



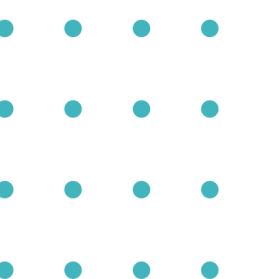
ACRS WORKSHOP

Research Presentation

Team OKAY

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INTRODUCTION



Research Question

What factors contribute to the stress experienced by Parami Undergraduates in the online learning environment?



Problem Statement

New challenges in online learning with potential effect on student's well-being. The focus we are mostly concerned is the neglect on what causes students's stress,



As limited research is done to identify stress factors among online undergraduates, it is crucial to investigate and identify key stress factors to effectively support student's well-being and academic success at Parami.



OBJECTIVES

01 - Aware



To raise awareness of stress factors prevalent among Parami Undergraduates

02 - Understand



To understand the specific stress factors experienced by Parami online undergraduates

03 - Support



To support students by seeking effective and efficient mechanisms from the institution

why it is important?

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OVERVIEW



This study seeks to identify key factors contributing to this stress, with the goal of supporting students' overall well-being and academic success. By understanding the specific obstacles students face, the university can address these concerns and seek effective solutions. Our ultimate purpose is to identify the potential contributing factors that have affected students mentally in terms of stress and anxiety, and raise awareness of the university to design necessary protocols or provide support to help students cope with these conditions effectively.

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BACKGROUND

Background: Literature Review

1. Impact of the COVID-19 pandemic and the Russia-Ukraine war on stress and anxiety in students: A systematic review

- Increased stress and anxiety during the global pandemic and Russia-Ukraine war
- Factors contributing to stress and anxiety
- Gender differences
- Analyzing the stress and anxiety symptoms
- Sampling and data analyzing strategies

2. Depression and anxiety among online learning students during the COVID-19 pandemic: a cross-sectional survey in Rio de Janeiro, Brazil

- Mental health issues specifically depression and anxiety happen in online learning during the pandemic.
- Online learning satisfaction
- Connection between depression and anxiety
- Challenges faced by students
- Sample research questions





METHODS

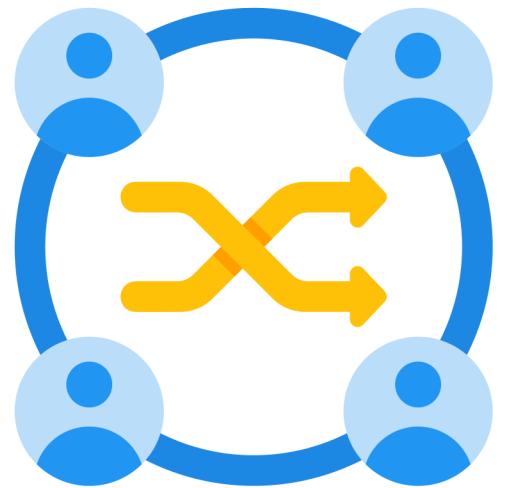
Our Data Analysis



**Online Survey
Questionnaire**



**Semi-structured
Focus Group Discussion**



**Random
Sampling**



**Number of
Respondents**



RESULTS



Stress level (ranging from 1 to 10)

- The average stress level of 14 females is 5.68 and 5 males is 5.8.

Frequency of stress within a week

- among the 22 respondents, 9 respondents answered often and always

Feeling about isolation during online classes

- **10** students out of 22 feel isolation during online classes.

Students' experience about hard or uncertain feelings during the academic year at Parami University

- **11** students out of 22 experience hard or uncertain feelings very often.



What factors contribute to the stress experienced by Parami Undergraduates in the online learning environment?

Most stressful factors at Parami



15

out of 22 students are stressed from **PARAMI** higher than 5 on a scale of 10

The key findings indicate that there are different variables of stressors, while study workloads and academic results contribute significantly to stress in Parami including the unexpected results coming from requirements of the institution, and other personal, financial, and social impacting on their learning at Parami leading to stress

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Frequency of PLUS experiencing stress

