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Impact of psychological stress of university students and remove stress strategy to enhance academic performance

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Abstract
In India, around 250 million students were affected due to college closures at the onset of lockdown induced by COVID-19. The pandemic posed several challenges in public and private colleges which included an expected rise in dropouts, learning losses, and increase in digital divide. Sudden shift to online learning without planning in India, where the infrastructure for it was not ready and the curriculum not designed for such format, had posed a risk of many students becoming passive learners due to low attention span. The effects of the COVID-19 pandemic may include exacerbation and/or worsening of mental health challenges among many students with pre-existing psychiatric conditions, and potential new onset of mental health challenges, particularly, anxiety and stress-related disorders among the students, For some children or adolescents with pandemic psychiatric conditions, the lockdown may have led to a shift or even disruption in care. Students with chronic psychiatric and neuro developmental conditions, psychotic disorders, intellectual disability, especially those who had been receiving a significant proportion of their mental healthcare and services in-person during pandemic times, may be affected to all students will go on to develop adverse mental health outcomes Strengthening and supporting resilience promoting factors can be a vital step in reducing the adverse mental health impact of the pandemic among students The study was conducted in three government university students of Kanpur district.

Keywords: Impact, psychological, stress, strategy

Introduction
Stress destroys the academic future of students, any stress whether it is time or fear of corona period. Stress is such a dangerous disease that it destroys their personality. In Corona time, they had to go through this situation, so he was afraid that it would have a wrong effect. Stress management is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of and for the motive of improving everyday functioning. The use of specific techniques, strategies, or programmes such as relaxation training, anticipation of stress reactions, and breathing techniques for dealing with stress-inducing situations and the state of being stressed.
1. Adjust challenge
2. Adjust environment
3. Get proper rest and sleep
4. Focus on health and nutrition
5. Bet active
6. Try mindfulness exercise
7. Start journaling

Objectives
1. To study the socio-economic and education level of students.
2. To examine the psychological and physical problems and stress disorders that affects their academic results.
3. To suggest strategies and ways to remove stress and enhance academic performance.

Methodology
The study was conducted in Kanpur district. Three Government Universities were selected for this study. Total 300 students were selected for the study.

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100 (50 boys and 50 girls) students were selected from each university for the study purpose. Dependent and independent variables such as age, caste, education, spent time, career, academic stress were used in the study. The statistical tools such as χ^2, Cr etc. were used.

Results

Table 1: Distribution of students according the educational standard

S.No.	Education	Boys		Girls		Total	
		Number	Per cent	Number	Per cent	Number	Per cent
1.	BA/BCA./B.Sc. (Ag.)/B.Tech./ B.Com.	120	80.0	130	86.7	250	83.3
2.	MA/M.Sc./ M.Sc.(Ag.)/ M.Tech./M.Com	30	20.0	20	13.3	50	16.7
	Total	150	100.0	150	100.0	300	100.0
	χ^2	2.400			$P < 0.05$		

The need for higher education leaders, stakeholders, and community partners to prepare for crisis is evident today more than ever. The response to Covid-19 has required often rapid and significant shifts in the way education is delivered—having an impact on students and educators. When students are enrolled in traditional learning environments and then abruptly thrust into online and/or remote learning environments mid-semester, they may experience a range of emotions and personal challenges in response to this disruption. As we prepare for an unknown future, it is imperative that we learn from the past and from our experts on classroom experiences our students.

Table 2: Distribution of students according the causes of academic stress during the lockdown period

Sl. No.	Causes	Boys		Girls		Total		χ^2
		Yes	No	Yes	No	Yes	No	
1.	Increase work load	15.0	85.0	50.0	50.0	32.5	67.5	41.880**
2.	New responsibility	2.0	98.0	70.0	30.0	36.0	64.0	150.532**
3.	Difficulty in online exam	5.0	95.0	40.0	60.0	22.5	77.5	52.688**
4.	Concerned with ability to complete the academic year	40.0	60.0	60.0	40.0	50.0	50.0	12.000**
5.	Worried about infection with Covid-19	60.0	40.0	75.0	25.0	67.5	32.5	7.692**
6.	Change in teaching method	60.0	40.0	80.0	20.0	70.0	30.0	14.286**

Increase workload in pandemic period has forced most teaching and learning to be conducted remotely over online platforms. A common teaching practice adopted during the pandemic is a 100 per cent continual assessment structure, where face-to-face final examinations are replaced with multiple learning tasks such as quizzes and assignments.

