

Perceived Effect of Academic Stress to the Performance of Students during Online Class

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Abstract

Not only do students experience mental issues during the pandemic but as well as perceived academic stress through online learning at MAPUA University. Considering the norm of conducting classes in an online setup without face-to-face with classmates and professors, the faculty and counselors of MAPUA University are not fully updated about the student's whereabouts and mental health, which prohibits them from being aware of the student's current condition during the pandemic. Students from various departments were taken as samples to answer a survey via Google Forms containing the respondent's personal information such as their age, gender, type of course, current enrollment status, and recent academic performance (LWA). Then, respondents will choose among subfactors (i.e. examination times are very stressful to me) with the Likert scale from 1 to 5. Various statistical tools, such as Regression Analysis, ANOVA, and Pearson Correlation Analysis, were utilized to determine if factors and subfactors are statistically significant towards PAS. Results showed that all subfactors are significant and contribute to PAS, while for the regression, the difficulty of exams has the highest effect on LWA. Enrollment status and year level of the student also has a significant effect on PAS. Lastly, Academic Self-perception vs. Academic Performance, Pressure to Perform vs. Perception of Workload, Pressure to Perform vs. Time Restraints, Perception of Workload vs. Time Restraints are found to have a moderate correlation.

Keywords

perceived academic stress, mental health, online class

1. Introduction

The words stress and student are two vastly distinct terms that go toe-to-toe with one another. No matter how much students try to avoid burning out from a myriad of school work, both stress and fatigue tend to find their way to bring discord to a learner's mental health, condition, and academic performance. Despite variations across the skills and capabilities of countless students -- with some being academic prodigies, athletic youngsters, and even ordinary learners, such a problem continues to reign as the bane of the youth when it comes to education. Therefore, it is without a doubt that academic stress has been around for ages. There have been many established papers delving into students' mental state regarding the impact of stress on their studies. However, with the recent global disaster brought forth by the COVID-19 pandemic, academic stress soars through the skies as the penultimate challenge and hurdle learners are battling day by day, all for the sake of properly continuing their studies. Academic stress is an inflating impediment that must be alleviated and addressed to lessen its detrimental effects on the performance of students isolated due to the pandemic crisis around the world.

Before the pandemic's upbringing, an established study has already discovered that a statistical 10-30% of most students have felt and experienced academic stress while progressing in their academic careers (Wilks, 2008). However, with the rise and dissemination of the COVID-19 virus, it has been reported that such an issue skyrocketed at an all-time high. A survey organized by Active Minds in 2020 supports such a notion as it illustrated that 80% of the college student population suggested that their mental health worsened while in the crisis. From this, such an issue must be given emphasis for its adverse ramifications towards the students. The rapid worsening of academic stress within a student's academic career may produce lasting damages towards their overall performance and knowledge

retention -- possibly producing subpar graduates for professional industries. Although students have coping mechanisms in handling and adapting to stressful environments, educational institutions such as MAPUA University must also consider implementing adjustments to cater to their learners' mental conditions. In that way, students can perform better and assimilate concepts much more efficiently despite the suffocating restrictions brought forth by the introduction of online learning.

2. Objectives

The objective of the study is to (1) measure the perceived academic stress of students during online classes, (2) to determine significant differences in the perceived academic stress of students based on age, gender, year level, enrollment status and academic standing, and (3) to determine the relationship of academic stress (PAS) to the academic performance of students (LWA) in terms of the following: pressure to perform, perception of workload, academic self-perception, and time restraints. Considering the health capabilities of each student during the pandemic, there've been numerous complaints and articles about students asking for an academic ease and to postpone academic years due to the devastating episodes of the pandemic and their mental health. Not only that, students in MAPUA University have, as well, requested longer deadlines, no or more extended time limits for examinations, and the like. The study also looked into the correlation between factors to know if there are any relationships between them—for instance, the perceptions of workload versus time restraints. The researchers would like to determine if these two factors correlate with the utilization of correlation analysis and Pearson (r) value for interpretation. Next, ANOVA was then used to determine if findings of perceived stress are statistically significant with age, gender, year level, enrollment status, and perhaps otherwise. Lastly, regression creates an analysis of how much the sub-factors (i.e. 'even if I pass my exams, I am worried about getting a job after graduation.', 'examination times are very stressful to me.') contributes to the academic performance in terms of LWA of the students.

