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# **Academic Stress and Coping Mechanism among LIS students during the COVID-19 Pandemic – Route to Resilience and Recuperation**

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## **ABSTRACT**

The COVID-19 pandemic is considered as one of the most extraordinary disruptions, life-changing situations that had taken the entire world to an uninterrupted standstill in 2020. The pandemic had brought radically transformed the functioning of the universities globally. In India, sudden lockdown caused a move from the physical classroom to virtual learning, affecting academic stress, anxiety, fear, helplessness, and life quality among university students. A total number of 212 students of library and information science from various universities in Haryana enrolled in the study. The cross-sectional study examines the student's socio-demographic data, attitudes towards academic stress, and adopting various coping strategies during the COVID-19 pandemic. The data of 193 (91.04%) were analyzed using quantitative and qualitative methods. Nevertheless the study limitation, findings provided relevant data of academic stress and online education experience of the students during the COVID-19 pandemic. Students utilized various coping strategies to cope with academic stress to maintain life quality. Furthermore, university students are satisfied with the measure adopted by the Government to mitigate the risk of the COVID-19 pandemic. The study also suggested a plan to design of online learning structure, students' well-being, online stress management programs, and training of effective coping mechanisms that would support alleviating academic stress during a worldwide pandemic.

**KEYWORDS** – COVID-19, Pandemic, Academic Stress, LIS students, Coping Mechanism, Lockdown, Haryana

## **INTRODUCTORY**

The **World Health Organization** (WHO) indicates the outbreak of the COVID-19 pandemic as the spread of disease across international borders declared as a health crisis. It has changed

the lives of the population. COVID-19 is an infectious coronavirus that affects a large number of people through droplets. Realizing the emergency caused due to outbreak of COVID-19, the government of all the countries has closed all the academic institutions to regulate the spread of disease among the students and educators. Within a short span of time, teaching and learning had to be shifted from classroom learning to online learning format (**Aristovnik et al. 2020**).

Both the academic life and personal life of students have massively changed by the impact of lockdown, restrictions, social distancing, quarantine, and hygiene (**Zentari et al. 2020**). To stop the widespread of the COVID-19 virus, the Indian Government declared a nationwide lock-down of all academic institutes on 16 March 2020 (**Khattar et al, 2020**). The Government of India has taken several preventive measures and published guidelines for schools, colleges, and Universities regarding shifting classroom education to virtual learning (**Dhawan, 2020; Sarif, 2020**).

After UGC approval, the validation of online learning has started increasing in India (**Raj, 2020**). Swayam is an Indian Massive open online course (MOOC) launched by the Government of India covering 1900 courses including both school and higher education in all subjects containing humanities, engineering, social sciences, law, library sciences, IT, and management courses (**Jena, 2020**). Despite various government measures to promote online education, students are facing many difficulties. Many studies conducted marked that the COVID-19 pandemic has caused a prompt increase in the level of anxiety, stress, and depression (**Pieh et al., 2020; Valero & Duran, 2020; Rodriguez-Rey, Garrido-Hernansaiz & Collado, 2020; Tzur-Bitan et al., 2020**). The perceived stress arose by the COVID-19 pandemic had an impact on university students emotions, psychological well being and new blended learning process (**Capone et al., 2020**). Therefore, the present study aimed at examining the student's socio-demographic data, attitudes towards academic stress, and adopting various coping strategies during the COVID-19 pandemic

## **LITERATURE REVIEW**

Taking into consideration anticipated results of Pandemic and to prevent the human population, lockdown is the only measure to control the larger spread of COVID-19 virus. Education is the foremost sector which affected most due to COVID-19 Pandemic lockdown (**Shahbaz et al., 2021**). An online survey took by (**Akdeniz et al., 2020**) on attitude of university students of Turkey during the COVID-19 outbreak reported that 38% of respondents had felt fear and

anxiety. Several researchers from within European Union have explained more than 60% of university students in France, Spain and Poland had increased feelings of fear, stress, and anxiety (**Diaz-Jimenez et al., 2020; Husky, Kovess-Masfety & Swendsen, 2020; Rogowska, Kusnierz & Bokszczanin, 2020**). **Kecojevic et al., (2020)** emphasized that the real scenario of university life has been completely changed both for the teaching fraternity and students.