Table 3: Distribution of students according psychological problems during lockdown period

Sl. No.	Psychological problems	Boys		Girls		Total		χ^2
		Yes	No	Yes	No	Yes	No	
1.	Depression	2.0	98.0	80.0	20.0	41.0	59.0	188.632**
2.	Anxiety	3.0	97.0	15.0	85.0	9.0	91.0	13.187**
3.	Fear of getting overweight	0.0	100.0	75.0	25.0	37.5	62.5	180.000**
4.	Fear of pandemic	10.0	90.0	80.0	20.0	45.0	55.0	148.485**
5.	Fear of death	0.0	100.0	40.0	60.0	20.0	80.0	75.000**
6.	Emotion of anger	2.0	98.0	10.0	90.0	6.0	94.0	8.511**
7.	Relationship issue with family	2.0	98.0	10.0	90.0	6.0	94.0	8.511**
8.	Low confidence and self esteem	4.0	96.0	20.0	80.0	12.0	88.0	18.182**
9.	Loss of work life	55.0	45.0	20.0	80.0	37.5	62.5	39.200**
10.	Mood swings	5.0	95.0	10.0	90.0	7.5	92.5	2.703
11.	Risk of emotional set back	2.0	98.0	0.0	100.0	1.0	99.0	3.030
12.	Stressful environment in home	25.0	75.0	40.0	60.0	32.5	67.5	7.692**

Table 4: Distribution of students according the strategies and ways to remove stress of respondents through coping strategy during lockdown period

Sl. No.	Coping strategy	Boys		Girls		Total		χ^2
		Yes	No	Yes	No	Yes	No	
1.	Positive thinking	70.0	30.0	80.0	20.0	75.0	25.0	4.000*
2.	Installation of hope	40.0	60.0	48.0	52.0	44.0	56.0	1.948
3.	Reading of book	55.0	45.0	75.0	25.0	65.0	35.0	13.187**
4.	Listening the music	35.0	65.0	80.0	20.0	57.5	42.5	62.148**
5.	Online learning course	15.0	85.0	42.0	58.0	28.5	71.5	26.831**
6.	Indoor play	55.0	45.0	75.0	25.0	65.0	35.0	13.187**
7.	Relation exercise	32.0	68.0	25.0	75.0	28.5	71.5	7.692**
8.	Yoga and Mediation	25.0	75.0	40.0	60.0	32.5	67.5	7.692**

9.	Aerobic exercise	42.0	58.0	55.0	45.0	48.5	51.5	5.075*
10.	Creative activities	16.0	84.0	22.0	78.0	19.0	81.0	1.754
11.	Creating enough sleep	2.0	98.0	10.0	90.0	6.0	94.0	8.511**
12.	Video chat with friends and family	80.0	20.0	90.0	10.0	85.0	15.0	5.882*
13.	Start a virtual book or movie club	5.0	95.0	25.0	75.0	15.0	85.0	23.529**
14.	Schedule a workout over video chat	35.0	65.0	25.0	75.0	30.0	70.0	3.571
15.	Join on online group or peer forum	55.0	45.0	32.0	68.0	43.5	56.5	16.143**
16.	Share quick and easy recipe	0.0	100.0	60.0	40.0	30.0	70.0	128.571**

Due to Corona, the working life of the people was already disturbed, there was no campus placement of the students, whatever happened, they were put on hold, due to which the future dreams of the students got stuck, due to which the self-confidence and self-esteem of the students also decreased. It took Due to which the students started having emotional and psychological problems and the atmosphere of Corona's house was already bad due to which the students started getting conflicted with the family.

Everyone was at home in lockdown, then one could make new recipes by learning from platforms like YouTube. Students could cook some such old dishes, which they already liked very much, due to which the time pass of the students was also getting better and they were also able to cook new things at home which was a skill for them and this new skill helped them, restrained and also made creative and enjoyful. All these coping strategies are adopted by the students to release their tension in this corona time.

Conclusion
The corona epidemic had engulfed the whole world, which had an effect on every citizen of the world. This happened for the first time that's why people were unaware of the epidemic, the most affected was the youth of the world because their enthusiasm seemed to be breaking the golden dreams of the future and they were afraid that the world might not end, the meaning of doing this study This was how people fought such an epidemic and kept patience. All the governments of the world together made new strategies so that this epidemic should be faced firmly and how to save the citizens of their own country. In this pandemic period, the government never took care of the revenue, such as rail, airplane, school, college, government and private institution, hostels were all closed. The governments of every country did the work of reaching food to the poor, and made the corona vaccine and put an end to the fear of the youth of the country.

Recommendations
1. Cure to ensure and assure a stress-free academic environment for students.
2. To reduce their tension, students should take out time to enjoy their hobbies and light up their mood with movie music in an atmosphere of tension like Corona.

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