The pandemic has been a severe issue, especially for students. Many of their families are being diagnosed and infected by the Coronavirus, which affects their mental health and motivation to learn and study. And as already mentioned above, the pandemic increases and negatively impacts students' mental health. Their financial status as well is one factor why these students may experience academic stress. With that said, this study is to let educational programs such as MAPUA University be aware of these students' mental competence and help and guide them with their current situation. This is a particularly opportune time for this study to be publicized as soon as possible since the pandemic is still ongoing.

Moreover, this changed the norm for students, especially with the online education setup, and must be addressed immediately before carrying the burden until these students reach graduation or, worse case, do not graduate. This paper acts as a guide to know the capabilities and strengths of students during the pandemic. Students have a wide range of skills that each school admin may not know, and this is suitable for those universities struggling to cope with their students and their mental health. These factors must be taken into consideration for the succession of these students and better health conditions. For future researchers, more factors should be added and not only these provided by the study, such as their financial status, availability of devices for school use, and the like. More proposed solutions can also help improve the topic of this study, and specific implementations and steps can also be provided.

3. Review of Related Literature

Getting into college is a thrilling experience to many because this includes new learnings and challenges that enable one to grow. However, growing entails facing difficulties and further responsibilities, which could give an individual a feeling of fulfillment and stress. While in most colleges, students enjoy themselves with good friends and experiences, many still feel pressure in their academics. Stress is inevitable among college students; it is also multifactorial, resulting from academic and non-academic reasons (Bedewy & Gabriel, 2015). Academic stress, in definition, is the body's response to academic-related needs that surpass a student's mental and physical capability, which can affect an increased occurrence of physical and psychological struggles such as anxiety, and depression, consequently affecting the student's academic performance (Alsulami et al., 2018; Thakkar, 2018). According to Wilks (2008), an estimated 10-30% of students feel academic stress throughout their academic careers. In fact, in the recent survey of the National College Health Assessment (NCHA) in 2018, they've found out that for the past year, only 1.6% of assessed undergraduates recounted that they felt no stress—implying that many college students feel stress while attending a face-to-face class (Alsulami et al., 2018).

Since the pandemic began, universities were forced to stop conducting face-to-face classes to lessen the risk of students to COVID-19 and mitigate the transmission worldwide. Subsequently, universities started offering online classes. As

this setup continues, college students, in particular, begin struggling with their academic performances since there's an increase in the students' academic stress, affecting their general mental health. In a survey conducted by Active Minds in 2020, 80% of college students reported that their mental health worsened due to the pandemic. The students' mental health is affected due to the increasing stress and pressure they experience in academics, household, and anxiety towards the environment. In these trying times, both parents and professors must consider the students' mental health because students have varying coping capacities and mental constitution (Thakkar, 2018). In the end, a student's capability to manage academic stress is significant for their welfare in school and academic success.

Professors and teachers and the whole educational organization are likely to have overheard pupils complaining about their work. However, one may ponder what students mean when they say they have a "very heavy workload," and whether or not this seems to be something that should be addressed within the educational program (Kyndt et al., 2013). Workload has long been recognized as a key element influencing learning quality in the teaching and learning environment as cited in Kyndt, E., et al., (2013). According to Entwistle and Ramsden (1983), excessive perceived workload may be produced by negative attitudes about studying, a lack of motivation, and the employment of surface-level study methods. Furthermore, research has shown that an increase in perceived workload is positively linked to adopting a surface approach to learning, suggesting that the connection between perceived burden and study methods may be reciprocal (Baetan et al., 2010). A study by Kyndt et al. (2013) interviewed an Engineering student about their perception of workload and their performance as a student in the academic sector. The student's response was, "I could have mastered every subject if I had had more time. It would then work. You are given an excessive amount of material in a short period of time, and... they want you to verify the material for each class and prepare all practical. In reality, this is just not possible since you would have to work 24 hours a day."

Furthermore, the study found that they (students) cannot balance leisure time and school, which practically says that it has a significant relationship with academic stress. The perceived workload is a mix of the expectations put on the student and the impact of these demands on the student, such as effort and frustration as a consequence of this perceived workload. Students feel pressured or stressed when they have a high workload (Kember, 2004).

