Effects of LNU students Mental Health with the Implemented Online learning amidst Pandemic crisis of Social Studies

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Abstract

Irawan et al. (2020) where they mentioned one of the contributing factors to *students' stress the pressure of online learning task which goes to learned used online* media instantly. Studies reveal that students faced challenges during online learning classes these includes anxiety, depression, poor internet service, unfavorable home learning environment which students from remote areas (Kapasia et al. 2020). Stress can *bring with it significant harm to the students' academic performance (e.g., reduced* ability to pay attention or to memories, less dedication to study, unmotivated and more absences from class) (Chou et al., 2011). The researcher conducted the study to *determine the effects of online learning to the student's mental health amidst pandemic.* *Thus, study employed a narrative research design in order to determine the student's* effects of mental health related problems. The participants were selected using purposeful sampling with a total of ten (10) participants and the data gathered using in-depth interview with open ended questions. The data gathered were summarize and *thoroughly analyzed using thematic analysis. It reveals from the participant's r*esponses that they encounter various online learning barriers where it leads them to mental stress.

Lastly, it was found out that there was a significant relation of mental health towards online learning where in it is evident from the result that students are experiencing mental stressor such as academic stress, anxiety, and mental breakdown. Therefore, the *guidance counsellor should implement a program that would be benefit to the student's mental health just like "Students Wellness Week" and creating eng*aging virtual activities.

Keywords: mental health; online learning

1. Introduction

In light of rising concern about the current Covid-19 pandemic, a growing number of universities across the world, beginning from March 2020, either postponed or cancelled all such campus events as workshops, conferences, sports (both intra- and inter-university), and other activities. Universities moved rapidly to transfer various courses and programmes from face-to-face to online teaching (Sahu, 2020). Furthermore, students have a wide range of distractions when studying at home that may affect as well their mental health condition.

Educational and psychological research has raised concerns about student's mental health as they have had to suddenly switch to online learning systems and follow classes under lockdown restrictions. Investigation pointed out that students have experienced an increase in stress, anxiety, and depression (Aslam et al., 2020; Odriozola)

Students have been the most vulnerable to the new normal setup of learning. Nowadays, Students are having difficulty and struggling to cope up and adjust the new normal platform of learning or what we called the "Online Class". Gonzalez et al., 2020; Savanan et al., 2020; Son et al., 2020), and have felt some negative feelings intensified, such as fear, worry, or boredom (Aristovnik et al., 2020; Son et al., 2020). Several studies have highlighted the protective effects that the connection with the rest of the academic community can have an anxiety, depression, and stress (Elmer et al., 2020; Magson et al., 2021; Procentese et al., 2020).

College students' mental health has been rising concern with a significant number of students experiencing psychological distress. Mental health issues can significantly impair students' academic success and social interactions affecting their future career and personal opportunities. (Davi, 2020). The rapid spread of COVID-19 and social distancing measures imposed across the country are expected to further affect the mental health of the population, including college students. Supporting the mental health needs of online students is a critical mission for each university.

With this, the aim of this research study is to (1) identify the various effects of mental health of students due to online learning. (2) Determine the coping mechanism of students who are experiences challenges and mental health issues due to online learning and (3) The result of the study will aid to endorse into the Student Guidance Center be able to address this problem through providing and implementing effective actions and solutions.

2. Literature Review

2.1 Mental Health

The pandemic has the potential to affect college students physically, academically, financially and psychologically. Students reported a number of academic stress and everyday difficulties and high levels of mental health distress. According to the Best College University survey, 95% of college students have experienced negative mental health symptoms due to the pandemic such as anxiety, depression, panic disorder, paranoid etc. High levels of depression were associated with difficulties in focusing on academic work, while higher levels of anxiety were more likely to be reported by college students (Kentucky Counselling Center 2020). Furthermore, the influence of stress on students can be examined from a variety of perspectives. According to Centre (2010), stress has an academic, social, physical and emotional impact on students.

Students faced different mental health disorder that leads them to be unmotivated in online learning. The World Health Organization (WHO) has warned that the current COVID-19 pandemic will cause a significant increase in stress-related conditions and mental health problems (Kaufman et al., 2020). Within this frame Jhonson, (2020) asserts that it is a worrisome side effect of this disruption has been impact on student mental health. Proactive efforts to support the mental health and well-being of students are needed (Sullivan, 2020). According to Kecojevic (2020), those with higher levels of perceived stress were more likely to be females, unable to focus on academic work.

