A STUDY ON EVALUATION OF ACADEMIC STRESS AND FUTURE CONCERNS RELATED TO ONLINE LEARNING DURING PANDEMIC

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CHILD DEVELOPMENT

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CERTIFICATE

This is to certify that the thesis entitled "*A study on evaluation of academic stress and future concerns related to online learning during pandemic*" is a research work carried out by ANITTA ROSILY C J under my guidance and supervision.

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DECLARATION

I hereby declare that this dissertation entitled "A study on evaluation of academic stress and future concerns related to online learning during pandemic " is a bonafide record of research work done by me under the guidance and supervision of Dr. Nisha Vikraman and has not been previously submitted by me for the award of degree, diploma or recognition elsewhere.

Place: Ernakulam   ANITTA ROSILY C J

Date: 06/06/2022

ACKNOWLEDGEMENT

ANITTA ROSILY C J

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CHAPTER 1

INTRODUCTION

Millions of people, including researchers, academic, corporate personal as well as students, were forced by the national governments to stay safe isolating themselves or implementing a whole and/or partial lockdown globally during the pandemic (*Cooper, Mondal, & Antonopoulos, 2020*). The pandemic has greatly affected on the lives of students in many ways. Adolescents may find social isolation and disruption of normal routines particularly difficult. Physical access to the classroom has been restricted as a result of the long-term use of lockdown. Many schools and universities throughout the world are concerned about student well-being as they recognize the necessity of striking a balance between psychological, social, emotional, and physical components of students' life.

During this unusual period, online programs are expected to be in high demand as an alternative to institutional closure. One of the upcoming trends in the education sector around the world is online learning. The internet is used for this type of learning. This way of learning has been simplified because to sophisticated and upgraded technologies. The pandemic period had changed the learning process to a greater extent. Online classes had increased the stress level of every student. Academic life was abruptly confined to the home, and the ordinary activity of the university, with its face-to-face teaching and learning, has had to be substituted by online teaching and remote learning (sahu, 2020). Course quality, material usability, technological ease, availability of technical assistance, and the likelihood of peer engagement are all factors that contribute to online Learning difficulties.

According to a pilot study commissioned by the Directorate of Collegiate Education into digital learning during the pandemic era found 65% of college students did not possess laptops, personal computers, and tablets. However, Smartphone availability among students has considerably improved with nearly 80% having exclusive use of the device. A large proportion of 88.2% students have been able to attend over 50% of online classes. While 0.5% has been unable to access digital classes, 3.3% could attend less than a quarter of the sessions. Network connectivity issues have created difficulties for 68.93% of students. Google Meet was apparently the most preferred platform used by teachers for online classes (92.19%), while the free and open-source learning platform Moodle could attract only 12.88%.

Students from lower-income families have limited or no access to online classes due to digital disparities and a lack of access to current technology. At the same time, high internet costs are another impediment to taking online programmes. There are lots of factors that affect the students during the pandemic. Students have fear in academic year loss. Pandemic has influenced greatly on the passing out college students as it is challenging for their job opportunities.

The change in online mode also affects the student's lifestyle because; many of them are facing economic difficulty, to cope up with that also one of the challenges faced by the students. The most common fears that every college student has whether a fresher or a senior, it can be really scary to have decided what they want to do for the rest of their life. College life is about learning and becoming better educated, it is also about preparing you for a future career. And students who have yet to choose major or career path feel incremental levels of stress. And off course pandemic had created a great impact on the future concerns among the college students.

Students generally struggle to build a good career after their graduation in developing countries like India. Due to the pandemic, such struggle increased and faced with stress and depression. Future concerns among college students had increased during the pandemic, due to the unexpected lockdowns and breakage of economic status had created anxiety among the young adults about their future. There are many fierce competitions in the job market due to pandemic and also Medias are continuously reporting the job cut as a result of pandemic, all these had created a great impact on the future concerns among the college students.

The main goal of the study is know about the academic stress and future concern related to online learning among college students during the pandemic. Every time the college students are facing such difficulties but, during the pandemic period the intensity of these aspects may vary as the pandemic had changed the overall structure of the educational systems in every country. So it is necessary to know how the students are coping with the new normal.

Significance of the study

The study on evaluation of academic stress and future concern related to online learning among college students is very important especially today, when the complex and rapidly changing environment have transformed the lives of college students. The findings of the study would have the foundation for evaluating the academic stress and future concerns experienced by the college students and would infer about the effect of pandemic and online classes on the academic pressure and future concerns among college students. The result of the study might helpful to the educationalists, curriculum planners to understand the problems of students in online learning.

Objectives of the study

- To evaluate the academic stress faced by the students related to online learning during the pandemic.
- To compare future concern among boys and girls.
- To know the study habits of students during online learning.
- To compare the future career concerns of the college students based on gender.
- To know how the adolescents cope up with the academic pressure during the pandemic period.
- To identify the problems faced during online education.

Hypothesis

H1 college students have academic stress during online classes

H0 college students doesn't have academic stress during online classes

H1college students have future concerns

H0 college students don't have future concerns.

CHAPTER 2

REVIEW OF LITERATURE

The review of literature of the study entitled as **"A study on evaluation of academic stress and future concerns related to online learning during pandemic"** is reviewed under the following heading:

2.1 Definitions

      2.1.1 Academic stress

      2.1.2 Future concerns

      2.1.3 Online learning

2.2 College student's psychological well being

2.3 Stress factors of college students

 2.4 Education during pandemic

2.5 Psychological impact of covid-19 among college students

2.6 Related research

      2.6.1 Research related to academic stress

      2.6.2 Research related to future concerns or anxiety

2.1 Definitions

2.1.1 Academic stress

According to dictionary of psychology, academic stress is the psychological burden and tension caused by learning, primarily from two sources: the external environment, such as meeting future major decision exams; and within the individual, for example, the community's expectations for students are much higher than the students' own, and students are unable to meet social expectations for their own reasons. Academic stress is defined as the psychological pressure created by students' excessive demands and expectations, as well as the gap between their self-expectations and social expectations. To summarize, academic stress is the mental strain placed on pupils during their learning activities. (Qian et al 2018)

Exam stress, indifference in attending lectures, and difficulty to understand a subject are all issues that students confront in today's highly competitive environment. Academic stress is defined as mental suffering related to upcoming academic challenges or failure. Academic pressures can be found in many places in a student's surroundings, including school, home, peer relationships, and even their neighborhood. Due to the multiple internal and external expectations placed on students' shoulders, stress has become a component of their academic lives. Adolescents are especially prone to the problems linked with academic stress since they are going through personal and social transitions.

There are some factors that happen in the academic curriculum that causes so much stress to students. So many things take place in the day to day activities of the academic processes that make students stress up.

- Increased class workload; An increase in class workload stresses up students in the sense that when students have to do more than they can handle, they turn to get frustrated and are unable to focus and think straight. Students will over schedule their plans to meet up with the class workload in other to get good grades but eventually because these tasks are too much for them, they end up messing everything up.
- Low grade; every student wishes to flourish in their field studies, and high grades are quite important to them. When students believe they are expecting a higher grade but ultimately receive a lower grade than predicted, it weighs them down and saps their motivation. When this happens, students start to think a lot about what they didn't do, where they went and most times are not able to find answers to those questions. At the long run, they become stressed up with that and are not able to do everything right again

- Frustration due to misunderstandings; A lot of students get frustrated when they don't understand what is being taught by the teachers in class. Some also misinterpret what the teacher said in a different way or meaning. This frustration leads to students being stressed up because they wonder how they will pass the course because they hardly get what the teachers say in class.

- Examinations; Exam preparation periods produce more stress in pupils than one might think. Examinations are the only way for a student to demonstrate that he deserves a higher grade for a course, and as a result, students think a lot and revise everything they've learned throughout the course. As a result, some students become confused about some of the topics they've covered, and others don't know where to start their studies. They become frustrated and confused when they think about these things, which cause them to become stressed (Essel et al 2017)

2.1.2 Future anxiety (future concerns)

Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure (American psychological association). Future anxiety is considered one of the main features as a result of economic and social changes, and increasingly emerges among university students not only because of the fear of failure in the study, but also because of the fear of lack of job opportunities – the thing that affects joining their specializations (Hammad 2016).

Zaleski (1996) indicated this concept which refers to a state of apprehension, fear, uncertainty and anxiety of undesired changes expected to occur in the future. This fear of the future could include a variety of anticipated threats including physical threats, such as illness or accident, or emotional threats, for example the loss of one of the family members. These threats vary in terms of severity, and future anxiety may include the individual's fear of failure in achieving his/her goals and aspirations.

All types of public anxiety may include an element of anxiety about the future, as future anxiety refers to the future represented by a long period of time, and is visualized in the form of a state of ambiguity about things expected to happen in the distant future, or an expectation of something bad(Zaleski 2018)

Future anxiety is defined as an emotional feeling characterized by confusion, distress, ambiguity, ill expectation, fear of the future, and an inability to social interaction (Macleod, et. Al,2015).

 It is clear that from the above definitions of future anxiety, the majority of them confirmed that this type of anxiety affects the individual's current and future life, that it occurs as a result of anticipating something, and that it is associated with fear, insecurity, and a sense of threat.

Future anxiety directly affects individuals' self-attitudes toward the future, or toward what will happen, and what may happen, and the future may become a source of anxiety and terror because of a misconception of possible future events, and an individual's lack of confidence in the ability to deal with these events, and look at them in a way. Negativity as a result of the overlapping of ideas, linking the past with the present and the future, which contributes to the inability to adapt to events that hinder his future, which causes increased anxiety towards the future (Rappaport, 2018).

Anxiety has a great influence on the individual's performance, especially mental performance and what is related to the cognitive aspect, and it also affects the amount of self-confidence, which leads to an impact in many situations, and indicators of self-confidence include willingness and ability to face the situation and external circumstances, because the amount of self-confidence is related to With anxiety levels, the higher the self-confidence, the lower the anxiety levels (Humara, 2018).

2.1.3 Online learning

Online learning is education that takes place over the Internet. It is often referred to as "e learning" among other terms. However, online learning is just one type of "distance learning" - the umbrella term for any learning that takes place across distance and not in a traditional classroom (S. Joshua 2019)

What are the advantages of online learning?

- **Efficiency**

Online learning offers teachers an efficient way to deliver lessons to students. Online learning has a number of tools such as videos, PDFs, podcasts, and teachers can use all these tools as part of their lesson plans. By extending the lesson plan beyond traditional textbooks to include online resources, teachers are able to become more efficient educators.

- **Accessibility of time and place**

Another advantage of online education is that it allows students to attend classes from any location of their choice. It also allows schools to reach out to a more extensive network of students, instead of being restricted by geographical boundaries. Additionally, online lectures can be recorded, archived, and shared for future reference. This allows students to access the learning material at a time of their comfort.

Thus, online learning offers students the accessibility of time and place in education.

- **Affordability**

Another advantage of online learning is reduced financial costs. Online education is far more affordable as compared to physical learning. This is because online learning eliminates the cost points of student transportation, student meals, and most importantly, real estate. Additionally, all the course or study materials are available online, thus creating a paperless learning environment which is more affordable, while also being beneficial to the environment.

- **Improved student attendance**

Since online classes can be taken from home or location of choice, there are fewer chances of students missing out on lessons.

- **Suits a variety of learning styles**

Every student has a different learning journey and a different learning style. Some students are visual learners, while some students prefer to learn through audio. Similarly, some students thrive in the classroom, and other students are solo learners who get distracted by large groups.

The online learning system, with its range of options and resources, can be personalized in many ways. It is the best way to create a perfect learning environment suited to the needs of each student.

What are the disadvantages of online learning?

- **Inability to focus on screens**

For many students, one of the biggest challenges of online learning is the struggle with focusing on the screen for long periods of time. With online learning, there is also a greater chance for students to be easily distracted by social media or other sites. Therefore, it is imperative for the teachers to keep their online classes crisp, engaging, and interactive to help students stay focused on the lesson.

- **Technology issues**

Another key challenge of online classes is internet connectivity. While internet penetration has grown in leaps and bounds over the past few years, in smaller cities and towns, a consistent connection with decent speed is a problem. Without a consistent internet connection for students or teachers, there can be a lack of continuity in learning for the child. This is detrimental to the education process.

- **Sense of isolation**

Students can learn a lot from being in the company of their peers. However, in an online class, there are minimal physical interactions between students and teachers. This often results in a sense of isolation for the students. In this situation, it is imperative that the school allow for other forms of communication between the students, peers, and teachers. This can include online messages, emails and video conferencing that will allow for face-to-face interaction and reduce the sense of isolation.

- **Teacher training**

Online learning requires teachers to have a basic understanding of using digital forms of learning. However, this is not the case always. Very often, teachers have a very basic understanding of technology. Sometimes, they don't even have the necessary resources and tools to conducts online classes.

To combat this, it is important for schools to invest in training teachers with the latest technology updates so that they can conduct their online classes seamlessly.

- **Manage screen time**

Many parents are concerned about the health hazards of having their children spend so many hours staring at a screen. This increase in screen time is one of the biggest concerns and disadvantages of online learning. Sometimes students also develop bad posture and other physical problems due to staying hunched in front of a screen.

A good solution to this would be to give the students plenty of breaks from the screen to refresh their mind and their body.

(https://elearningindustry.com)

2.2 College Student's Psychological Well Being

College student the term "college student" means an individual who is a full-time or a part-time student attending an institution of higher education. College years are frequently one of the most difficult times in a person's life; notably the beginning of college and the transition from youth to adulthood. Often these stressors can throw students off track, causing a decrease in their psychological well-being, (Chao, 2012). College students represent the future of families, communities, and countries. They also face the pressures of achieving academic success and being competitive, which adds to the responsibilities and obligations, potentially leading to increased stress. They are expected to be the elites in the society. Thus, they should enhance their stress management abilities so as to live a healthy life after entering the society. Adolescence is a stage of human development that occurs between childhood and adulthood. Due to fast physical changes and mental development at this stage, students may experience incompatibility of their mental development with their physical changes or with the social environment and then suffer from problems arising from inadequate adaptations. These problems may further cause psychological troubles and even induce deviant behaviors. Adolescence is a dangerous period of time where young people experience self organization and role confusion. For them, stress mainly comes from academic tests, interpersonal relations, relationship problems, life changes, and career exploration. Such stress may usually cause psychological, physical and behavioral problems (Kaur 2017)

Some individuals associate college with living life to the fullest and partying hard. Others, on the other hand, must take their careers seriously and study carefully in order to have a brighter future. Nonetheless, college is a moment in our lives that we will never forget.

The challenges faced by a college student are,

- Anxiety disorders include social anxiety, general anxiety, test anxiety, and panic attacks.
- Expectations or issues within the family
- Depression, fatigue, hopelessness, overwhelm, low self-esteem, homesickness, and loneliness are all symptoms of depression.

All these will contribute to the psychological well being of the students.

2.3 Stress Factors of college students

Stress is "a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important" (Schuler). College students are stressed because of several factors namely academic factors, personal factors and environmental factors. Students may get stressed by increased workloads. They have to learn a lot of content for a semester and they are forced to over schedule their plan to complete their assignment and seminar presentations. At the same time some of the students are stressed because of language problems and missing lectures (Pullokaran L 2018). For college students, stress is a major issue that can lead to poor academic performance, anxiety, despair, and other serious health consequences. Following are some causes of stress among college students

- Academic stress:- Every student yearns for success in academics ,wants to accomplish all the academic¬ related activities efficiently . This creates huge amount of stress among the students.
- Relationship stress- Since the college students are mostly adolescents which is the most crucial stage of life¬ for all the human beings .Making friendships especially with female counterparts is the most distinct feature of this age. Stress is the resultant, if a person fails in his attempt to make friends.
- Financial stress:- The stress among college students also results from financial difficulties. To look smart and¬ own articles like mobiles, bikes and cars etc., require money. The lack of which, gives rise to stress.
- Future stress- The concern about future is another chief cause of stress among the students. They want to¬ see themselves as successful persons occupying high place in society with good job in hand. Health issues in family: -Health issues in family also contribute to stress among college students(Ahmad bhat2019)

Stress affects the initiative skills of students. Most students when stressed upturn to lack the ability to bring up new ideas to solve problems or issues, thus when students are faced with some challenges which might be even so easy to solve because they are stressed up to refuse or are unable to rack their brains to find solutions to that problem (Essel et al 2017).

