All of the above - 264

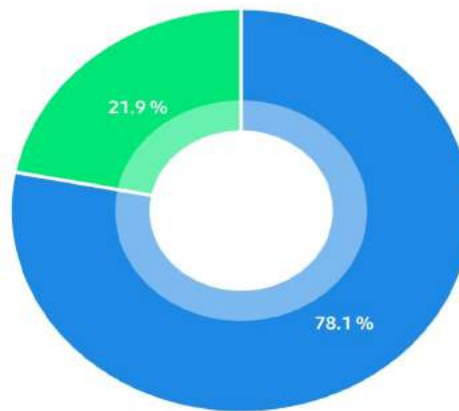


Effects of COVID-19 on academics

More than 1.6 billion students in more than 200 countries have been affected by the COVID-19 pandemic, creating the largest disruption in education systems in human history. Closures of schools, institutions, and other learning spaces have impacted more than 94% of the world's student population. Changes in all facets of our lives have been triggered by this. Social distancing and restrictive movement policies have significantly disturbed traditional educational practices. With new standard operating procedures in place, reopening schools after restriction relaxation is also a challenge. Several schools, colleges, and universities have discontinued face-to-face teachings. There is a fear of losing the future academic years. The purpose of this survey is to provide a comprehensive overview of the impact of the COVID-19 pandemic on student stress levels.

Of the 415 responses, 324 respondents thought that Covid 19 had an impact on academics, while 91 respondents did not think it affected academics.

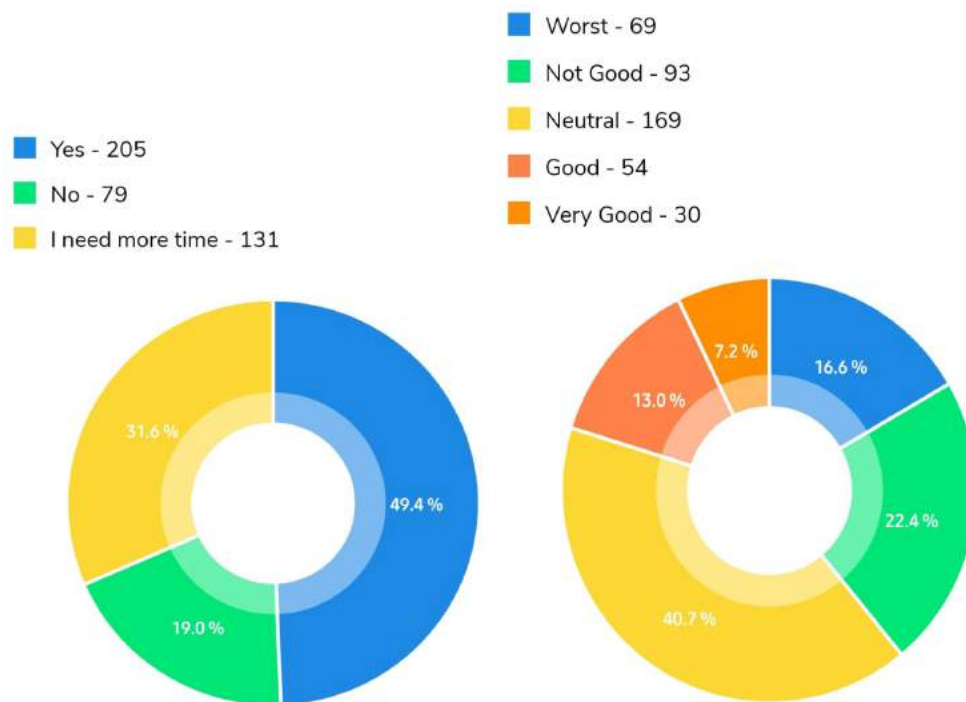
■ Yes, I do think - 324
■ No, I don't think - 91



Adaptability of students to remote learning

Students' adaptability has been put to the test due to the speed and scale of the transition to remote mode of learning during the COVID-19 pandemic. Remote learning involved a lot of change and uncertainty. Online learning presents a complicated picture because many factors are identified as having an impact on its success. Tech access, academic ability, instructional quality, socioeconomic status, ethnicity, and studying support services are just some of the factors that affect learning outcomes. As students learn how to alter their behaviors, thoughts, and feelings in response to disruption, they improve their adaptability. Based on the survey conducted, there are 205 students who have adapted this new learning experience; 131 students stated they need more time to become stable with this new learning, and 79 students said that they have not adapted.

As per the survey conducted by us among the students in Kerala, online learning experiences are rated neutrally. Although some responses say that it's not both good and bad. The students can reach their academic performance moderately compared to an offline learning experience. But the students are trying to cope up with this new online learning experience.



As per the recent guidelines issued by University Grant Commission (UGC), the apex body for higher education in India, the educational institutes must strive to provide quality education, ensuring uniformity, equity and universal accessibility to all the learners. There is constant encouragement from Hon. Prime Minister Shri Narendra Modi, for innovative use and promotion of technology in ushering educational reforms to create a vibrant knowledge society.

