

# Stress of high school students in adapting to on-site learning after the COVID-19 pandemic

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## Abstract

COVID-19 is part of a global pandemic. Which greatly affects the lives of people in society and this COVID-19 outbreak has forced many schools to switch to online teaching methods. These changes have also affected the stress of high school students. The purpose of this study was to study the factors affecting the stress of students when they switched back to onsite learning. After the outbreak of COVID-19 And we collected 241 responses from high school students to a survey to assess the stress of high school students after returning to onsite classes. And found that 49.91% of students were very stressed. And there are 29.91% of students with low stress. From the survey results, it was found that most students were stressed that they had to change their teaching from online to onsite. Which is affected by the COVID-19 epidemic and these may lead to health problems in the future.

**Keyword:** adaptive, student, Covid-19, stress, on site study

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## Introduction

Introduction Do you believe COVID-19 has influenced how many high school students have transitioned from online to fully on-site learning? Situation of the spread of Coronavirus Disease 2019, or COVID-19 (Coronavirus Disease 2019) The World Health Organization (WHO) has declared COVID-19 It's an emergency. Public health emergency of international concern) by recommending everyone The country tightens surveillance and prevents the risk of COVID-19. In Thailand, more cases and deaths have been found. And there are more opportunities to breed deer, especially with the trend of outbreaks in schools. Therefore, raising awareness and preparing for effective outbreaks is essential to reducing risks and preventing them from affecting student health, teacher health, and educational personnel. Which is an important resource to drive and develop the country in the future.

Education is an important aspect of the nation's youth development, but due to the COVID-19 pandemic, high school students have to adapt their learning styles to online learning. This change in the model has caused stress. Normal teaching style, or as everyone familiarly calls it, lecture, is a method of teaching in the classroom that has been done for a long time. Until the crisis of COVID-19. Therefore, it

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has to be changed to online lectures, to which all sectors have to adapt. Whether it is a school, teachers, or students Education in this New Normal era affects students greatly. In the past, we had to come to study in a classroom with equipment, tools, and an environment conducive to learning. But we must change to learning from home, whether it is access to online learning equipment, an internet bill, or lunch.

The conclusion of this research (The stress of high school students in adaptation to on-site after COVID-19) was organized for It is a guideline for studying problems from the past to the present that affect the adaptation of high school students aged 15–18 years (Grades 10–12), allowing us to recognize the problems and find ways to include Guidelines for Resolving Them, always be ready to change the current situation related to COVID-19, and create a form for evaluating the stress of adapting from online learning to on-site learning.

**methodology**

This study looked at data from a specific group of high school students. To study the factors affecting students stress in converting to online teaching. After the outbreak of COVID-19. This is because it is a period of life changes that affect future educational opportunities. Therefore, it is the main database for this research. We will use information from COVID-19 adaptation survey responses. Which will be divided into 7 questions, which are

1. How much stress do you have socializing from online learning to on-site learning?
2. After adjusting to study on-site, how much of an effect does it have on attention to surrounding things?
3. How much stress do you have adjusting to your friends and class teachers after studying online and on-site?
4. How much of the environmental conditions that are lost and the workload of online learning that goes back to teaching and learning on-site can affect your stress?
5. Since the outbreak of COVID-19, how much have teenagers' lifestyles changed?
6. After the COVID-19 pandemic occurred 2-3 years ago, how much do you think it affected your study results?
7. How much of an impact does online versus onsite study have on university preparation?

which is the purpose of this research.

Is to view the information received from survey respondents. What level are you studying, gender, age, and also the variables are defined as the initial variable: Student stress, environment of the stress taker, dependent variable: the effect of stress in high school students on coming to adaptation. On-site study after COVID-19 Control variable: high school students, stress assessment questionnaire

**Result**

For 2-3 years ago there outbreak of COVID-19 around the world. In Thailand to be affected with it to causing this research about “Stress of high school students in adapting to on-site learning after the COVID-19 pandemic” found that from questionnaire it was know the total

number with respondents was 241 students. We analyzable to grade 10 answering 32 students accounted 13.20 percentage. grade 11 answering 80 students accounted 33.10 percentage. grade 12 answering 129 students accounted 53.50 percentage

Grade	Frequently	Percentage
Grade 10	32	13.20
Grade 11	80	33.10
Grade 12	129	53.50

The school of 241 students they study in private school for 156 students accounted 65 percentage and government school for 84 accounted 35 percentage.

Type of school	Frequently	Percentage
Government school	84	35
Private school	156	65

The sex of 241 students female for 128 students accounted 53.10 percentage male for 82 accounted 34 percentage Lgbtq+ 31 students accounted 12.90 percentage.

Sex	Frequently	Percentage
Female	128	53.10
Male	82	34
Lgbtq+	31	12.90

The age of 241 students for 15 years 22 students accounted 9.10 percentage 16 years for 67 students accounted 27.80 percentage 17 years 122 students accounted 50.60 percentage 18 years for 30 students accounted 12.40 percentage.

Age	Frequently	Percentage
15 years	22	9.10
16 years	67	27.80
17 years	122	50.60
18 years	30	12.40

Table 1. How much stress do you have socializing from online learning to on-site learning?