Student life is a moment of transition. They enroll in a course in the hopes of being able to accomplish or have what they desire, such as better career chances or more enjoyment of life. Studying is a part of a transition process, and change can be stressful at times. Stress is an unavoidable part of life; yet, unless students learn to manage it well, it can have a negative impact on their physical health,

emotional well-being, and academic progress. Changes in lifestyle, greater workload, new obligations, and interpersonal connections all cause stress in college students.

2.4 Education during pandemic

In most countries, primary and secondary schools closed temporarily. Universities had to switch to online education. This impacted children, students, parents, and teachers in a greater extent. According to UNESCO, the pandemic has interrupted classroom learning for at least 9 out of 10 students worldwide, and about half of the students worldwide have no access to online teaching (826 million learners worldwide have no access to a computer) (UNESCO 2020).

The ''digital divide'' between rich and poor is disturbing. For higher education, the transition was more straightforward. Many universities were able to switch to online education in just a few weeks. However, also in higher education experiences are mixed. On the one hand, students could study in a more flexible, self-paced manner. On the other hand, social interaction is a crucial ingredient for studying. Universities and college campuses are unique ecosystems where students with different backgrounds learn and socialize in close proximity to each other (Aalst et al 2020). The students who are from the low economic status had faced a lot of problems during the online classes. Many of them had no proper access to electronic devices and the network connectivity. And this impact had created a great change in their daily living. . Both students and instructors confront several hurdles and difficulties, including psychological issues, as a result of an ineffective learning technique.

The pandemic period had changed the learning process to a greater extent. Online classes had increased the stress level of every student. Academic life was abruptly confined to the home, and the ordinary activity of the university, with its face-to-face teaching and learning, has had to be substituted by online teaching and remote learning (Sahu, 2020).

Course quality, material usability, technological ease, availability of technical assistance, and the likelihood of peer engagement are all factors that contribute to online Learning difficulties. Students from lower-income families have limited or no access to online classes due to digital disparities and a lack of access to current technology. At the same time, high internet costs are another impediment to taking online programmes.

2.5 Psychological impact of pandemic among college students

University students are increasingly recognized as a vulnerable population, suffering from higher levels of anxiety, depression, substance abuse, and disordered eating compared to the general population.

Therefore, when the nature of their educational experience radically changes-such as sheltering in place during the pandemic-the burden on the mental health of this vulnerable population is amplified (ncbi.nlm.nih.gov)

University students, compared to the general public, have been found to be more susceptible to the adverse effects of the quarantine. Mental health disorders are always a topic of concern among youth, and

their incidence has been increasing significantly worldwide. According to a World Health Organization report published in 2008, 1 in every 5 adults had experienced mental health disorders in the past year. However, the pandemic triggered an even more rapid upsurge in mental disorders among adults (https://xmed.jmir.org)

The world health organization (WHO) declared the Covid-19 as a pandemic, educational institutions have been shut down. To continue the educational programs, they have to think of alternative methods for education, from physical learning to the online platform (Kapasia et al. 2020). Recently, online or digital learning has been considered an alternative way of conventional learning (Adnan and Anwar 2020).

Socially, students are also emotionally damage and lockdowns create social distance between them and other people while they are at home. Their mental interaction is reduced during the pandemic situation. Learning does not only depend on teaching, it also requires interaction, which is hampered by the corona virus pandemic. Students are facing despair as the family crisis is visible and deprived of entertainment due to the distance created with friends resulting in frustration, loneliness, depression that affect their mental health. The mental stress inside them has increased day by day. Again, due to the availability of online classes in almost all country institutions, students need to sit in front of the device all day to maintain their studies. As a result, they have to face various physical disabilities. According to UNESCO, about 1.5 billion students in 190 countries are isolated and disconnected from their institutions. Many psychologists and behavioral therapists have emphasized depression, fear, panic, resentment, anger, isolation, loneliness, neglect, humiliation, and vain thoughts caused by censorship and social distance (Uddin 2021)

Student's skilled considerable instructional disruptions as the pandemic interfered with their tutorial functioning (Charles et al., 2020). Since the closure of tertiary-level instructional institutions suspended face-to-face teaching-learning sessions, it interrupted the normal go with the flow of educational applications (Jacob et al., 2020).

The lag in re-opening academic establishments can negatively have an effect on their intellectual state and tutorial increase (Chandasiri, 2020). The long-time domestic quarantine duration brought about disturbance and deterioration in students learn about habits and overall performance of work, which sooner or later resulted in the increase of stress and dysfunctional gaining knowledge of behaviors (Meo et al., 2020).

2.6 Related research

2.6.1 Research related to academic stress

1. Karaman et.al (2019) studied on the paper 'predictors of academic stress' examined factors predictive of college students' academic stress. According to the findings Female college students exhibited higher academic stress than male college students.

2. Gupta et al. (2015) conducted a study to assess the degree of various sources of stress among medical college students. Over 90% of the students felt stressed, and the majority of them were stressed for various academic reasons. Academic stress was shown to be higher among students who were not fluent in the local language and students who stayed in the hostel.

3. In a study of (Deb et al, 2015), academic stress was reported in two third of the students who were participated in the survey. One of the main concerns that most children faced was parental pressure achieve well in school. Other notable disparities were discovered in the parental educational levels, occupation of parents and academic success.

4. It's worth noting that certain demographic factors like age, gender, financial level, and ethnicity have been connected to academic stress. Zhao & Yuan (2006) found that female students had more academic stress than male pupils. One of the causes for girls having more stress, according to Jones and Hattie (1991), is their fear of academic failure, which contributes to academic stress. Further they explained that children from Asian origins in Western countries experienced higher stress in the classroom than other students. In a sample of 538 Chinese junior high school students, Li et al. (2007) discovered that low socioeconomic status was substantially related with academic pressure.

2.6.2 Research related to future anxiety

1. In a study of U. Chaudhary(2022) depression and stress regarding future career among university students during the pandemic reported that the prevalence of depression and stress among students is rising, particularly among female students and those who do not have access to job-related services or who are unskilled.

2. In a study of Akhtarul (2020) during the continuing pandemic, a huge number of Bangladeshi university students have been experiencing depression and anxiety symptoms. Financial insecurity is contributing to the rise of depression and anxiety among university students, in addition to academic and professional uncertainties. A total of 476 university students living in Bangladesh participated in this cross-sectional web-based survey. Students were experiencing heightened depression and anxiety. Around 15% of the students reportedly had moderately severe depression, whereas 18.1% were severely suffering from anxiety.

3. In a study of Mariuzs (2021) increased anxiety related to the Coronavirus Disease 2019 (COVID-19) pandemic in society and specific professional groups has been reported by many authors. Most have applied tools enabling assessing the general traits of anxiety. The future anxiety scale score (FASS) was significantly associated with gender; the FASS was lower among men than women.

CHAPTER 3

METHODOLOGY

Methodology is the conditions for collection and analysis of data in a manner that aims to combine relevance to the research paper (Kothari, 2001). The methodology of the study on "academic stress and future concern related to online education during pandemic" is discussed under the following subheadings.

3.1 Nature of Study

3.2 Selection of Area

3.3 selection of Sample

3.4 Selection of Method

3.5 Selection of Tool

3.6 Collection of data

3.7 Analysis of Data

3.1 Nature of Study

Descriptive method of research was employed for the study. Descriptive method refers to research that provides an accurate portrayal of characteristics of a particular situation or group. It is a discovering new meaning, describing what exist, determining the frequency with which something occurs and categorizing information. In this study the researcher assess the academic stress and future concern related to online learning during pandemic

3.2 Selection of Area

The area selected for the present study included both rural and urban areas of Alappuzha districts due to multitude variety of colleges, universities and easy availability of respondents and the convenience of researcher.

3.3 Selection of Sample

Choosing a study sample is an important step in any research project since it is rarely practical, efficient or ethical to study whole populations Marshall (1996). And the samples for this study were selected between the age group of 18-25. One hundred samples between the age group of 18-25 were selected. Both boys and girls (1:1) were included in this study. The reason for choosing this sample size is due to time constraints, and the Covid situations in data collection and data analysis. The sample selection was done with a purposive sampling method which is a non- probability sampling technique. It is method which occurs when elements selected for the sample are chosen by the judgement of the researchers.

3.4 Selection of Method

Survey method was used to collect data for the purpose of this research. Usually the type of information gathered in surveys varies considerably, depending on a survey's objectives and typically survey investigations attempt to describe what is happening and reasons for particular business activity. The investigator collected information of this study based on the objectives of this study by using a survey.

3.5 selection of tool

The tool selected for the study includes a self- formulated questionnaire. According to Bell(1999), a questionnaire is generally a series of written questions for which the respondents has to provide the answers. The questionnaire comprised four major sections under each section the investigator included the questions to collect the necessary information for the contest of the study .The Sections were included

- Soci-demographic details
- Transition to online mode
- Academic concerns
- Academic Stress
- Future concerns
- Future career concerns

3.6 Collection of data

The collected data for this study was done by the investigator itself. The data was collected with for the collection of data Google forms were prepared and sent to the participants.

3.7 Analysis of data

The survey results using the questionnaire were consolidated and tables were prepared. Percentage analysis was used to interpret the general information. Chi square test and correlation plotting was used to interpret various factors contributing the academic stress and future concerns among the students.

RESEARCH DESIGN

AREA

Alappuzha

Sample

100 samples between the age 18-25

Method

Survey method

Tool

Questionnaire

Collection of data

Google forms

Analysis and interpretation of data

Percentage analysis and chi square test
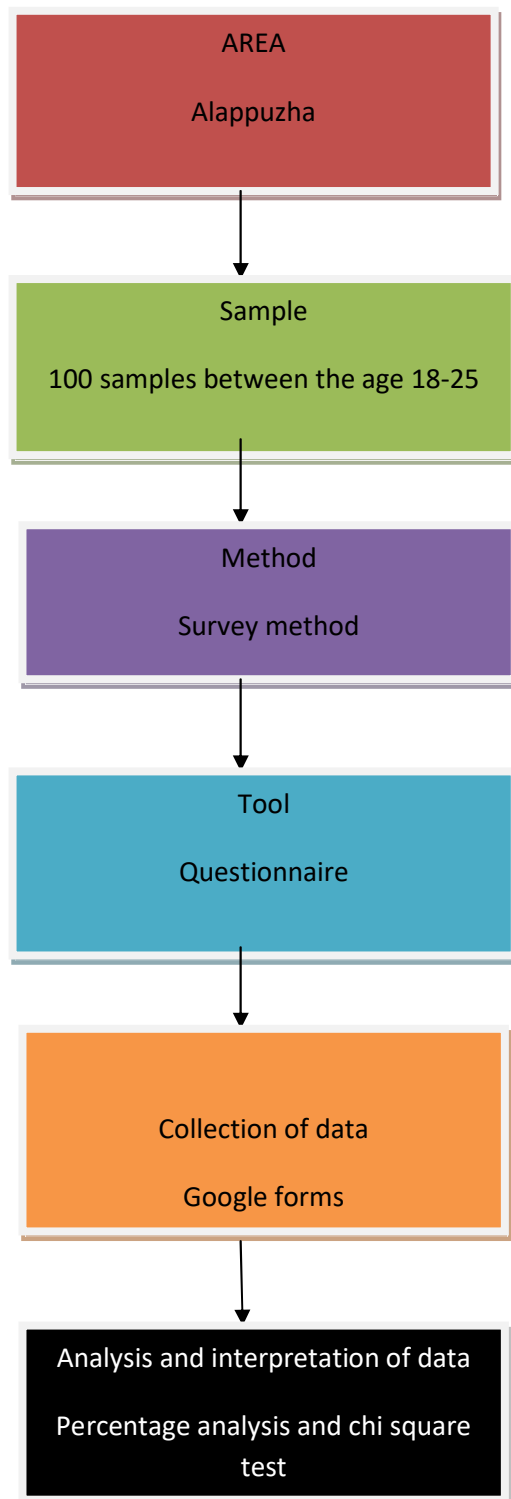
Figure 1

Research design

CHAPTER 4

RESULT AND DISCUSSION

The findings reported in this chapter are according to the objectives of the study. The findings have been reported and discussed under the following headings.

4.1 Background details of students

4.2 Academic Profile of students

4.3 Internet usage of students during pandemic

4.4 Access to study material during pandemic

4.5 Study habits of students during online classes

4.6 Academic stress faced by college students during pandemic

4.7 Future concerns among college students during pandemic

4.8 Comparison of future concerns based on gender

4.9 Comparison of Future career concerns among boys and girls

4.10 Coping strategies for stress management

4.11 Problems faced during online education

4.1 Background Details of Students

The general information of the students is tabulated in following tables.

4.1.1 Distribution of students based on age

Table 1

Distribution of students based on age

Sl no	Age	n% (n=100)
1	18-20	56
2	21-23	31
3	24-25	9
4	Above 25	4

It is evident from the table that fifty six percentages of the respondents are lies between the age group of 18-20. Thirty one percentages of the respondents are lies between the age group of 21-23. The respondents coming under the age group of 24-25 were nine percentages. Only four percentages of students are above 25. From the table it is clear that most of the respondents lie in the age group of 18-20.
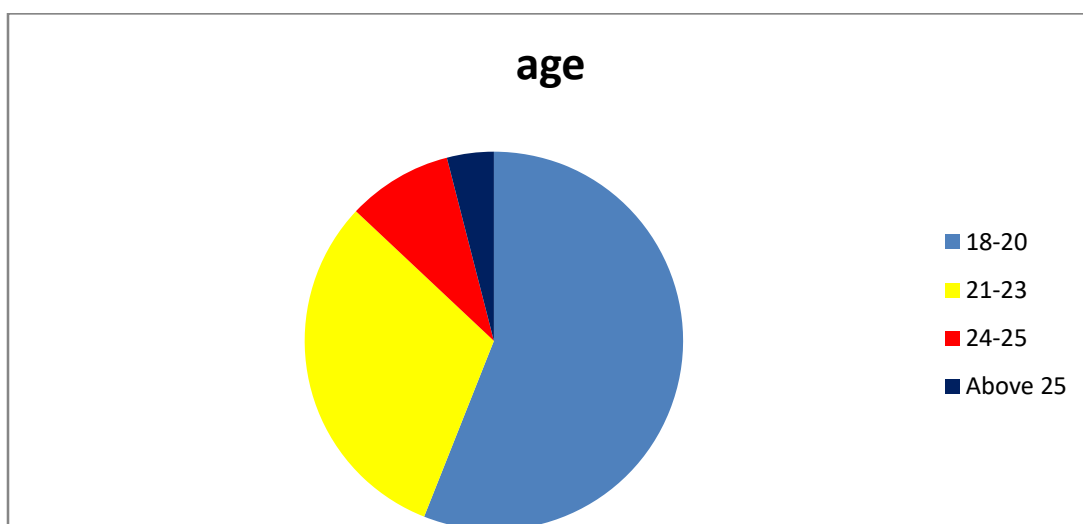
Figure 2

Distribution of students based on age

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4.1.2 Distribution of students based on gender