Every task individual aims to accomplish is time-bound, for such duties are formulated with corresponding deadlines. Company bosses tend to hand out activities and workloads with specified time constraints for average professional workers to maximize efficiency and quantity of work finished. On the other hand, students face a plethora of scenarios wherein time restrictions are appended in their academic careers. From comprehensive assessments and examinations down to thesis projects and performance tasks, every activity a learner makes is subjected to varying degrees of time constraints. However, despite the prominence of having appended deadlines to such tasks, a question is yet to be answered on how such time restrictions contribute to a student's general academic performance. A pilot study orchestrated by Morris and Scott (2017) has dabbled on such an inquiry on the true effects of time constraints. It was discovered in their analysis that providing eleven minutes extra time when answering a quiz produced significant improvements in students' scores. One can support this claim that time constraints are vital factors that can heavily impact a learner's academic performance. Short but pressured time restrictions may become too demanding and stressful for students -- leading to poor results. However, if moderators carefully consider providing modest but justified time constraints for various activities, learners may fully exercise their learnings and capabilities towards their objectives. As such, healthy deliberation of time limits for countless tasks can either make or break a student's academic momentum -- inciting the relevance and significance of time within students' academic paths.

Students should be competent in using online learning resources to meet the demands of undergraduate and postgraduate degree programs, and online learning settings need the practice of academic self-regulation and problem-solving abilities (Zakariah et al., 2016). Students acknowledged greater downsides of online education and thought it was less helpful in terms of learning results. During the COVID-19 epidemic, students reported a loss of concentration and attention owing to a variety of reasons, including a lack of physical space in their houses and the presence of family members when taking online courses (Coman et al., 2020). Academic self-confidence is referred to as academic self-perceptions. It consists of six questions that assess both positive and negative aspects of academic self-perception. The negative component is concerned with the dread of failing courses, seeing instructors as being more demanding in terms of academic achievement, and feeling oneself as being unable to keep up with academic duties. The positive component concerns confidence in one's ability to succeed as a student, confidence in one's ability to make efficient academic choices, and confidence in one's future job. The study found a significance between the availability of technical support and negative academic self-perceptions and an inverse relationship with positive academic self-perceptions (Hassan et al., 2020).

It is anticipated that the continuous spread of the virus, stringent quarantine measures, and delays at the beginning of schools, colleges, and universities throughout the world would affect college students. In a study conducted by Yang et al. (2021), they have found out that in the present online setup, college students have felt severe academic stress and health problems. Factors such as the academic workload, psychological separation from school, and fear of contagion were identified, positively correlated with the perceived stress, and negatively correlated with physical and psychological health. However, the study didn't associate these factors with the academic performance of the college students and if other factors affect the perceived stress of the college students during the online setup.

4. Methods

4.1. Respondents of the Study

The researchers conducted the study at Mapua University, and their respondents were from the same institution. They involved the undergraduate students of Mapua University. Respondents for this study were drawn from students who are currently enrolled in the fully online class. They chose those who are fully enrolled as they had direct experiences and exposure to the curriculum held during the conduct of online classes. Likewise, the researchers could also safely gather responses as they had the materials to access online platforms. Furthermore, with the fast-paced system of the university and the heavy workload of each term, having a large number of populations to get responses from would contribute to having varied results and opinions from them concerning the academic stress and how it affects their performance.

4.2. Ergonomic Tools

To know the level of academic stress of the respondents, the researchers utilized the Perceived Academic Stress (PAS) questionnaire in the study. The said questionnaire is divided into four categories, namely (1) the pressure to perform, (2) perceptions of workload, (3) academic self-perception, and (4) time constraints. These categories each had sections where the respondents would pick the appropriate points regarding the researchers' statements. Each statement is to be rated based on their perceptions and was added to know the amount of stress that students are experiencing caused by academics. These were answered according to the rating scale set, which was 5 for strongly agree, 4 for agree, 3 for neither agree nor disagree, 2 for disagree, and 1 for strongly disagree.

