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Information about the journal



"K L A D" IS A STUDENT JOURNAL FIRST PUBLISHED AT M. NARIKBAYEV KAZGUU UNIVERSITY SCHOOL OF LIBERAL ARTS. THIS JOURNAL IS AIMED AT ENHANCING STUDENTS' INVOLVEMENT INTO SCIENCE AND RESEARCH.

"K L A D" JOURNAL ADMITS FOR PUBLICATION VARIOUS TYPES OF ARTICLES: ORIGINAL RESEARCH, REVIEW ARTICLES, SHORT REPORTS OR ESSAYS, REFLECTIONS, CASE STUDIES, METHODOLOGIES AND CASES IN ENGLISH; CONTAINING THE RESULTS OF FUNDAMENTAL AND APPLIED RESEARCH IN THE FIELD OF PHILOSOPHY AND IDENTITY, HISTORY OF KAZAKHSTAN, PEDAGOGY, LINGUISTICS AND METHODS OF TEACHING LANGUAGES, TRANSLATION, AND TOURISM.

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M. NARIKBAYEV KAZGUU UNIVERSITY
SCHOOL OF LIBERAL ARTS

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Research Articles

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M. NARIKBAYEV KAZGUU UNIVERSITY

“ONLINE EDUCATION AND THE EFFECT ON STUDENTS' STRESS LEVEL”

Bazarbekov Timur, Kabzhanova Karina, Ondassynova Gulnur

Abstract

Since the beginning of 2020, the world has been shaken by many terrible events, both fires in the forests of Australia and the outbreak of the COVID-19 virus, which took many lives day by day, states around the world were forced to take action, one of them was the transition from traditional to distance learning format, based on this question of how after enough time on online learning it has affected students. During the pandemic, many scientists from Europe and Asia have already analyzed the impact of the new conditions on students' self-perception. This work is devoted to the study of the level of stress among students in the context of online learning during the COVID-19 pandemic. As researchers on this topic, we tried to understand this issue and conduct a survey among students of M. Narikbayev KAZGUU University. Analyzing the data of foreign researches and comparing with ours we found interesting conclusions.

1.1 Introduction

Since the beginning of the year, 2020 has appalled the whole world with the threat of war, massive fires in Australia and the outbreak of the new COVID-19 virus, which began to develop at a rapid rate, killing tens of thousands of people per day. Due to the emergency, states were obliged to make fast and effective decisions to preserve the life and health of their citizens. In addition to mandatory security measures such as social distancing, wearing medical masks and sanitizing, it was decided to close all entertainment facilities, transfer workers to remote work, and pupils and students to online education.

1.2 Background info

Because of the transition of education to the online format, many adjustments had to be made not only in teaching methods but also in the conditioning for students' study. Students had to move out of dorms and campuses and return home to their parents, which in itself can be a kind of stress trigger, as students face such problems as lack of a decent workplace, poor Internet connection, constant disturbance from relatives, as well as an unorganized learning system and a large amount of work. All of the above factors can negatively affect the mental health of students, causing a high level of stress.

1.3 Purpose of the study

One of the purposes of studying this topic was the desire to understand the causes and consequences of stress on the life of students during the online learning, as well as to ascertain the difference between the stress level during the traditional and online learning. Secondly, we were curious whether there are advantages of online learning, and if so, what are they. Finally, the third purpose of our study was to highlight mental health problems among students and methods of solving them.

1.4 Significance of the study

The study of this topic is highly important because it is relevant nowadays, and we, as students, are exposed to stress during the academic year. It was important for us to discover how many students like us experience stress and what causes it.