Impact on students

Positively impact

4 students

Negatively impact

18 students

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Data Collection Method



Online Survey
Questionnaire



Semi-structured
Focus Group Discussion



Random
Sampling



Number of
Respondents

Recommendation from FGD

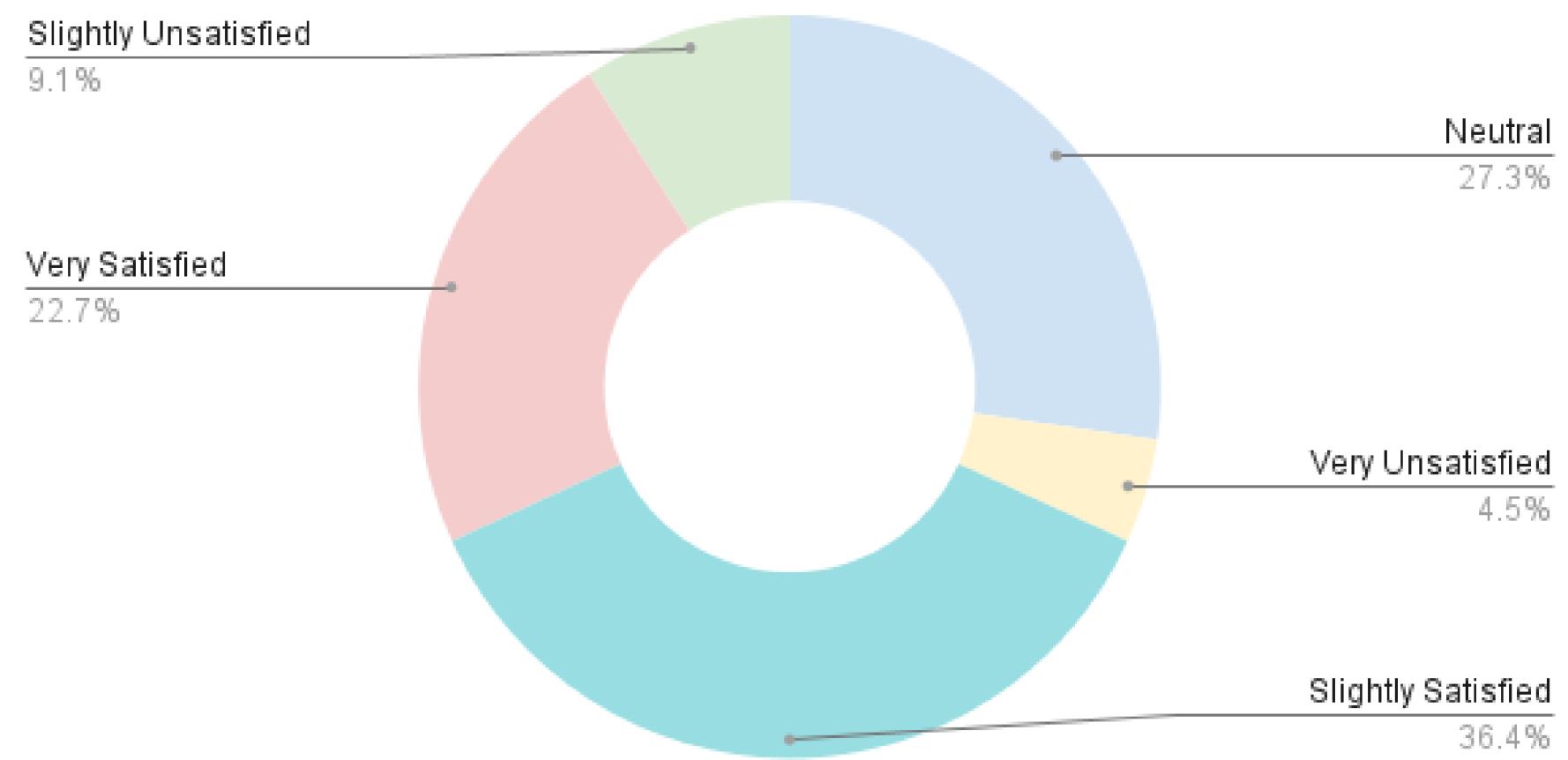
- Give More Efficient, Specific, and Practical Academic Workloads to Students
- Be More Flexible with Strict Rules (Camera, Attendance, Plagiarism)
- Be More Understandable to Students (Classfellows, Plagiarism, Logistic Issues)
- Be More Communicative with Students
- Have More Preparations for Possible Challenges of Students
- Have More Efficient Staff's Workforce & Human Resource



