

# Mental Stress of Undergraduate Students in Online Classes during Covid-19

Rajib Kumar Dubey

*Department of Applied Sciences and Humanities  
Haldia Institute of Technology, Haldia, 721657*

Date of Submission: 25-06-2024

Date of Acceptance: 05-07-2024

## ABSTRACT:

One of the most significant worldwide transformations after Covid-19 in education is the mental stress among the youth and their reduction will lead the proper development of human resources, which should be the prime objective of higher education. The study also reveals mental stress of female students during online classes after lockdown. The present study is the enquire mental stress of undergraduate college students in higher education with a special reference to colleges of Dibrugarh District Assam Dibrugarh University, Assam.

**KEYWORDS:** Online Classes, Mental Stress, Covid- 19

## I. INTRODUCTION

Education system is affected COVID-19 as a pandemic and compelled it towards a shift. Lockdown and social distancing measures due to the COVID-19 pandemic have led to closures of schools, training institutes and higher education facilities in most countries. The COVID-19 pandemic is associated with increased levels of psychological distress such as anxiety, depression, post-traumatic stress and stress (Xiong et al., 2020). Student mental health and mental stress in higher education has been an increasing concern. Covid 19: COVID-19 is one of several known to infect humans which caused to change our normal life style in very aspects of this century. Online classes: Most of the terms (online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means” (Cojocariu et al., 2014). Online learning can be termed as a tool for teaching learning in pandemic situations. Mental stress: Stress is our body's response to pressure. Many different situations or life events can cause stress. It is often triggered when we experience

something new, unexpected or that threatens our sense of self, or when we feel we have little control over a situation. The COVID-19 pandemic situation has brought this vulnerable population into renewed focus (Changwon et.al). Online learning can be termed as a tool that can (Journal of Educational Technology Systems 49,1) make the teaching-learning process more student-centered, more innovative, and even more flexible. Online learning is defined as “learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access.

## Review of related Literature:

Depression, anxiety and stress are considered crucial indicators for mental health in the community, in general, and among university students in particular (Tee et al., 2021). As aforementioned, university students often face physical, psychological, social and academic demands that increase their risk and vulnerability to psychological distress such as depression, anxiety and stress. Few studies have addressed depression, anxiety and stress among university students although psychological disturbances reported highly during the time of COVID-19 outbreak (Liu et al., 2020; Qiu et al., 2020; Sahu, 2020; Wu et al., 2009; Zheng, 2020).

Rapid developments in technology have made distance education easy (McBrien et al., 2009). “Most of the terms (online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means” (Cojocariu et al., 2014).

## OBJECTIVE OF THE STUDY

The main objective of the study was to find the mental stress level of college students of Dibrugarh District.

**METHODS:**

The present study was carried out through descriptive survey method within ex-post-facto research design. The details regarding sample, tool, procedure of data collection and statistical technique are reported hereunder.

**TOOL OF RESEARCH:**

Taking in view finding mental health status of students a questionnaire was formed by the researcher taking the help of e Kessler Psychological Distress Scale. It consists of total 10 items. Though now a day’s standardize test or scales are available to test mental health and stress status but researcher tried to frame required questionnaire for our study only. The researcher planed to develop a questionnaire following planning, preparation of preliminary draft, tryout of the test and final draft of the questionnaire.

Sampling: Instead of studying all units related to the topic only some representative units are selected for study to save time and efforts is called as sample selection. In total 100 samples were selected from rural and urban colleges of Dibrugarh District. By random sampling we have collected 100 students from 10 numbers of colleges.

**PROCEDURE FOR DATA COLLECTION:**

The relevant data on different constructs were collected by administering the above-mentioned tool on the subjects under study in accordance with the directions provided in the manual of the tool.

**STATISTICAL TECHNIQUES:**

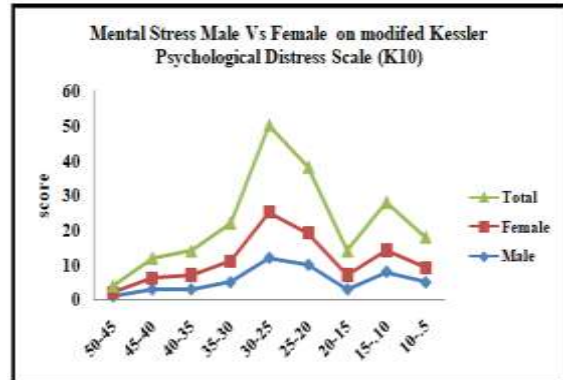
The descriptive as well as inferential statistics and underlying relationship were found out by computing appropriate statistics.

