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RESEARCH ARTICLE

PERCEIVED STRESSORS DUE TO ONLINE CLASSES

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Abstract

Aim: A study to assess the Perceived Stressors due to online classes among students selected university of Gurugram, Haryana during COVID-19 pandemic.

Methodology: Non Experimental descriptive design was adopted in the present study. Non Probability snowball technique was used to select the sample size of 100 students of selected university of Gurugram, Haryana.

Result: 56% feels isolated during online classes. 75% are worried about their network fluctuations during online classes. 66% feels doubtful regarding the knowledge that has been imparted through online education. 79% claims that they suffer from Mental Exhaustion. 66% feels that they are doing things because they have to not because they want it. 73% are afraid & concerned about their future jobs. While 84% suffers from eyestrain & 71% are experiencing headaches. 71% agreed to the fact that they become irritable/ grouchy due to online schedule. On the other hand 73% feels that network fluctuations hinder their ability to learn more.

Conclusions: The findings of the study depicts that most of the students had stress due to online classes during Covid 19- pandemic.

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Introduction:-

Background of the study:

The COVID-19 is a highly infectious disease or illness caused by severe acute respiratory syndrome corona-virus 2 (SARS-CoV-2), originated in Wuhan city of China, has already taken on pandemic proportions affecting across all the continents (Mishra L, Gupta T & Shree A)¹ mostly spread among individuals during close contact now resulting in millions of deaths. COVID-19 is referred as pandemic due to its severity and fierceness also as the greatest global health crisis since after centuries in human civilization. The onset of the novel corona-virus made everything from world economies to social rituals (Schulten K. 2020)². Nowadays lockdown is a common buzzword that has been mulled over by the people during corona pandemic. In fact, lockdown is a state of the emergency protocol implemented by the competent authorities (in this case it is central and state governments) to restrict people from leaving their place of living resulting in mass quarantines and stay-at-home across the world since March 2020. The corona-virus triggered the first phase nationwide lockdown in India which began on March 25, 2020, for 21 days and subsequently repeated on April 15, 2020, for 19 days as the second phase; on May 04, 2020, for 14 days as the third phase; on May 18, 2020, for 14 days as the fourth phase and on June 01, 2020, only for containment zones taking 16 days. To get control over COVID-19 pandemic is possible to a greater extent with people's unbridled determination of the stringent precautionary measures such as maintaining social distancing,

following medically instructed quarantine process and embracing hygiene and sanitation. **H.H. Khachfe, Chahrour M, Sammouri J, Salhab H, Makki B E, Fares M(2020)³**

This new situation may limit access of individuals to daily shopping and affect their choices for a healthy balanced diet with subsequent dependence on highly processed, ready-to-eat cereals and junk foods, which are high in salt, sugar, and fats. Such dietary habits will increase the risk factors of chronic diseases like obesity, heart disease, stroke, type 2 diabetes, some cancers, and chronic kidney disease. Moreover, restricted movement due to lockdown may force many people to stay home and to limit their physical activities and results in more sedentary behavior, which is associated with an increased risk of chronic disease. Furthermore, it has been reported that the lockdown measures could be associated with distressing experience and boredom because the situation is taking the world into uncharted waters. Such circumstances could be triggered by a loss of usual routine and reduced social and physical contact with others. Studies have shown that sleep is crucial for emotional and mental wellbeing and helps to confront stress and anxiety. However, sleep patterns of individuals during pandemic containment could be disturbed. **Radwan H, Al Kitbi M, Hasan H, Al Hilali M, Abbas N, Hamadeh R et al (2020)⁴**

COVID-19 infection is a highly contagious disease and has affected a large group of population; the total number of deaths caused due to this virus has exceeded that caused by any of its predecessors.

Need for the study

Since the COVID -19 pandemic has disrupted the normal lifestyle of people across the globe, the virtual world has come to the rescue. Amongst many institutions schools have also shifted their base to virtual platforms to conduct classes online. Consequently, catering to the needs of all stages of education from pre-primary to university level, online education has emerged as an alternative to ordinary face to face classes.

Students and teachers also have their own struggles while accessing these online platforms. Due to financial constraints, students are not able to access the internet, and are devoid of electronic gadgets and laptop, phone or computer or even radio and TV. Those students who have facilities to attend to online classes face barriers in terms of unavailability of physical space, which is equally applicable to teachers who are supposed to conduct online classes from their home.