Choice	Frequently	Percentage
Represents the most stressful	29	12
Means very stressful	51	21.20
Means moderately stressful	75	31.10
Means less stress	51	21.20
Means least stressful	35	14.50

The first was show about “How much stress do you have socializing from online learning to on-site learning?” from this question 241 students tell you about most of students have Means moderately stressful more than all of te stress 75 students accounted 31.10 percentage.

Table 2. After adjusting to study on-site, how much of an effect does it have on attention to surrounding things?

Choice	Frequently	Percentage
Represents the most stressful	34	14.10
Means very stressful	57	23.70
Means moderately stressful	65	27
Means less stress	50	20.70
Means least stressful	35	14.50

In the second table was show you about After adjusting to study on-site, how much of an effect does it have on attention to surrounding things? question Represents the most stressful students was answered for 34 (14.10%) Means very stressful students was answered for 57 (23.70%) Means moderately stressful students was answered for 65 (27%) Means less stress students was answered for 50 (20.70%) Means least stressful students was answered for 35 (14.50%) so we much in evidence most of student of 241 students choose means very stressful.

Table 3.How much stress do you have adjusting to your friends and class teachers after studying online and on-site?

Choice	Frequently	Percentage
Represents the most stressful	60	24.90
Means very stressful	66	27.40
Means moderately stressful	51	21.20
Means less stress	39	16.20
Means least stressful	25	10.40

Table 3 tell about How much stress do you have adjusting to your friends and class teachers after studying online and on-site? So,in this table find the most of 241 students have means very stressful amount 66 students (27.40%) and the less students choose for means least stressful 25 students (10.40%)

Table 4.How much of the environmental conditions that are lost and the workload of online learning that goes back to teaching and learning on-site can affect your stress?

Choice	Frequently	Percentage
Represents the most stressful	24	10
Means very stressful	38	15.80
Means moderately stressful	61	25.30
Means less stress	54	22.40
Means least stressful	64	26.60

How much of the environmental conditions that are lost and the workload of online learning that goes back to teaching and learning on-site can affect your stress? From the fourth question, “How much of the environmental conditions that are lost and the workload of online learning that goes back to teaching and learning on-site can affect your stress?” Knowing that 24 students from 241 said that represents the most stressful for (10%), 38 students said they were very stressful (15.80%), 61 students said they were (25.30%), 54 students said they were less stressful (22.40%) and 64 students said they were least stressful (26.60%).

Table 5. Since the outbreak of COVID-19, how much have teenagers' lifestyles changed?

Choice	Frequently	Percentage
Represents the most stressful	65	27
Means very stressful	76	31.50
Means moderately stressful	63	26.10
Means less stress	18	7.50
Means least stressful	19	7.90

Table 5. Since the outbreak of COVID-19, how much has teenagers changed in their lifestyles? From the fifth question, “Since the outbreak of COVID-19, how much has teenagers changed in their lifestyles?” Knowing that 65 students from 241 said that represents the most stressful for (27%), 76 students said they were very stressful (31.50%), 63 students said they were (26.10%), 18 students said they were less stressful (7.50%) and 19 students said they were least stressful (7.90%).

Table 6. After the COVID-19 pandemic occurred 2-3 years ago, how much do you think it affected your study results?

Choice	Frequently	Percentage
Represents the most stressful	96	39.80
Means very stressful	71	29.50
Means moderately stressful	39	16.20
Means less stress	25	10.40
Means least stressful	10	4.10

After COVID-19 pandemic 2-3 years ago, how much do you think it affected your study results? In the sixth question, “After COVID-19 pandemic 2-3 years ago, how much do you think it affected your study results?”, there were 96 students answered the most stressful (39.80%), 71 students were answered very stressful (29.50%), 39 students were answered moderately stressful (16.20%), 25 students were answered less students (10.40) and 10 students were answered least stressful for (4.10%).

Table 7. How much of an impact does online versus onsite study have on university preparation?

Choice	Frequently	Percentage
Represents the most stressful	98	40.70
Means very stressful	77	32
Means moderately stressful	37	15.40
Means less stress	14	5.80
Means least stressful	15	6.20

In the seventh question, knowing that 98 students from 241 said that represents the most stressful for (40.70%), 77 students said they were very stressful (32%), 37 students said they were (15.40%), 14 students said they were less stressful (5.80%) and 15 students (6.20%) said they were least stressful

## Discussion

A study of 241 high school students, comprising male, female and lgbtq+ at both government and independent schools aged 15-18, demonstrated adaptive stress in coming to on-site learning after COVID in various aspects, including stress in adapting to socializing from online learning to on-site. The problem of stress after adjusting to study on-site affect is less attention to surrounding things. how much stressful are the changing environment and workload from online learning that has returned to on-site teaching and learning? The stress of adjusting to peers and class teachers after coming to school. lifestyle changes college entrance preparation. In these research, it is evident that schools should manage to reduce the time for some activities for students to use for university entrance examinations. Allow students to spend time exploring themselves and gaining additional knowledge for university entrance examinations. Including allowing students to return to daily life as before, similar to the situation before COVID-19. Organize some additional activities for students to adjust. Teachers should reduce their workload in the early stages of their return to school so that students can adjust.

## Conclusion

According to the study from the assessment of "The stress of High-school students in adaptation to on-site after COVID-19". In this research showed most of 241 students are in very stressful. Therefore causing most of students have many problems with learning and socializing that change the education system. And all of this can be the result there should be a solution from both the public and private sectors regarding the scoring model that does not fit the situation and workload which have taken up most of the time.

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