There has been much discussion around student mental health in higher education in current years, mental health difficulties have a serious effect on students' attainment, progression and study outcomes (Evans et al., 2018). Students experiencing mental health difficulties are less likely to complete and/or pass a course or module (Mojtabai et al., 2015) more likely to drop out of university (Brown, 2016) and less likely to attain higher grades (Eisenberg et al., 2009). Additionally, college students are much more likely to experience or develop mental health problems than non-college students, implying that studying and university lifestyle is a significant contributing factor (Brown, 2016).

Anxiety among students occurs during the lockdown because everyone was claimed to remain and every one instruction and erudition platforms took part fair. Students lost reference to outside presences (Nasir, 2020) so it affects them mentally and emotionally. Tian et al. (2020) said that due to the possible danger of death caused by COVID-19, separation and lockdown, and so the abrupt shift in education mode has raised the extent of agitation and almighty pressure on consummate people. In general, students have limited capacity to cope up information, and it's likely that combinations of learning modalities may rebound in cognitive burnout, undermining the power to find out new information adequately (Aguilera-Hermida, 2020).

2.2 Online Classes During Pandemic

Due to the pandemic, students have gone through a ride attending physical classes every morning to studying online. Chung et al. (2020) mentioned, the rapid transitions of Covid-19 pandemic from face to face learning to online learning and teaching have impacted students and lecturers in higher education institutions critically. It is supported by Shahzad et al. (2020), the effects of this pandemic are unpredictable and it gives huge impact to the education system; most of the countries had to adapt with the new teaching and learning method.

Students are required to change their learning method from in face to face class to online learning. As stated by Sutarto et al. (2020), the learning process, initially was conducted face-to-face in the classroom, but has been shifted to home learning using the online system or distance learning (Nasir et al., 2018) through the use of various existing media. The online learning was used for their daily lesson and to assess their academic performance and it somehow causes the students to get stressed. It is supported by Irawan et al. (2020) where they mentioned one of the contributing factors to students' stress rate is the pressure of online lecture tasks, which requires them to use online media that they have only learned and must comprehend instantly.

Due to COVID-19 pandemic, the government round the world has closed all the educational establishments to control the spread of disease, which is creating a right away impact on students, educators and institutions. The unexpected shift from the

traditional school room to digital area is creating a disruption among students' mental health.

3. Research Problem

The aim of this study is to identify the effects of the online learning to the Mental Health of the student's majors in Social Studies. This time of pandemic is very challenging to the students, we cannot deny the facts that many of the students are experiencing difficulty with the set-up of online learning and many of students sacrifice their mental health just to continue learning and to cope up with the new system. The purpose of the study is to answer the following questions:

1. What are the challenges faces by the students during online learning amidst pandemic?

2. What are the effects of mental health of the students due to online learning?

3. What are the coping mechanisms of students who experience stress with this online learning?

4. Theoretical Framework

This research seeks to assess the different effect of online learning to the mental health of the students in colleges. This study is mainly anchored with the following theory by James-Lange (Theory of Emotion), Behavioral Theory by B.F Skinner and Cognitive learning theory by Jean Piaget. Since the mental health is mainly affect the brain-based conditions that affect thinking, emotions, and behaviors.

In relation of this theory to our study is that it is very significant because it enables us to identify through this James-Lange Theory the dimensions of the emotional experience which is connected to the mental health. Through the several process and data gathered from the said theory it shows that the effect of the mental health depends on the environmental situation that one has been experience which lead to the people to have this emotional experience like anger, fear, anxiety, depression and etc. that could affect the person behavior. In the James-Lange Theory it we can be able to identify that there is always a stimuli which result to physiological response of the person on how they interpret the situation that they have been experience. The stimulus plays a vital role in identifying the response that is being interpreted which result into several types of emotional experiences. Behavioral theory, also called behaviorism, assumes that only observable, measurable, and objective criteria are important to understand human behavior and effect behavioral change. It attempts to explain an individual's actions, that is, how a person acts. Behavioral learning theory seeks to explain human behavior by analyzing the antecedents and consequences present in the individual's environment and the learned associations he or she has acquired through previous experience. Behavioral learning theory is the basis for psychology that can be observed and quantified. Theory it we can be able to identify that there is always a stimulus which result to physiological response of the person on how they interpret the situation that they have been experience. The stimulus plays a vital role in identifying the response that is being interpreted which result into several types of emotional experiences. While behavioral learning theory emphasizes the role of the environment, cognitive theory emphasizes the key role of the

