



A Perceptual Shift From Online To Offline Education: An In-Depth Analysis Of The Student's Mindset

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Abstract:

The covid-19 pandemic has emerged as the most severe health challenge since the end of the 1918 Spanish flu. With the social distancing norms and travel restrictions in place, the education sector has radically changed. The students have continued their studies in virtual mode for the past two years. But after the pandemic, the pupils must return to their old lives. The objective of this paper is to find out how this change affects the students mentally and whether attending classes offline is taking a toll on them. Are they feeling more stressed compared to when they were online, and is the change affecting their academic performance? This paper will analyse the psychological effects of a change in the environment of a student's life and try to answer what will be the best solution to the problems caused therein.

Keywords: Academic performance, stress, mental health, online and offline classes, transition.

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Introduction

With the introduction of vaccines and stabilization of COVID-19 spread the schools and colleges that had remained closed for almost two years since the start of the pandemic in 2020 opened again. For students attending classes online had already been stressful and affected their mental health and life satisfaction (Lischer, 2021) but now that they had to go back to attending classes offline, they have had to get acclimated to physically being present in the classes and doing their class work physically. (Menon, n.d.)

It is imperative to understand the difference between the methods of online and offline classes to understand the stress the students might feel jumping from the former to the later after such a long time. Online classes are easily accessible, this means that the students do not have to travel long distances to attend them physically in their campuses. They are cheaper in the same regard, the students who live in different regions and then travel to stay in hostels and other accommodations spend a lot

more money than when they were attending classes online. Such differences make attending offline classes stressful for the students who have been attending them online.

If the data is valid and this is true, then it is necessary for the betterment of the students that the institutions make arrangements for the easier transition of classes from online to offline mode. An example of some of these preparations/arrangements might be an easier curriculum, lighter workload, or a more flexible schedule.

In addition to all this we might also account for the teachers of the same institutions and present the same argument for them as well. From teaching classes offline in the comfort of their homes to teaching physically in classes. Such a change must have some effect, it must take some getting used to and lastly might be learnt from, in order to make such transitions in the future smoother and obstacle free.

Hypothesis

Hypothesis 1: There will be a significant

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negative relationship between the switch of mode of classes from online to offline on the stress levels of the students.

Hypothesis 2: There will be a significant negative relationship between the switch of mode of classes from online to offline on the mental health of students.

Hypothesis 3: There will be a significant negative relationship between the switch of mode of classes from online to offline on the academic performance of the students.

Objectives

- The research aims to check whether or not there is a negative relationship between the switch of mode of classes from online to offline and the stress levels of students.
- The research aims to check whether or not there is a negative relationship between the switch of mode of classes from online to offline and the mental health of students.
- The research aims to check whether or not there is a negative relationship between the switch of mode of classes from online to offline and the academic performance of students.
- The research aims to check whether or not interventions are necessary to make the transition from online mode of classes to offline smooth and easier for the students.

Methodology

The research employed an online questionnaire for the collection of data. The questionnaire was based on existing questionnaires on the proposed variables such as the perceived stress scale. Questionnaire contains 19 items 18 of which are objective and compulsory for the respondent, these items are directed at gathering data about stress levels, academic performance and mental state of students. The last of these items is a subjective open ended – optional questionnaire. This is designed to let students give their subjective opinions and relate their own experiences.

Literature Review:

(Menon, n.d.) An article written by Jyothi Menon, Bangalore talks about the difficulties faced by students switching from online to offline classes. The article talks about socio-emotional support, fear and anxiety, parent adjustment, helping students adjust to the

environment, restoring their routines and conducting classes online and offline. The article acts as a general outline of the spectrum of variables related to this topic. (Santiago Iglesias-Pradas, 2021) Research shows that online mode of education is beneficial to the students' academic performance. A case study on the topic emergency remote teaching and students' academic performance in higher education during the COVID-19 pandemic found that students achieved improved results in the remote version of teaching and that the platform used for the online teaching does not affect or influence the performance of students.

(Bolotov et al., 2020) In another study, it was found that the cases of burnout syndrome, depression, anxiety and somatic symptoms among students decreased after switching from traditional mode of classes to the online mode of classes. However, peer related burnout increased which is suggestive of the fact that online learning maybe detrimental to interpersonal relationships of both students and teachers.

(Mat, et al., 2021) Further research conducted on undergraduates in Malaysia, on the same spectrum suggests that the depression anxiety and stress related to online distance learning does not influence the academic performance of students. In the survey conducted only 27.3% of the 256 respondents reported that there was a decline in CGPA during the pandemic.

(Nabil Hasan Al-Kumaim, 2021) Conversely however a study "exploring the impact of COVID-19 pandemic on university students' learning" life found that students reported various problems that they faced with the online education platforms, which included overload of work and information received from the professors, the challenges faced when adapting to the new online environment and the students' personal health circumstances in terms of stress and anxiety.

