

STRESSORS ALERT: STUDENT'S AND TEACHERS' MENTAL HEALTH STATUS AMID CORONAVIRUS (COVID- 19) PANDEMIC

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ABSTRACT: The COVID-19 Pandemic changes many's lives thus, knowing and understanding the things to consider in hurdling challenges relating to mental health are essential for everybody. Nowadays, students and teachers are also confronted with challenges due to the implemented new normal environment in teaching and learning in the different state colleges in the Philippines. Knowing the stressors faced by the students and teachers is significant in structuring activities to lessen stress and anxiety, which believably are the reasons for their hesitation to work and to involve themselves in related-academic activities. Knowing the level of stressors and its effect to students and teachers is essential to assess the efficiency of the existing practices in every institution. This paved way also in launching programs to develop instructional activities for the HEIs in the country. Gathering of data was done online using a standard questionnaire deployed through google forms. The result revealed that the school and work-related matters contributed the most to the stress experienced by the students and teachers of Occidental Mindoro State College, Philippines. Findings revealed that students often experienced stressful activities relating to mental health matters compared to teachers.

Keywords: COVID- 19, mental health, pandemic, stressors, HEI (Higher Education Institution)

I. INTRODUCTION

The novel coronavirus disease 2019 (COVID-19) pandemic has ruthlessly disturbed daily life around the world. Mostly of the people now sees the world - a place of threat. The people are bothered of everything as it changes at a very fast pace. Stated in the article of Current Medicine Research and Practice, COVID-19 (Coronavirus) has affected day to day life and is slowing down the global economy. This pandemic has affected thousands of peoples, who are either sick or are being killed due to the spread of this disease (Haleem et.al. 2020).

Philippines was not an exempt of the havoc. Everyday news apprises the number of affected people, daily situations of Filipinos, and the new ways of living. This situation caused stress to many. According to Shahsavarani A. et al (2015) stress is a widespread phenomenon all around during all human lifespan. All people have experienced it throughout their history and throughout human history. In addition, stress is a bodily reaction to a change which needs response, regulation, and/or physical, psychological, and or emotional adaptation. Stress could derive from any situation, condition, thought, and/or state; just need to cause frustration, anger, nervousness, and or anxiety (Silverman, et al., 2010). The pandemic that we are facing at present is one of the stressors to everybody.

Stressors boost everyone's alertness on many things during the quarantine due to pandemic. Thus, it is very important to be mindful of the happenings around us, especially to our capacity of handling all the situations. The individual's perception of the stressor and ability to adapt to the stressor are significant in the perception of whether the stressor is equal to or exceeding his emotional and behavioral resources to cope (Hardesty 2006; Amponsah& Owolabi 2011; Dy et al.,2015). Many countries are locking their population and enforcing strict quarantine to control the spread of the havoc of this highly communicable disease (Haleem et.al. 2020). Which added to peoples' worry from the basic needs to everyone's safety.

These widespread changes represent considerable sources of stress in the population and will have deleterious effects on mental and physical health going forward. As nations begin to emerge from 'lockdown', the collateral damage to human health caused by these restrictions has taken center stage, and mental health issues, particularly stress-related conditions and outcomes, are prominent among them (Hagger, M. et. al, 2020). If it is severe and prolonged, it could affect the student's academic performance and campus life along with an increase in potential behavior for substance abuse and other like behaviors (Richlin-Klonsky & Hoe in Busari 2012).

Thus, this study is to determine the level of stressors and anxieties, the relationship between the frequency level of the students and faculty of College of Arts, Sciences, and Technology of Occidental Mindoro State College to be mindful of the things that may be considered to stop the spread of stress and anxiety which believably the cause of withdrawal to work and academic related activities. According to Yang, L., et al. (2015), Stressful life events could induce a series of psychological and physiological changes including activation of hypothalamic-pituitary-adrenal (HPA) axis and sympathetic nervous system, which could be referred to as psychological stress responses.