mind's cognitions in determining behavior. These cognitions include a person's thoughts, feelings, beliefs, and perceptions.

Cognitive Learning theory it is about to understand how thought processes influence learning. It's often contrasted to the behavioral learning theory, which focuses on the outside environments influences on learning. By understanding how thoughts processes during learning this will add to gain knowledge effectively. According to cognitive learning theory by Jean Piaget, a person's thoughts, feelings, and actions impact how they learn. In other words, their thoughts patterns and mindset affect how they pick up and retain information.

5. Methodology

5.1 Research Design

The researchers utilized a narrative research design According to Czarniaswska et al., (2004), it describes as a specific type of qualitative design in which narrative is understood as a spoken or written text giving an account of an event or series of actions, chronologically connected. Narrative research design will help to determine the students effects of mental health related problems since the aim of the study is to find out the effects of students mental health with the implemented online learning. The procedures for implementing this research consist of studying one or two more individuals, gathering data through collecting their stories, reporting individual experiences, and chronologically ordering the meaning of those experiences (Creswell, 2007).

5.2 Data Collection Method

The researchers conducted an in-depth interview as part of this investigation. In-depth interviewing, according to Boyce (2006), is a qualitative research method that entails conducting lengthy individual interviews with a limited number of respondents to investigate their perspectives on a certain idea, program, or issue. The semi-structured interview in which the researchers asked open-ended questions allowed for more open-ended responses and allowed the participants to contribute more data and relevant information. Semi-structured data collection is a qualitative data gathering method in which researchers ask informants a sequence of pre-determined but open-ended questions (Given, 2008). The research takes place on an internet platform, with the Google Meet app being used. These gadgets were used to provide direction in order for researchers to obtain the goals of the study.

5.3 Data Analysis

Interview transcripts used in analyzing the data by the researcher using thematic analysis, allowing the responses to be group to highlight the key categories. Thematic analysis is defined as a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes the data set in detail. Each transcript will be systematically analyzed to uncover words and concepts which will be mentioned by the participants (Braum & Clarke, 2006). Using categorical themes,

aggregation the researchers sought a collection of themes from the data, hoping that relevant meaning about lessons to be learned out the case emerge (Stake, 2006).

Data collected from the participants was read thoughtfully to make sense from the interview as a whole before breaking down into small part. Reading and memo of emergent ideas from the transcript attempted to describe and synthesize them for a higher level of analytical meanings (Miles, Huberman & Saldana, 2014).

5.4 Ethical Consideration

The researcher's ensured ethics remained a top priority throughout the study. Following The methods outlined in this chapter are paramount in ensuring the validity and reliability of the study. Researchers developed a formal informed consent form for the participants of the study through a soft copy letter. Before conducting the interview, the researchers provided formal informed consent and approval from the participant and conducted fair methods and procedures during the gathering data. The selected participants were students who are currently enrolled in 1st and 2ndyear, Bachelor of Secondary Education major in Social Studies. All the gathered data and Information such as recorded materials and feedback from the participants will be kept as it is confidential and will be used for research purposes only

5.5 Research Reflexivity

In conducting the in-depth interview, the researchers give a free-will to the participants to express their perspectives from the given questions vital from the study.

Lastly, the researcher was very careful to recognized and dismissed these preconceived notions so that the results are not tainted and are purely objective.