It can be observed that a lot of the research area surrounding this topic has been covered. However there has been no study directly relating the negative effects of the transition between the two modes of education. There has also not been much discussion done on the impact of the transition on the academic performance, mental health and stress levels of the students.



Research gap:

Several studies have focused on exploring various aspects of the psychological stress students dealt with during the pandemic as they faced a drastic and unanticipated shift from offline to online. At this point, some studies deal with students' mental health after the pandemic subsided, and they have to return to their previous routine before the covid. These studies had little prospect of how the shift back to older routing impacted the current ideation students as the relevance of the previously observed factors changed as time progressed.

There are research and articles identified that have shed light on the on the challenges face by students while switching from online to offline mode of education such as done by Jyothi Menon (Menon, n.d.) However there is no literature that connects the variables thus proposed.

Therefore, this research aims to target this gap and enquire about the effects of acclimation to physical classes on students after a long time of offline classes and the effect of switching from one mode of education to another.

Background:**Online Education**

Online classes are comprised of videotape recordings, live lectures, assigned readings, and assessments. They're generally conducted online, where scholars acquire reading accoutrements, communicate with preceptors and peers, view grades, and track progress. Online literacy has assimilated into our diurnal lives and has come the new standard. Every day, significant developments are made in the sector of education, which is a dynamic bone. The preface of new technologies and the digital metamorphoses have both had a significant positive impact on education technology, as seen by the dramatic enhancement in pupil issues.

Education technology is making efforts easier for both preceptors and scholars. It has come a veritably well-liked system of educating people. analogous to this, the operation of technology would enhance scholars' academic growth by giving education the pivotal digital structure. The use of online classes in regular education ensures further collaboration and pupil-school teacher engagement.

In general, tone-paced online courses allow for pupil inflexibility regarding study times. In

some circumstances, these classes also have a set schedule, and the pupil must be there in order to get the most out of their education. Massive Open Online Courses (MOOCs), which are handed by many organisations, are some cases of similar online courses.

During the epidemic, this kind of class grew in popularity. Due to the global spread of the complaint COVID- 19, all educational establishments were impelled to close and offer assignments through the internet. still, in order to reap the benefits of these programmes, a solid, harmonious internet connection is needed. It's also critical to elect the stylish online tutoring tool for your online assignments. some of the benefits they give are the inflexibility and convenience that these programmes give cannot be exaggerated. Geographical walls no longer live. These assignments also aid in the conservation of time, plutocrat, and trouble.

Pros of online education**Online learning is more efficient**

Online lectures allow instructors to deliver lectures to students in a more effective manner. Online lecture includes a variety of study materials like videos, PDFs, and podcasts, which instructors may use into their assignment plans. Teachers can become more effective agents by expanding the assignment plan beyond standard textbooks to include online resources.

More accessible

Another benefit of online education is that scholars can take classes from any place of their picking. It also enables teachers to reach out to a larger network of pupils rather than being limited by geographical constraints. Online lectures can also be recorded, saved, and used for future reference. As a result, online literacy provides scholars with the inflexibility of time and position in education.

Pocket friendly

Another advantage of online literacy is that it saves plutocrat. Online education is far less cheap than traditional way of teaching. This is due to the fact that online literacy reduces the costs of pupil transportation, food, and utmost crucially, real estate. likewise, each course or study accoutrements are available online, performing in a paperless literacy terrain that's



both further cheap and environmentally friendly.

Cons of online learning

Difficult to focus on screen

One of the most delicate aspects of online literacy for numerous scholars is the incapability to concentrate on a screen for extended ages of time. With online literacy, pupils are more likely to get distracted by social media or other things. As a result, it's critical for professors to make their online classes, engaging, and interactive in order to keep scholars concentrated on the subject. (High Focus Centers, 2020)

Technical issues

Another serious issue with attending online classes is accessibility to internet connection. While internet content has increased by hops and bounds in recent times, an unbroken connection with respectable speed remains a challenge in lower cosmopolites and villages. There could even be a loss of continuum in learning for scholars if scholars or instructors do not have a stable internet connection. this is often dangerous to the educational process.

Increased screen time

Numerous parents are concerned about their children' s' heath, spending a considerable amount of time looking at a screen. One of the most serious problems and downsides of online literacy is the rise in screen time. scholars may acquire terrible posture and other physical issues as a result of sitting squinted in front of a screen. An ideal option would be to offer them frequent pauses from the screen to recharge their minds and bodies.

Offline Education

Offline education is the conventional opposite of online education and considered to be the original style of learning that allow students to regularly interact with their classmates and teachers in a face-to-face environment. Even if online education is predicted to be the future of education, it will never completely replace traditional education. Technical concerns have little bearing on offline education, and it gives an excellent opportunity for students to create and adhere to a set plan.

Offline classes motivate students to work on projects with their classmates and gain new skills. students become more introverted in online education because they only engage with other students through online communication rather than face-to-face interaction

Furthermore, offline education allows professors to see and respond to their students' actions and behaviours. As a result, regardless of how advanced online education gets, offline education will continue to play an important part in the overall development of students.