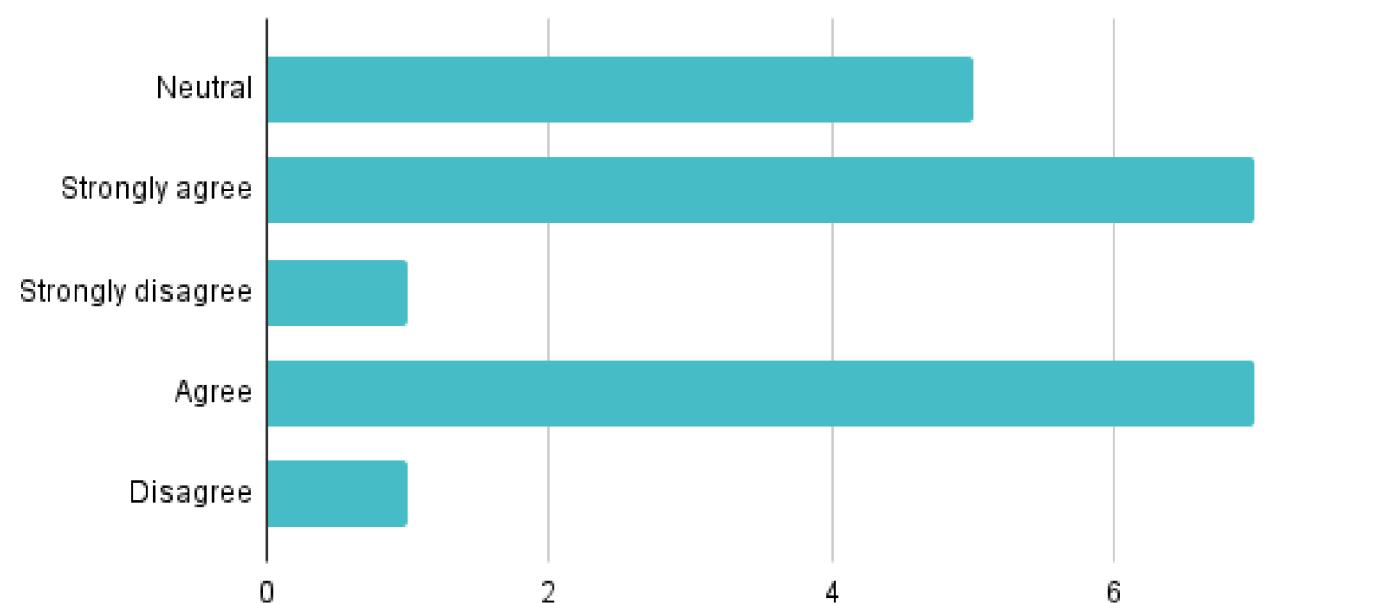
RESULTS

Parami's learning experience and role

Count of How would you rate your online learning experience at Parami University?



Count of To what extent do you agree or disagree with the following statement?



"Parami University should be serious about the students' stress."



Impact of stress on students

Academic performance

- Significant effect - 7 students
- Moderate effect - 10 students

**Positively impact
4 students**

**Negatively impact
18 students**

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Student's Reality and Behaviours

Ability to handle stress

- 9 out of 22 students said they can handle their stress while 5 students reported very poor in dealing with it



Mental Awareness

- **only 4** out of 22 students are very aware of their mental health

Drop out thought

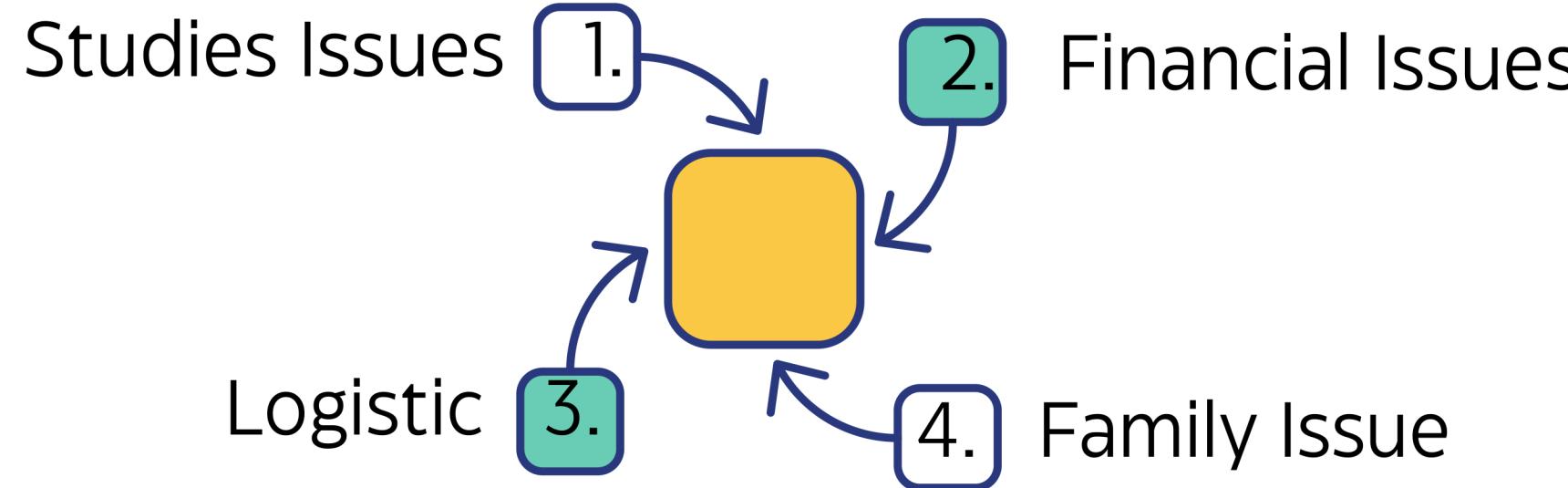
- 13 students out of 22 have experienced thinking of dropping out from Parami due to stress
- 9 students never felt like quitting