6. Results and Discussion

Table 1: Participant's Profile

NAME (OPTIONAL)	AGE	GENDER	YEAR LEVEL	SCHOOL
1	19	Male	1st Year	Leyte Normal University
2	19	Female	1st Year	Leyte Normal University
3	19	Female	1st Year	Leyte Normal University
4	19	Male	1st Year	Leyte Normal University
5	18	Male	1st Year	Leyte Normal University
6	19	Male	2ND Year	Leyte Normal University
7	20	Female	2ND Year	Leyte Normal University
8	20	Female	2ND Year	Leyte Normal University
9	20	Male	2ND Year	Leyte Normal University
10	20	Male	2ND Year	Leyte Normal University

The interview transcripts had been subjected to coding and thematic analysis. The data was thoroughly analyzed to identify major themes and subthemes documented in the gathered data. Initial codes were reviewed, defined, and utilized to generate final codes and to come up a major theme and subtheme. Using thematic analysis, essential or interesting data patterns that addressed the research problem were identified and examined. Likewise, themes were used to present results to elucidate and describe the participant's experiences. Based on the findings of 23 the interview transcripts, the following themes and corresponding subthemes emerged as significant based on the participant's collective experiences:

Theme 1: Online Learning Barriers

    Subtheme 1.1: Lack of Technological Resources

    Subtheme 1.2: Poor internet connectivity

    Subtheme 1.3: Unfavourable Learning Environment

Theme 2: Mental Health Stressors

    Subtheme 2.1: Mental Breakdown

    Subtheme 2.2: Anxiety

    Subtheme 2.3: Academic Stress

Theme 3: Support System

    Subtheme 3.1: Entertainment

    Subtheme 3.2: Motivational Influence

    Subtheme 3.3: Conventional Companionship

Based on the gathered data and thoroughly analyzed coding, a total of three (3) themes with 3 subthemes udder major theme. The first major theme answered the research problem one, while the second major theme answered the research problem two and lastly the 3rd indented theme covers the research problem 3 together with the three themes

Theme 1: Online Learning Barriers

This theme illustrates the different challenges faced by the student during this new online learning modality. There are various online learning barriers such as lack of technological tools, poor internet connectivity and distracted learning environment. Adarkwah (2021), examined students online learning experiences during the pandemic using a narrative inquire approach, the findings indicted that Ghanaian students considered online learning as ineffective due to several challenges that they encounter among these were lack of social interaction among students, poor communication, lack of ICT resources and poor learning outcomes. Studies reveal that students faced challenges during online learning classes these includes anxiety, depression, poor internet service, unfavorable home learning environment which students from remote areas (Kapasia et al. 2020). The online barriers mentioned were the main problem of the participants face in this online learning.

Subtheme 1.1: Lack of Technological Resources

The technological resources refer to the any digital tools or gadgets that produce, manipulate, store communicate or disseminate information. Technological gadgets are the main mediums in online learning. Schools adopted relevant technologies, prepared learning and staff resources, set system and infrastructure, established new teaching protocols and adjusted curriculum (Pham & Nguyen, 2020: Simbuyan, 2020). Most of the participants have insufficient technological resources to use in online learning leading them to struggle in adapting the new online learning modality.

Participant 10: *"Well, actually, first and foremost th*is question is no longer in the us. This has been asked for so many times and my answer to this is always lack of efficient and high quality technological resources. Yes, let's say that I own a Smartphone and laptop. However, there are times where I get to be confronted with many inevitable circumstances. More likely because I personally acquired those resources can no longer *get through the demand of the activity"*

Participant 6: *"The challenges I am facing in* online learning in this time of pandemic are poor internet connectivity, lack of resources such digital tools, and poor *time management as well."*

The challenges they experience greatly affect their academic performance. A decrease in academic performance, online learning has been attributed to a lack of student engagement, with the quality of faculty-student interactions and learning strategies, being among the variables with a high positive correlation (Dumford & Miller, 2018). In this case, students are experiencing negative impacts to their academic

performance due to the challenges of online learning setup. One participant even mentioned that:

Participant 3: *"Absolutely, the above*-mentioned challenges greatly affect my *academic performance."*

It is evident in the responses of participant 10, 6, 3, and others. In terms of technological resources such as laptop, smart phone, printer and other, they are insufficient because not all has the capacity to provide as well as their family income cannot suffice to provide the academic resources needed. Researchers found that nearly 42 percent of respondents reported that the biggest barriers to student learning is their lack of access to devices at home and that this is especially true in rural areas (Study International, 2019).