**Wang & Zhao (2020)** found during the COVID-19 pandemic, University students have reported 71.26% elevated levels of stress and anxiety. In the same vein, **Li et al., (2020)** underlined that among 167 college students, 50.9% reported psychological stress, 0.5% suffered from poor mental health and 3.2% struggled with poor sleep quality. This shows there was a strong correlation between students' perception of COVID-19 and level of self-perceived mental health, psychological stress, and sleep quality. **Colizzi et al. (2020)** stated that, explicitly, the panic of getting infected can increase stress and anxiety symptoms. Likewise, **Brooks et al. (2020)** reported fear of infection, either from the COVID-19 pandemic itself or of infecting their family members also resulted in stress and depression. Another study, undertaken by **Park et al.(2020)** reported that there were other stressors including online learning, lack of technological assistance, education opportunities, job training, internship, degree completion, etc. associated with academic stress during the COVID-19 pandemic lockdown. With these consequences, the academic life of university students has become more stressful (**Hasan et al., 2020; Song et al., 2020**). **Piña-Ferrer (2020)** highlighted pandemic leads to somatic symptoms including insomnia, irritability, not able to develop normal routine life, anger, poor concentration.

The rapid expansion of COVID-19 caused a great extent of uncertainty, fear, and anxiety (**Kowal et al.2020; Ramos-Lira et al., 2020**). A study conducted by **AlAteeq, Aljhani & AlEesa (2020)** revealed that the level of stress in university students is higher than in high school students and there need to conduct lectures to address the students' stress and anxiety during the distance-learning process. Likewise, **Xia & Duan (2020)** undertook a study on Chinese international students, discovered Chinese cultural philosophies may act as active coping strategies to adjust negative emotions and pandemic-related stress. Moreover, **Al-Rabiaah et al. (2020)** reported that the sudden outbreak of the COVID-19 pandemic brought academic stress and resulted in an adverse effect on the learning process and overall mental health of the students of the medical university of Saudi Arabia. Some of the studies reflected during COVID-19, student population showed a moderate level of perceived stress score (PSS). **Sheroun et al (2020)** reported mean PSS among B.Sc Nursing students in Pune were 21.88

( $\pm 4.30$ ). **Liu, Liu, & Zhong (2020)** found the strongest PSS among students was 23.87 ( $\pm 6.18$ ). Similarly, Son et al. (2020) reported moderate PSS among college students' mental health in the United States was 18.8 ( $\pm 4.9$ ) during the sudden occurrence of the COVID-19 pandemic.

A study conducted by **Baloch et al. (2021)** on Pakistani university students between the age group of 19-25 years specifically evaluated both problem-focused and emotion-based coping strategies. The findings showed females and those with higher levels of fear and anxiety are more intended towards social support and sympathy-seeking strategies. **Kostic et al. (2021)** revealed that due to the COVID-19 pandemic, university students in south-east Serbia faced unexpected interruptions in their academic lives, sudden close down of university, online learning, restrictions on social interactions and public health protocols like quarantine, stay-at-home orders, isolation resulted in academic stress and reduce social contacts. **Chhetri, B., Goyal, L.M., Mittal, M., & Battineni, G. (2021)** conducted an online survey using the Perceived Stress Scale (PSS) to understand the level of stress, psychological imbalance, and facing obstacles during the COVID-19 pandemic lockdown. The study indicated females were come across with more stress and anxiety than males due to their hectic life events. The study recommended mental well-being of the students should be regularly monitored to lessen their stress towards their studies and forthcoming careers.

**Hossain, M.J., Ahmmed, F., Rahman, S.M., Sanam, S., Emran, T.B., & Mitra, S. (2021)**, conducted a cross-sectional web-based survey among university students of Bangladesh. Using a snowball simple sampling technique, it was observed 57% of university students had fear of academic delay (FAD), and subsequently, 59.70% of students had psychological stress (PS) thereafter one year of the COVID-19 outbreak in Bangladesh which should be alleviated by the educationalists, Universities and Government efforts. **Ibharim, Yusof & Peter (2022)** described that out of 305 respondents, 131 (42.9%) had severe stress, 47 (15.4%) had normal stress, and 32 (10.5%) had mild stress. The findings of the study concluded that home-based online learning and financial limitations were the main reason for perceived stress among university students during COVID-19.

Recent studies conducted by **Kumalasari & Akmal (2022)** revealed that academic resilience act as a noteworthy moderator that helps to damp down the impact of academic stress tied up with online learning. In another study, **Yousif, Arbab, and Yousef (2022)** expressed that the COVID-19 worsened the academic stress among medical students and had negative impact on

academic performance. Mentoring, academic counselling and execution of stress lessening programs are greatly recommended.