2. Literature review

UNESCO (United Nations Educational, Scientific and Cultural Organization) (2020) estimates that school closures during a pandemic affect about half of the world's students. An unexpected change in the format of education and the transition from the traditional format to a distance learning format may have affected the

well-being of students of educational institutions. In the new conditions caused by the coronavirus pandemic, the question of how online learning affects the mental state of students arises. Speaking of quarantine restrictions in the world, the issue of access to distance education is unfortunately growing in economic inequality (Global Inequality, 2021). As parents and students, themselves often point, economic issues are a major cause for concerns (Lyons et al., 2020). When some families are able to provide gadgets for easy online learning, parents and students from vulnerable communities have difficulties due to inability to buy their children a computer or other device to attend classes (UNICEF et al., 2020). A considerable amount of studies confirms the fact that the coronavirus infection and the restrictions imposed in its wake have significantly affected people's mental state and behavior, and only a minor number argue to the contrary (Browning et al., 2021). Even before the pandemic, many students around the world were experiencing increasing levels of anxiety and depression, low self-esteem, psychoactive substance abuse, and suicide (Holm-Hadulla & Koutsoukou-Argyaki, 2015). Although the topic of the influence of online learning on students' self-perception is quite new, there have already been some useful researches. Slovenian researchers Aristovnik et al. (2020), conducted a study which included respondents in the form of university students from European countries. Analyzing the data, it was deduced that the main factor influencing the level of anxiety and stress is lack of self-discipline or an inappropriate learning environment, which caused a high level of overload and, as a consequence, an increased level of stress (Aristovnik et al., 2020). In addition to the changes associated with the move to distance learning, impacts such as loss of social connections have the potential to affect students' well-being and cause stress. In opposition to this, there is a scientific work conducted in China among students of Sun Yat-sen University, in which respondents recognized the orderly organization and that the online learning format plays a role in improving the quality of education (Hong et al., 2020). Another study conducted in Bulgaria provided by Peytcheva-Forsyth (2018) also mentions the fact that students' main aspirations are related to an effective online learning environment and integrated technologies for providing online communication between participants, online assignment submission and support by teachers. The situation with coronavirus infection and its consequences in the form of distance learning affects everyone, both parents and students themselves. The most significant is to not let the situation endanger both the mental state and the quality of students' learning and develop recommendations to solve these problems and monitor the mental health of students, which will ultimately serve as a positive role for parents, students, and their teachers.

3. Methodology

The first step undertaken in the research was the selection and study of the audience: 1) the audience was students of M. Narikbayev KAZGUU university; 2) we developed a survey to study and analyze the audience. One of the most important steps taken for research and analysis was to conduct a survey. The survey involved 32 people, the average age of whom ranged from 17 to 23 years old. It can also be noticed that the majority of the respondents were women.

87.5% of the respondents were first year students and junior undergrads, grads and others also took part in the survey. As far as school departments are concerned, 65.6% of the respondents are studying in HSEs, 31.3% in SLA and only 3% in CLS.

To better understand students' attitudes towards the online learning format, we decided to find out how students feel in general during the year as well as when studying in the traditional format. As an indicator of stress, we chose a scale of 1 to 10, where 1 is the minimum level and 10 is the maximum level. Overall, the largest proportion of respondents felt stressed at 6, 7, and 8 out of 10. Three felt very stressed and only one did not feel stressed at all.

Next, we compared the students' opinions on the study formats. Here we can see that more students feel very stressed during traditional learning, while the online format has more of a stress level ranging from 3 to 7.

We then asked students which format they preferred and why, and just under 60% of respondents voted for the online format, explaining this by the fact that they have more free time, no need to spend money on food and travel, and it is more comfortable to study.

Overall, the results of the survey showed that students had a reasonably good grasp of the material when studying online and most noted a good relationship with their teachers. Despite the fact that almost 80% of the respondents socialized better during offline learning, 50% of the respondents wished to continue studying online.

3.1 Data collection

Qualitative research - as the use of open-ended questions was used for the analysis.

Collected data is mixed - primary, because we originally collected data by our survey and due to taking other research works it is secondary.

Taking measurements and materials was in its original form without performing or experimenting, which is what our data does descriptive data.

We also used thematic analysis, taking into account a particular focus group, which is what the students are, as noted earlier.

Research method is a survey. We chose this type of information collection because it helped us to learn and examine the largest number of opinions and attitudes about the research topic.

4. Limitations

There were several limitations that served in the process of data analysis and research in general. The first point to mention is the restricted flow of information and materials. Because the topic we chose had a limited amount of time for analysis (one year), there was only a small margin for research on this issue.