4.3. Statistical Treatment of Data

The researchers used descriptive statistics to assess the profile of the respondents, to know the mean, standard deviation, range, and the graphical results of the scores of the PAS questionnaire. ANOVA was then used to determine the significant effects of factors namely: age, gender, year level, enrollment status, and academic standing to academic stress. The correlation was used to distinguish the significant relationship of academic focus to the students' performance in terms of pressure to perform to least weighted average (LWA), perception of workload to LWA, academic self-perception, and time restraints. Lastly, to know the significant effects of stress on the students' performance, regression was performed by comparing the overall PAS score to the LWA.

5. Results and Discussion

5.1. Profile of Respondents

Through the use of an online questionnaire disseminated, the researchers accumulated enough data from the college students of Mapua University. Utilizing the ergonomic tool Perceived Academic Stress (PAS) Questionnaire, the results were obtained through applying statistical tools such as correlation, regression, and ANOVA. The following tables will showcase the findings of this study.

Table 1. Summary Statistics of Demographic Profile

Respondent's Profile	Category	N	%
Gender	Male	49	48.04
	Female	53	51.96
Age	17-18	2	1.96
	18-19	7	6.86
	19-20	67	65.69

	21 and above	26	25.49
Year level	1	6	5.88
	2	78	76.47
	3	12	11.76
	4	4	3.92
	5	2	1.96
Courses	BSIE	26	25.49
	BSCE	30	29.41
	BSCHE	4	3.92
	BSMSE	2	1.96
	BSME	3	2.94
	BSAR	18	17.65
	Others	19	18.63
Enrolment status	Under load	24	23.53
	Full load	70	68.63
	Overload	8	7.84
Academic Performance	Excellent (1.00-1.50)	9	8.82
	Very Satisfactory (1.50-2.00)	42	41.18
	Satisfactory (2.00-2.50)	41	40.20
	Fairly Satisfactory (2.50-3.00)	10	9.80

Table 1 exhibited the respondents' profile, wherein the researchers have accumulated 102 college students currently enrolled in Mapua University; 76.47% are 2nd-year Undergraduate students. Furthermore, most of the respondents are now taking engineering courses; specifically, Civil Engineering and Industrial Engineering, wherein 68.63% of the students take a full load of units. Lastly, 41.18% of the respondents obtained a satisfactory weighted average for the past term, and only 8.82% are under the excellent category.

5.2. Results of Perceived Academic Stress Score

Table 2. Summary Results of Perceived Academic Stress Questionnaire

Factors	Items	Mean	Std. Dev.	Range	Remarks
Pressure to Perform	The competition with my peers for grades is quite intense.	3.24	1.1704	1-5	significant
	Unrealistic expectations of my parents stress me out.	2.97	1.3749	1-5	significant
	Examination times are very stressful to me.	4.33	0.8712	2-5	significant
	I think that my worry about examinations is a weakness of character.	3.50	1.2166	1-5	significant
	My teachers are critical of my academic performance.	3.48	1.2165	1-5	significant
Perception of Workload	I believe that the amount of work assignments is too much.	4.22	0.8632	1-5	significant

	The size of the curriculum (workload) is excessive.	4.19	0.8981	2-5	significant
	Even if I pass my exams, I am worried about getting a job after graduation.	4.42	0.9058	1-5	significant
	The examination questions are usually difficult.	4.25	0.8045	2-5	significant
Academic Self Perception	I am not confident that I will be successful in my future career.	2.58	0.9589	1-5	significant
	I am not confident that I will be a successful student.	2.62	1.0152	1-5	significant
	I fear failing courses this year.	4.25	1.0018	1-5	significant
	I cannot make academic decisions easily.	3.16	0.9825	1-5	significant
Time Restraints	I don't have enough time to relax after work.	3.52	1.0410	1-5	significant
	The time allotted to classes and academic work is not enough.	3.32	1.1095	1-5	significant
	Teachers have unrealistic expectations of me.	3.08	1.2403	1-5	significant
	Examination time is short to complete the answers.	4.11	0.9430	1-5	significant
	I am unable to catch up if I get behind the work.	3.52	1.0784	1-5	significant

The PAS questionnaire has a rubric scaling of 1-5 in which respondents would be determining their experience in a particular situation concerning the determining factors (Bedewy & Gabriel, 2015). This questionnaire would quantify the experiences of the respondents, which would be utilized to obtain such results. With a cut-off of 2.50 for the mean (0.00 - 2.49 means not significant, 2.50 - 5.00 means significant), as observable in Table 2, all of the items per factor resulted in significance—denoting that all of the items administered have a significant effect on the perceived academic stress of the college students in Mapua University during online class.