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DISCUSSION



Usual causes of stress in student's life



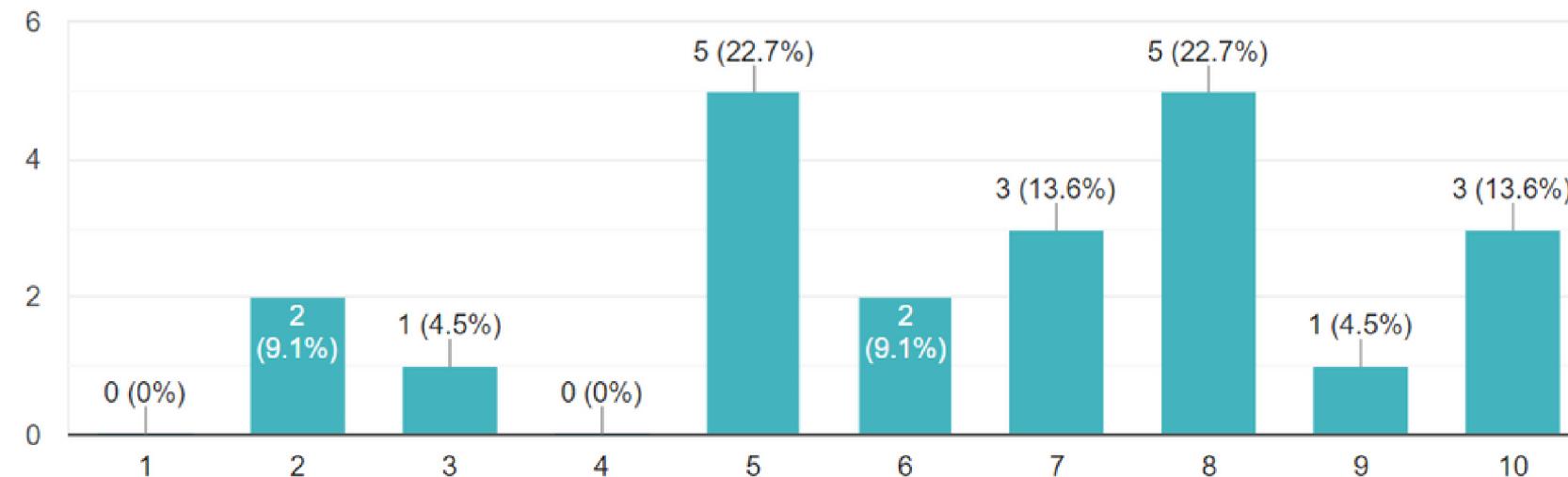
Most stressful factors at Parami

- 1 **Study workload**
- 2 **Grades**
- 3 **No campus social life**
- 4 **Financial Pressure**



DISCUSSION

Parami Being Stress Factor



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out of 22 students are stressed from **PARAMI** higher than 5 on a scale of 10

▪ 22



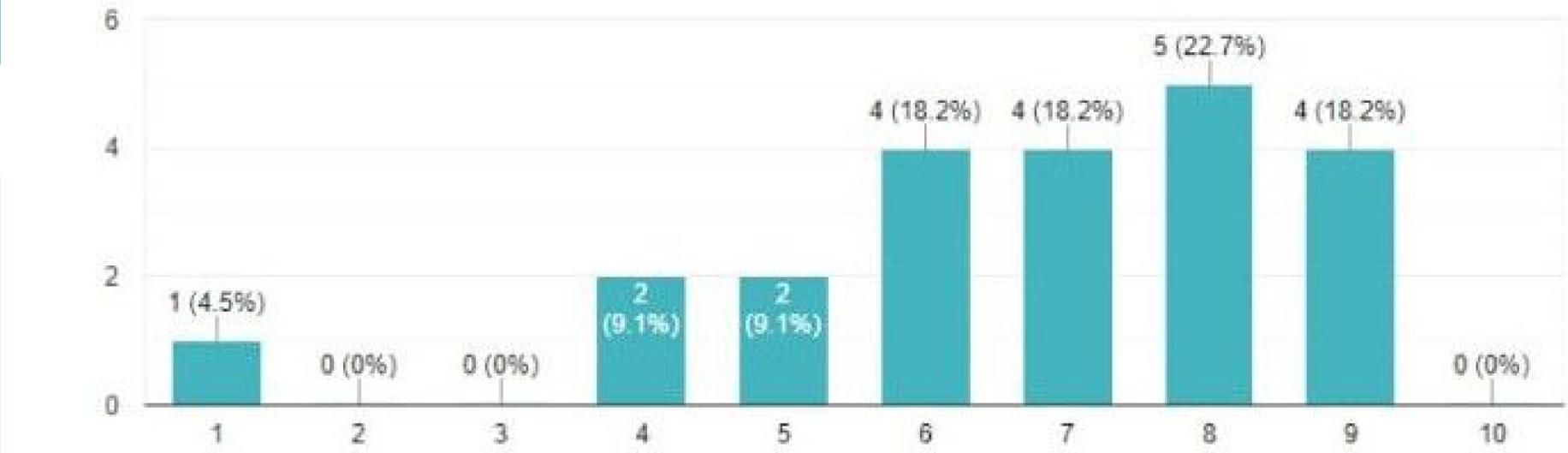
- Average stress level for students is 6.54 out of 10 scores in academic results
- Three students from focus group discussion mentioned becoming seriously stressed since after joining Parami