The number of respondents is the second point to consider. A small number of students participated in our survey due to the narrow scope of the topic and the high volume of work. At the same time, despite the limitations, the similarity in the majority of respondents' views aided in drawing certain conclusions on behalf of the students who are the subject of the study.

5. Conclusion

Summing up the findings of our investigation, we came to the conclusion, which is supported by all of the preceding arguments and findings, that the mental state of students during a significant change in educational formats should be monitored and studied.

Given that university restrictions are unlikely to be lifted completely in the near future, it appears necessary to investigate student well-being and individual quality of life. It is important to draw attention and prevent the situation from jeopardizing both the mental state and the quality of students learning, and to develop recommendations to address these problems and monitor students' mental health, which ultimately play positively for parents, students and their teachers.

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Appendices

The survey

What is your age?

	<i>Number of respondents:</i>
17	6 (18,8%)
18	16 (50%)
19	5 (15,6%)
20	2 (6,3%)
21	1 (3,1%)
23	2 (6,3%)

Your gender?

	<i>Number of respondents:</i>
Male	6 (18,8%)
Female	26 (81,2%)
Other	0 (0%)
I prefer not to respond	0 (0%)

Your current class level is:

	<i>Number of respondents:</i>
Freshman (undergrad)	28 (87,5%)
Sophomore (undergrad)	0 (0%)
Junior (undergrad)	1 (3,1%)
Senior (undergrad)	0 (0%)
Graduate student	1 (3,1%)
Other	2 (6,3%)

Your school department:

	<i>Number of respondents:</i>
KLS	1 (3,1%)
HSE	21 (65,6%)
SLA	10 (31,3%)

How stressed do you feel on a daily basis during the academic year?

The value: 1-does not feel at all; 10-strongly feel	1	2	3	4	5	6	7	8	9	10
Number of respondents:	1	1	1	2	2	6	11	4	1	3

How stressed do you feel during online learning?

The value: 1-does not feel at all; 10-strongly feel	1	2	3	4	5	6	7	8	9	10
Number of respondents:	2	0	4	5	2	6	7	3	2	1

How stressed do you feel during traditional learning?

The value: 1-does not feel at all; 10-strongly feel	1	2	3	4	5	6	7	8	9	10
Number of respondents:	1	0	2	1	3	4	7	5	2	7

Which format of learning do you prefer more?

	<i>Number of respondents:</i>
Traditional learning:	13 (40,6%)
Online learning:	19 (59,4%)

Why do you prefer that format more?

<i>Responses for online learning:</i>	<i>Responses for traditional learning:</i>
It is more convenient Easier to communicate	Missing normal life routine

I have more time for myself.	I am extroverted and have anxiety while I am home
There's no need to spend money on food and transport	Because interaction with the teacher and students is easier
I feel more safe at home	More comfortable
There is no need to attend university.	Interaction with people
I save time and money.	
No need to spend money on a bus or taxi.	
I feel more comfortable and relaxed in online classes.	
Less stressful	
I have more free time	
Helps me to be more organized	

Which format of learning do you prefer more?

The value:	1	2	3	4	5	6	7	8	9	10
1-total introvert; 10-total extrovert										
Number of respondents:	3	3	1	5	6	2	6	4	2	0

Which learning format is more comfortable for you to socialize with other students?

	Number of respondents:
Traditional learning:	25 (78,%)
Online learning:	7 (21,9%)

Your relationships with instructors during online learning are:

The value:	Complicated	Satisfactory	Neutral	Good	Excellent
Number respondents: of	0 (0%)	4 (12,5%)	13 (40,6%)	10 (31,3%)	5 (15,6%)

How would you rate the comprehension of information in online learning?

The value: 1-does not feel at all; 10-strongly feel	1	2	3	4	5
Number of respondents:	1 (3,1%)	2 (6,3%)	9 (28,1%)	11 (34,4%)	9 (28,1%)

Would you like to continue learning online?

	<i>Number of respondents:</i>
Yes	16 (50%)
No	7 (21,9%)
Not sure	9 (28,1%)