Table 2

Distribution of students based on gender

Sl no	gender	n% (n=100)
1	Male	50
2	Female	50

From the table it is clear that about fifty percentages of the respondents were male and fifty percentages of the respondents were female. Equal samples of boys and girls were taken to compare the academic stress and future concerns in both genders.
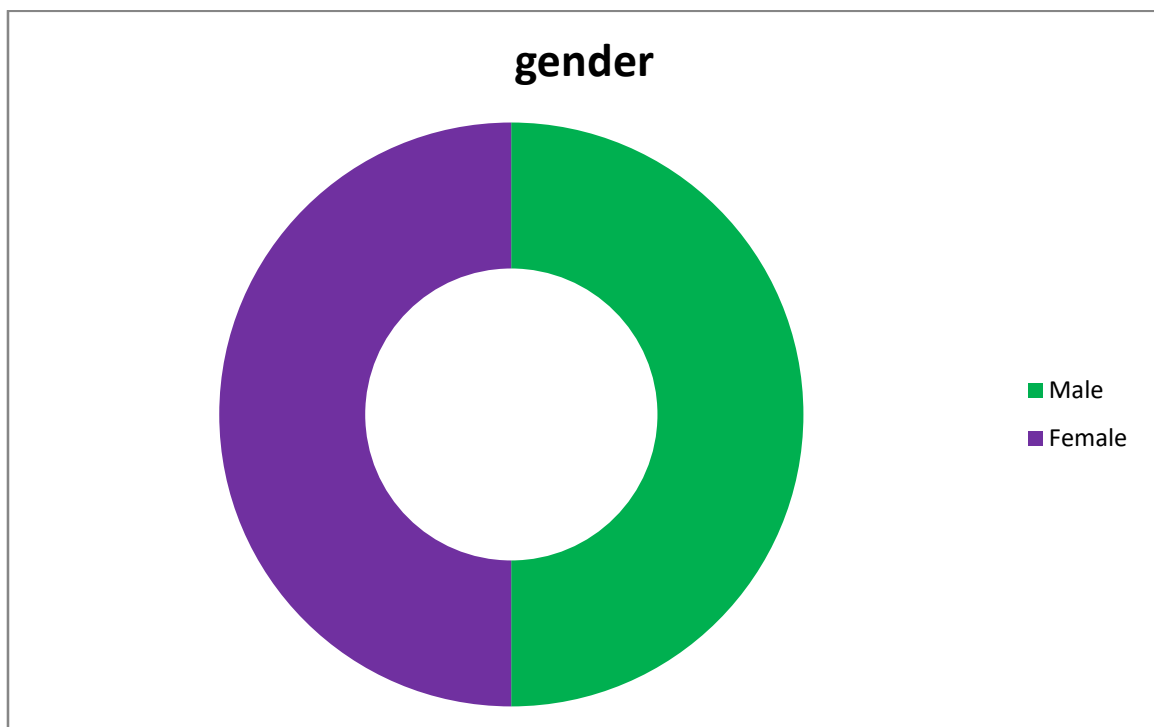
Figure 3

Distribution of students based on gender

4.1.3 Distribution of student's based on area residence

Table 3

Distribution of students based on area of residence

sl no	Area	n% (n=100)
1	Urban	53
2	Rural	47

It is evident from the table that fifty three percentages of the respondents were from urban and fourty seven percentages of the respondents were from rural areas.
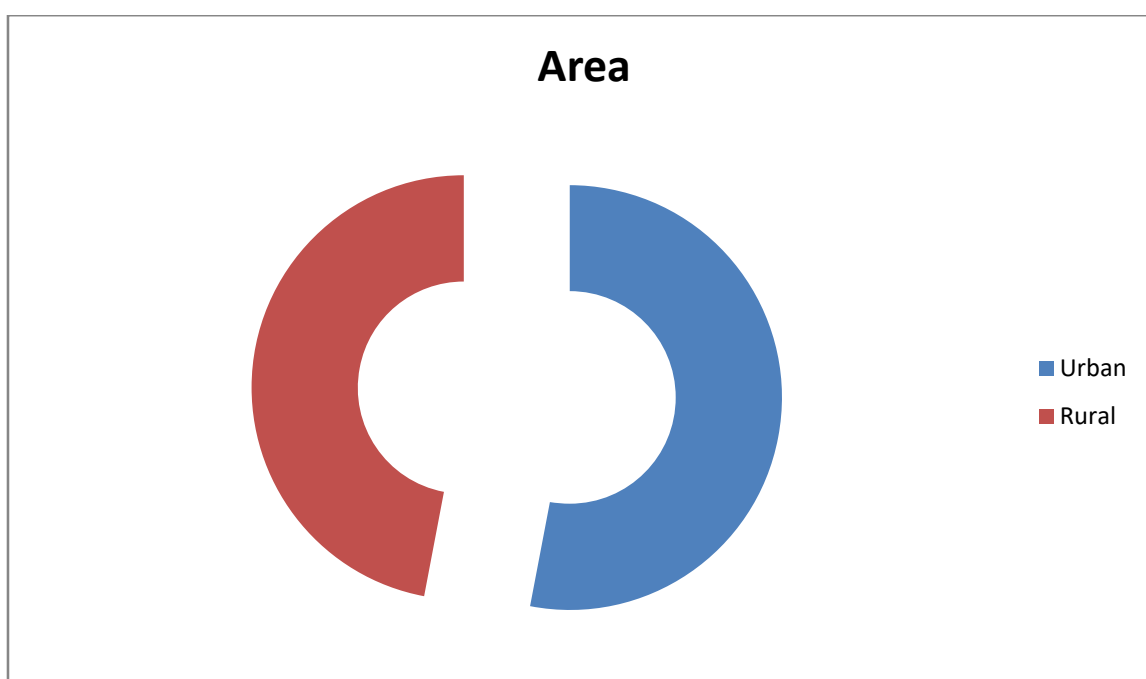
Figure 4

Distribution of students based on area of residence

4.1.4 Distribution of students based on family type

Table 4

Distribution of students based on family type

Sl no	Family type	n% (n =100)
1	Nuclear	78
2	Joint	14
3	extended	8

It is clear from the table that seventy eight percentages of the respondents were belongs to nuclear family. Fourteen percentages of the respondents are from joint family and only eight percentages of the respondents were belonging to extended family
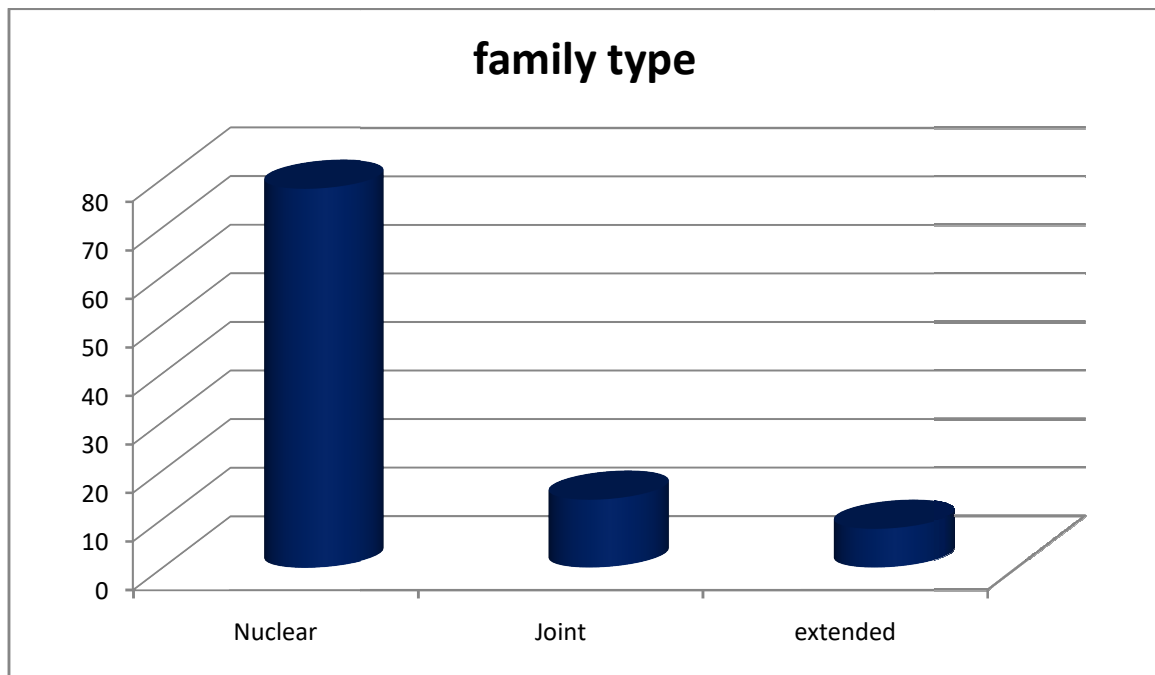
Figure 5

Distribution of students based on family type

4.1.5 Distribution of students based on Annual income

Table 5

Distribution of students based on annual income

Sl no	Income	n (n=100)
1	Below 25000	61
2	25000 -50000	25
3	50000-1 lakh	6
4	1-4 lakh	1
5	4-8 lakh	7

It is evident from the table that around sixty one percentages of the respondents have annual income below 25000, which indicates that majority of the respondents belongs to BPL (below poverty line) category. Twenty five percentages of the respondents have annual income between 25000 and 50000. Six percentages of the respondents have annual income between 50000 and 1 lakh. Only one percentages of the respondents of the respondents have annual income between 1 lakh and 4 lakh . Seven percentages of the respondents have annual income between 4-8 lakh.
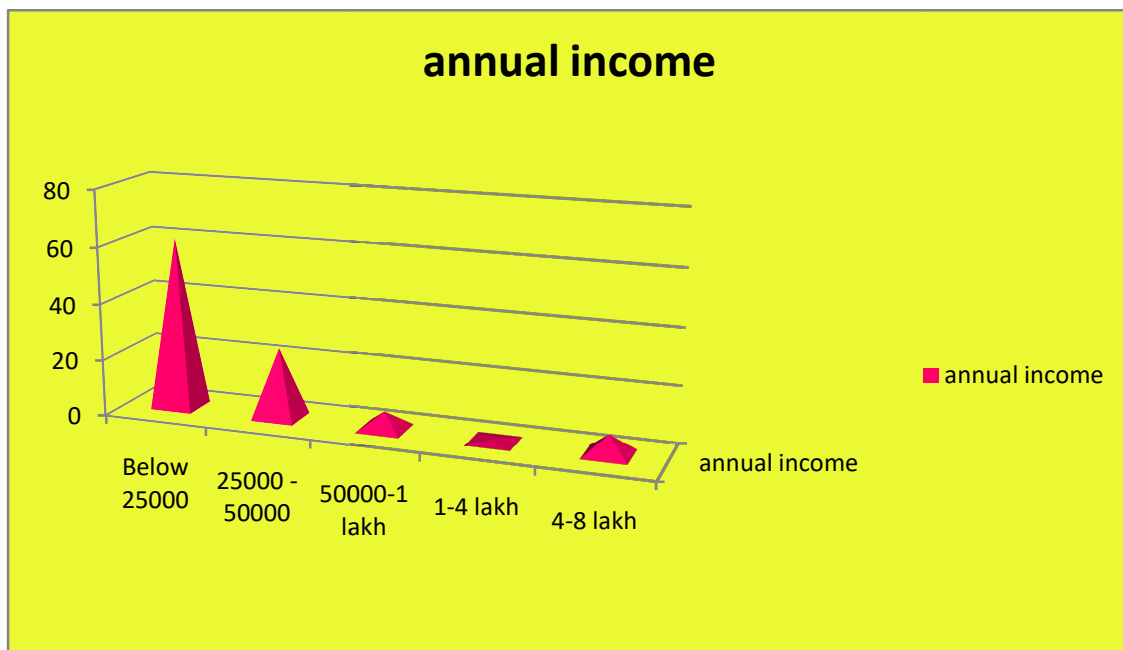
Figure 6

Distribution of students based on annual income

25

4.2 Academic profile of the students

The academic profile of the students was tabulated in the following tables.

4.2.1 Distribution of students based on Programme of study

Table 6

Distribution of students based on programme of study

Sl no	programme	n% (n=100)
1	Undergraduate	42
2	Post graduate	21
3	Professional course	23
4	others	14

From the table it is evident that fourty two percentages of the respondents were pursing undergraduate course, were twenty one percentages of the respondents pursuing post graduate course and about twenty three percentages pursuing professional degree. About fourteen percentages of respondents are pursuing other courses including diploma courses, B ed course, lab courses, logistics etc..
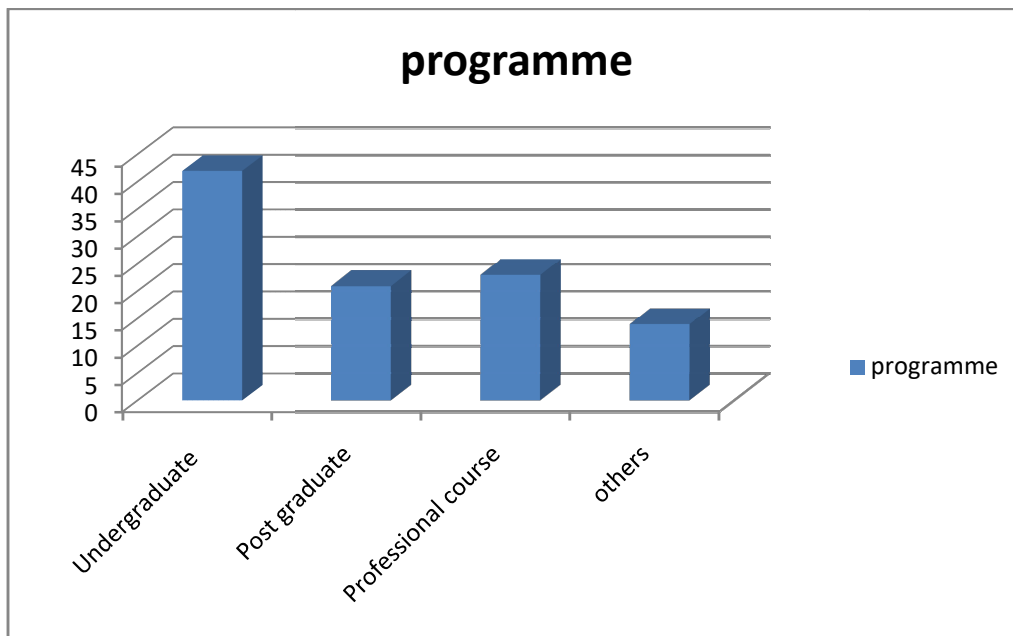
Figure 7

Distributionof students based on programme of study

4.2.2 Distribution of students based on stream of study

Table 7

Distribution of students based on stream of study

Sl no	Stream	n% (n=100)
1	Arts	34
2	Science	28
3	Medical	15
4	Technical	19
5	law	4

It is evident from the table that thirty four percentages of the respondents are in arts stream. Twenty eight percentages of the respondents are in science stream. About fifteen percentages of the respondents are pursuing medical courses. Nineteen percentages are in technical field and only four percentages are in law stream.

27
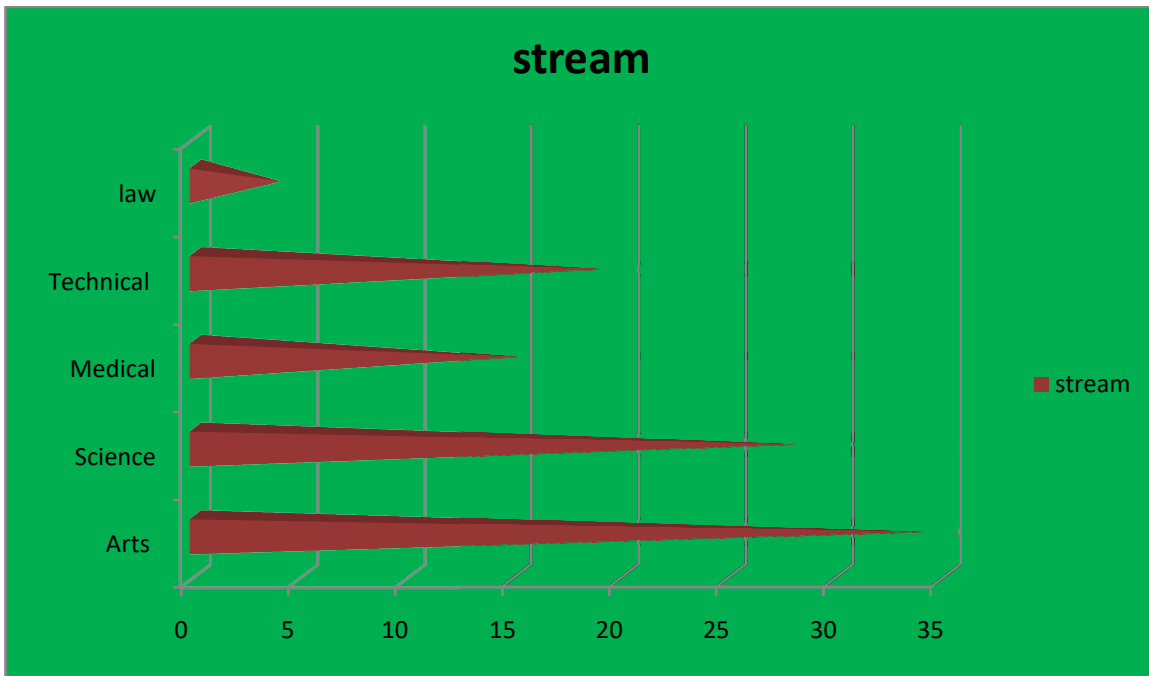
Figure 8

Distribution of students based on stream of study

4.2.3 Distribution of students based on year of study

Table 8

Distribution based on year of study

Sl no	Year of study	n % (n=100)
1	1st year	35
2	2nd year	36
3	3rd year	23
4	4th year	6