## **RESEARCH OBJECTIVES**

The research was conducted to understand and evaluate the perception of academic stress as experienced by LIS students and coping mechanisms during the current COVID-19 pandemic. The troubling education because of the frequent lockdown has made the situation very disturbing for educational institutions, teaching community, students and their families. The objectives of the study are:-

1. To recognize the factors affecting academic stress among students during the Covid-19 pandemic.
2. To evaluate the coping mechanism by students to overcome academic stress.
3. To find insight into the covid-19 pandemic made life challenging.
4. To identify the satisfaction level with the preventive measures of the Government of India to mitigate the Covid-19 pandemic.
5. To understand the academic standpoint on the stress of the COVID-19 pandemic affecting academic performance.
6. To understand the academic standpoint on coping mechanisms that alleviate academic stress during the COVID-19 pandemic.

## **HYPOTHESES**

Hypothesis 1- There is a significant difference between academic stress and academic performance among respondents during the COVID-19 pandemic.

Hypothesis 2- There is a significant difference between coping mechanisms and academic stress among respondents during the COVID-19 pandemic.

## **RESEARCH METHODOLOGY**

**Study Population-**The study population includes students of both undergraduate and postgraduate degrees in Library and Information Science from four universities of Haryana offering a Library and Information Science programme.

**Table 1 – Brief profile of the University**

Name of the University	Location	Governed by	Established	Specialization	Library and Information Science Programme
Kurukshetra University	Kurukshetra	State	1956	General	<ul style="list-style-type: none"><li>• Bachelor Degree Programme (Couse duration -1 year)</li><li>• Master Degree Programme (Couse duration -1 year)</li></ul>
Maharshi Dayanand University	Rohtak	State	1976	General	<ul style="list-style-type: none"><li>• Bachelor Degree Programme (Couse duration -1 year)</li><li>• Master Degree Programme (Couse duration -1 year)</li></ul>
Central University of Haryana	<u>Mahendragarh</u>	Central	2009	General	<ul style="list-style-type: none"><li>• Master Degree Programme (Couse duration -2 year)</li></ul>
Baba Mastnath University	Rohtak	Private	2012	General	<ul style="list-style-type: none"><li>• Bachelor Degree Programme (Couse duration -1 year)</li><li>• Master Degree Programme (Couse duration -1 year)</li></ul>

**Data Collection** - Using a purposive sampling method, the researcher approached a group of undergraduate and postgraduate degree students of Library and Information Science of four universities of Haryana offering Library and Information Science programme namely Kurukshetra University, Maharshi Dayanand University, Central University of Haryana and Baba Mastnath University. The online survey was conducted using a structured Google form to collect the data during the timeline of 10 January 2022 to 24 January 2022. A total number of 212 students were approached and with the constant follow-ups, 193 (91.04%) students have responded filled with the valid responses and were incorporated into the study. A structured questionnaire using Google Form was the research tool of this cross-sectional study and the link of the Google Form was shared through emails and Whatsapp to the contacts of the researcher. The questionnaire contained 5 major domains:

1. Socio-demographic profile of respondents
2. Factors affecting stress among students during Covid-19. The section contained 18 statements of factors affecting academic stress among respondents. Respondents were asked to give their responses on a 3-Point Likert scale ranging from ‘Highly stressed’, ‘Moderately Stressed’ and ‘Low stressed’.

3. Coping mechanism followed by students to deal with the COVID-19 pandemic - The section contained 15 statements. The respondents were asked to give their responses in 'Yes' or 'No'.

4. General opinion view- The section contained 2 statements on the general opinion view. The respondents were asked to give in 'Yes', 'No' or 'May be'.

5. Academic standpoint – The section contained only 2 statements on academic standpoint during the COVID-19 pandemic. The respondents were asked to give their responses in 'Yes' or 'No'.

A telephonic discussion was also undertaken by a researcher with respondents to discuss the effectiveness of coping mechanisms to deal with academic stress. Considering the ethical confidentiality, responses of the respondents were ensured.

**Limitation of the Study-** The study was undertaken on a target population of students pursuing undergraduate and postgraduate degrees in Library and Information Science of the universities of Haryana offering Library and Information Science programs. Hence the results obtained cannot be generalized to a large population.