Personal matters Being Stress Factor

17

out of 22 students are stressed from **personal matter** higher than 5 on a scale of 10



- only one student got the lowest stress from personal matters.
- Included - Relationship Matters, Work (Job) related issues, Health Problems, and Logistics problems such as internet connection, electricity blackouts, social problems, financial and outside studies



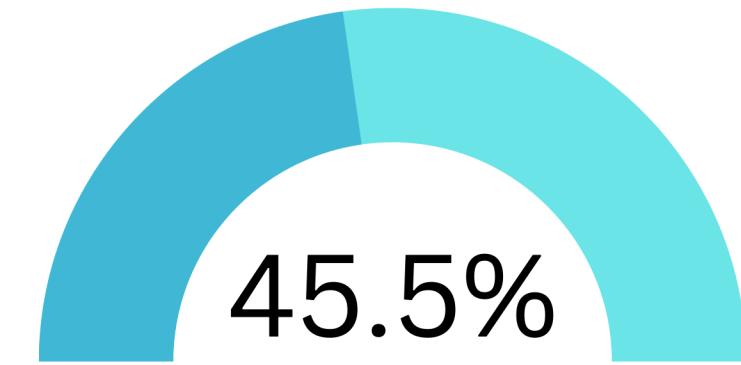
Financial Concerns

1. Financial Issues



Students chose Financial issues as **one of the usual causes** of stress in their lives

2. Financial Pressure

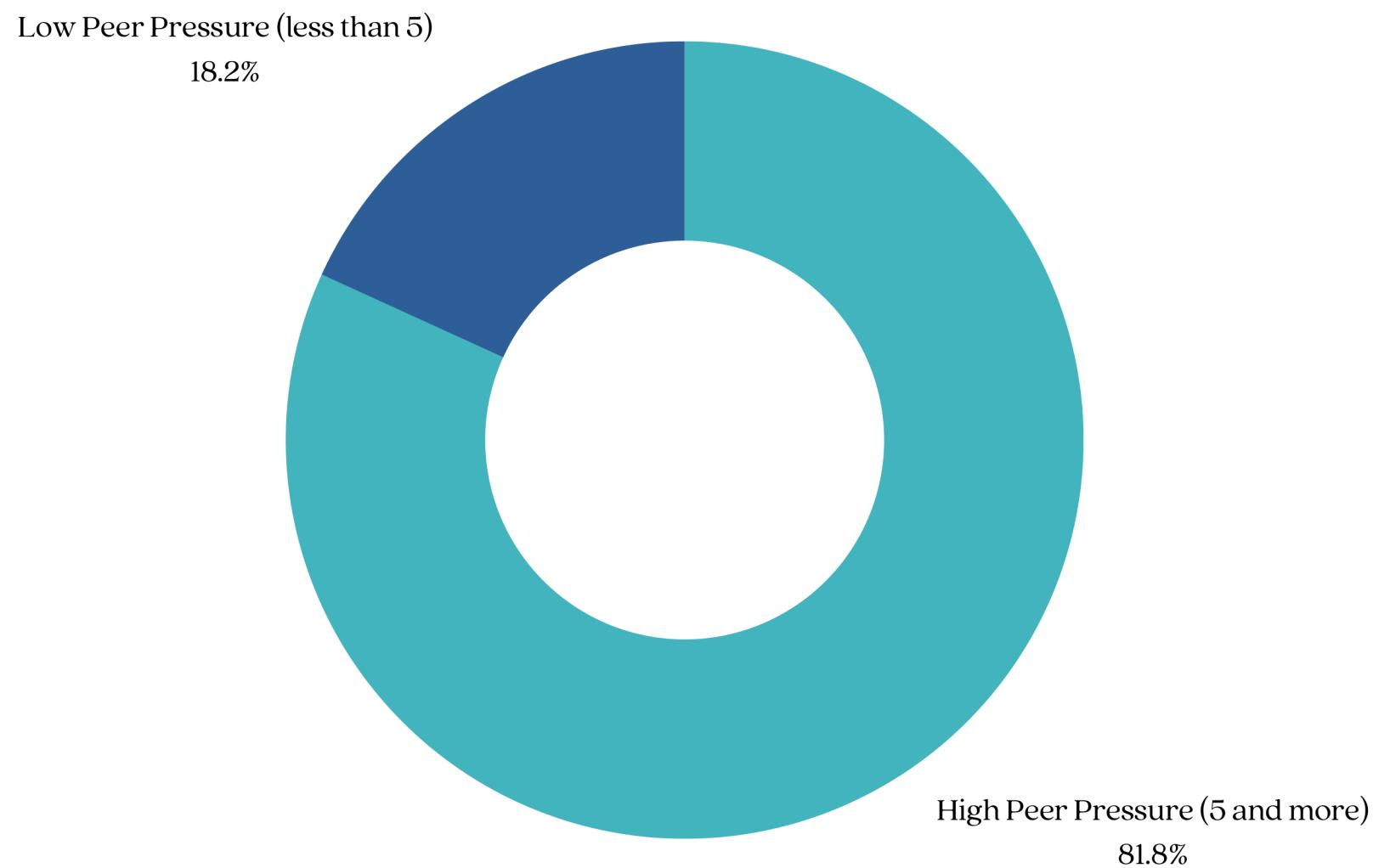


Students chose Financial Pressure as **one of the most pressing** stress factors in their current academic context.