**II. RESULTS:**

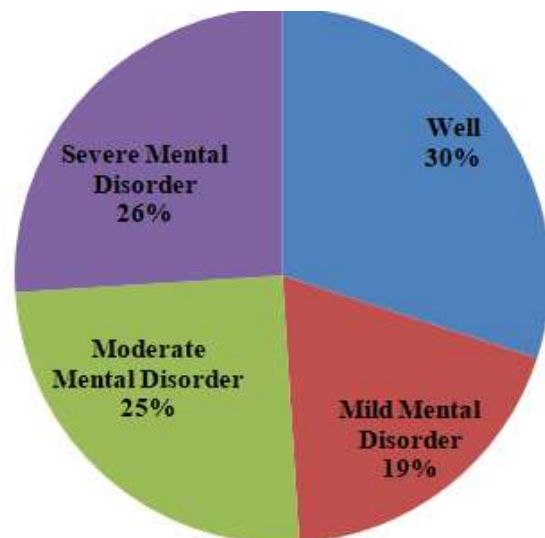
The result of the study found in terms of survey is represented in tabular and graphical form

**Table and graph: 1 Score of response**

Score	Male	Female	Total	cf
50-45	1	1	2	100
45-40	3	3	6	98
40-35	3	4	7	92
35-30	5	6	11	85
30-25	12	13	25	74
25-20	10	9	19	49
20-15	3	4	7	30
15-.10	8	6	14	23
10-.5	5	4	9	9



The questionnaire for students to complete is a measure of psychological distress, scores of responses are added up and the total score is compared with the score on the Kessler Psychological Distress Scale (K10). Scores will range from 10 to 50. People seen in primary care who \* score under 20 are likely to be well \* score 20-24 are likely to have a mild mental disorder \* score 25-29 are likely to have moderate mental disorder \* score 30 and over are likely to have a severe mental disorder (Kessler, R.C., Andrews, G., Colpe, .et al ,2002).The study reveals that the percentage of responses who scores more than 30 is 26% and who scores less than 20 is 30%.the given pi diagram depicts the status of mental health among the undergraduate students of Dibrugarh district. The student’s responses regarding mental stress on Mental Stress level of students during online classes in covid 19 period by a self modified Kessler Psychological Distress Scale (K10) is represented in the given figure



### III. CONCLUSION:

The study is a new approach in the field of higher education, online and gender studies which will give us a new path. The education and higher education system has the tool for solution of every problem in the society. One of the most significant worldwide transformations after Covid-19 in education is the mental stress among the youth and their reduction will lead the proper development of human resources, which should be the prime objective of higher education. The study also reveals mental stress of male and female students during online classes after lockdown. The present study is giving us information about the mental stress among undergraduate college students in higher education with a special reference to colleges of Dibrugarh District Assam Dibrugarh University, Assam.

### REFERENCES:

- [1]. Adnan, M. (2018). Professional development in the transition to online teaching: the voice of entrant online instructors. *ReCALL*, 30(1), 88–111. <https://doi.org/10.1017/S0958344017000106>.
- [2]. Arbaugh, J. B., Godfrey, M. R., Johnson, M., Pollack, B. L., Niendorf, B., & Wresch, W. (2009). Research in online and blended learning in the business disciplines: key findings and possible future directions. *Internet and Higher Education*, 12, 71–87
- [3]. Beatty, B., & Ulasewicz, C. (2006). Faculty perception on moving from blackboard to the Moodle learning management system, *Tech Trends: Linking Research and Practice to Improve Learning*, 50(4), 36-45
- [4]. Brecht, H., & Ogilby, S. M. (2008). Enabling a comprehensive teaching strategy: video lectures. *Journal of Information Technology Education*, 7, IIP71-IIP86. Retrieved from <https://www.jite.org/documents/Vol7/JITEV7IIP071-086Brecht371.pdf>.
- [5]. Gibson, S., Harris, M., & Colaric, S. (2008). Technology acceptance in an academic context: faculty acceptance of online education. *Journal of Education for Business*, 83(6), 355–359
- [6]. Grant, D. M., Malloy, A. D., & Murphy, M. C. (2009). A comparison of student perceptions of their computer skills and their actual abilities. *Journal of Information Technology Education*: 8, 141–160. Retrieved from <https://www.jite.org/documents/Vol8/JITEV8p141-160Grant428.pdf>.

- [7]. Unger K. Handbook on Supported Education: Providing Services for Students With Psychiatric Disabilities. Charleston, SC: BookSurge Publishing; 2007.2.