II. METHODOLOGY

This study utilized the descriptive research design. An e- questionnaire was used to generate the needed information. The questionnaire was administered through a google forms which consist of questions focused on: respondents' profile, stressors, and anxieties brought by COVID-19 pandemic. A total of 242 respondents answered the online questionnaire. To test the relationship between the respondents 'profile and the frequency level of the respondents' anxiety, a one-way ANOVA was utilized.

The data gathered from the questionnaire was analyzed using descriptive statistics where frequencies and percentages were derived to describe the socio-demographic profile of the respondents, their stressors and anxieties.

III. RESULTS AND DISCUSSION

Profile of the respondents: Teachers and Students of OMSC- CAST across Campuses

The table shows the distribution of the respondents' age, sex and ranks. With regards to the respondent's number as a whole, 191 students had responded and 51 faculty members. Common ages of the student's respondents range from 18-21 which has 71.71% of the total number. There are 130 female students and 61 males. The faculty members on the other hand, composed of 21 males and 30 females commonly to them belongs to the age bracket 28- 37 which has 35.29% of the total number.

Table 1 Distribution of Respondents according to Age and Sex

<i>Respondent's Profile</i>	<i>Frequency (n=242)</i>	<i>Percentage (%)</i>
Student	191	78.02
Age		
18-21	137	71.71
22-25	41	21.46
26-29	7	3.66
30-33	6	3.19
Sex		
Male	61	31.93
Female	130	68.06
Teacher /Faculty	51	21.07
Age		
18-27	13	25.49
28-37	18	35.29
38-47	13	25.49
48-57	6	11.76
Sex		
Male	21	41.17
Female	30	58.82
Total	242	100

Total Number of respondents: N= 242

The graph shows the level of stressors of the respondents both student and faculty. The school/ work related matters marked the highest level of stress for both the faculty and student. Work-related depressed mood can be understood as a state of mind resulting from not being able to resolve the stress experienced in the work situation, thus resulting in too much negative stress (Niedhammer, Malard, & Chastang, 2015). The faculty level of stress marked 23.8. % compared to the student’s stress with an average of 24.47%. This supports the idea of Islam MA, et. al. (2020) that this unprecedented experience of ‘home quarantine’ under lockdown with the uncertainty of academic and professional career has multifaceted impacts on the mental health of students.

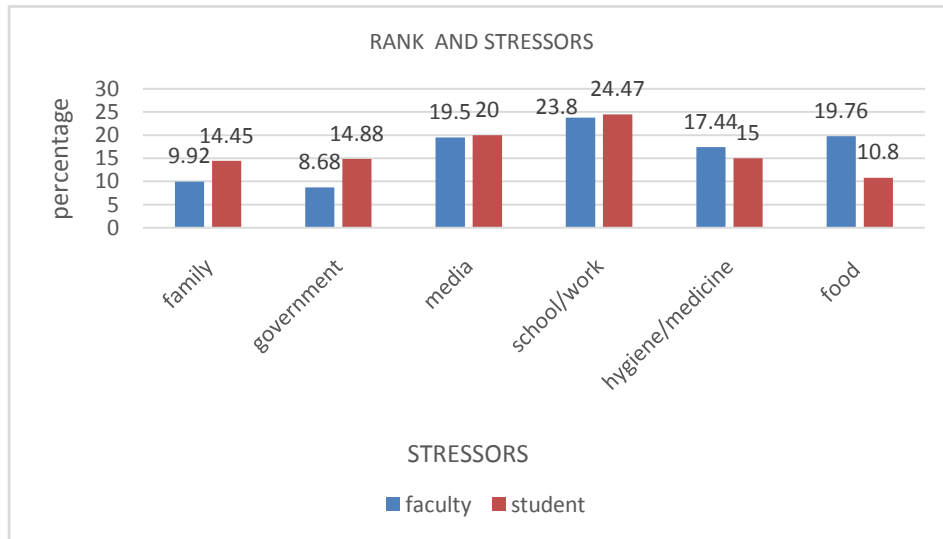


Figure 1. Respondent’s ranks and the level of stressors during the community quarantine