Various lifestyle changes occurred during online classes students were unable to follow the sleep pattern, less physical activity. There are two major influences staying at home including digital education, smart working, and limitation of outdoors and in gym physical activity.

One of the major consequences of the transition to online learning is its impact on student health, specifically sleep habits. Affected sleep pattern causing deficits in the prefrontal cortex, which normally keeps our amygdala, the emotional and impulse region of the brain, in check.

Statement of the Problem:

A descriptive study to assess the perceived stressors due to online classes among students of selected university of Gurugram, Haryana with the following objective:

1. To assess Perceived stressors due to online classes among students of selected University of Gurugram, Haryana

Research Methodology:-

A non-experimental study using Quantitative research approach and descriptive research design was used for 100 undergraduate students of selected university of Gurugram, Haryana, who were present at the time of study, could read and understand English and were willing to participate in the research study. Non probability snow ball sampling technique Purposive sampling technique was used to select the sample for the research study.

A validated self-structured 3 point Likert scale questionnaire was developed to gather the demographic data and to assess the perceived stressors due to online classes.

The reliability co-efficient for the structured knowledge questionnaire was calculated by test retest method using Karl Pearson's formula.

The reliability co-efficient was found to be 0.86, thus the tool was found to be reliable.

Ethical approval was obtained from the institutional committee for conducting the research. Consent form was filled by the sample regarding their willingness to participate in the research project and the purpose for carrying out research project was explained to the sample. Assurance of confidentiality was given to the sample.

Data was analysed by descriptive and inferential statistics i.e. frequency and percentage distribution, of perceived stressors.

Result:-

S.N.	Demographic Variables	Category	Frequency(N)	Percentage (%)
1.	Age (In Years)	18-19	16	16
		20-21	70	70
		22-23	14	14
		24-25	0	0
2.	Gender	Male	43	43
		Female	56	56
		Other	0	0
		Prefer Not To Say	1	1
3.	Duration Of Course (In years)	2	5	5
		3	27	27
		4	50	50
		5	18	18
4.	Academic Year	1 st	0	0
		2 nd	19	19
		3 rd	24	24
		4 th	49	49
		5 th	8	8
5.	Locality	Urban	71	71
		Rural	29	29
6.	Network Connection	Poor	6	6
		Fluctuating	43	43
		Good	41	41
		Stable	10	10
7.	Total Timing (In Hours)	0-2	2	2
		2-4	21	21
		4-6	52	52
		6-8	25	25

Table 1:- Frequency and percentage distribution of socio-demographic variables.

Table 1 depicts Percentage wise distribution of students according to their age depicts that (70%) of the age group belongs to (20-21) years & majority of students are females (56%), While most of them (71%) were living in urban areas. 50% of the sample have a course duration of 4 years and (43%) says that they have network fluctuation issues. On the other hand (52%) of the total sample spends about an average of (4-6) hours in online classes while 25% of them spend about (6-8) hours. 49% of sample population belongs to 4th year.