It is evident from the table that thirty five percentages of the respondents are 1st years students. Thirty six percentages are 2nd year students. twenty three percentages of the respondents are 3rd year students and only six percentages are in 4th year.
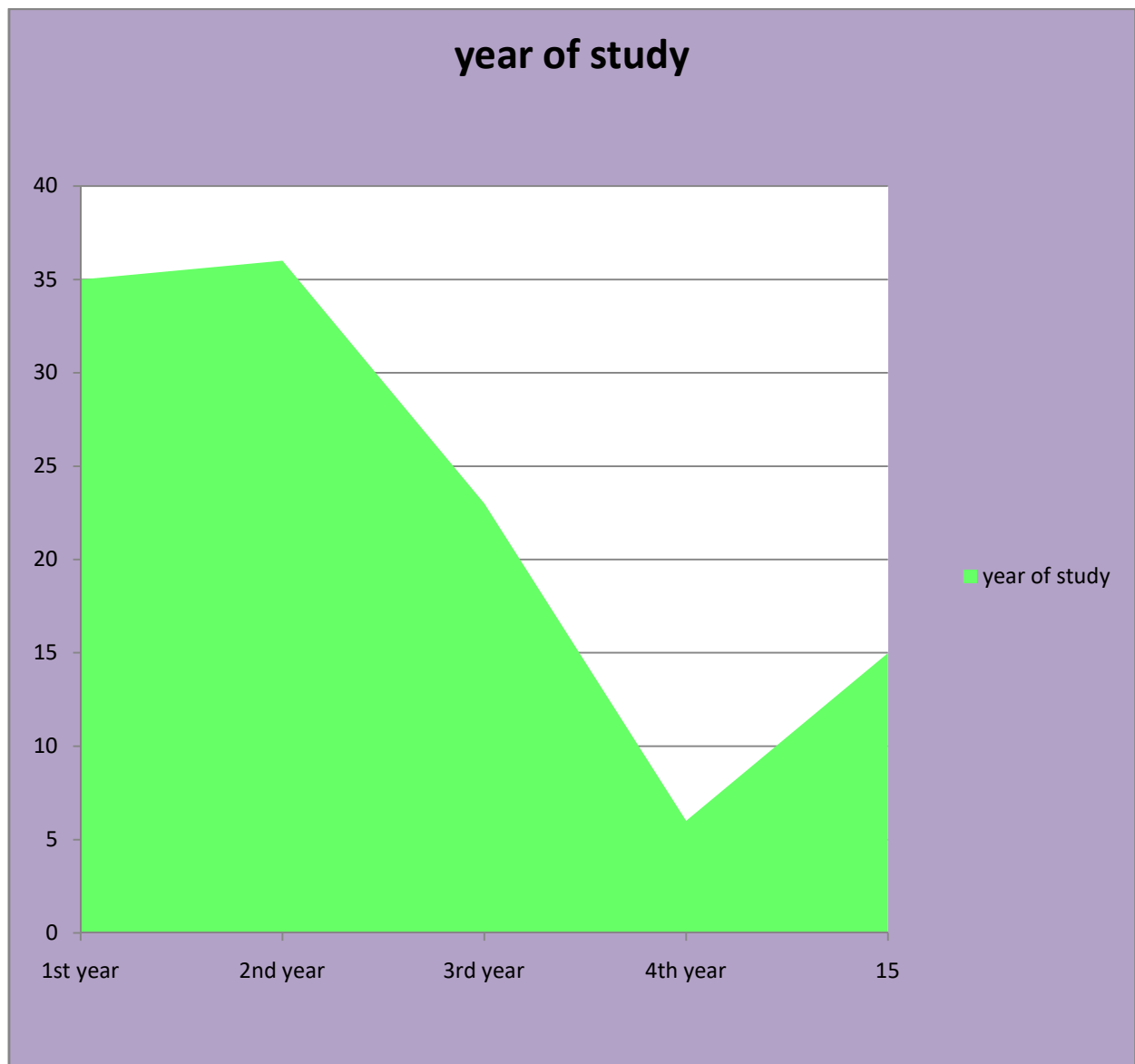
Figure 9

Distribution of students based on year of study

4.3 Internet usage of students during pandemic

Table 9

Internet usage of students during pandemic

Sl no	Data usage	n% (n=100)
1	Less than 2 hours	6
2	2-4 hours	27
3	4-6 hours	27
4	6-8 hours	20
5	Above 8 hours	20

From the above table it is clear that twenty seven percentages of respondents uses internet for about 2-4 hours. And another twenty seven percentages uses internet for 4-6 hours a day. Twenty percentages uses 6-8 hours and twenty percentages uses internet for about 6-8 hours. Only six percentages uses internet less than 2 hours. From this it is very clear that the internet usage among the college students during pandemic.
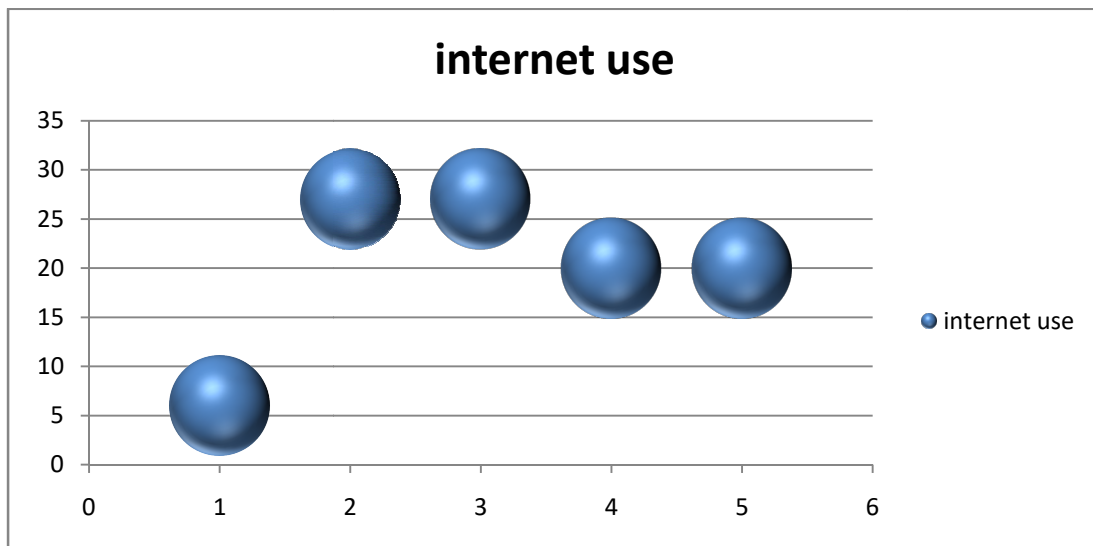
Figure 10

Internet usage of students during pandemic

4.4 Access to study material during pandemic

Table 10

Access to study material during pandemic

Sl no	Study material	n% (n=100)
1	Lecture notes	46
2	e library	16
3	Journals and articles	14
4	Self preparation	24

The access to study material was important during online learning. Four six percentages of the respondents use lecture notes as their study material, indicating that they are very much dependent on the online classes. Sixteen percentages of the respondents access the study materials through e library sites and fourteen percentages respondents uses the online journals and articles for their study material. Twenty four percentages of the respondents uses the method of self preparation.
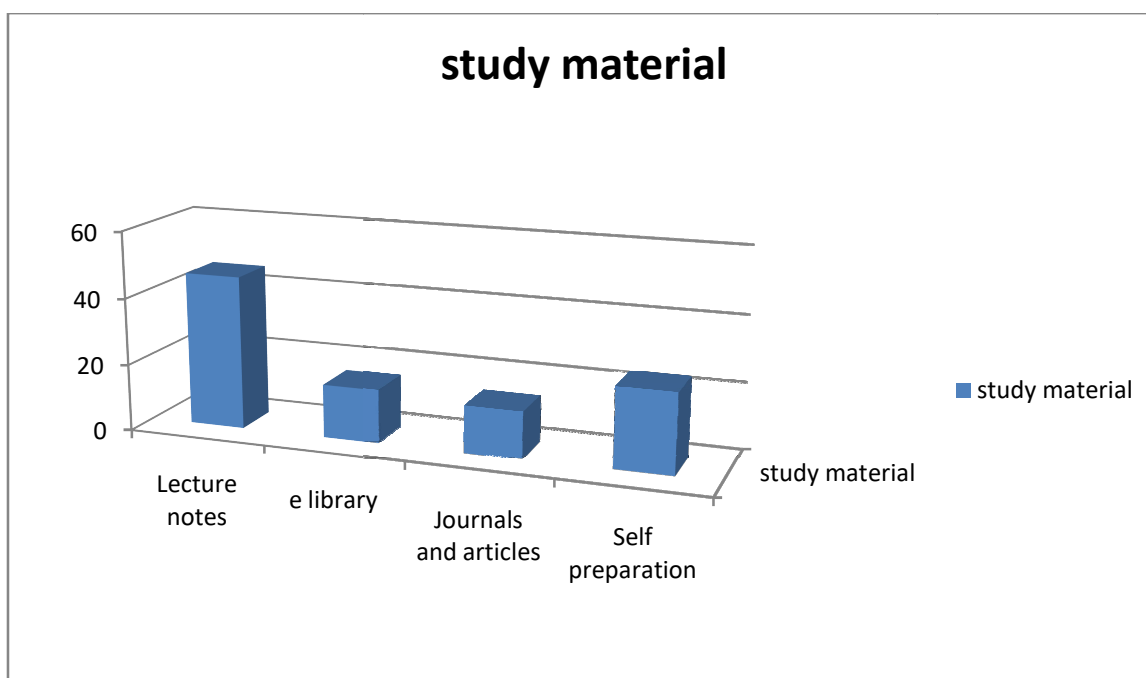
Figure 11

Access of study materials during pandemic

4.5 Study habits of students during online classes

Table 11

Study habits of students during online classes

Sl no	particulars	Always	sometimes	never
1	Study according to the prepared timetable	13	47	40
2	Study till late at night and wake up late in the morning	19	59	22
3	Leave the portion which they don't understand	16	67	17
4	Mug up when they don't understand the concept	18	59	23
5	Assignments done by copying	21	61	18
6	Try to read again and again when the concept is not understood	37	54	9

From the table it is evident that during the pandemic the study patterns of fourty seven percentages of respondents were sometimes according to the prepared timetable. Fourty percentages of respondents

never follow any prepared timetable during the pandemic. Only thirteen percentages of the respondents follow a prepared timetable for their study purpose.

And these thirteen percentages are using their time according to a prepared timetable. Fifty nine percentages of the respondents sometimes study till late at night and wake up late in the morning. Twenty two percentages of the respondents never study till late and wake up late in the morning. Nineteen percentages of respondents always study till late at night and wake up late in the morning. From the above data it is clear that little percentage of the respondents prefer to study late at night always .sixty seven percentages of the respondents sometimes just leave the topics what they don't understand. Seventeen percentages of the respondents never leave the topic what they don't understand. Sixteen percentages of respondents always leave the topic what they don't understand. And it is clear that only few respondents just leave what they don't understand. Fifty nine percentages of the respondents sometimes mug up what they don't understand. Twenty three percentages never mug up what they don't understand. And eighteen percentages always mug up what they don't understand. Sixty one percentages of the respondents sometimes do assignments by copying. Twenty one percentages of the respondents always do assignments by copying. Eighteen percentages of the respondents never do assignments by copying, which indicates these eighteen percentages students were putting efforts to do their assignments. Fifty four percentages of the respondents sometimes read a topic again and again if they don't understand clearly. Thirty seven percentages of the respondents always read a topic again and again if they don't understand the topic. Nine percentages of the respondents never read again and again if they don't understand the topic. From these data it is clear that the pandemic had little effect on the students study habits.
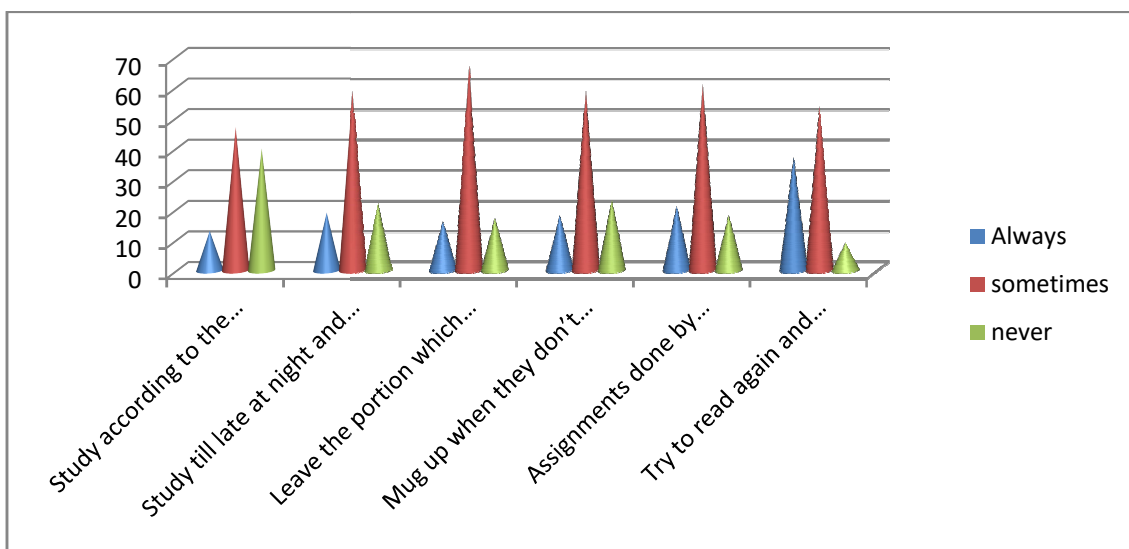

Figure 12

Study habits of students during online classes

4.6 Academic stress faced by college students during pandemic

Academic stress faced by college students during online education are tabulated under the following tables.