## DATA ANALYSIS

A structured questionnaire using Google Form was distributed among 212 students were approached and with constant follow-ups, 193 students have responded filled with valid responses and were incorporated into the study. The response rate calculated 91.04%. All the data were recorded and presented in a tabular format and MS-Excel was used to analyse the recorded data. Results based on the analysed data; findings have been presented.

**Table 2 - Socio-demographic details of respondents**

Details of respondents		Percentage
Number	193	91.04
University	Response received	
• Kurukshetra University	41	21.24
• Maharshi Dayanand University	83	43.01
• Central University of Haryana	33	17.10
• Baba Mastnath University	36	18.65
Degree		
• Undergraduate	107	55.44
• Postgraduate	86	44.56
Hours spent for study		
• Less than 3 hours	23	11.92
• 3-6 hours	102	52.85
• More than 6 hours	68	35.23
Hours spent for sleep/relax		

• Less than 4 hours	17	8.81
• 4-8 hours	143	74.09
• More than 8 hours	33	17.1

Table 2 illustrates the Socio-demographic details of respondents. The data shows a maximum number of respondents were from Maharshi Dayanand University (43.01%), followed by Kurukshetra University 21.24%), Baba Mastnath University (18.65%) and Central University of Haryana (17.10%). A total number of 107 (55.44%) undergraduate students and 86 (44.56%) participated in this online survey. Maximum 52.85% students spent 3-6 hours in a day for study and 74.09% students spent 4-8 hours for sleep and relax.

### Factors affecting academic stress among students during Covid-19

**Table 3 – Factors affecting academic stress among students during Covid-19**

Factors affecting academic stress	Highly stressed	Moderately stressed	Low stressed
Fear about perceived risk of contact of Covid-19 virus.	129 (66.84%)	52(26.94%)	12(6.22%)
Worried about health of family members	157 (81.35%)	33(17.1%)	3(1.55%)
Feeling of anxiety/ depression because of Covid-19 pandemic situation	46 (23.83%)	85(44.04%)	62(32.12%)
Feeling of loneliness because of social distancing	51 (26.42%)	83(43.01%)	59(30.57%)
Feeling of dull/inflexible affect family and social life	43 (22.28%)	119(61.66%)	31(16.06%)
Difficulty with online learning environment	102 (52.85%)	64(33.16%)	27(13.99%)
Difficulty in establishing a routine schedule	64 (33.16%)	107(55.44%)	22(11.4%)
Difficulty in concentration in study	105 (54.4%)	73(37.82%)	15(7.77%)
Grade suffering due to online study	134 (69.43%)	41(21.24%)	18(9.33%)
Fear of job opportunities	121 (62.69%)	67(34.72%)	5(2.59%)
Feeling of fear of performance does not meet teacher's expectations	146 (75.65%)	38(19.69%)	9(4.66%)
Problem related with personal interaction with classmates and educators	29 (15.03%)	48(24.87%)	116(60.10%)
Logistics problem in online learning (internet connection, latest device, unfamiliarity with edutech tools, etc)	131 (67.88%)	50(25.91%)	12(6.22%)
Lack of motivation and guidance from educators	23 (11.92%)	49(25.39%)	121(62.69%)
Stress from assignment and workload	44 (22.8%)	122(63.21%)	27(13.99%)
Uncertainty of examination schedule	156 (80.83%)	28(14.51%)	9(4.66%)
Sleep pattern affected	37 (19.17%)	139(72.02%)	17(8.81%)
Inflexible timing schedule of online classes	43 (22.28%)	92(47.67%)	58(30.05%)