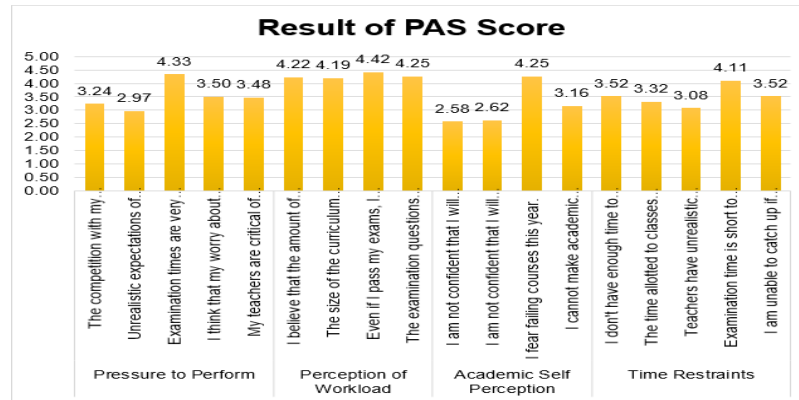


Figure 1. Summary Results of Perceived Academic Stress Questionnaire

Figure 1 exhibits the average PAS scores of the respondents. With an average score of 4.42, the item even if I pass my exams, I am worried about getting a job after graduation under Factor 2 “Perception of Workload” ranked as the most significant. The continuous isolation of college students in their respective homes and lack of field experiences due to the pandemic dramatically affects their perception of landing a good job after graduation (Nietzel, 2021). Furthermore, due to restrictions of physical interaction, college students started worrying about their capabilities and skills as incoming professionals in the 'new normal' since they weren't able to experience and apply practically the theories they've learned from books. The next significant item is examination times are very stressful to me in Factor 1 "Pressure to Perform," with an average score of 4.33. In a study conducted by De Paola & Gioia (2014), they've found out that time pressure during examinations negatively and significantly influences students' performance. Thus, supporting the result. With an average score of 4.25, the examination questions are usually difficult under Factor 2, and I fear failing courses this year under Factor 3 “Academic Self Perception” tied next as significant factors. The difficulty of examination questions during online classes have been found significantly associated with the perceived academic stress of the students (Hopkins, 2000). Having said these results, all of the items in the PAS questionnaire have influenced the academic stress of college students during the implementation of online classes.

5.3. Results of Pearson Correlation

Table 3. Summary Results of Pearson Correlation

Factors	N	Correlation, r	P-value	Interpretation
Pressure to Perform and Academic Performance	102	0.013	0.900	negligible correlation
Perception of Workload and Academic Performance	102	-0.051	0.641	(negligible correlation)
Academic Self-perception and Academic Performance	102	0.319	0.001	moderate correlation
Time Restraints and Academic Performance	102	0.027	0.785	negligible correlation
Pressure to Perform and Perception of Workload	102	0.346	0.000	moderate correlation
Pressure to Perform and Academic Self-perception	102	-0.118	0.239	(negligible correlation)
Pressure to Perform and Time Restraints	102	0.408	0.000	moderate correlation

Perception of Workload and Academic Self-perception	102	0.120	0.230	negligible correlation
Perception of Workload and Time Restraints	102	0.463	0.000	moderate correlation
Academic Self-perception and Time Restraints	102	0.120	0.228	negligible correlation

Pearson correlation was performed to identify which factors in the PAS questionnaire have associations considering the students' academic performance. The results were interpreted through the use of the correlation coefficient value by Hopkins (2000). The findings showed that there's a moderate correlation between the factors: academic self-perception and academic performance ($r=0.319$), pressure to perform and perception of workload ($r=0.346$), pressure to perform, and time restraints ($r=0.408$), and perception of workload and time restraints ($r=0.463$). The following factors have p-values lower than 0.05, implying rejecting the null hypothesis, H_0 , which states that the factors do not significantly differ. As seen in Table 3, perception of workload and time restraints ($r= 0.463$) has the highest correlation among the other associations. The more complex and heavier a workload is for a student concerning time restraints, the more stressful it becomes for a student (Elsalem et al., 2020). The findings have also established that Since the students have been separated from the outside premise of their houses for over a year due to the pandemic, their confidence in their skills and academics has been affected, influencing their academic performance (Yang & Chen, 2021). The other factors have been found to correlate as well but are only negligible.