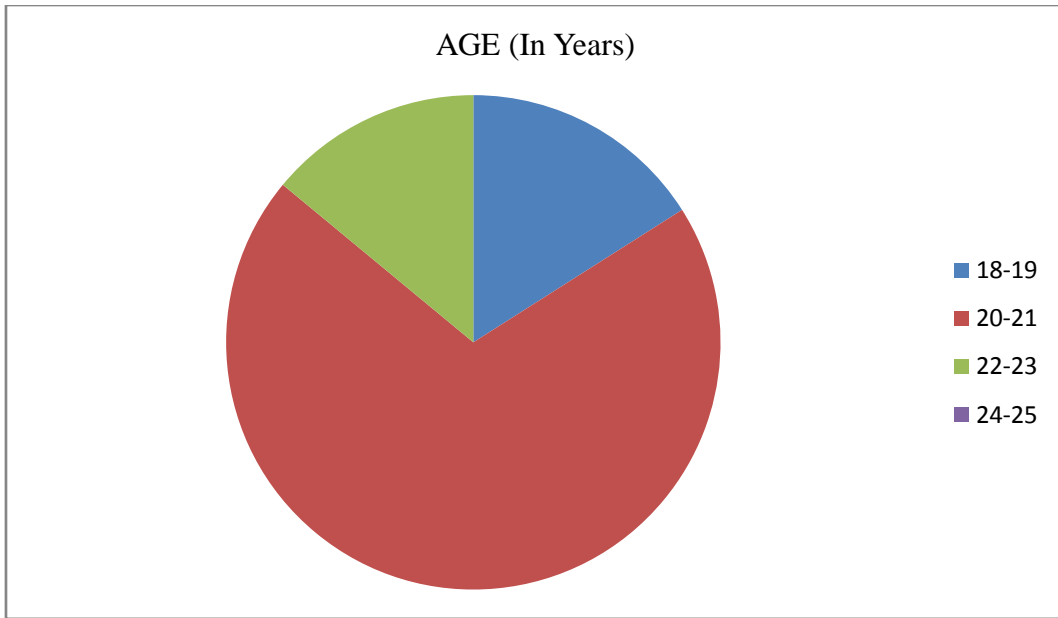


Figure-I:- Pie chart depicting age group of study samples.

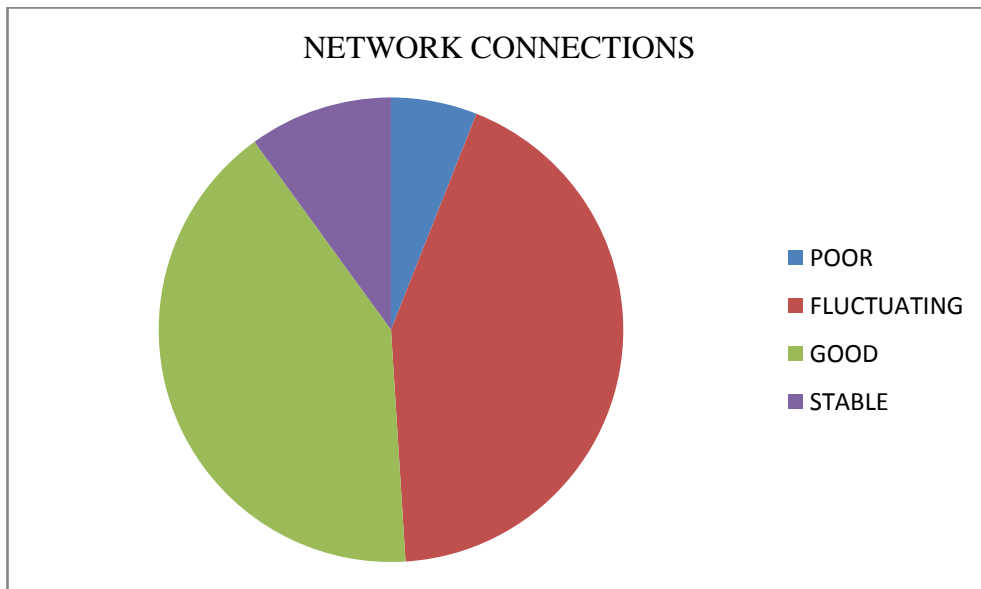


Figure 2:- Pie chart depicting nature of network of study participants.

Table 2:- Frequency and percentage distribution of Perceived Stressors. (N=100)

S.No	Statements	Category	Frequency(N)	Percentage (%)
1.	I Feel Isolated During Online Classes.	Yes	56	56
		No	27	27
		Not Sure	17	17
2.	I Feel Worried About My Network Fluctuations During Online Classes.	Yes	75	75

		No	17	17
		Not Sure	8	8
3.	I feel doubtful regarding the knowledge that has been imparted during online education.	Yes	66	66
		No	19	19
		Not Sure	15	15
4.	I feel more hungry & thirsty during online classes.	Yes	37	37
		No	49	49
		Not Sure	14	14
5.	I Feel discouraged because of online education.	Yes	53	53
		No	27	27
		Not Sure	20	20
6.	I feel mentally exhausted.	Yes	79	79
		No	14	14
		Not Sure	07	07
7.	I'm having trouble sleeping at night.	Yes	51	51
		No	38	38
		Not Sure	11	11
8.	I feel loaded with responsibility more during the lockdown.	Yes	65	65
		No	25	25
		Not Sure	10	10
9.	Assignment's deadline gives me pressure.	Yes	63	63
		No	31	31
		Not Sure	06	06
10.	I don't have enough time for myself and my family.	Yes	49	49
		No	34	34
		Not Sure	17	17
11.	I feel I'm doing things, because I have to, not because I want it.	Yes	66	66
		No	19	19
		Not Sure	15	15
12.	It's difficult to express my emotions during the lockdown.	Yes	62	62
		No	22	22
		Not Sure	16	16
13.	I feel pressurized and challenging while giving my online tests.	Yes	49	49
		No	39	39
		Not Sure	12	12