4.6.1 Feelings of students due to academic burden

Table 12

Feelings of students due to academic burden

Sl no	Feelings	n% (n=100)
1	Frustrated	37
2	Confused	26
3	Pressurized	26
4	None of the above	11

It is evident from the table that about thirty seven percentages of the respondents are frustrated when they had lot of work. Twenty six percentages of the respondents are confused when they had lot of work. Twenty six percentages of the respondents are pressurized when they had lots of work. Eleven percentages of the respondents feel nothing when they had work pressure. And it is clear that only twenty six percentages of the respondents are having stress due to academic work load. More percentage of respondents is frustrated due to academic work load.
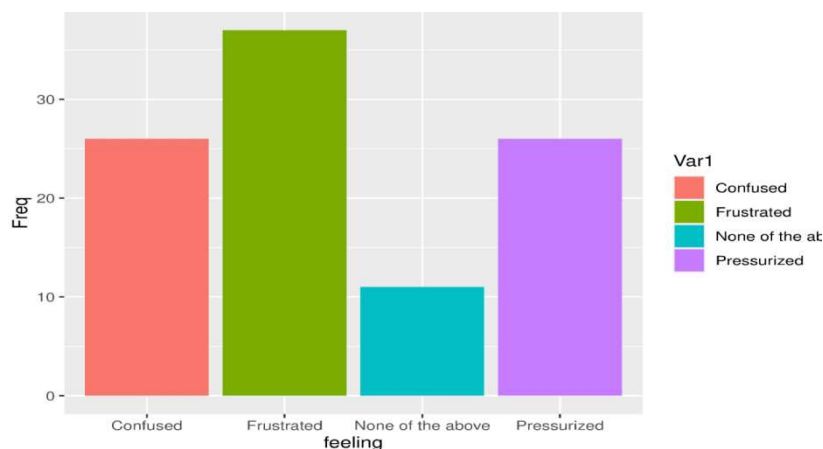
Figure 13

Feelings of students due to academic burden

4.6.2 Activities withdrawn due to academic pressure

Table 13

Activities withdrawn due to academic pressure

Sl no	Activities withdrawn	n% (n=100)
1	Favorite activities	40
2	Daily routine	20
3	Interaction with family	13
4	None of the above	27

It is evident from the table that fourty percentages of the respondents withdraw themselves from favourite activities when they had academic burden. Twenty percentages of the respondents withdraw themselves from daily activities. Thirteen percentages of the respondents withdraw from interaction with family. Twenty seven percentages of the respondents chooses none of the above, which indicates they may withdraw from other activities or they don't withdraw themselves from any of the above mentioned activities.
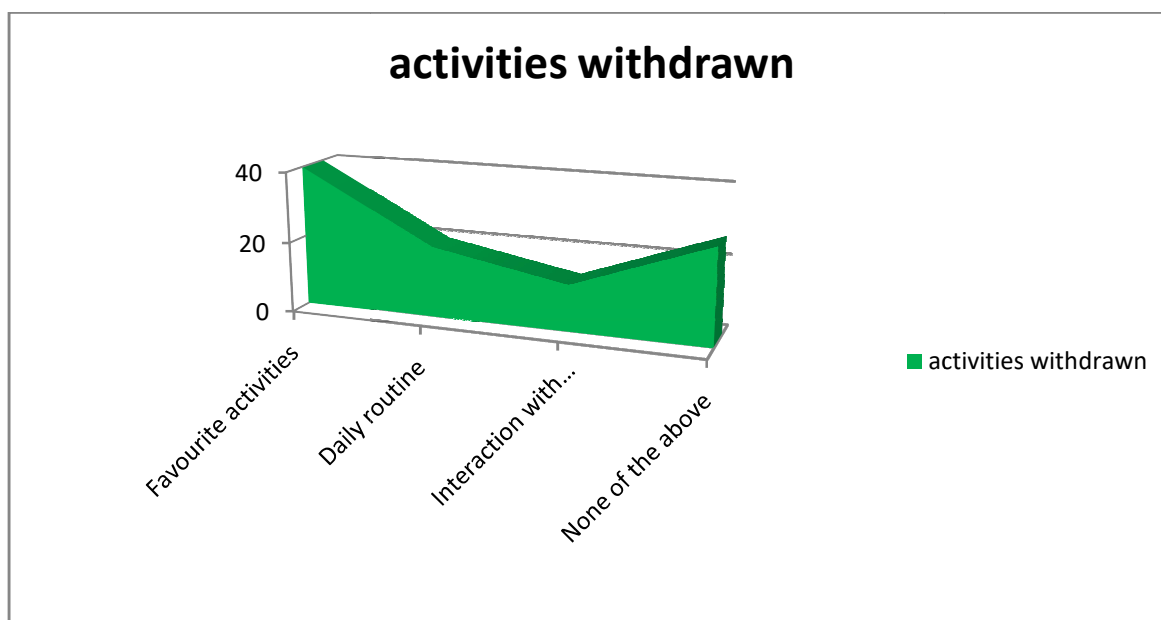
Figure 14

Activities withdrawn due to academic pressure

4.6.3 Stressed activities during academic burden

Table 14

Stressed activities during academic burden

Sl no	Activities	n% (n=100)
1	Do things in hurry	19
2	Stressed eating	10
3	Unhealthy sleep	46
4	None of the above	25

From the above table it is evident that fourty six percentages of the respondents have unhealthy sleep when they have stress. Nineteen percentages do things in hurry when they have stress. Ten percentages of the respondents will have stressed eating. Twenty five percentages of the respondents choose none of the above. According to this many of the respondents follow unhealthy sleep patterns when they have stress.
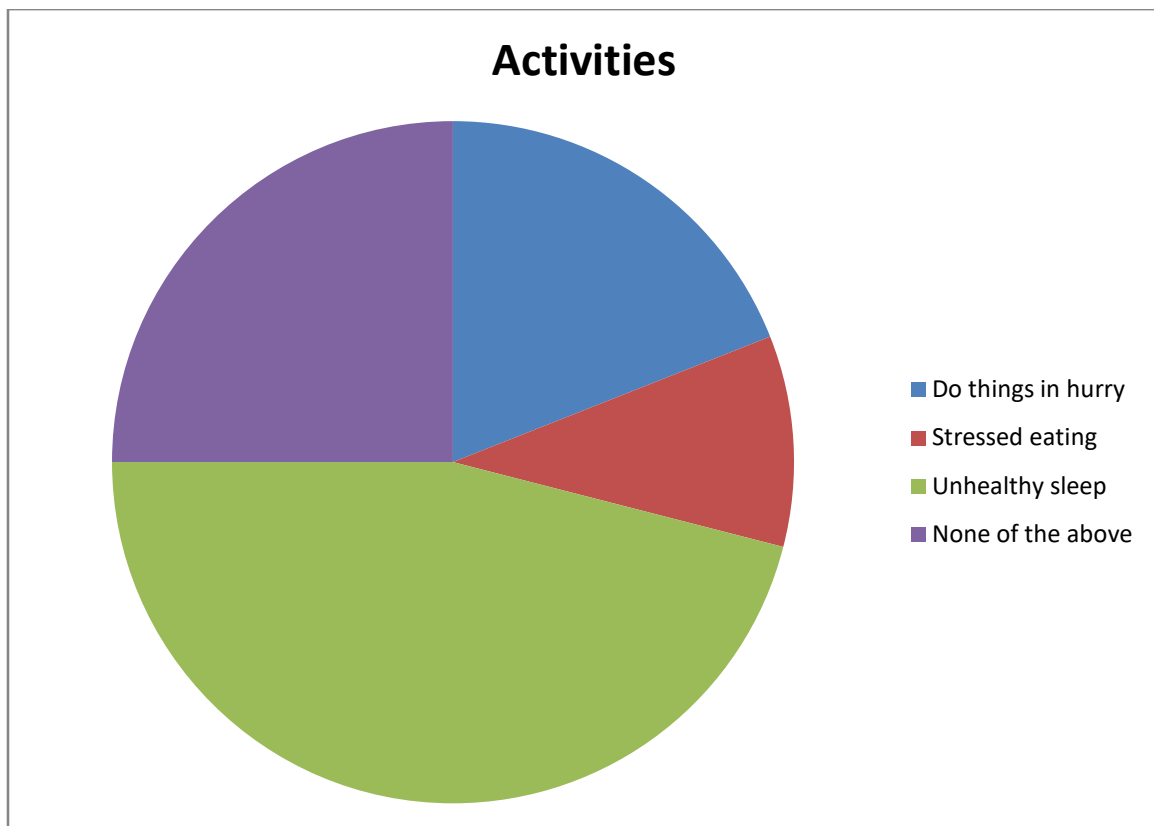
Figure 15

Stressed activities during academic burden

4.6.4 Mental health status of the students

Table 15

Mental health status of students

Sl no	particulars	Always	Often	Sometimes	Never
1	Mental health got affected during online learning	15	13	53	19

From the table it is evident that fifty three percentages of the respondents sometimes got affected with their mental health. Nineteen percentages of the respondents never got affected. Thirteen percentages often got affected and fifteen percentages always got affected.

4.6.5 Relation between stressed activities and mental health

Table 16

Relation between stressed activities and mental health

Sl no	particulars	always	often	sometimes	Never
1	Do things in hurry	3	1	13	2
2	Stressed eating	2	2	15	6
3	Unhealthy sleep	2	1	3	4
4	None of the above	8	9	22	7

To know the degree of relationship between the action that are doing from stress and mental health of the students we perform chi square test for independent of attributes and analysis of the correlation plot of the test.

The p value obtained in the Pearson's chi square test was 0.3389 which is less than 0.5 indicates that the variables are dependent.
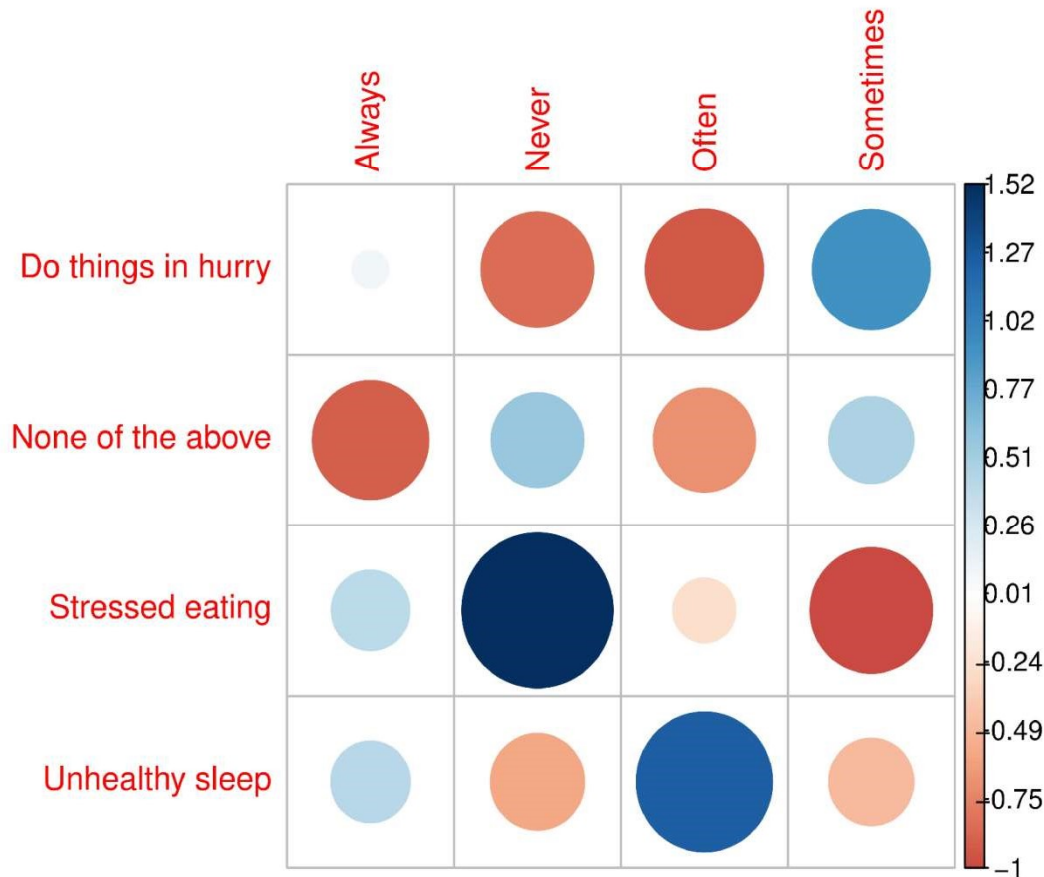
Figure 16

Relation between stressed activities and mental health

Positive residuals are in blue. Positive values in the cells specify an attraction (positive association) between the corresponding row and column variables. Negative residuals are represented in red. Negative values implies (negative association) between the corresponding row and column variables. So from the above correlation plot it is clear that unhealthy sleep leads to often stressful atmosphere and things that we do in hurry also leads to stressful atmosphere sometimes.

4.7 Future concerns among college students during pandemic

The future concerns among college students during the pandemic are tabulated under the following table.

Table 17

Future concerns of the college students during pandemic

Sl no	Particulars	Responses	n% (n=100)
1	Guide for future plan	Parents	61
		Friends	12
		Teachers	6
		Others	21
2	Desires after course	Continue with further studies	47
		Take up a job in any firm	32
		Take up a job in govt services	9
		Become an entrepreneur	7
		Stay at home	5
3	Delay in graduation will	Decrease the chance of getting a job	17
		Hinders future plans	24
		Not worried	24
		Both (a) and (b)	35
4	Emotions about future	Anxious	37
		Frustrated	21
		Stressed	33
		others	9
5	Things that bothers you about future	Higher education	6
		Career	62
		Health	20

		Others	12
6	During pandemic surroundings made you feel	Pressurized	29
		Nervous	26
		Comfortable	25
		Easy going	20
7	Concern about change in economic situation during pandemic	Threaten the future	39
		Burden on family	25
		Restrict on shopping	10
		None of the above	26

From the table it is evident that sixty one percentages of the respondents take suggestions from parents for their future plans. Twelve percentage of the respondents take suggestions from friends, six percentage of the respondents follow teachers and twenty one percentage of the respondents follow others which includes husbands, fiancées, boyfriend, etc. Fourty seven percentage of the respondents desires after the course were continue with the further studies. Thirty two percentages needs to take up job in any firm. Thirty five percentages of the respondents afraid about delay in graduation will leads to decrease in chance of getting a job, and hinders future plans. Thirty three percentage of the respondents feel stressed about the future. Thirty seven percentages of the respondents feel anxious about the future. Twenty one percentages of the respondents feel frustrated about future. Sixty two percentages of the respondents are bothered about career. Twenty nine percentages of the respondents were pressurized by the surroundings. Twenty six percentages of the respondents feel nervous because of the surroundings. Twenty five percentages of the respondents were comfortable and twenty percentages are easy going. Thirty nine percentages of the respondents worried that changes in economic situation will threaten the future. Twenty five percentages think that it will be a burden to family. Twenty six percentages of the respondents feel nothing about the change in economic situation. Only ten percentages of the respondents feel that change in economic situation will restrict on shopping.
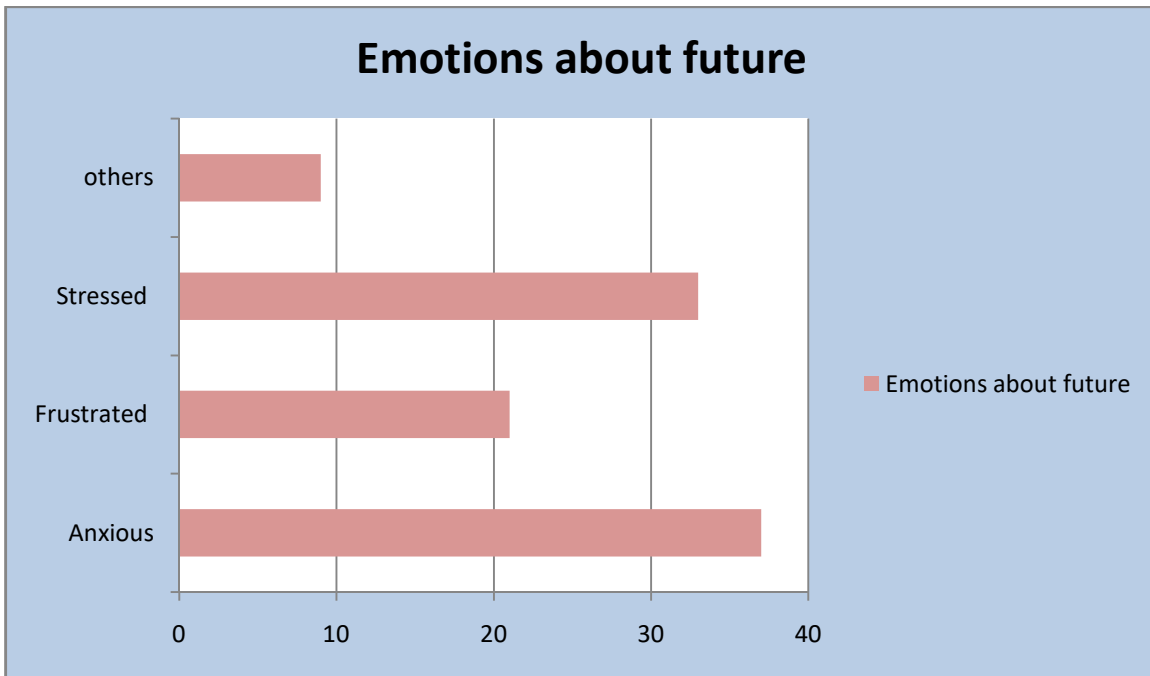
Figure 17

