



STRESS AND ANXIETY AMONG STUDENTS DURING COVID-19

GIRIJA C, ASSISTANT PROFESSOR IN COMMERCE, M.P.M.M.S.N.TRUSTS COLLEGE, SHORANUR, PALAKKAD, KERALA 679122

Abstract:

Stress during the COVID-19 pandemic can depend on your background, your social support from family or friends, your financial situation, your health and emotional background, the community you live in, and many other factors. The study includes primary and secondary data. The primary data were collected through questionnaires and secondary data from journals, research studies, and various websites. The present paper identifies the stress and anxiety faced by students during the Covid-19 pandemic.

(Keywords: Stress, COVID -19, Mental Health)

I. Introduction

The coronavirus disease 2019 (COVID-19) pandemic may be stressful for people. Fear and anxiety about a new disease and what could happen can be overwhelming and cause strong emotions in adults and children. Public health actions, such as social distancing, can make people feel isolated and lonely and can increase stress and anxiety. . The changes that can happen because of the COVID-19 pandemic and the ways we try to contain the spread of the virus can affect anyone. The closure of schools, universities, and educational institutions across the world, and maintaining social distancing as a preventive and precautionary measure against COVID-19, have all changed the mode of teaching from a conventional standard system to a virtual and online framework. This quick and sudden shift in the educational system might cause intense stress on students. Students miss college, their peers and they miss the string of activities that keep happening on campus. Most of them face report difficulty in reconnecting with their parents which has caused them to feel severely frustrated.

II. Literature review

Elmer, T., Mepham, K., & Stadtfeld, C. (2020). This study investigates students' social networks and mental health before and at the time of the COVID-19 pandemic in April 2020, using longitudinal data collected since 2018. We analyze change on multiple dimensions of social networks (interaction, friendship, social support, co-studying) and mental health indicators (depression, anxiety, stress, loneliness) within two cohorts of Swiss undergraduate students experiencing the crisis (N = 212), and make additional comparisons to an earlier cohort which did not experience the crisis (N = 54). In within-person comparisons, we find that interaction and co-studying networks had become sparser, and more students were studying alone. Furthermore, students' levels of stress, anxiety, loneliness, and depressive symptoms got worse, compared to measures before the crisis. Stressors shifted from fears of missing out on social life to worries about health, family, friends, and their future. Exploratory analyses suggest that COVID-19 specific worries, isolation in social networks, lack of interaction and emotional support, and physical isolation were associated with negative mental health trajectories. Female students appeared to have worse mental health trajectories when controlling for different levels of social integration and COVID-19 related stressors. As universities and researchers discuss future strategies on how to combine on-site teaching with online courses, our results indicate the importance of considering social contacts in students' mental health and offer starting points to identify and support students at higher risk of social isolation and negative psychological effects during the COVID-19 pandemic.

Islam, S. D. U., Bodrud-Doza, M., Khan, R. M., Haque, M. A., & Mamun, M. A. (2020). The COVID-19 pandemic has aggregated mental health sufferings throughout the entire world. Suicide completions are the extreme consequences of COVID-19 related psychological burdens, which was reported in many countries including Bangladesh. However, there is a lack of study assessing COVID-19 related human stress and its' associations with other relevant factors affecting the quality of life in the country, and which were explored in the present study. About 85.60% of the participants are in COVID-19-related stress, which results in sleep shortness, short temper, and chaos in the family. Fear of COVID-19 infection (i.e., self and/or family member(s), and/or relatives), hampering scheduled study plan and future career, and financial difficulties are identified as the main causes of human stress. Results of PCM explain the relationship among the factors of human stress, and found economic hardship and food crises are linked together cause stress of mass people, while hamper of formal education and plan create stress of career seeker. T-test and one-way ANOVA illustrate demographic characteristics (i.e., occupation, age, gender, and marital status) have significant effects on elevated mental stress. Moreover, PCA and CA results revealed a significant interface among the respondents' perception and factors of human stress, which matched with the existing scenario of the country.

Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F. (2020). Student mental health in higher education has been an increasing concern. The COVID-19 pandemic situation has brought this vulnerable population into renewed focus. The study conducted interview surveys with 195 students at a large public university in the United States to understand the effects of the pandemic on their mental health and well-being. The data were analyzed through quantitative and qualitative methods. Of the 195 students, 138 (71%) indicated increased stress and anxiety due to the COVID-19 outbreak. Multiple stressors were identified that contributed to the increased levels of stress, anxiety, and depressive thoughts among students. These included fear and worry about their health and of their loved ones (177/195, 91% reported negative impacts of the pandemic), difficulty in concentrating (173/195, 89%), disruptions to sleeping patterns (168/195, 86%), decreased social interactions due to physical distancing (167/195, 86%), and increased concerns on academic performance (159/195, 82%). To cope with stress and anxiety, participants have sought support from others and helped themselves by adopting either negative or positive coping mechanisms. Due to the long-lasting pandemic situation and onerous measures such as lockdown and stay-at-home orders, the COVID-19 pandemic brings negative impacts on higher education. The findings of our study highlight the urgent need to develop interventions and preventive strategies to address the mental health of college students.

III. Statement of the problem

The COVID- 19 Pandemic changed the entire life structure. Fear and anxiety about a new disease can be overwhelming cause strong emotions in adults and children. Public health actions, such as social distancing, can make people feel isolated and lonely and can increase stress and anxiety. The study intends to analyze the stress among students and the effect of stress among students.

IV. Objectives of the study

1. To analyze the stress among students during COVID - 19
2. To examine the effects of stress among students during COVID -19

V. Research methodology

The study includes both primary and secondary data, wherein primary data were collected through a structured online questionnaires, from 133 students. The secondary data were collected from journals, research studies, and websites. Perceived Stress scale and percentage analysis were used for analysis.