Pros of offline classes

Amount of distraction is less

According to a study of EFL scholars at Ibn Ul Khuldun University, scholars prefer offline learning because of enhanced classroom engagement and understanding. It's difficult for anyone to sit in front of a screen for a whole lecture without being detracted. But in offline classes, sessions go longer than 15 twinkles, which signifies that offline lectures can capture scholars' attention more and therefore grease the better literacy process.

Teacher student interaction

One significant advantage of offline education is that it encourages teacher-pupil interaction and extends learning beyond traditional lecture. Interaction generates questions about a certain issue, which benefits in deeper literacy understanding the scholar's attention span increases too, if there are interactive sessions.

Improved Student participation

As we've seen, offline classrooms enhance participation, and when such a healthy terrain is formed, students tend to contend with one another, getting better grades, better exposure and better understanding.

Good for student- teacher relationship

Interaction between schoolteacher and pupil is critical in the literacy process. Offline education allows preceptors to get to know their scholars more. Not only that but knowing what their scholars are allowing teachers to design courses. So, there are more lookouts when classes are acclimatized to the demands of the pupil.



Allows practical based learning

Offline education includes labs, sporting outfit, and practise installations. This is especially important for scholars who have chosen courses that need practise or experimenting. However, your literacy will be confined to proposition, and you'll no way be suitable to truly grasp the generalities if you don't understand their practical operation, if you don't choose offline education.

Cons of Offline Classes

Expensive and time consuming

Offline classes have their institutes at one position, and each pupil must get to their destination in a distinctive manner. This adds hours of travel time, which isn't only expensive but also time consuming that may be used for tone study.

Limited time for other sorts of activities

The time of the offline classes cannot be prognosticated. numerous scholars who ask to share in conditioning outside of their education may find gruelling to find the time. For illustration, someone who wants to travel may be unfit to do so because his class schedule doesn't allow him important inflexibility.

Delivered lectures cannot be repeated

When studying at an offline institute, the lectures that are tutored cannot be repeated. That's a well-known verity, but it's also inconvenient for individualities who miss their lectures due to unlooked-for reasons. Offline modes of literacy are unfavourable to scholars who have missed assignments and want to regain them

Effects of stress on Academic performance:

Stress may be defined as something that causes physical, emotional or psychological strain on an individual. Stress occurs when our body responds to these changes and when we take action to face the problems that have come up

Common indications of stress include:

- Variations in mood
- sweaty or clammy palms
- trouble sleeping
- digestion issues
- Dizziness
- feeling tense

- recurring illness
- gnashing of teeth
- Headaches
- tension in the muscles, particularly in the shoulders and neck
- Pains and aches in the body
- Rapid heart rate
- Trembling

There are many types of stress. However, based on research studies on the types of stress in psychology, stress can mainly be divided into three types.

Acute stress:

Acute stress arises from the body's reaction to new or difficult situations. Acute stress is classified as short-term. Emotions and bodies usually return to normal relatively quickly.

Episodic Acute Stress:

Episodic acute stress is when acute stress occurs frequently.

Chronic stress:

Chronic stress is the result of long-lasting stressors.

Academic Performance:

It engulfs the expanse of which a student, teacher or professional academy has attained their long-term or short-term educational goals and the result is estimated by continuous assessment or cumulative grade point average. Students' academic performance gets affected by several factors. It includes a student's proficiency towards learning, parental background, how much the student gets affected by their peers, and the quality of a teacher. One of the predominant reasons a student's academic performance can suffer is Stress. After the Covid era, the students have to get familiar again with their studies on the premise of the university, they have to attend classes regularly, they have to socialize, give exams physically as well as take care of all their work, which is causing emotional, physical, and psychological stress or the establishing factors of stress. This is causing mental burnout among students leading them to become stressed in their everyday life.

Academic stress is becoming to be the most significant factor that is affecting college



students' mental health. The transitional stages of late adolescence and early adulthood are identified by consequential physiological and psychological changes, including increased stress. In a 2015 poll conducted by the American College Health Association and the National College Health Assessment, three out of four college students said they felt stressed, and one out of five students said they thought of committing suicide as a result of feeling stressed. (Younghans, 2018)

When we experience excessive stress at school, it not only makes us less motivated to complete the job but also decreases our overall academic achievement which in turn raises the dropout rate. Not to mention the detrimental effects on one's health, such as anxiety, substance misuse, insomnia, and depression.

Increased stress levels can hamper decision-making skills, working memory, retrieval of information from memory, and tasks that require divided attention. The link between the demand of a situation and resources available, the interaction between the task and the stressor, and elements like coping mechanisms, locus of control, and social support systems all seem to have an impact on these consequences.

The Reasons and effects of stress:

College students frequently face stress as a result of growing workloads, poor time management, modifications to food and sleeping routines, and a lack of self-care pauses. The majority of first-year students report feeling stressed throughout the transition to college. The effects of stress on students come out in their academic performance most of the time. Several indicators are causing you stress. It can include daily chores like going to school, attending classes, completing assignments, and being on deadline. It can also include being social with strangers, waking up early in the morning, and maintaining attendance. There are various reasons for a student to feel stressed like academics, dating, and extracurriculars but one of the main reasons is the environment. It plays a big role in a student's life as the student has to spend the majority of his time in a stressful environment.