14.	I'm afraid of my future job.	Yes	73	73
		No	20	20
		Not Sure	02	02
15	I suffer from eyestrain during online classes.	Yes	84	84
		No	08	08
		Not Sure	08	08
16	I get headaches during online classes.	Yes	71	71
		No	19	19
		Not Sure	10	10
17	I don't feel confident about my ability to handle my personal problems.	Yes	41	41
		No	47	47
		Not Sure	12	12
18	I feel that things are going in the ways that I want.	Yes	36	36
		No	44	44
		Not Sure	20	20
19	My problems seem to be piling up day by day.	Yes	58	58
		No	22	22
		Not Sure	20	20
20	I find it difficult to express my doubts during online teaching	Yes	58	58
		No	25	25
		Not Sure	17	17
21	Are you irritable/ grouchy due to online classes?	Yes	71	71
		No	16	16
		Not Sure	13	13
22	Network issues hinder your ability to learn more?	Yes	73	73
		No	15	15
		Not Sure	12	12

Table-2 Depiction 56% of the sample population feels isolated during online classes, and 75% are worried about their network fluctuations whereas 66% feel doubtful regarding the knowledge that has been imparted during online education. On the other side 37% people feels more thirst and hunger, & 49% don't feel any increase in that aspect, while the rest 14% are not sure about this. 53% of sample feels discouraged because of online education. 79% of them suffer from mental exhaustion while 14% are satisfied with their mental status, and 7% are not sure about this. In night 51% of sample suffers and faces problem while sleeping while 38% are satisfied and happy with their pattern of sleeping. Majority (65%) feels they are loaded with responsibilities more these days. More than half (63%) agreed that Assignment's deadline gives them pressure.

Approx. half (49%) of the sample agreed to the statement that they don't have enough time for themselves as well as for their family members. 66% sample population feels they are doing things, because they have to, not because they want it. 62% says it's difficult to express their emotions during the era of lockdown. Almost half (49%) of the population feels pressurized and challenging while giving online tests while half disagreed to this fact. 73% are afraid and concerned about their future job. 84% suffer from eyestrain during online mode of teaching. On the other hand, 71% population claimed that they get headaches often during the mode of online classes & (19%) says no to this. While 41% ensures that they don't feel confident about their ability to handle personal problems whereas 47% says no, and 12% are not sure in this regard. 36% of the sample population agreed to the fact that things are going in the way that they want. 58% population agreed that their problems are piling up on daily basis while the 22% disagreed to this and 20% are not sure about it. 58% find it difficult to express their doubts during online mode of teaching. 71% agreed that they become irritable/ grouchy due to online classes schedule. And Network fluctuations hinder 73% population's ability to learn more

Discussion:-

Researcher concluded that 56% of students feel isolated and 75% are worried about their network fluctuations, majority of students (75%) feel mentally exhausted and 51% are having trouble sleeping at night. 62% are even not able to express their emotional properly during lockdown, 41% don't feel confident to handle their problems by their own, majority of the students get headache (71%) and suffers from eyestrains (84%) 71% feel irritable/grouchy due to online classes. And this statement is supported by -Chandra, Y. (2020), "Online education during COVID-19: perception of academic stress and emotional intelligence coping strategies among college students", Asian Education and Development Studies Vol. 10 No. 2, pp. 229-238, found out that prevalence of perceived stress associated with COVID-19 at high levels arising from inconsistent strategies developed by health authorities in view of scientific recommendation. Furthermore to support this finding- Pedrozo-Pupo JC et al. Perceived stress associated with COVID-19 epidemic in Colombia: an online survey. Cad Saude Publica. 2020; 36(5) found out that there is significant difference observed between fear of academic failure and online & home environment among male and female students

Conclusion:-

The study concluded that Statements which include attitude regarding isolation, concerned about network fluctuations, doubtful behaviour regarding online education, discouragement due to online education, Mental exhaustion, feeling of having more burden of responsibility, difficulty in expression of feelings, concerned nature regarding future jobs, eye strains & headache problems, irritable feeling due to online classes, Network fluctuations hinders their ability to learn collected more than 50% votes each.

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