Emotions about future during pandemic
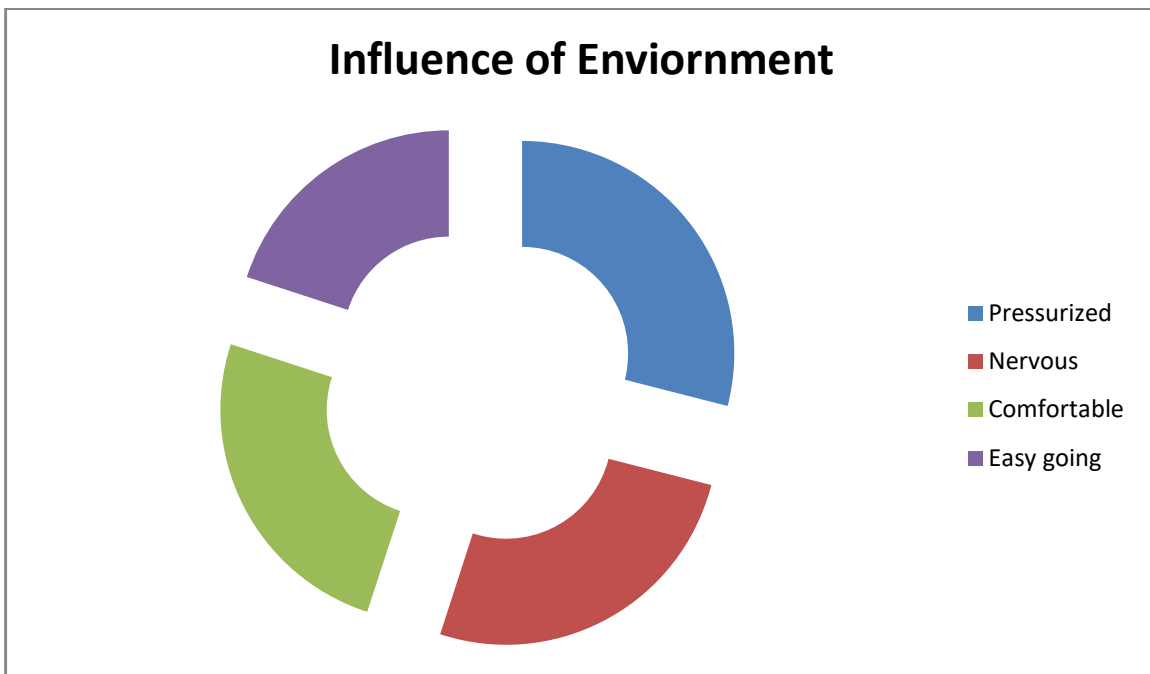
Figure 18

Influence of Environment during pandemic
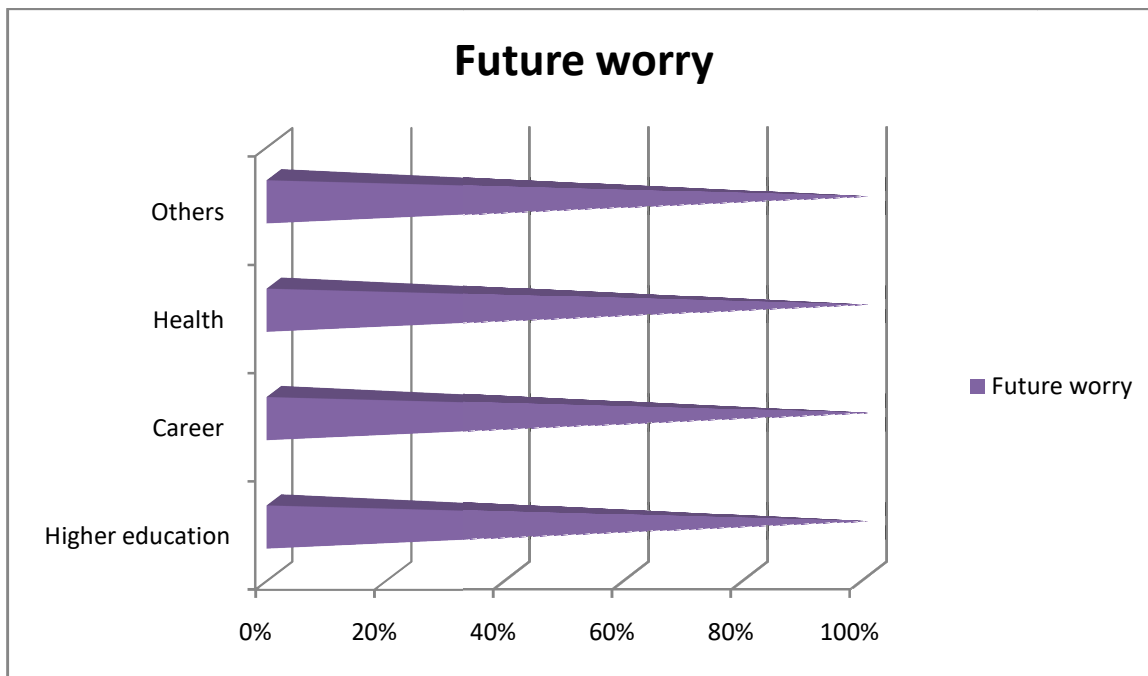
Figure 19

Future worry during pandemic

4.8 Comparison of future concerns based on gender

To compare the future concerns among boys and girls first we study how the emotions vary between boys and girls about future using chi square test and correlation plot. Next we study about the students concerns about future, to see the thought process vary between the boys and girls we use the same procedure.

Table 18

Comparison of future concerns based on gender

Sl no	Particulars	X-squared	P value
1	Emotions	18.448	0.07175
2	Future worry	12.964	0.07299

Figure 20

Comparison of emotions among boys and girls
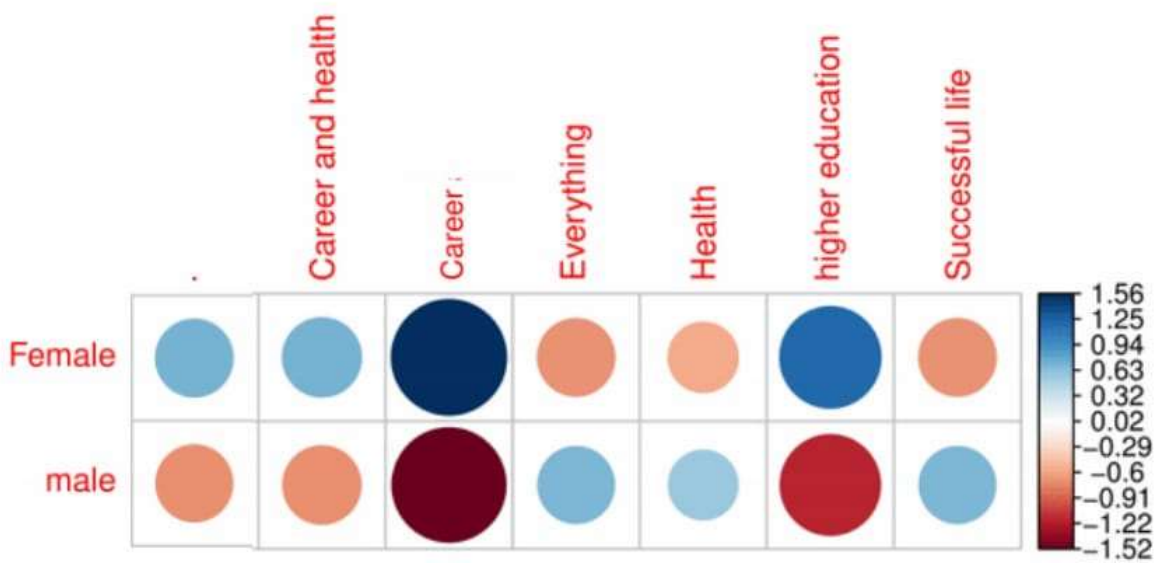
Figure 21

Comparison of future worry among boys and girls

By observing the first correlation plot we can observe that female students are anxious and confused to the future but they take it easy on the other hand boys are more frustrated about future. Second p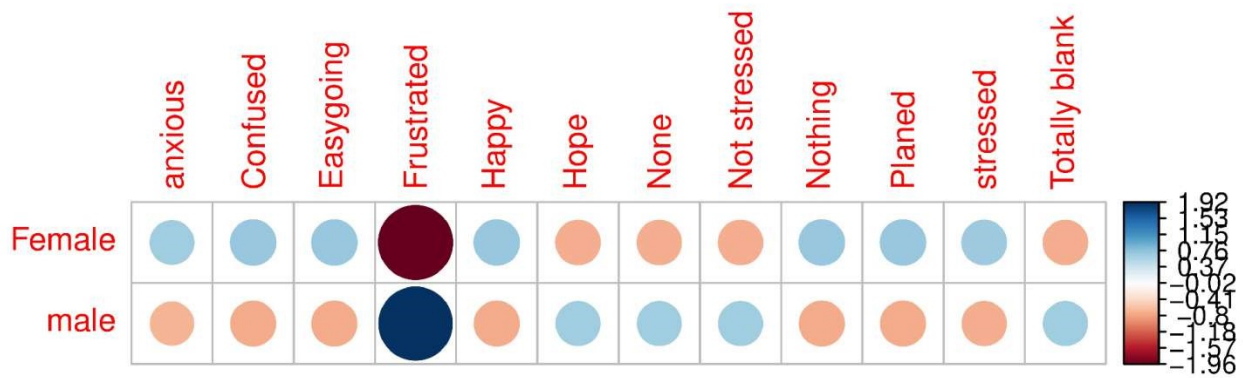lot shows that apart from males, females are more thinking about career and most females are considering higher studies as their future plan. Most of the males are concerned about health, successful life and other aspects.

4.9 Comparison of future career concern among boys and girls

Table 19

Career concerns among college students during pandemic

SI No	Criteria	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	disagree (2)	Strongly disagree (1)
1.	Worried about unemployment & job cut reported by media	35	36	16	7	6
2.	Worry about fierce competition in job market	26	44	18	7	5
3.	Worry about employment because of salary	18	47	20	8	7
4.	Worry about not finding a job in interested area.	28	34	17	11	10

To evaluate the future career concern among boys and girls during pandemic we use correlation plotting
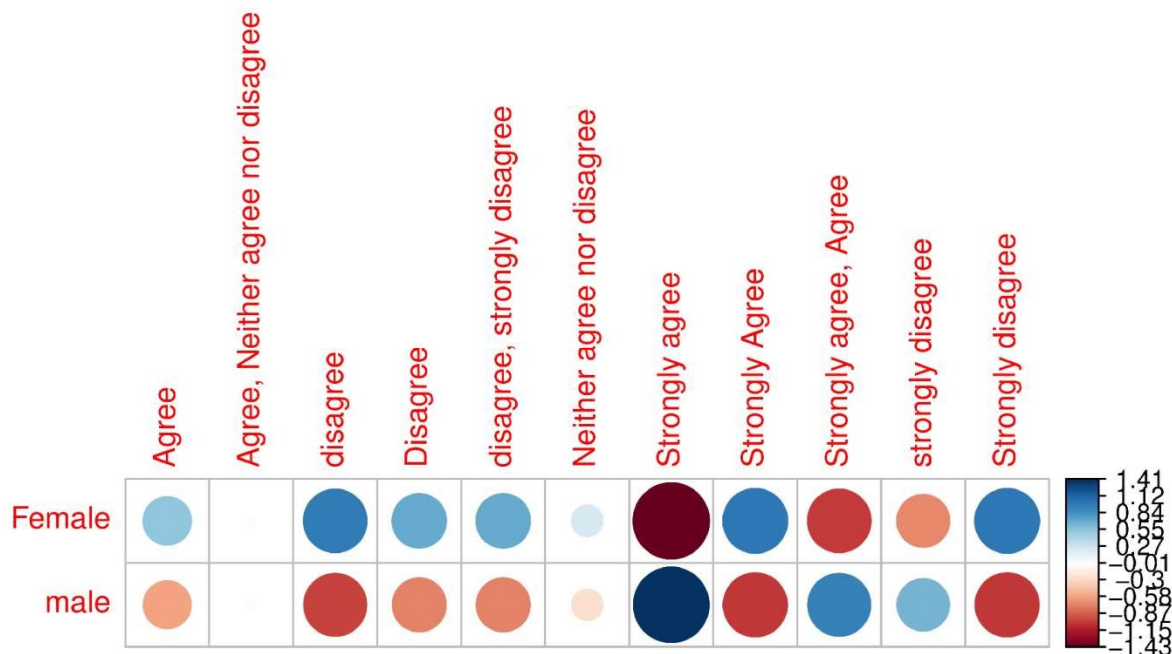

Figure 22

Comparison of career concern among boys and girl based on variable 1 and 2
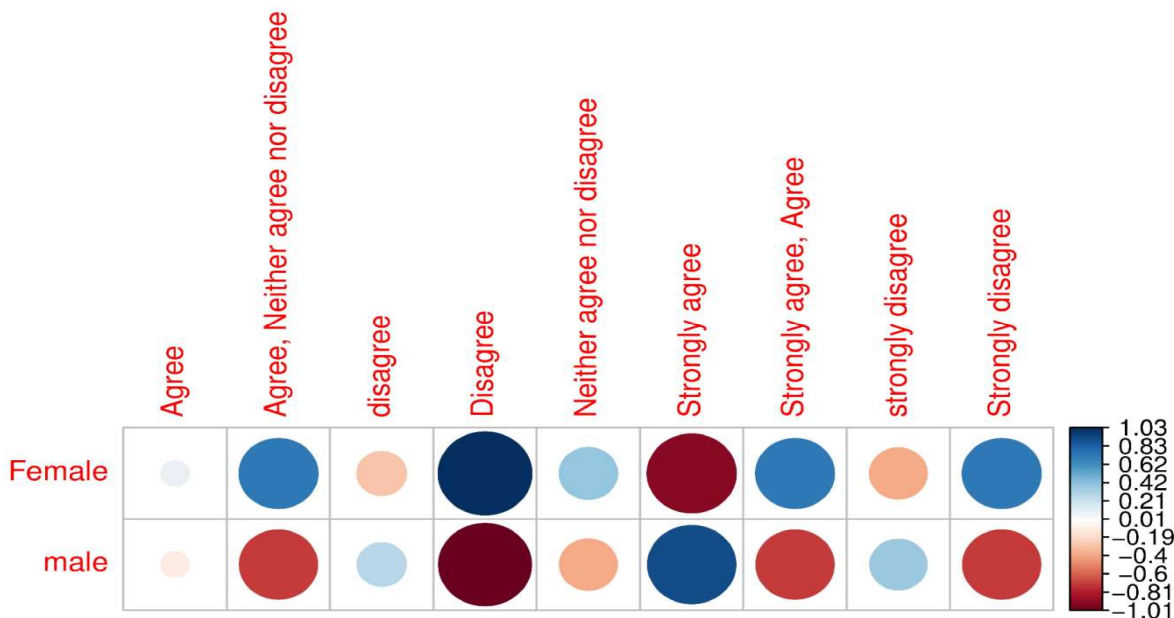

Figure 23

Comparison of career concern among boys and girls based on variable 3 and 4

First plot shows the opinions of male and female respondents towards worries about unemployment & job cut reported by media and worries about fierce competition in job market. From the plotting it is evident that male students have more worries about the unemployment arise due to pandemic. Worry about the fierce competition also much higher in male students

4.10 Coping strategies for stress management

Table 20

Coping strategies among college students during pandemic

Sl no	particulars	Responses	n% (n=100)
1	People they can talk about their stress	Parents	19
		Siblings	10
		Friends	62
		No one	9
2	One person that understands their stress	Father	7
		Mother	40
		Best friend	40
		Others	13
3	Coping strategies for academic pressure	Practice good self talk	19
		Use positive self talk	24
		Watch favorite series	40
		None of the above	17
4	Coping mechanism to feel less stressed during online class	Talking to friends	55
		Playing games	20
		Having favorite food	18
		Others	7

From the table it is evident that sixty two percentages of the respondents were considered friends as the person whom they can talk about their friends. Nineteen percentages of respondents considered parents as the one whom they can talk about stress. Only ten percentages of the respondents talk to their siblings.