Stress can lead to poor academic performance, especially due to stress related to students' financial difficulties. These include, among others, financial difficulties in college which

parents cannot pay, accumulation of debts that cannot be repaid quickly, difficulty in borrowing money from others, necessities (textbooks, printed materials), and lack of funds for three proper meals. The stress emanating from the resulting manipulation can lead to poor academic performance. Stress and Academic performance are inversely proportionate to each other i.e., if the stress increases the academic performance decreases and vice versa. Stress can make a student feel lethargic and make them secluded. It can take them to the verge of burnout every day which in turn makes them feel frustrated towards every daily thing. They will then stop asking for necessary help and starts to look for ways that can make them get rid of them, which most of the time is the way they should not choose. Doing things which are affecting their lifestyle will make them withdraw from their studies and their work will start to pile up. Extraordinarily that is also one of the reasons a student feels stressed.

The level at which stress leads to poor academic performance is that it can make the students fail exams, steal, fight, join cults, rape, sex, alcoholism, drug abuse, immorality, riots, and face violence every day. It is also the order of the clinical psychological system, such as anorexia, insomnia, inability to concentrate, poor memory, aches and pains, inner heartbeats (palpitations), bad dreams, food intake, etc. It may also be identified with depression, fear, and anxiety. The frequency and intensity of these disturbances tend to increase as the investigation approaches. We see many students rushing to medical centers due to increased stress. All these frequencies can therefore reduce the academic performance of students.

Background of stress and mental health

Introduction

The term "stress" was coined by the endocrinologist Hans Selye who is also known as "father of stress research" during 1930, to identify physiological responses in laboratory animals. He later popularized the concept to include the perceptions and responses of human trying to adapt to the challenges of everyday life. It covers a huge range of phenomena from mild irritation to the kind of severe problems that might result in a real mental breakdown. No matter where we are or what we are doing,



stress cannot be avoided, but it can be controlled. Stress is a biological word that describes the effects of a human or animal body failing to react effectively to emotional or physical threats to the organism, whether real or imagined. These effects include an alarming condition, the release of adrenaline, short-term resistance as a coping technique, and exhaustion. It alludes to a body's incapacity to react, whether it be human or animal. Irritability, tightness in the muscles, difficulty concentrating, and a number of bodily responses, such as headaches and an elevated heart rate, are typical signs of stress.

It may also be defined as "A state of events putting strain on physical or mental energy". Stress is frequently caused by changes in our life, such as starting college, getting married, moving jobs, or being ill. Depending on what kind of stress one experiences, it can have either positive or negative repercussions. Stress is the body's natural protective or surviving mechanism, to put it more simply, to protect itself. The term "flight-or-fight reaction" is yet another name for it.

Everyone feels stressed from time to time, but the level always depends on the way an individual perceives any situation. Stress affects people differently and for different reasons. Your interpretation of an event or circumstance determines how you will respond. If you have a negative perspective on a situation, you'll probably feel distressed- frustrated, under pressure, or out of control, distress is more prevalent type of stress. The other type, known as eustress, is often referred to as "good stress" since it arises from a "positive" perspective on an incident or circumstance it gives an insight that stress is not always unpleasant as lack of stress makes life boring and spiritless since stress is the life's zest that gives you a source of boost to perform better in every situation you go through.

In a study conducted during 2014 to determine the effects of academic stress on adolescence mental health. The results indicated that there are considerable disparities in adolescents mental health depending on how much academic stress they are under.

Mental health

Dorthea Dix advocated the necessity for government mental health institutes in the

1840s, Early in the 20th century, there was a push for mental health reform, which included various criticism of state-run hospitals and there was a sudden focus on the mental health issues during World War II, when 1 in 4 draftees were turned down for duty due to mental or neurological conditions. In 1946, the Mental Health Act was created by the National Institute of Mental Health (NIMH), which aims for improving psychiatric treatment methods and promoting mental well-being of an individual.

Currently the situation of mental health is being considered and promoted to encourage each and every individual to focus over his or her own ability to cope up with life stressors, work efficiently and effectively to contribute not only to themselves but also the whole community in order to improve the quality of life.

"Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community." (WHO, 2022)

Mental health includes:

- Your ability to think, feel, and behave in response to the challenges that life throws at you
- Your perspective on who you are, your life, and the people in it.
- How you respond under pressure, weigh your alternatives, and make decisions.

Mental health awareness

In recent times, mental health awareness somewhat eradicated the lack of knowledge among individuals and gave them a real picture that not only physical health is important, but one must also consider mental health as it helps you deal with your life situations wisely. Mental health awareness is an important part of our society as still mental health is stigmatized by various individuals and those who go through it have to suffer in silence due to the fear of being detached from the society. It's something that we as whole should promote to create more and more awareness about mental health so that every individual will enjoy the access of not only awareness about mental health but also access to healthcare.