While the world was facing up to the outbreak of the COVID-19 pandemic, higher education institutions were crucially affected at their core: The students. For them, the period was undoubtedly unprecedented and very stressful as onsite classes were moved online, semesters were postponed, examinations adjusted, etc. Accordingly, there is an urgent need for in-depth studies about the ways the pandemic crisis has impacted students' lives around the world. After performing an extensive overview of the state-of-the-art literature, we may conclude that our paper is the first large-scale global survey among students from different study perspectives since

the COVID-19 outbreak. In our study conducted between 5 May and 15 June 2020, we attempted to illustrate what student life looked like during the COVID-19 pandemic from academic, social, emotional, financial, and other perspectives. In this respect, the study offers several valuable and unique detailed insights into student life during the lockdown period. First, the student's academic work and academic life aspects were studied. Due to the physical closure of higher education institutions, the majority of teaching and learning processes went online, i.e., 86.7% of all respondents claimed that their onsite classes had been canceled and substituted with online lectures in the form of real-time video conferences, sending presentations to students, video recordings, and written communication (forums and chats). The students were the most satisfied with real-time video conferences, video recordings, and written communication, with Oceania and Europe emerging as global frontrunners while developing countries (from Asia and Africa) significantly lagged. The study of Kamarianos also confirmed that in a given situation, being a student, thus digitally much more literate than previous generations, helped considerably in overcoming the difficulties of the transition from onsite to online learning. There was not much time to prepare to reorganize the teaching and learning processes; the transition had to be quick and efficient. The results of our survey further demonstrate that on the global level, students were quite satisfied with the organization of all three segments of the pedagogical process: Lectures, tutorials/seminars, and mentorships. When comparing the workload before the transition from onsite to online, somewhat less than half the respondents reported that in the new learning environment their workload had become larger or significantly larger—the biggest increases in workload were reported in Oceania and Europe.

The quick and radical changes in teaching and learning processes have produced significant consequences for students' mental health, i.e., feeling specific emotions and worries. The analysis of the emotions felt by the students showed they were frequently feeling bored, anxious, and frustrated, but also hopeful and joyful. There is no doubt that the COVID-19 pandemic has tested academic systems around the world and that universities had to rapidly transform traditional forms of education to exclusive online education. The ordinal logistic regression results show the student's satisfaction with the role of their university during COVID-19 has been significantly influenced by various academic, mental, and socio-demographic factors. Students who were more satisfied with the new form of education (e.g., recorded videos as a

form of online lectures), with the teaching support (e.g., by providing sufficient information on exams or the examination procedure during the crisis), and university public relations (e.g., by providing regular updates and information on websites and social media) show greater satisfaction with the role of their university during the pandemic.

The findings of our survey are extremely important since to date only a few comparative studies that analyze the impacts of the COVID-19 pandemic on different aspects of student life have been performed. Therefore, the present study importantly fills this gap and points to avenues for future research, such as (1) Focusing the further empirical analysis on each studied aspect/element of student life separately and in more detail from different (comparative) perspectives on regional, national, and/or institutional levels; and (2) extending a similar survey to teaching staff and other employees at higher education institutions by performing a global study on the impact of the COVID-19 pandemic on their professional and private lives.

CONCLUSION

The study focused on the prevalence of stress among students due to the closure of educational institutions and prolonged online teaching and learning. Students are worried about their studies and the difficulties they experience in managing themselves during the pandemic. Based on the results obtained from the survey conducted, more than 65% of students face difficulty in following the online lectures. As a result of this remote mode of learning, students lack communication skills and practical knowledge on various disciplines. Online learning may also be inaccessible for a large illiterate population.

This survey helped in identifying the impact of COVID-19 pandemic on the education system and approaches of the institutions for offering the learning through other mediums. According to the study, students are facing serious issues related to learning and looking for new approaches to learning. The leading authorities have to consider the seriousness of the issues and have to take the corrective measures for improving the situation that will help to normalise the things and support in enhancing the living experience. The lack of technical understanding of students and teachers is also a big challenge for the system to offer training and support. School closures in response to this pandemic have shed a light on numerous issues affecting access to education, as well as broader socio-economic issues.

The study was sought to address the growing concerns arising from the challenges that students are facing due to the COVID-19 pandemic and from its potential negative effects on their psychophysical health conditions, by providing a brief, valid and meaningful tool, i.e., a Questionnaire on Student Stress during the COVID-19 pandemic. Thus this study on the impact of the current pandemic condition on learning concludes that although various studies have been carried out, in the case of developing countries, suitable pedagogy and platform for different education levels need to be explored further.

REFERENCE

- ❖ Changwon Son, Sudeep Hegde, Farzan Sasangohar; 'Effects of COVID-19 on College Students' Mental Health in the United States : Interview Survey Study', Journal of Medical Internet Research, (2020).
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7473764/>
- ❖ Chunjiang Yang, Aobo Chen, Yashuo Chen ; 'College students' stress and health in the COVID-19 pandemic : The role of academic workload, separation from school, and fear of contagion' (2021).
<https://osf.io/ajfhw/>
- ❖ Bijoy Chhetri, Lalit M Goyal, Mamta Mittal, Gopi Battineni ; '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).
<https://www.sciencedirect.com/science/article/pii/S1658361221000032>
- ❖ Reddy K.J, Menon K.R, Thattil A, 'Academic Stress and its Sources among University Students'(2018).
<https://biomedpharmajournal.org/vol11no1/academic-stress-and-its-sources-among-university-students/>