## Graphical representation - Factors affecting academic stress among students during Covid-19

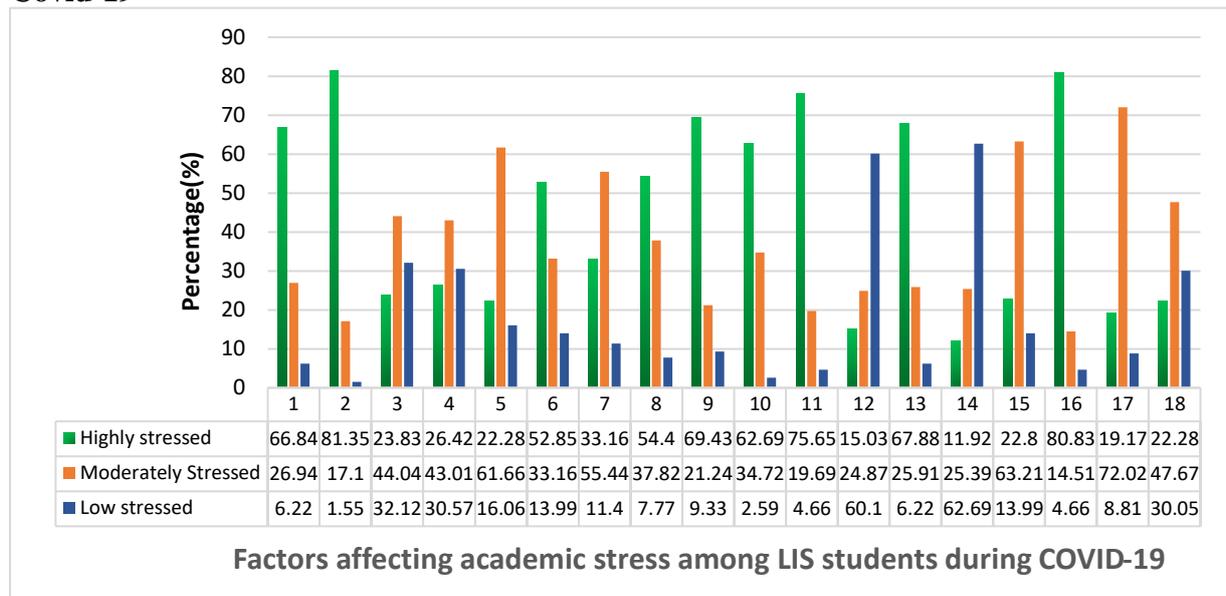


Table 3 and Graphical representation illustrates factors affecting academic stress among students during Covid-19. More than 80% of LIS respondents felt highly stressed on factors Worried about the health of family members (81.35%) followed by Uncertainty of examination schedule (80.83%). More than are 75% highly stressed because of the feeling of fear of performance does not meet teachers' expectations (75.65%). More than 65% due to logistics problems in online learning (internet connection, latest device, unfamiliarity with edutech tools, etc. – 67.88%), Fear about the perceived risk of contact of Covid-19 virus (66.84%) and more than 50% found difficulty with online learning environment (52.85%). More than 70% of the LIS respondents felt moderately stressed as Sleeping pattern affected (72.02%), more than 60% stressed for assignment and workload (63.21%), feeling dullness dull/inflexible affect family and social life (61.66%) and 55% of respondents moderately stressed due to difficulty in establishing a routine schedule (55.44%). More than 60% of the LIS respondents found low stress on factors- Lack of motivation and guidance from educators (62.69%) and Problem-related to personal interaction with classmates and educators (60.10%) that explains LIS respondents got satisfied because of proper motivation and guidance their teaching staff and well connected with faculties and classmate. Better assistance from teaching staff and allied with classmates definitely help respondents to have an effective leaning environment during the COVID-19 pandemic.

## Coping mechanisms followed by students during Covid-19

**Table 4 - Coping mechanisms followed by students during Covid-19**

Coping mechanisms followed by students during Covid-19	Yes	No
Reading and following the guidelines issued by the Government of India for precaution and prevention.	191(98.96%)	2(1.04%)
<b>Strictly follow personal protective measures (Handwash, Sanitizer, Mask etc.)</b>	<b>193(100%)</b>	0(0%)
Avoid social contact or going out in public places to reduce the risk of Covid-19 infection.	188(97.41%)	5(2.59%)
Avoid large gatherings and meetings	182(94.3%)	11(5.7%)
Engage in Exercise, meditation, yoga, etc to keep oneself healthy	185(95.85%)	8(4.15%)
Engage in relaxing activities (music, gardening, singing, playing online games etc)	177(91.71%)	16(8.29%)
Praying and worship for positive energy	126(65.28%)	67(34.72%)
Learning new hobbies/ skills	157(81.35%)	36(18.65%)
Chat with family and friends to relieve stress and obtain mental support	167(86.53%)	26(13.47%)
Avoid too much media news about Covid-19 and related fatalities	133(68.91%)	60(31.09%)
Lessen down emotions by screaming, crying etc.	124(64.25%)	69(35.75%)
Use of social networks like Whatsapp, Facebook, Youtube, etc. to reduce stress.	186(96.37%)	7(3.63%)
Modifying with the physical study environment	170(88.08%)	23(11.92%)
Get help and guidance from the educators on online learning	190(98.45%)	3(1.55%)
Get help from doctors for medical advice and reassurance	119(61.66%)	74(38.34%)