5.4. Results of ANOVA

Table 4. Summary Results of ANOVA

Factor	Variable	Mean	Std. Dev.	F-value	P-value	Remarks
Gender	Male	14.15	1.7	2.68	0.105	not significant
	Female	14.7	1.67			
Age	17-19	14.633	1.582	0.21	0.813	not significant
	19-20	14.619	1.838			
	21 and above	14.346	1.539			
Year level	1-2	13.18	1.53	6.82	0.014	significant
	3-5	15.15	1.39			
Enrollment status	Under load	13.902	1.37	10.51	0.002	significant
	Full Load	15.367	1.738			

ANOVA was performed to determine whether the several factors: gender, age, year level, and enrollment status, have a bearing on the academic stress of students. Based on the findings as seen in Table 4, there's no difference among the perceptions of academic stress of male and female college students during online class (p-value= 0.105) (Gabriel, 2015). Furthermore, with a p-value of 0.813, the PAS scores based on age are also not significant. However, the year level (p-value= 0.014) and enrollment status (p-value= 0.002) of students has a significant difference. This study has found out that third to fifth-year college students are more academically stressed than first, and second-year—junior and senior levels have heavier and difficult workloads than freshman and sophomore. Likewise, college students taking full load units have a higher perception of academic stress than those taking under load units considering the online classroom setup.

5.5. Results of Regression

Table 5. Model Summary Results of Regression

	R-sq	R-sq(adj)	R-sq(pred)		
	37.91%	34.52%	29.09%		
Coefficients					
Tern	Coefficient	SE Coefficient	T-Value	P-value	VIF
Constant	1.696	0.258	6.58	0.000	
Worrying about exam	0.0465	0.0301	1.54	0.126	1.02
Difficult exams	0.1023	0.0467	-2.19	0.031	1.07
Lack of Confidence	0.1016	0.0365	2.78	0.006	1.04
Fear of Failing	0.0817	0.0375	2.18	0.032	1.07

Stepwise regression was performed to determine the factors from the PAS questionnaire that severely influenced the performance of college students. With p-values less than 0.05, the findings showed that difficult exams, lack of confidence, and fear of failing significantly affect college students' academic performance. The coefficient is the amount of contribution of a factor to the academic performance of the students. The value 0.1023 implies that for every 1 value increase of the student's response on the scale (1-5) of the difficult exam, 0.1023 is added to their Last Weighted Average (LWA) or academic performance. The same goes for the coefficient of lack of confidence and fear of failing. The R-squared value of 37.91% denotes the contribution of all the factors identified that influenced the academic performance of college students during an online class.

6. Discussion

The results show that factors that are statistically significant to the perceived academic stress of college students are pressured to perform, perception of workload, academic self-perception, and time restraints contribute. This may be reasonable and acceptable since most students have been experiencing mental issues during the pandemic. Due to mental issues, the pressure to perform, comply with deadlines, manage time wisely, and be self-motivated are a burden to students. The worry of having a balanced life and having a stable income after college (4.42%) is one of the highest factors that these students are considering. Without exposure to actual operations or systems and the application of learned modules, students are not confident enough to execute such methods in the real world. Second, comes examination times are very stressful to me (4.33%). This is very common for students because the more workloads they encounter, the higher they are pressured to perform, which means that they don't have the time to study for an exam due to higher amounts of workload. The least would be I am not confident that I will be successful in my future career (2.58%). Although, as mentioned, one reason would be the lack of experience. But since it's rated as the least significant, students are still open to learning new things during their stay as inexperienced hired workers. All these factors, as observed, come hand in hand and correlate to one another. However, there were only four correlational factors that have a moderate correlation, namely, Academic Self-perception and Academic Performance, Pressure to Perform and Perception of Workload, Pressure to Perform and Time Restraints, Perception of Workload and Time Restraints with a Pearson correlation value of 0.319, 0.346, 0.408, 0.463, respectively. Moderate correlation defines that these factors only contribute to one another in a passable way which means that it is not 100% guaranteed that these factors are correlated. When encountered by the students, there is only little effect on the perceived academic stress of students. Although, some students from the respondents stated that perception of workload is the most dominant factor they've considered as something that contributes to their PAS. One student said, "MAPUA has a quarter semester curriculum, and we're given multiple homework, seatwork, and projects that are either due tomorrow, later, or after a few days. However, I'm stressed with all the deadlines and the workload that's been given to us. I don't even have the time to rest and take a nap, at least. I always stay up until 5am just to finish our deadline that's due the next day. I have sleepless nights, and my anxiety and pressure hit me hard." This is somewhat alarming and needs to be addressed immediately. This might be temporary, but these students might carry the burden of all these mental issues and stress. According to Smith, Alloy, & Abramson (2006) academic stress is a significant predictor of suicide ideation in young adults. It is a risk factor for young adult suicide ideation, especially among college students, who experience high levels of perceived life stress. The regression analysis states how much these factors affects the LWA in terms of numerical outputs. Worrying about exams, difficult exams, lack of confidence, and fear of failing are three main subfactors that the regression analysis observed to be significant towards the student's least weighted average