Mental health education must be mandatory at school level only to have more emphasis over



the responsibility of one's own mental health. Everyone must be aware about the ways to recognize signs of developing mental health problems and not only being aware of the risk factor but also the prevention and management during crisis. Mental health must be properly addressed as well as the negative impact of stigma and cultural attitudes related to mental illness. Mental health awareness involves a number of preventive measures, including mental-health advocacy, general prevention, selected interventions, and specified interventions, each of which corresponds to a distinct degree of risk. A variety of successful preventative approaches have been created to target a variety of risk factors at the home, school, peer group, community, and workplace levels. Various school-based program aims at fostering abilities of students to be aware about the risk factors that can hamper their mental health conditions as well as ability such as emotion control, social competence, emotion regulation, and conflict resolution to be mentally healthy.

Mental health and stress

Mental health and stress are often considered to be interrelated as stress directly or indirectly causes mental health problems and even make the existing problems worse. For instance, many students due to the sudden shift from online to offline mode of education were not able to manage their feeling and day-to-day activities and were suffering various stressful situations at the same which made huge impact over their mental health. Various reports depicts that students who suffer from stress also suffer from various mental health problems and due to COVID-19 pandemic which impacted the mental health of each, and all individual the mental health problems were at peak among students but as the situation is normal now and as the online mode is again being shifted to the offline mode the stress among students is highly noticeable as student are unable to cope up with important things in life and they often feel stressed.

Stress can either be perceived as direct or indirect depending upon the risk factor. The indirect effects of stress on health are those caused by actions taken as a result of stress, such as having less sleep, smoking, or eating poorly. Direct effects of stress on health are

physiological changes, such as headaches, pain, or weight changes that affect immune system function. The mental health issue is critical since it affects an individual's total well-being, regardless of one's status, age, gender, race, or social background.

Delongie during 1985 conducted research to gain more knowledge about the link between daily stress and mental health and well-being. According to the results of his research it was found that, people who got low emotional support from family, friends, and coworkers were almost twice as likely to develop mental health issues as those who received great emotional support.

Discussion

Since the questionnaire employs questions of different answer styles, the responses of each question/statement will need to be discussed separately and in detail.

1. How often do you feel nervous or stressed?

This statement focuses over how often students feel nervous or stressed and out of all the responses twenty-eight percent of students always feel nervous or stressed, twenty-four percent of students often experience it, and thirty-four percent of students sometimes feel nervous or stressed. This imply that due to shift from online mode to offline mode of education majority of students often or always feel stressed or nervous.

2. How often do you feel that you are unable to control the important things in your life?

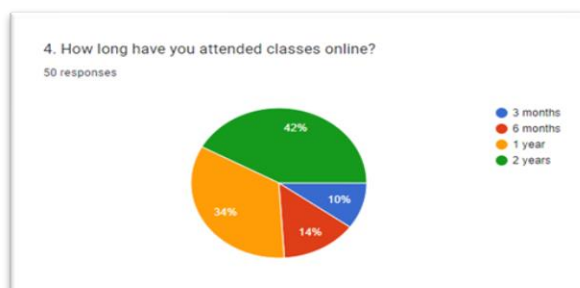
The statement focuses over the students ability to be able to control their important things in life, out of all the responses twenty percent of students find themselves always unable to control important things in their life, about thirty six percent of students often feel the same and nearly thirty percent of students sometimes feel that they are unable to control important things in life. Almost majority of response implies that many students due to the shift from online to offline mode of education find themselves unable to control important things in their life.





3. How long have you attended classes offline

The statement focuses over the duration of students attending classes offline after COVID-19 pandemic and nearly thirty eight percent of students attended offline classes for six months and around thirty four percent of students did that for past one year, eighteen percent of students did that for three months and ten percent of students attended offline classes for almost a month



4. How long have you attended classes online

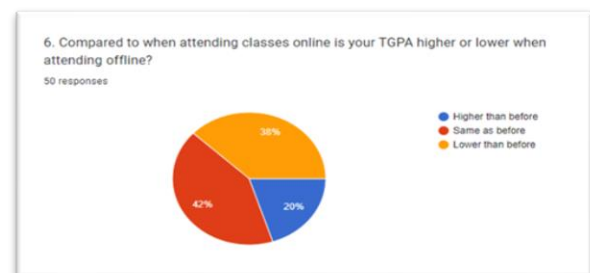
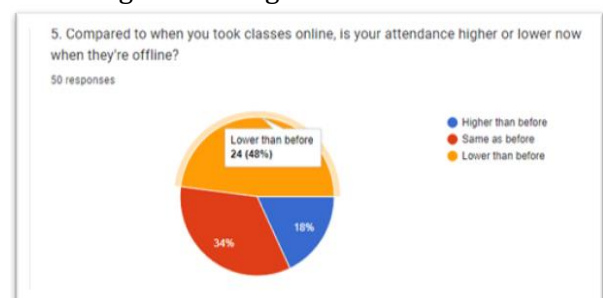
The statement focuses over the duration of students who attended classes online during the

COVID-19 pandemic when schools and institutions were on complete online mode and as a result around forty two percent of students attended online classes for nearly two years, thirty

four percent of students attended classes for almost one year, and around fourteen and ten percent of students attended for six and three months respectively.