And nine percentages of respondents will not share the stress. Fourty percentages of respondents considered best friend as the one who understands the stress and fourty percentages consider mother and seven percentages considered fathers as the one who understands the stress. A fourty percentage of the respondents watch favorite series as their stress buster to avoid academic pressure. Fifty five percentages of the students considered talking to friends as the coping strategies for stress relief in online classes. Twenty percentages of respondents chooses playing games as their coping strategies. Eighteen percentages of respondents choose having favorite food as their coping strategies. From the table it is evident that friends play more important role in the coping strategies.
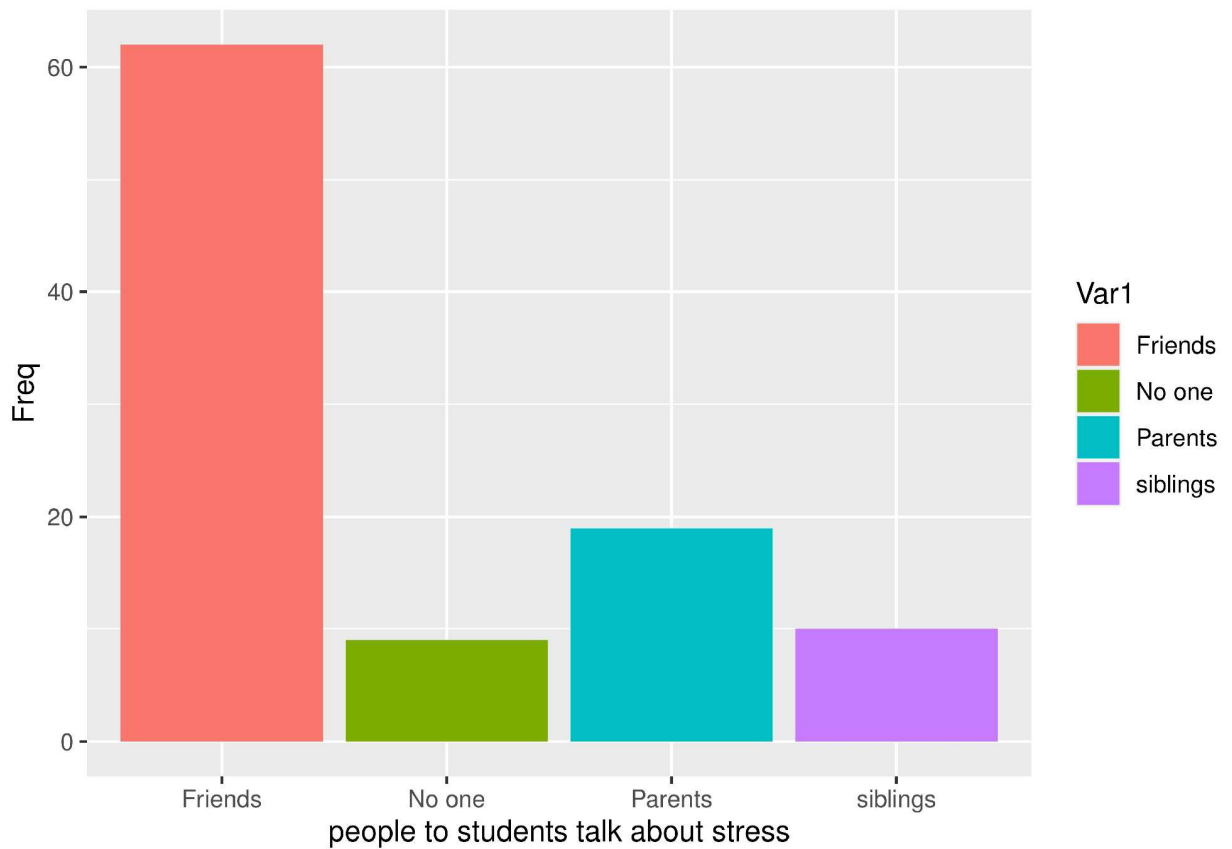
Figure 24

People they can talk about stress
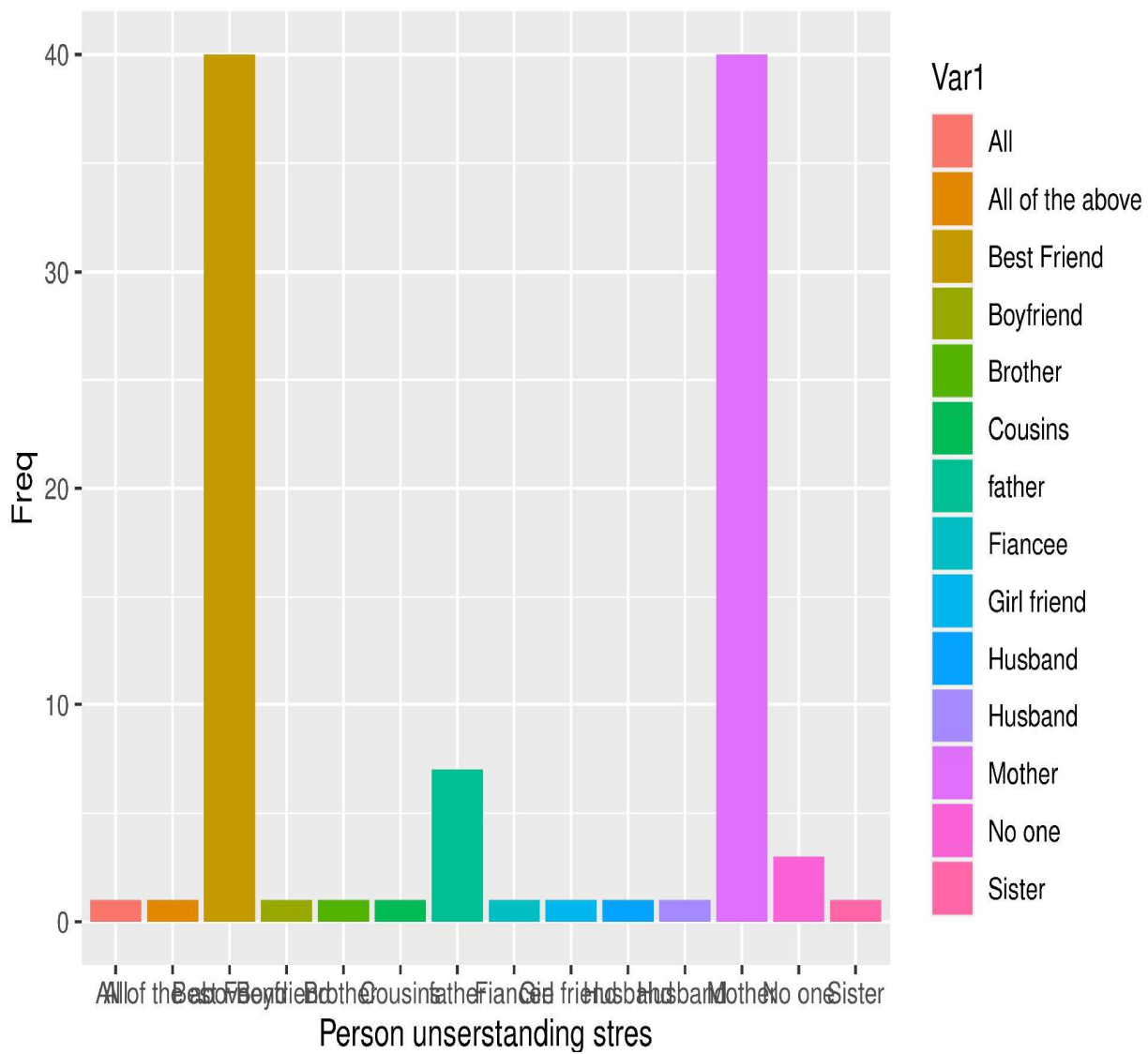
Figure 25

Person understands the stress
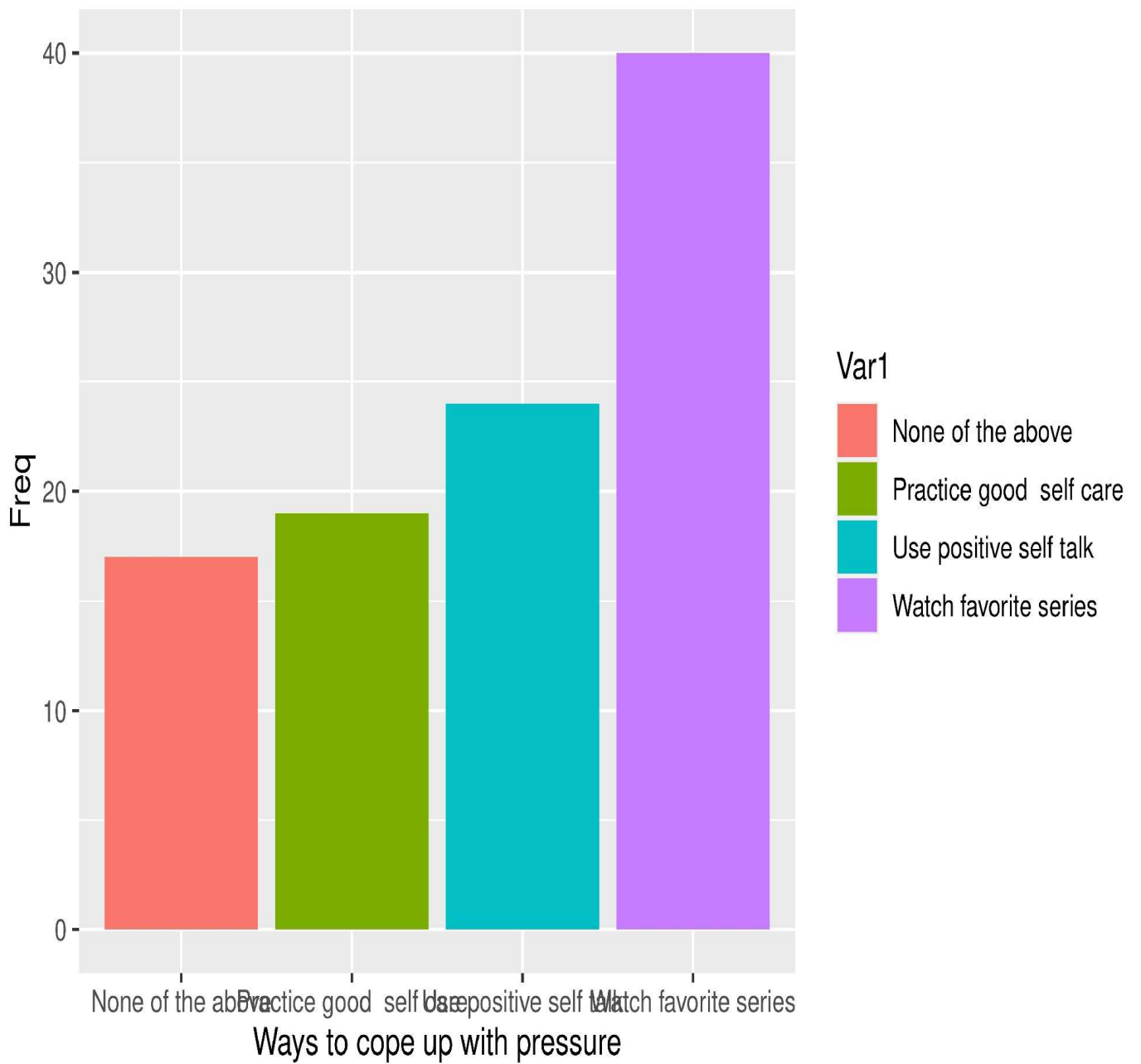
Figure 26

Coping strategies for academic pressure
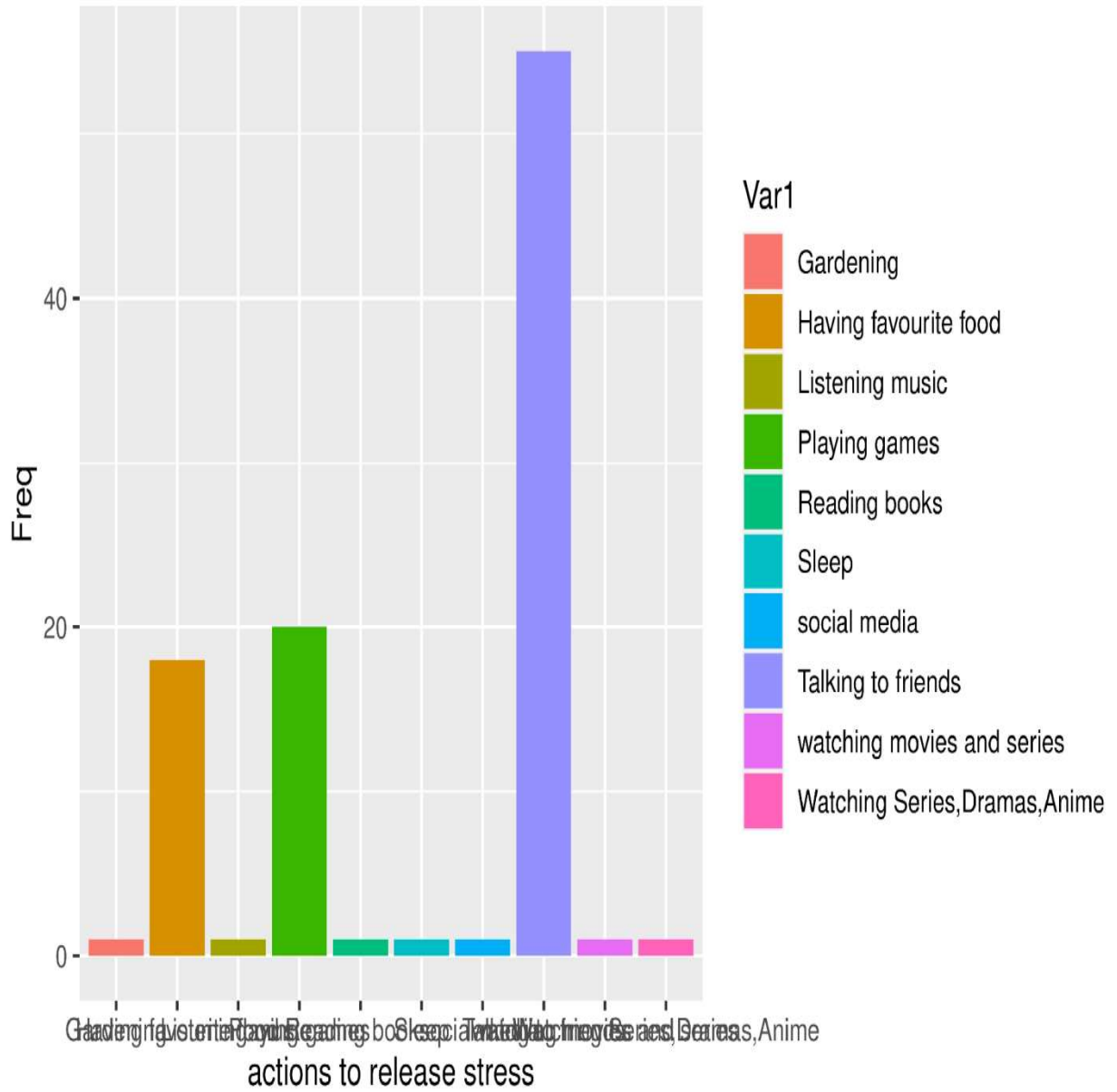
Figure 27

Actions to release stress during pandemic

4.11 Problems faced during online education

Table 21

Problems faced during the transition to online mode

Sl no	Particulars	Responses	n% (n=100)	P value
1	Online mode spend more on	Social media	65	0.163
		You tube	17	
		Educational sites	8	
		Online games	10	
2	Management of time	Moderately	31	
		disorganized	30	
		Efficiently	20	
		Wastage of time	19	
3	Distracted things during online class	Home activities	23	0.3167
		Social media	68	
		Siblings	8	
		neighborhood	1	
4	Adaptation during pandemic	Difficulty at first	33	
		Manageable	46	
		Easily adaptable	12	
		Was not able to adapt	9	
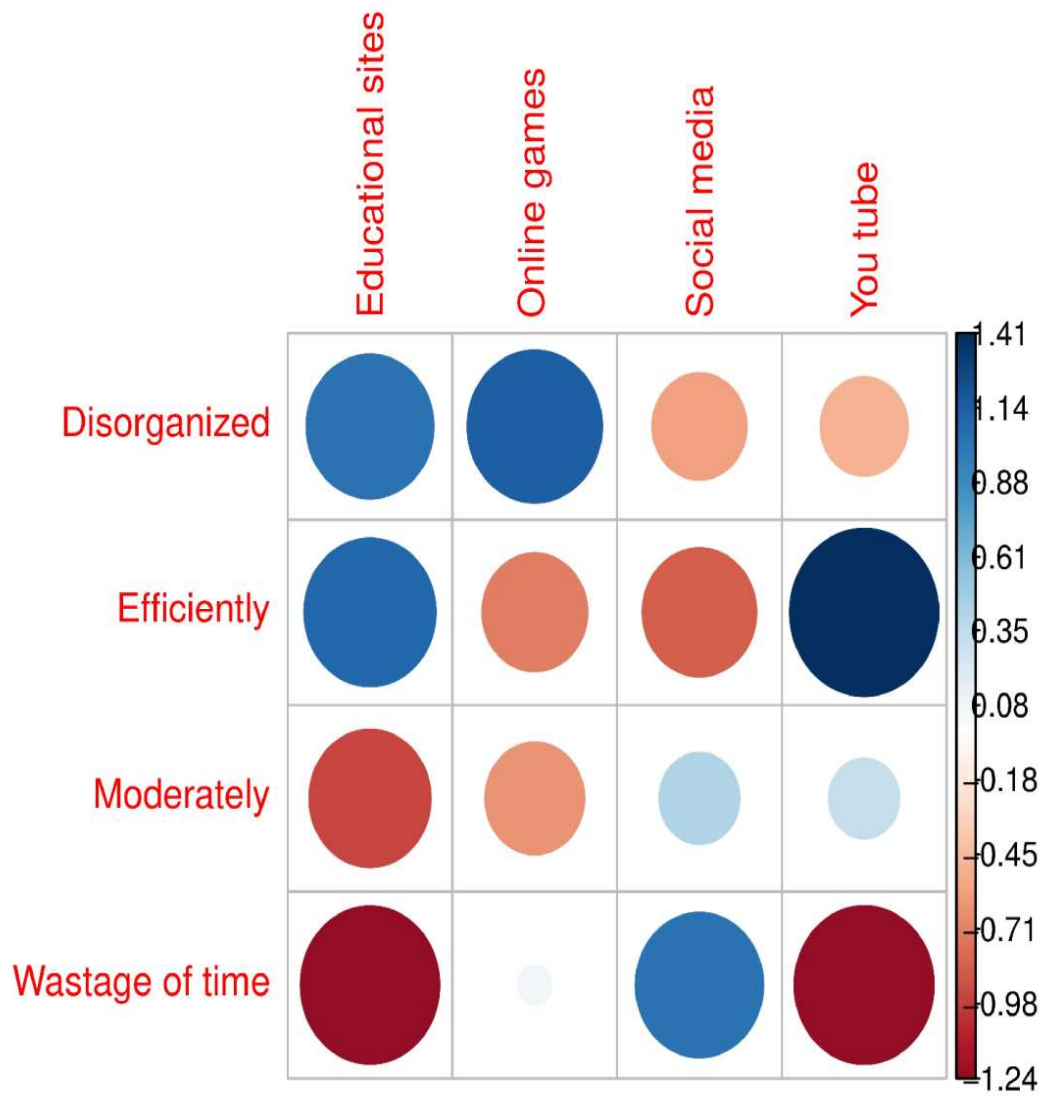
Figure 28