(LWA). And the highest subfactor that greatly affects the LWA would be the difficulty of exams. The regression analysis stated that for every increase of rating, a coefficient value of 0.1023 will be added to the LWA. Hence, when a student is experiencing difficulty in exams, the LWA would increase, indicating lower LWA. Overall, with the results of this study, it is very evident to implement solutions to these issues as this adversely affects a person's mental health and physical health. It may lead to suicide, trauma, and worse, death. Organizing a monthly check-up with these students through the application Zoom or any video call applications could help prevent these matters. Health examinations should also be provided for records of the student's health and their whereabouts. ANOVA results (Table 4) showed that year level and enrolment status are significant towards PAS. The year levels of 3-5 reveal that it contributes more to academic stress, with a mean score of 15.15. This is somewhat reasonable since the higher level the student gets into the difficult courses are. Subjects on this year's level focus on application in terms of real-world situations and analysis. And as for year levels 1-2, courses that are covered are the ones encountered during high school, but not all students were able to cope during year levels 1-2 because every student has their capabilities and doesn't have the same strengths as compared to others. Lastly, full load depicts a higher mean score of 15.367. Normally, students with a standard curricular schedule are not required to add additional load to their current or upcoming term. Still, those struggling to reach the required units are forced to add additional load to achieve the required units to take. This constitutes a more negative effect on the student's stress levels because more workloads, more incompetence, and lack of focus would be present during these times.

7. Conclusion

Just as professors handle multiple blocks for their subjects, the students take different subject courses with varying workloads. With the current pandemic, both sides are struggling, at the same time, to adjust to the new setup, which has been proven difficult for a lot of people involved. Based on the results of this study, students are finding it hard to balance their home obligations and academic role as there is no clear boundary between the two at home. Not all students are granted a healthy and efficient environment; thus, they have a lot on their plate to manage. With these summarizations, the researchers would like this paper to reach professors as this offers an insight on how the students are faring in this online situation. The two sides, the professors and the students, had to adjust to the pandemic abruptly, and it is logical to say that it is hard for everyone. As they are teachers and seniors in life, it would help a lot if they could adjust to the student's needs and understand their different circumstances. Offering a detailed school work schedule and progress, with a reasonable consideration on varying setup, would be a good step for the students to adjust their plans. Exams, which are highlighted to be difficult for students, also need to be addressed. With the results of this study, the exams given by the professors would be accepted well if they could be answerable with the platforms being used. It would also be good if both sides could communicate well to not have any misunderstandings among them. Professors that are easy to reach and talk to give relief to struggling students. As this online situation has both the giving and receiving end, the students must play their role well. Knowing the problem is already half of the solution, and this study would also help to know exactly what they are facing. As they are still students in this setup, they should study well and effectively as each subject is essential in any course. It would be good if they try to set priorities and work efficiently in a not self-damaging way. At any time, it would be best to try what they could do and always communicate their issues effectively. This setup is complex and one-of-its-kind. As a measure, this paper would like to suggest utilizing the readily available platforms for students and unifying a schedule that has ample time to work and learn.

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