5. Compared to when you took classes online, is your attendance higher or lower now when they are offline?

In the statement concerning attendance, forty-eight per cent responded with their attendance decreasing to some extent. While there is eighteen percent responded with having attendance more than before, it can be said because the students are tired and getting mentally exhausted, they are facing difficulties in attending the classes properly. They could attend classes properly online as it was from their comfortable place, and they would be able to get what they need within their reach but offline they have to fend for themselves which is becoming concerning for them.



6. Compared to when attending classes online is your TGPA higher or lower when attending offline?

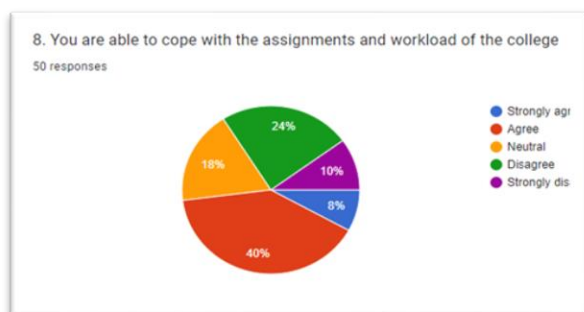
As per the above statement, forty-two percent of the respondents have responded that their TGPA has remained the same, while a major percentage of thirty-eight percent responded with their TGPA getting negatively affected by



the shift. The increasing workload and submitting everything offline are affecting their academic performance. Students are getting frustrated with the workload and thus their stress is increasing which will, in turn, make them lethargic towards everything and their work will pile up. But as the majority is agreeing with their TGPA remaining the same, it can be said that the majority of the students can cope with their workload to some extent.

7. You are able to cope with stressors in your life?

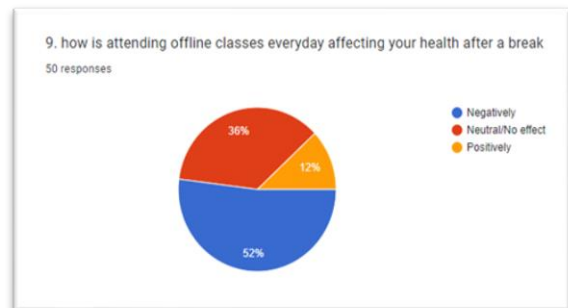
A stressor can be an event or environment in which an individual may feel demanding, challenging, and/or threatening their safety. In the above statement, Thirty-six percent of students replied by being neutral to the situation but twenty-eight percent of students replied by agreeing to the question so a conclusion can be reached that even though sometimes the stressors in their life can be very tough for them, but they are resilient in their life, and they are able to cope up with it. Though sixteen percent responded with them being unable to cope with it.



8. You are able to cope with the assignments and workload of the college?

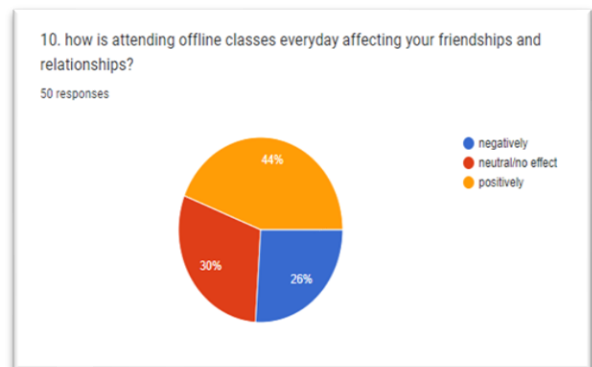
The above statement provides a contrasting picture in the graph. Though Forty percent of students responded by agreeing; they can cope with the workload, similarly twenty-four percent of students responded by disagreeing with the statement. So, it can be concluded by saying that though the majority of the students

are able to comprehend the workload some of them are suffering from the pressure. They are unable to complete their work on time which is creating a stressful environment around them.



9. How is attending offline classes everyday affecting your health after a break.

For the statement concerning attending offline classes everyday affecting student health after a break, fifty two percentage of student have answered that their health are getting affected negatively, thirty six percentage of student have no impact on their health and twelve percentage of student have answered that attending offline classes has a positive impact on their health by this we can conclude that majority of the students are facing health related issues because of attending offline classes daily.