The graph shows that mostly of those ages 18-24 are more stressed in the different identified stressors. Previous studies showed that disease outbreaks impacted individual mental health and well-being. Multiple risk factors were addressed. It was found that women and those aged between 16 and 24 years exhibited a great risk of developing psychological distress (AlAteeq, D. MBBS, 2020). From the family, government related matters, media, school or work related, hygiene and medicine, it was clearly showed that young ones experienced most of those stressors compared to the older respondents. The result also shows that when it comes to school and work-related matters, young or old they both find it stressful.

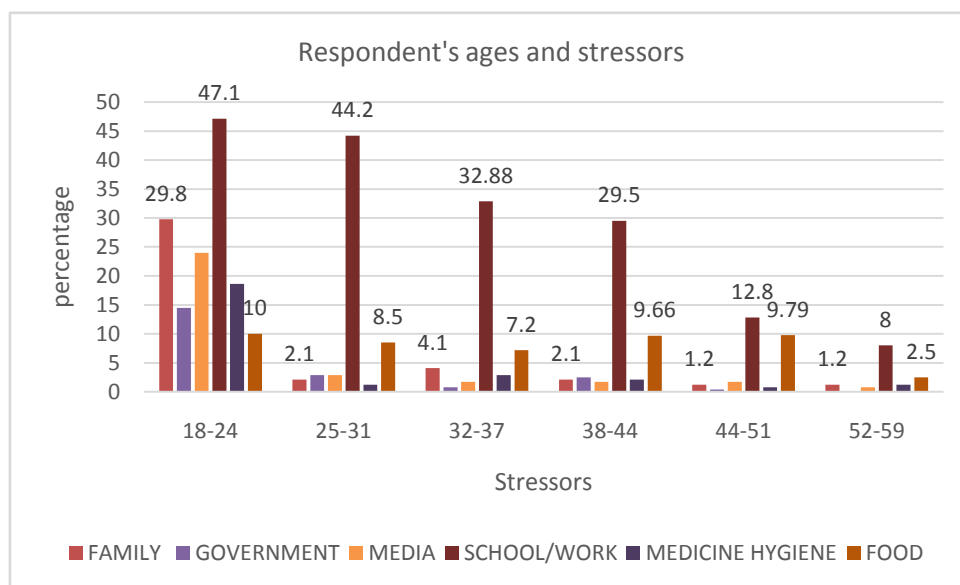


Figure 2: Respondent’s ages to the level of pandemic stressors.

The table shows the list of the anxieties that the respondents experienced during the community quarantine. The situational action/statements used in gathering and the corresponding mean of the respondent's responses ranked from highest to lowest weighted mean together with the verbal interpretation. The criteria in obtaining the students and faculty extent of anxieties were based on their personal pattern of action during the community quarantine.

Overall, the extent of the anxieties experienced by the student results to an "often" interpretation with an average weighted mean of 2.92. Students are more worried on the symptoms of depression that they experienced during the community quarantine. The faculty with an average weighted mean of 2.65 interpreted as "often". College of Arts, Sciences and Technology faculty are more anxious on securing their needs during the community lockdown/ quarantine. The results can be interpreted that the teachers and students are the same with regards to the level of anxiety experienced.