Comparison of transition of online mode based on variable 1 and 2
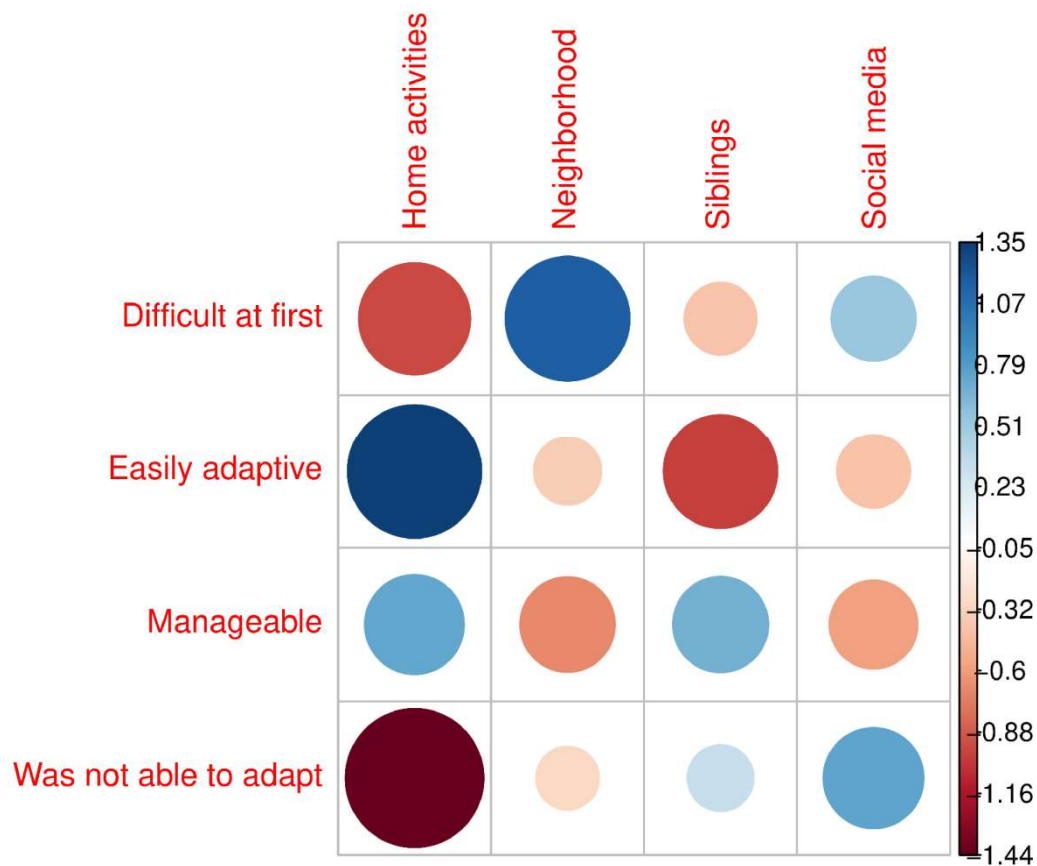
Figure 29

Comparison of transition of online mode based on variable 3 and 4

To know the problems of online education we study how efficiently they managed the time during online class. We use chi square test for independence and analyze correlation plot between two sets of variables. First plot indicates the relationship between time management and ways of spending time online. And the second plot indicates the relationship between distracted things during online class and adaptation during pandemic.

The first correlation plot clearly indicates that the students playing online games were most disorganize in the case of time management. The students visited the educational sites and you tube are more efficiently managed time. The second plot clearly indicates that students who are easily adapted to the online mode are the ones who are distracted by homely activities. Those who spend more time on social media find it difficult at first to adapt. Those distracted by neighborhood also finds difficulty to adjust. Those who managed the time was spend more time with siblings and home activities.

CHAPTER 5

SUMMARY AND CONCLUTION

The study undertaken by the researcher was on "Evaluation of academic stress and future concerns related to online learning during pandemic" The sample for the present study consisted of 100 college students residing in rural and urban areas of Alappuzha district. The method of sampling adopted was Purposive sampling. The tools used for the research included a self-designed questionnaire for checking the Academic stress and future concerns among college students related to online learning. Data was collected, consolidated and analyzed using Percentage analysis and statistical analysis like chi square test and correlation plotting.

Findings

The findings of the study can be summarized as follows:

Background details of students

➢ A little more than half of the students belonged to the age group of 18-20 years.

➢ There was equal participation of respondents from both genders

➢ There was little more than half of students belonged to urban (53) area. And (47) students are from rural areas

➢ About seventy eight percent of students are belongs to nuclear family.

➢ About sixty one percentages of the students have the annual income below 25000 under the BPL category.

Academic profile of students

➢ About fourty two percent of the respondents were pursuing undergraduate courses. And majority (34) of the respondents was under arts stream.

➢ Thirty six percent of students are second year and thirty five percent are first year students

Internet usage of the students during pandemic

➢ Twenty seven percent of respondents use internet for 2-4 hours and twenty seven percent are using 4-6 hours a day. From this it is clear that majority of the student's uses at least 4 hours a day

➢ Only six percent uses internet less than two hours.

Access to study material during pandemic

➢ Fourty six percent of respondents uses lecture notes as their study material which indicates most of them are attending the online classes.
➢ Twenty four percent of respondents prepare notes by self
➢ Sixteen percent uses e library
➢ Fourteen percent uses journals and articles

Study habits of students during online classes.

➢ Thirteen percent of the respondents follows timetable
➢ Fourty percentages of respondents never follow any prepared timetable during the pandemic.
➢ Nineteen percentages of respondents always study till late at night and wake up late in the morning. Twenty two percentages of the respondents never study till late and wake up late in the morning.
➢ Sixteen percentages of respondents always leave the topic what they don't understand. And it is clear that only few respondents just leave what they don't understand. Seventeen percentages of the respondents never leave the topic what they don't understand.
➢ Twenty one percentages of the respondents always do assignments by copying. Eighteen percentages of the respondents never do assignments by copying, which indicates these eighteen percentages students were putting efforts to do their assignments.

Academic stress faced by college students during pandemic

➢ Thirty seven percentages of the respondents are frustrated when they had lot of work. Twenty six percentages of the respondents are confused when they had lot of work. Twenty six percentages of the respondents are pressurized when they had lots of work.
➢ Fourty percentages of the respondents withdraw themselves from favourite activities when they had academic burden. Twenty percentages of the respondents withdraw themselves from daily activities. Thirteen percentages of the respondents withdraw from interaction with family.

- Fourty six percentages of the respondents have unhealthy sleep when they have stress. Nineteen percentages do things in hurry when they have stress. Ten percentages of the respondents will have stressed eating.
- Correlation plot it is clear that unhealthy sleep leads to often stressful atmosphere and things that we do in hurry also leads to stressful atmosphere sometimes.

Future concerns among college students during pandemic

- Thirty five percentages of the respondents afraid about delay in graduation will leads to decrease in chance of getting a job, and hinders future plans.
- Sixty two percentages of the respondents are bothered about career.
- Twenty nine percentages of the respondents were pressurized by the surroundings.
- Thirty nine percentages of the respondents worried that changes in economic situation will threaten the future. Twenty five percentages think that it will be a burden to family.

Comparison of future concern based on gender

- Female students are anxious and confused to the future but they take it easy on the other hand boys are more frustrated about future.
- Females are more thinking about career and most females are considering higher studies as their future plan. Most of the males are concerned about health, successful life and other aspects.

Comparison of future career concern among boys and girls.

- Male students have more worries about the unemployment arise due to pandemic. Worry about the fierce competition also much higher in male students.

Coping strategies for stress management

- Sixty two percentages of the respondents were considered friends as the person whom they can talk about their friends.
- Fourty percentages of respondents considered best friend as the one who understands the stress and fourty percentages consider mother as one who understands stress.
- A fourty percentage of the respondents watch favorite series as their stress buster to avoid academic pressure. Fifty five percentages of the students considered talking to friends as the coping strategies for stress relief in online classes.

Problems faced during online education

- The students playing online games were most disorganize in the case of time management. The students visited the educational sites and you tube are more efficiently managed time.

- Students who are easily adapted to the online mode are the ones who are distracted by homely activities. Those who spend more time on social media find it difficult at first to adapt. Those distracted by neighborhood also finds difficulty to adjust. Those who managed the time was spend more time with siblings and home activities.

Conclusion

The present study discusses" Evaluation of academic stress and future concern related to online learning during pandemic". It also analyze students' various background details (includes age, residential area, type of family, programme).

The study concludes that there is general concern among college students regarding the future during the pandemic period because of online learning. They were very anxious and confused. The study confirms that the online education pattern has to be continued parallelly and it has to be more structured taking into concern of student's aptitude for online learning. Females are more anxious and confused about future. And few of them are facing academic stress due to online learning. The study shows that career concern is more among females. The study reveals that college students faced some problems due to the online learning during pandemic.

Limitations.

- The study was limited to the students in Alappuzha district only.
- The study was limited to the normal students and not suffering from any disability.
- The major limitation is that due to the pandemic there is no face to face contact with the respondents.

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APPENDIX

QUESTIONNAIRE TO EVALUVATE THE ACADEMIC STRESS AND FUTURE CONCERNS AMONG COLLEGE STUDENTS DURING COVID-19 PANDEMIC

Demographic Details

1. Name
2. Age
3. Gender
4. Area   urban/rural
5. Programme
6. Stream
7. Year of study
8. Family type
9. Monthly income

10. During the pandemic which was the mode of communication with your friends?

    a) Video call   b) chatting c)small visit d) phone call e) all of the above

11. How did you retain your relationship with your relatives during pandemic?

    Phone calls b) small events c) video calls d) all of the above e) no contact

12. When you have been quarantined and not being able to socialize that made you feel
    a) Lonely b) avoided c) comfortable d) secure

13. Were you been able to adapt to the online mode?
    a) Was not able to adapt b)difficult at first c) managing d) easily adaptive

14. Why did you opt this course which you are pursuing now?

a) By your own interest

b) Your parents forced you

c) There was no other option

d) The course opted by friends

15. How effectively you managed the time during online learning?

   a) Efficiently b) moderately c) disorganized d) wastage of time

16. Any of these distracted you from being attentive in the online class?

   a) Social media b) home activities c) siblings d) neighborhood

17. How often do you access the internet?

   a) Less than 2 hrs b) 2-4 hrs c) 4-6 hrs d) 6-8 hrs e) 8-10 hrs f) need based

18. Were you able to connect with your teacher well during the pandemic?

   a) Rarely b) sometimes c) often d) always

19. How will you access the study material during online mode

   a) Lecture notes

   b) e library

   c) journals and articles

   d) self preparation

20. online mode made you spend more time on

   a) online games

   b) social media

   c) educational sites

   d) YouTube

21. when you have lot of work, you feel

   a) frustrated b) confused c) pressurized d) none of the above

22. When you have academic burden did you withdrawn yourself from any of the following things during the pandemic?

   a) Daily routine

   b) Favorite activities

   c) Interaction with family

   d) All of the above

23. When you are stressed due to academic pressure, what will you do

   a) Stressed eating

   b) Do things in hurry

   c) Unhealthy sleep

   d) None of the above

24. When you are stressed, any of the following things happened to you

    a) become easily frustrated and moody

    b) feeling bad about yourself

    c) avoid others

    d) none of the above

25. Do you think your mental health got affected by online learning?

    a) Never b) sometimes c) often d) always

26. Did you face any health issues as a result of online education?

    a) Yes b) no c) maybe

27. If yes, mention the health issue that you faced during the online education

28. How you felt during the pandemic period?

    a) Worried b) anxious c) little tensed d) easy going

29. What disappoints you the most during online class?

    a) Assignments or homeworks

    b) Long hours of class

    c) Physical pain

    d) Others

30. Did you feel worried about any of the following things

    a) Completing assignments on time

    b) Online exams

    c) Not understanding the topics clearly

    d) None of the above

31. Did you feel any of the following during the covid pandemic?

    a) got frustrated from not being able to go outside and have favourite cravings

    b) suffering from impossibility of going to gym

    c) felt unexpected breakdowns

    d) None of the above

32. Do your parents expect more than what you do academically?

    Yes / no

33. Did you ever feel stressed with the following attitudes of your parents

    a) Parents comparing the marks with friends

    b) Pushing to attend extra online course

    c) Preparation of competitive exams

    d) None of the above

34. Have you ever been punished by your parents when your academic achievement was low?

Yes / no

35. Have you got any reward from your parents for good academic performance

       Yes/ no

36. Who are the people you can talk to about your stress?

  a) Parents b) siblings c) friends d) no one

37. Who is one person that understands your stress?

  a) Father b) mother c) best friend d) partner

38. How will you try to cope up with academic pressure?

  a) Practice good self care

  b) Use positive self talk

  c) Watch favorite series

  d) none of the above

39. What can you do to help yourself feel less stressed during online class?

  a) Having favourite food

  b) Talking to friends

  c) Playing games

  d) Others

40. Following are some statements on study habit. Please tick to appropriate answer

	Always	Sometimes	Never
I study according to my prepared timetable			
I study till late at night and wake up late in the morning			
I just leave what I donot understand			
I mug up what I donot understand			
I do assignments by copying			

If I don't understand a subject then I try to understand it by reading it again and again			

41. Who guides you for your future plans?

a) Parents b) friends c) teachers d) others

42. What are you planning to do after the course?

   a) Stay at home

   b) Continue with further study

   c) Become an entrepreneur

   d) Take up job in govt. services

   e) Take up job in any firm

43. Did you think the delay in graduation will,

a) decrease the chance of getting a job

b) hinders the future plans

c) not worried

d) both (a) and (b)

44. What emotions arise when you have thought about future?

   a) Anxious b) frustration c) stress d)others

45. What bothers you the most about future?

a) Higher education b) career c) Health d) others

46. how your surrounding made you feel during pandemic

   a) pressurized

   b) nervous

   c) comfortable

   d) easy going

47. Are you afraid that changes in the economic situation will

   a) Threaten future

   b) Burden on family

   c) Restrict on shopping

   d) None of the above

48. Following are statements related to future carrier concerns. Please tick to appropriate answers.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Worry about future career because of the increasing unemployment and job cut reported by the media as a result of covid					
Worry about future employment because of the fierce competition in job market due to covid outbreak					
Worry about employment because the salary would not probably not be as excellent					