10. How is attending offline classes everyday affecting your friendships and relationship.

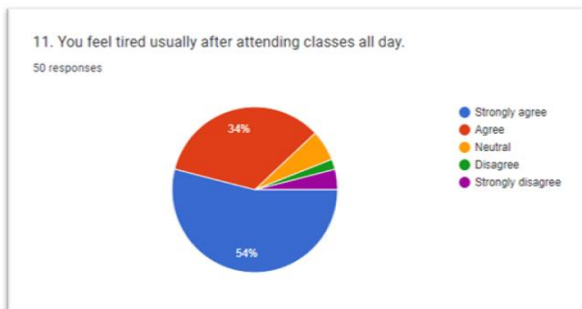
For the statement concerning attending offline classes affecting students friendships and relationships, forty four percentage of the students have answered that attending offline classes has a positive impact on their friendships and relationships, thirty percentage of the students have answered that there is no positive or negative affect on their relationships and friendships but twenty six percentage of the students have answered that attending offline classes daily has impacted their friendships and



relationships negatively. By this we can conclude that attending offline classes are affecting students friendships and relationships positively or there is no change in their friendships and relationships.

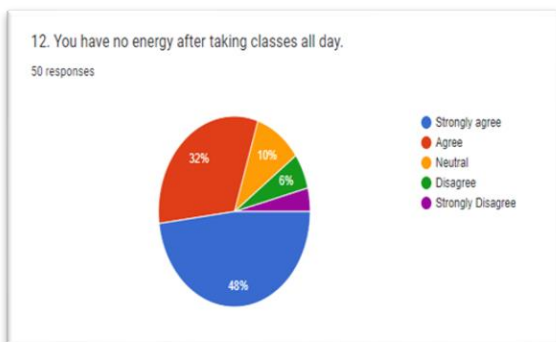
11. You feel tired usually after attending offline classes all day.

For the statement concerning student feel tired usually after attending offline classes all day, fifty-four percentage of the students have agreed strongly that they feel tired after attending offline classes all day, thirty-four percentage of have not agreed strongly but somewhere they agree that they feel tired often after attending offline classes all day and only one to three percentage of the students have answered that they don't feel tired after attending offline classes. By this we can conclude that majority of the students feel tired after attending offline classes all day and the schedule of the classes are very hectic for the students.

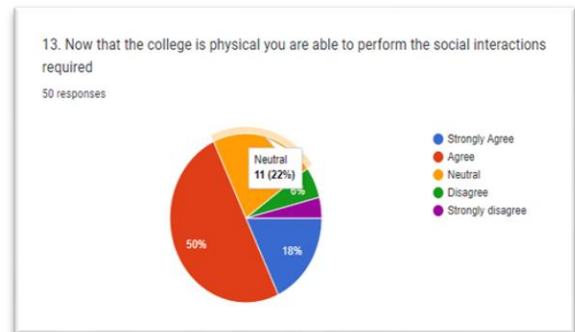


12. You have no energy after taking classes all day.

For the statement concerning the energy of the students after taking classes all days, forty eight percent of students strongly agree and thirty-two agree. This means that for the majority of the students the workload of the college is such that getting through it leaves them with no energy for the rest of their day and they face trouble in completing their other academic

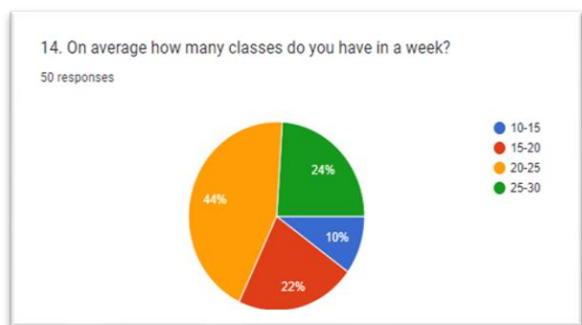


tasks. Since the majority of the responses agree with the statement, this is suggestive of the fact that there is an inherent problem in the workload allotted to the students or the number of classes they have each day.



13. Now that the college is physical you are able to perform the social interactions required.

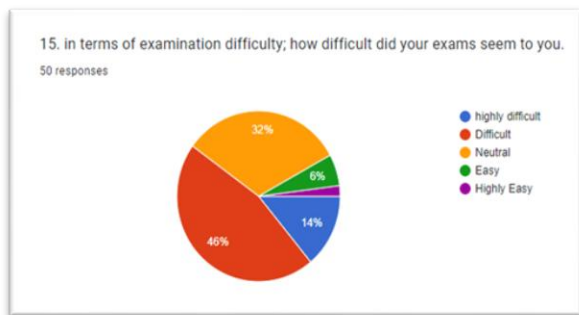
The majority (72%) of the respondents in this segment of the statements agree with the fact that they are able to perform the necessary social interactions to navigate their way through the college and the classes. However, we can see that a tenth of the respondents feel that they are not able to fully interact with their peers, teachers and friends. A generalizable ten percent on the current student population is no small number and this must be address. Not having to interact with anyone in the online scenario has left some students not able to interact.