Table 2 Extent of Respondents' Anxiety during the Community Quarantine Period

ANXIETY INDICATORS	Student			Faculty		
	MEAN	RANK	INTERPRETATION	MEAN	RANK	INTERPRETATION
I feel anxious about my health status	2.99	4	Often	2.69	5	OFTEN
I feel worried on socializing other people and their health status	2.96	6	Often	2.88	3	OFTEN
I am worried on the possibility of losing job/ stop schooling because of community quarantine	2.21	10	Sometimes	2.55	7	SOMETIMES
I am worried of the ways of securing my needs such as: food, medicines and PPE	2.95	7	Often	3.06	1	OFTEN
I am anxious upon thinking of the things that might happen in the future because of pandemic	3.01	3	Often	2.92	2	OFTEN
I am worried of my family's health	2.99	4	Often	2.53	8	SOMETIMES
I am angry on others negligence relating to health protocols	2.81	9	Often	2.41	9	SOMETIMES
I am worried of the new normal set-up of everyday routine	3.24	1	Often	2.75	4	OFTEN
I am worried of having symptoms of depression such as: hopelessness, change of appetite and mood swings	2.83	8	Often	2.63	6	OFTEN
I am afraid upon thinking of the ambivalence due to the situation	3.21	2	Often	2.04	10	OFTEN
AVERAGE WEIGHTED MEAN	2.92		OFTEN	2.65		OFTEN

Table 3. Relationship between the Students' Anxiety Level and Students' Profile

Anova: Single Factor						
SUMMARY						
Groups	Count	Sum	Average	Variance		
Column 1	10	29.2	2.92	0.081244		
Column 2	7	278.03	39.71857	1053.714		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	5575.849	1	5575.849	13.22751	0.002434	4.543077
Within Groups	6323.013	15	421.5342			
Total	11898.86	16				

Significance level: $P - value < 0.05$

A one-way ANOVA was conducted to evaluate the relationship between the students' profile and their frequency level of anxiety. A p value of less than .05 was required for significance. The results show that p value is 0.002434, this signifies that there is a significant relationship between the students' profile and their frequency level of anxiety.

In terms of the significant relationship between the faculty profile and frequency level of anxiety with a p -value of 2.59, this indicates that there is no significant relationship between the two factors since it is > 0.05 .

Table 4: Relationship between the Faculty Anxiety Level and Faculty Profile

Anova: Single Factor						
SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
Column 1	10	26.46	2.646	0.084427		
Column 2	7	219.09	31.29857	237.444		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	3380.464	1	3380.464	35.57325	2.59E-05	4.543077
Within Groups	1425.424	15	95.02826			
Total	4805.888	16				

Significance level: $P - value < 0.05$

IV. CONCLUSION

Based on the results and discussion that have been describes it can be concluded that the respondents are composed of 191 students and 51 faculty members of the College of Arts, Sciences and Technology across campuses. Mostly of the students age ranges from 18-21 with an average of 71.71%. There are 130 female and 61 male students. Mostly of the faculty respondents belongs to ages ranges from 28-37 which has an equivalent of 35.29%. Composed of 21 male and 30 females. The stressors level of the faculty when it comes to the identified stressors, the school/work related has a total of 23.8% which ranked as the highest among all stressors. With a total average of 19.76% the food related problems ranked the next and the media related problem ranked third with an average total of 19.5%.The stressors level of the students when it comes to the identified stressors, same with the faculty with an average total of 24.47%, the school/ work related ranked the first among the stressors. An average of 20%, media related problems ranked the second and the government related matters ranked the third with an average of 14.88%.

The respondents ages ranges from 18-24 both the faculty and students experienced more of the stressors identified. With an average total of 47.1%, the school/ work related matters ranked the highest among all the stressors of the respondents ages 18-24. The said stressor (school/work) also ranked the highest contributor to the stress experienced both the faculty and students from ages 25-59 years old. The level of frequency of students' anxiety with an average weighted mean of 2.60 "often", justifies that the students frequently experienced situations related to anxiousness. On the other hand, the faculty with an average weighted mean of 2.44 "sometimes" can be interpreted that when it comes to anxiousness, the faculty of the College of Arts, Sciences and Technologies experienced anxiousness occasionally. There is a significant relationship between the student's profile and the frequency level of their anxiety with a p -value of 0.002434 while there is no significant relationship found between the faculty's profile and its level of anxiety.

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