## Graphical representation- Coping mechanisms followed by students during Covid-19

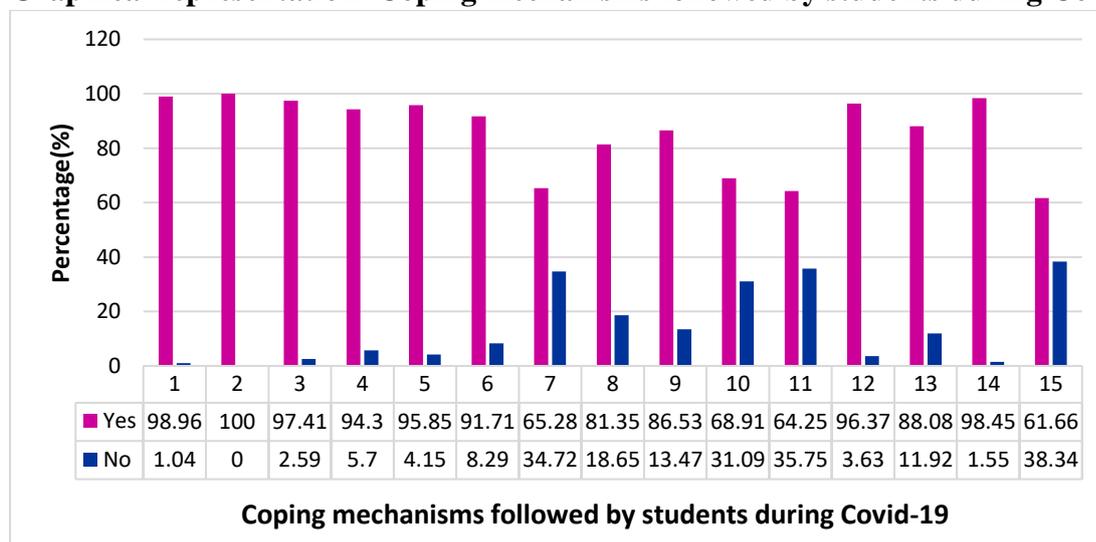


Table 4 and Graphical representation illustrates coping mechanisms followed by students during Covid-19. 100% of respondents found strictly following personal protective measures (Handwash, Sanitizer, Mask etc.) as one of the best coping mechanisms followed by students during Covid-19. More than 95% agreed on Reading and follow the guidelines issued by the Government of India for precaution and prevention (98.96%), Get help and guidance from the

educators on online learning (98.45%). Avoid social contact or going out in public places to reduce the risk of Covid-19 infection (97.41%) and Use of social networks like Whatsapp, Facebook, Youtube, etc. to reduce stress (96.37%), Engage in Exercise, meditation, yoga, etc to keep oneself healthy (95.85%) and more than 90% of respondents found Avoid large gatherings and meetings (94.3%) and Engage in relaxing activities (music, gardening, singing, playing online games etc) for entertainment (91.71%) as most effective coping mechanisms followed by students during Covid-19 pandemic.

### General Opinion View

**Table 5A illustrates the General Opinion View on ‘Do you believe pandemic made life challenging?’**

Statement	Yes	No	May be
Do you believe pandemic made life challenging?	125(64.77%)	17(8.81%)	51(26.42%)

#### Graphical presentation

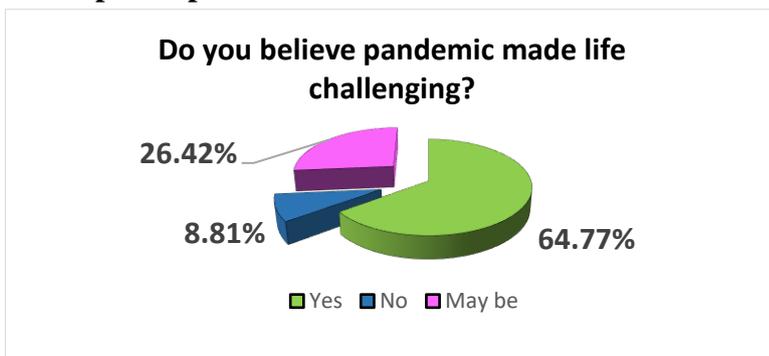


Table 5A and Graphical representation on General Opinion View on ‘Do you believe pandemic made life challenging?’ Explains 64.77% of respondents believe pandemics made their life challenging both from a psychological and academic lookout.