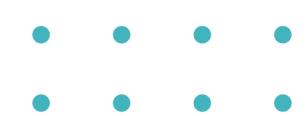


DISUCESSSION

Peer Pressure



Number of students with High Peer Pressure (5 and more) and Low Peer Pressure (less than 5) on a scale of 10



1. Academic Results

2. Communication and Teamwork



DISUCESSSION

Peer Pressure



61%

Average stress level from Peer Pressure for total
22 students with a scale of 1 to 10

No. of students with the highest stress level 10 out of 10



No. of students with the lowest stress level 1 out of 10

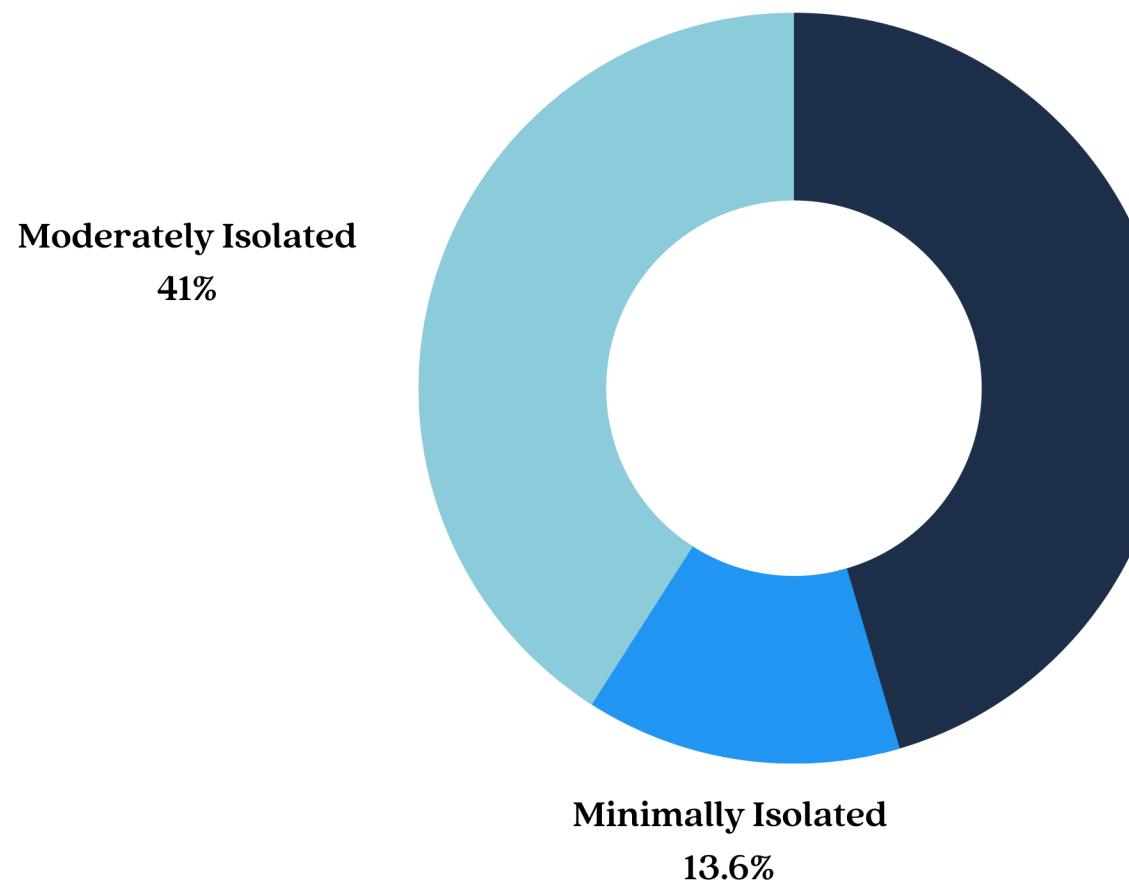




DISCUSSION

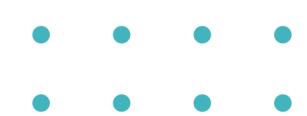
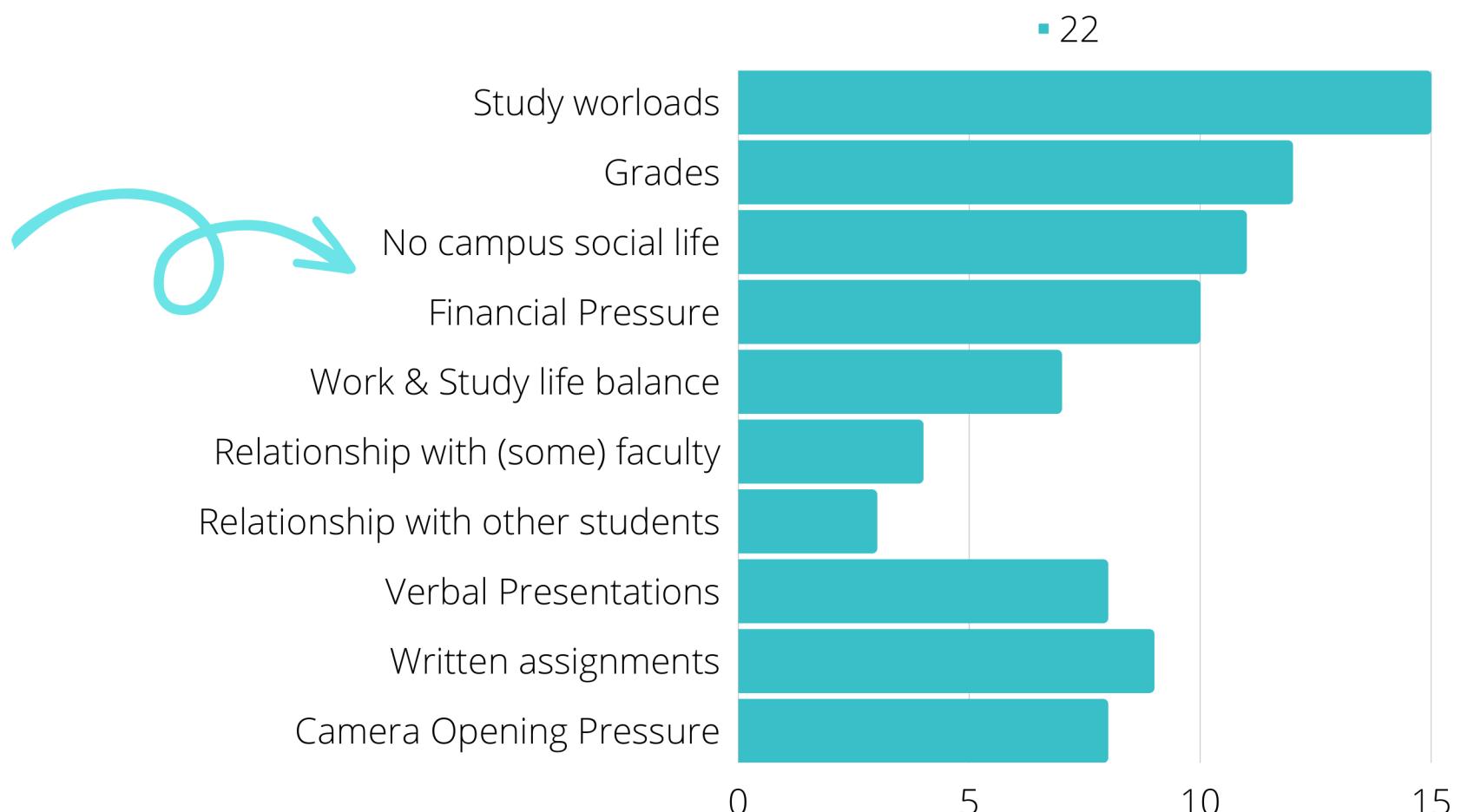
Social Interactions

Isolation Chart for Students



- Only one student never felt isolation

50% of total Students highlighted lack of campus social life as **one of the most stress-causing** factors





Limitations of the study

- The sample selected from this study are mostly from Myanmar; therefore, the results obtained may not be applicable to students outside Myanmar.
- The respondents are 13 females, 6 males and 3 other gender so the personal experiences of each individual should be cautiously considered as completely representative of their gender.
- There is one outlier which may limit the representation of quantitative data.

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Further Research

1. These data on stress factors influencing Parami's undergraduates can be extended to further research exploring how these variables are rooted and the relationships between them.
2. The shocking data of Parami itself being one of the prevalent stress factors can help explore the deeper understanding of variables from Parami

Conclusion

- Our ultimate purpose of the study is to identify possible factors that cause stress among Parami undergraduates.
- The key findings indicate that there are different variables of stressors, while study workloads and academic results contribute significantly to stress in Parami including the unexpected results coming from requirements of the institution, and other personal, financial, and social impacting on their learning at Parami leading to stress
- Despite limitations in research populations, the study allows our understanding of prevalent stress factors to further research on exploring deeper causes of them and seek solutions to address