VI. Data analysis & interpretation

Table 1 showing the Gender of the respondents

Option	No.of respondents	Percentage
Male	44	33
Female	89	67
Total	133	100

Interpretation: Table 1 indicates that out of 133 respondents; 33% are male and 67% are female.

Option	No.of respondents	Percentage
Under 20	54	41
20-25	74	56
26-30	3	2
31-35	2	1.
Total	133	100

Table 2 showing Age of the respondents

Interpretation: The age of the respondents is classified into four categories. Out of 113, 56% are in the age group of 20-25; 41% are in the age group of under 20; 2% are belong to26-30, and 1% are from 31-35.

Table 3 showing the Educational Qualification of the respondents

Option	No.of respondents	Percentage
Higher Secondary	24	18
Degree	71	53.4
Master Degree	31	23.3
Others	7	5.3
Total	133	100

Interpretation: Table 3, shows the perception of the respondents based on their qualifications. It is classified into 4 categories.53.4% of respondents are graduate,23.3 % are Post Graduate, 18% of respondents are higher secondary and 5.3 % have other professional degrees.

Table 4 showing the Types of Stress faced by the respondents

Option	Not at all		Rarely		Sometimes		Frequently		Always	
	No	%	No	%	No	%	No	%	No	%
Arguments at home	46	34.5	39	29.3	38	28.5	6	4.5	4	3
Disagreement with Father	67	50.4	29	21.8	30	22.5	5	3.8	2	1.5
Disagreement with Mother	20	15	38	28.6	31	23.3	9	6.8	3	2.3
Disagreement with Friends	66	49.6	37	27.8	24	18	5	3.8	1	0.8
Study things don't understand	23	17.3	39	29.3	48	36	17	12.8	6	4.5
Teacher expectation	47	35.3	31	23.3	38	28.6	10	7.5	7	5.3
Parent expectation	39	29.3	23	17.3	41	30.8	12	9	18	13.5
Getting up early	68	51	18	13.5	29	21.8	9	6.8	9	6.8
Getting along with teachers	81	61	30	22.5	14	10.5	7	5.3	1	0.8
Concerned about future job/education	16	12	19	14.2	43	32.3	22	16.5	33	24.8
Too much home works	49	36.8	41	31	26	19.5	11	8.2	6	4.5
Not enough money to buy things want	36	27	32	24	42	31.6	11	8.2	12	9

Interpretation: Table 4 reveals the types of stress faced by the students. that, out of 133 respondents, 29.3% of respondents opined, there are rarely occurred arguments with their mother; 21.3% with father;27.8% with their friends.29.3% are not able to understand the study things.30.8% opined that parents are expecting more from their children.22.5% revealed they feel very much detached from their teachers.36.8% are opined that their huge home works .31.6% are sometimes facing financial issues during this pandemic situation.

Table 5 shows the Influence of Stress on Students

Interpretation: Table 5 depicts the influence of stress on students during the COVID-19 Pandemic. Out of 133 respondents,84% are sometimes feel upset.62% are sometimes very much stressed;50% are unable to control their emotions,53% are sometimes to handle personal problems,61% are unable to control their irritations,56% are getting angry most of the times.63% feel a lack of confidence during this Pandemic situation.

FINDINGS

- The majority of the respondents are female
- Most of them belong to the age group of 20-26
- The majority of the respondents are doing UG and PG courses
- Students felt upset during this Pandemic period.
- They should not able to control their stress.
- Students are very much irritated.
- Students become very angry with their parents and family members.
- Unable to control their emotions
- Felt getting along with their teachers.

Option	Rarely		Never		Sometimes		Often		Very	
		%		%		%		%		%
Upset becomes things happened unexpectedly	12	9	17	12.8	84	63	13	9.8	7	5.3
Felt never stressed	24	18	28	21	62	46.7	13	9.8	6	4.5
Unable to control important things in life	32	24	30	22.5	50	37.5	12	9	9	6.8
Ability to handle personal problems	22	16.5	8	6	53	39.8	27	20.3	23	17.3
Things are going on the way	23	17.2	22	16.5	58	43.6	23	17.3	7	5.2
Couldn't cope up with all the things	28	21	31	23.3	64	48	9	6.8	1	0.75
Unable to control irritation in your life	25	18.8	27	20.3	61	45.8	16	12.0	4	3.0
Angered with things outside the control	26	19.5	27	20.3	56	42.1	16	12	5	3.7
Felt top of the things	32	24	53	39.8	33	24.8	12	9.0	3	2.2
Lack of confidence to overcome difficulties	22	16.5	43	32.3	63	47.3	12	9	3	0.22

- Much concerned about their education and job opportunities
- Students felt stressed with online classes and home works.
- Social distancing creates big problems among students.
- Internet connectivity is the main issue facing students
- Students are not getting any achievements or rewards from extracurricular activities
- Most of the time students are felt irritated, angry, and lack confidence.

VII. DISCUSSIONS

- Colleges/institutions should take initiative to make online classes effective.
- Necessary arrangements should be ensured to provide counseling or motivational classes to students
- Lack of knowledge of the use of e-learning instruments and methods.
- The services are very poor in rural areas.
- Teachers should take initiatives to mentor the students regularly.
- Institutions should introduce some skill development courses or programs in addition to regular courses.

CONCLUSION

The outbreak of COVID-19 affected all sectors of the economy. The educational institutions shifted their learning mechanism to virtual platforms. Stress and anxiety lead to psychological as well as physiological problems in students. Online classes, financial problems, social distancing, and anxiety about the future adversely affect students. So, the initiative should be taken to reduce the stress among students, and hope that the things will be coming on the track soon.

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