**Table 5B illustrates the General Opinion View on ‘Do you satisfied with the preventive measures of the Government of India to mitigate Covid-19 pandemic?’**

Statement	Yes	No	May be
Do you satisfied with the preventive measures of the Government of India to mitigate Covid-19 pandemic?	118(61.14%)	22(11.40%)	53(27.46%)

#### Graphical presentation

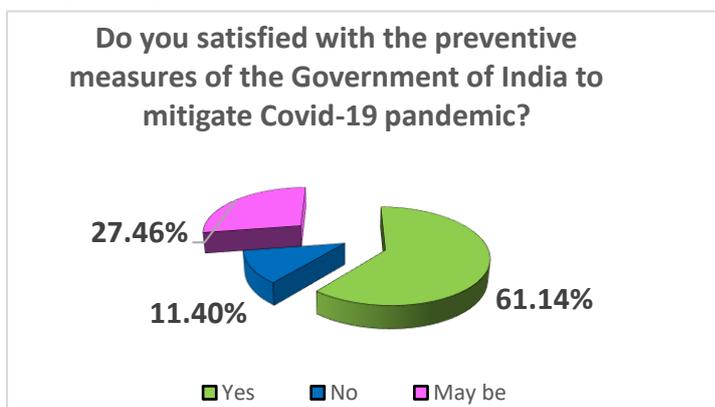


Table 5A and Graphical representation on General Opinion View on Do you satisfied with the preventive measures of the Government of India to mitigate Covid-19 pandemic? Explains 61.14% LIS respondents showed satisfaction with the preventive measures of the Government of India to mitigate Covid-19 pandemic.

## Academic Standpoint during COVID-19 pandemic affect he academic performance

**Table 6A – demonstrates the academic standpoint on ‘Do you believe e academic stress affect the academic performance?’ during the COVID-19 pandemic**

Statement	Yes	No	Total
Do you believe stress affect the academic performance?			
Undergraduate	92(47.67%)	15(7.77%)	<b>107(55.44%)</b>
Postgraduate	80(41.45%)	6(3.11%)	<b>86(44.56%)</b>
<b>Total</b>	<b>172(89.12%)</b>	<b>21(10.88%)</b>	<b>193(100%)</b>

Table 6(A) demonstrates that 172 (89.12%) of respondents believe that academic stress affect academic performance during the COVID-10 pandemic lockdown.

### Testing of Hypothesis

Hypothesis 1- There is a significant difference between academic stress and academic performance among respondents during the COVID-19 pandemic.

When responses taken on academic stress affect academic performance among respondents during the COVID-19 pandemic was statistically tested, the chi-square statistic is 2.4382. The *p*-value is .118409, which means not significant at  $p < .05$ . When the entire data was statistically tested, it was found not significantly different. Therefore, the null hypothesis “There is no significant differences between academic stress and academic performance among respondents during COVID-19 pandemic” is almost accepted.

## Academic standpoint on coping mechanisms alleviates the academic stress during the COVID-19 pandemic.

**Table 6B – demonstrates the academic standpoint on ‘Do you believe coping mechanisms alleviate academic stress?’ during the COVID-19 pandemic**

Statement	Yes	No	Total
Do you believe coping mechanisms alleviate academic stress?			
Undergraduate	88(45.6%)	18(9.33%)	<b>107(55.44%)</b>
Postgraduate	76(39.38%)	11(5.7%)	<b>86(44.56%)</b>
<b>Total</b>	<b>164(84.97%)</b>	<b>29(15.03%)</b>	<b>193(100%)</b>

Table 6(B) demonstrates that 164 (84.97%) of respondents believe that coping mechanisms alleviate academic stress during the COVID-19 pandemic lockdown.

### Testing of Hypothesis

Hypothesis 2- There is a significant difference between coping mechanisms and academic stress among respondents during the COVID-19 pandemic.

When responses taken on coping mechanisms alleviate academic stress among respondents during the COVID-19 pandemic was statistically tested, the chi-square statistic is 0.7041. The *p*-value is .401422, which means not significant at  $p < .05$ . When the entire data was statistically tested, it was found not significantly different. Therefore, the null hypothesis “There is no significant differences between coping mechanisms and academic stress among respondents during the COVID-19 pandemic” is almost accepted.