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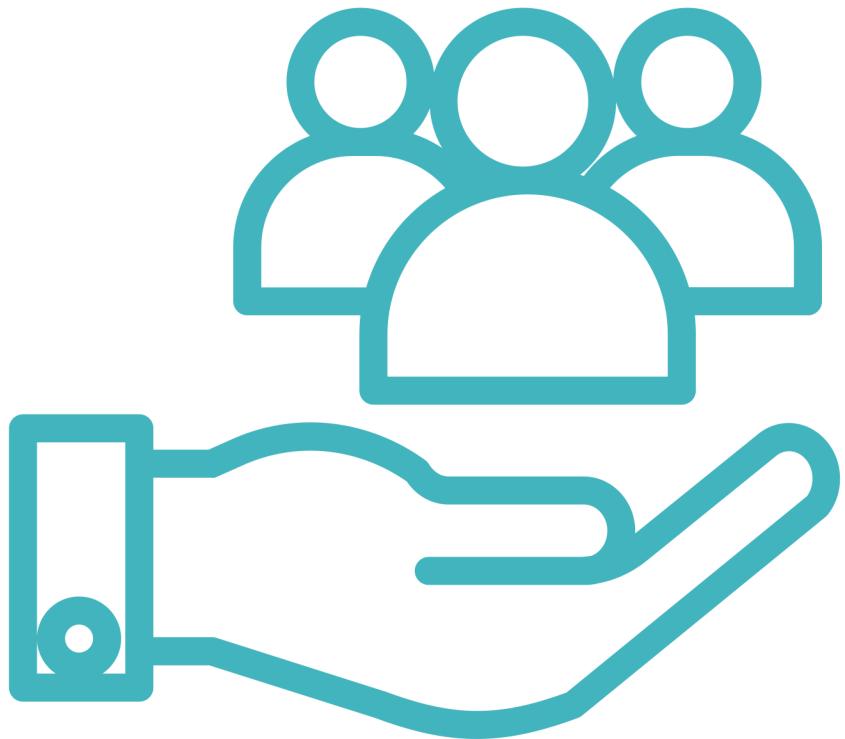


RECOMMENDATION

What Parami University Can Do

- Give More Efficient, Specific, and Practical Academic Workloads to Students
- Be More Flexible with Strict Rules (Camera, Attendance, Plagiarism)
- Be More Understandable to Students (Classfellows, Plagiarism, Logistic Issues)
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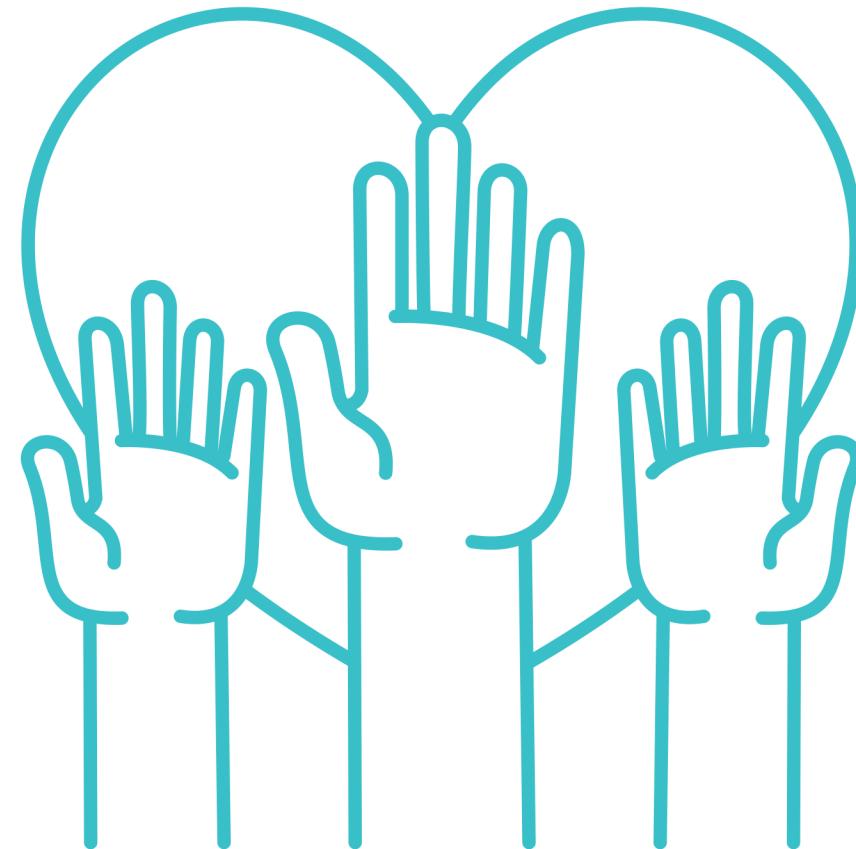


RECOMMENDATION

What Parami University Can Do

- Have More Preparations for Possible Challenges of Students
- Have More Efficient Staff's Workforce & Human Resource

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INFOGRAPHIC

References

Limone, P., Toto, G. A., & Messina, G. (2022). Impact of the COVID-19 pandemic and the Russia-Ukraine war on stress and anxiety in students: A systematic review. *Frontiers in Psychiatry*, 13, 1081013.
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THANK YOU!!