14. On average how many classes do you have in a week?

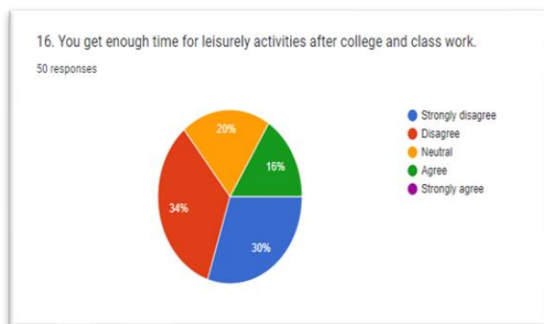
A statistical question, 24% of the respondents have 25-30 classes in a week while ,44% of the respondents have 20-25 classes in a week, 22% report 15-20 class and only 10% have a schedule of 10-15 classes.





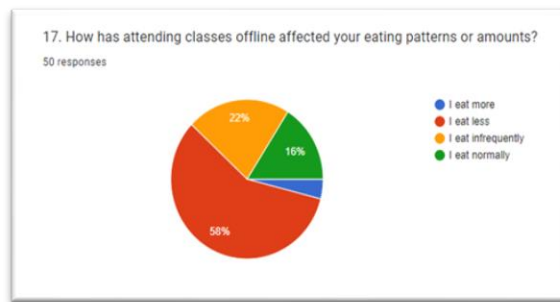
15. In terms of examination difficulty, how difficult did your exams seem to you?

This question is quite important in understanding the whole scenario of shifting of classes to offline mode and its effect on students. The perceived difficulty can be directly interpreted as the amount of confidence the students have in their performance and thus affects their exam results. 32% of the students thought that the exams were highly difficult and 46% thought that they were difficult. Such a large percentage of students answering this way is suggestive of the fact that they might have not been provided enough study material as they were when they were online or simply the fact that their workload is too high.



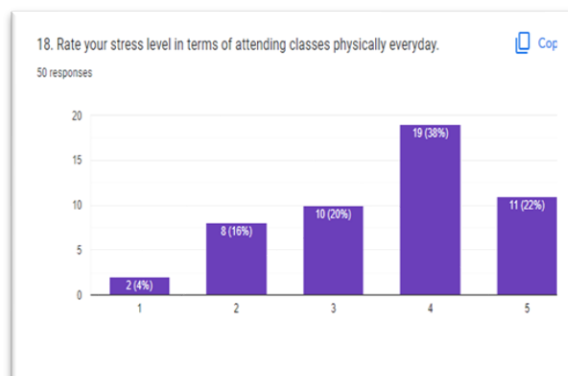
16. You get enough time for leisurely activities after college and college work.

In the statement about the free time the students get for leisure and relaxation Sixty four percent of the respondents said that they did not get any time for leisurely activities and relaxation. Not being able to relax and not being able to unwind is directed related to a deteriorating mental health, high stress levels and a negative impact on the academic performance of the students.



17. How has attending classes offline affected your eating patterns or amounts?

One of the more concerning results that this questionnaire has gotten is regarding the eating patterns of students when attending classes offline. Fifty eight percent of respondents believe that they are eating lesser than what they used to under the stress of offline classes and class work. Further, twenty two percent of the respondents reported that they eat infrequently with larger gaps between meals.



18. Rate your stress level in terms of attending classes physically every day.

In the statement related to measuring the stress levels of respondents in terms of offline classes daily sixty percent of the respondents reported high levels of stress (3+) and twenty percent reporting moderate levels of stress. We can see that majority of the respondents have negatively been affected by offline classes in terms of student stress levels.

Conclusion

The research has come upon proper data to validate the hypothesis that the shift from the online mode of classes to an offline mode is responsible for a negative effect on the mental health, stress levels and academic performance of students. 34% of the respondents have reported a drop in their academic performance and 48% a drop in their attendance. 52% of the



respondents say that the shift has affected their health negatively. More than 80% of the students report that they are too tired to do anything after having gone through all of their scheduled classes while 64% of the people believe that they do not get enough time for relaxation and leisurely activities. 58% eat less and 22% eat infrequently when under college workload.

Keeping the above data in mind we can safely conclude that the issue is valid and requires attention. However, keeping in mind the main reason behind this research; the feeling of being overwhelmed by the workload in the start of the semester we've included an open subjective type of optional question for the students to shade their subjective experiences regarding their time in the college. Some of the responses we got were:

"It is quite hectic, as we've to take care of offline classes, attendance, assignments, tests, projects all at the same time. The working load is quite high in offline classes."

"Classes seem very tiring."

"Offline classes are good to attend but some teachers do not behave in a good manner."

One of the most important and subject relevant answers we have gotten and one which will set the tone for the ending of this project is, *"the shift from online to fully offline should have been more smooth and well planned. we had gotten used to the way online platform functioned but since the classes have shifted to fully offline the university has been increasing our workload and the number of assignments we have to submit per semester. This is extremely stressful especially for those students who have to live alone and travel to the university every day."*

As the respondent above has suggested and as we are as well, there should be preparations made in order for students to transition from one mode of classes to other. This is because a student spend a remarkable amount of time getting used to how a certain platform functions and to suddenly shift from one to another has adverse effects on them as has been proven through this research.

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