## **FINDINGS OF THE STUDY**

1. The present research study covers four universities of Haryana offering Library and Information Science programs namely Kurukshetra University, Maharshi Dayanand University, Central University of Haryana, and Baba Mastnath University. A total number of 212 students were approached and with the constant follow-ups, 193 (91.04%) students have responded filled with the valid responses and were incorporated into the study.
2. A total number of valid 193 respondents includes 41 (21.24%) of respondents from Kurukshetra University, 83 (43.01%) from Maharshi Dayanand University, 33 (17.10%) from Central University of Haryana and 36 (18.65%) from Baba Mastnath University.
3. A study covers 107 (55.44%) respondents from Undergraduate LIS students and 86 (44.56%) from Postgraduate LIS students.
4. A study reflects 102 (52.85%) of respondents spent 3-6 hours for study followed by 68 (35.23%) of respondents who spent more than 6 hours.
5. A study reflects 143 (74.09%) of respondents spent 4-8 hours for sleep/relax followed by 33 (17.10%) of respondents who spent more than 8 hours a day for sleep/relax.
6. Table 3 lists some of the most considerate factors that lead to academic stress among respondents during the COVID-19 pandemic were - Worried about health of family members 157 (81.35%), followed by Uncertainty of examination schedule 156 (80.83%), and Feeling of fear of performance does not meet teacher's expectations 146 (75.65%). A number of 139 (72.02%) were moderately stressed because their sleep pattern got affected.

7. Table 4 listed several coping mechanisms to cope with the COVID-19 pandemic lockdown situation. A total number 193 (100%) of respondents agreed on strictly follow personal protective measures (Handwash, Sanitize, Mask, etc.). More than 95% agreed on Reading and follow the guidelines issued by the Government of India for precaution and prevention (98.96%), Get help and guidance from the educators on online learning (98.45%). Avoid social contact or going out in public places to reduce the risk of Covid-19 infection (97.41%) and Use of social networks like Whatsapp, Facebook, Youtube, etc. to reduce stress (96.37%), Engage in Exercise, meditation, yoga, etc to keep oneself healthy (95.85%).
8. Table 5(A) illustrates that 64.77% of respondents believe pandemics made their life challenging both from a psychological and academic lookout. Table 5(B) explains 61.14% LIS respondents showed satisfaction with the preventive measures of the Government of India to mitigate the Covid-19 pandemic.
9. Table 6(A) demonstrates that 172 (89.12%) of respondents believe that academic stress affects academic performance during the COVID-10 pandemic. When the entire data was statistically tested, using the Chi-square test it was found not significantly different. Therefore, the null hypothesis “There is no significant differences between academic stress and academic performance among respondents during COVID-19 pandemic” is almost accepted. Table 6(B) demonstrates that 164 (84.97%) of respondents believe that coping mechanisms alleviate academic stress during the COVID-19 pandemic lockdown. When the entire data was statistically tested, using the Chi-square test it was found not significantly different. Therefore, the null hypothesis “There is no significant differences between coping mechanisms and academic stress among respondents during the COVID-19 pandemic” is almost accepted.

## **SIGNIFICANCE AND IMPLICATIONS**

The research study would be productive to the educational institutions, teaching community, students and their families to realize the ramification of the current online education. Experts will need to work more to derive more inclusive information and can be implemented to expand the scope of online learning. A further comprehensive plan should be implemented for online stress management programs, online clinical intermediations assistance, designing psycho-

educational orientation and training for effective coping mechanisms would definitely help the teaching-learning community to alleviate academic stress during a COVID-19 pandemic.

## CONCLUSION

The COVID-19 pandemic proved that education is not delimited merely on conducting classes, however, it revolves around open discussion, interactions, brainstorming, resolving unconditional hesitations and individual attention & mentoring each student for building their comfort according to the online teaching-learning environment. Across the globe, the COVID-19 pandemic made life challenging and created a direct impact on students, the teaching community and institutions. For awakening learning approach should be adopted by academic institutions and government to diversify students' minds towards self-care, skilful learning, self-exploration, enhancing critical thinking & creativity, building spiritual connection etc. All these activities heighten physical immunity, mental strength, healing internally, work-oriented and ultimately facilitate students to gain maximum delivered satisfaction with both academic and applied skilful learning. Effectiveness of coping mechanisms followed by students during Covid-19 helping them grow sensibly according to trend, technology and balanced lifestyle.

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