Subtheme 1.2: Poor Internet Connectivity

Definitely, internet connection is a major requirement because even you have technological resources this will be useless if there's no internet connection. Unstable internet connection is the main problem mentioned by the participants. Another factor that affects the students learning is that online classes depend on the available signal in the setting residing location. The accessibility of the students who participate in distance learning varies in the area. This is the usual case in developing countries such as Philippine because the technology in countries like this is not ready for the online learning setup (Islam et al.2020). Some of the participant mentioned that due to poor internet connection they are not able to learn.

Participant 2:*" I* personally had some challenges in coping up with online learning. The main problem that I sometimes encounter is the poor internet *connection that bugs me when I'm having an online class."*

At some point, some participants are having hard time dealing with the poor internet connection because of the reason that they can't able to attend the virtual class. In addition, due to geographical location there are students who lived in remote areas where there is no stable connection to keep up online learning setup since the new setup needs a strong and stable internet connectivity. In this case, it is evident from the participant responses that they struggle from poor internet connection. The poor network is commonly a major problem for developing countries just like Philippines with telecommunication systems and ICT not being properly developed (Rotas and Cahapay, 2020).

Subtheme 1.3: Unfavourable Learning Environment

Having a conducive learning environment is absolutely recommended for the students to be comfortable and to have focus during virtual class. According to B.F Skinner of behavioral learning theory, it is how students behave based on their interaction with the environment that influence and learned from external forces. At some point, most of the participants mentioned that they are distracted in their learning environment. They are not able to focus during the virtual class/ meeting because of distracted noises and interruptions. Surname et al. (2020), conducted a research looked into how learning occurred at home during the pandemic. Their findings show that students faced many obstacles in home learning environment, such as lack of mastery of

technology, lack of available resources, poor internet connectivity, expensive loads, difficulty in understanding the lesson/module and limited interaction/socialization between and among the students'

In this case, the participant's remains distracted and not having the academic focus due to unconducive learning environment.

> **Participant 1:** *"The challenges that I encountered during this online learning were the slow internet connection, lack of motivation, interrupted power supply, noisy environment and the household chores to name a few."*

Moreover, unfavorable learning environment is also online learning barrier just like noise barrier and unconducive environment which encounters by the participants. Noise barrier in online learning are the sounds of car horn, roaster crowing, and unpredicted noises coming from neighborhood. Research has found that learning environments play a crucial role in sudden success. Several factors can affect learning ability, including seating, light, noise, and even colour. Students who study in a positive learning environment have been shown to be more motivated, engaged and have higher overall learning ability. However, on the other hand, students learning in unfavourable environment that are uncomfortable, loud, o full of distractions will find it far more difficult to absorb the information and stay focused. (Hendrix, 2019).

Theme 2: Mental Health Stressors

Mental health has various effects to the academic performance of students. Investigation pointed out that students have experienced an increase in stress, anxiety, and depression (Aslam et al, 2020; Odriozola). The responses of the participants cover

from second theme explicate the mental health problems experiences by the participants due to online learning such as mental breakdown, students learning anxiety, and academic stress.

This justify that there are effects of online learning to mental health of the students.

Several factors affect mental health which have felt some negative feelings intensified such as fear, worry, or boredom (Aristovnek et al., 2020; Sonnet et al, 2020). This anchored with the theory of emotions by James and Lange the dimensions of the emotional experience which is connected to the mental health.

Subtheme 2.1: Mental Breakdown

Students experience the mental breakdown the circumstances nor situations are no longer to handle the extreme feelings they experience since the transition of learning set up shift to online learning. When stress and feelings of worry are there all and build up to a level that has an impact on a person's daily life. Jhonson, (2020) asserts that it is a worrisome side effect of this disruption has been impacts students' mental health. When asked about how mental breakdown affects their online learning performance, a participant indicated that:

Participant 1: *"Online learning leads me to mental health breakdowns in* a way that most of the time not having that mental focus and often experiencing *mental stress"*

Participant 2: *"I'm stress, exhausted, I feel that I don't have the drive or* will to study and *answer my modules. I'm always one thinking, doubting,*

preoccupied and I don't have peace anymore in my mind and to the part that sometimes, cried and vomiting because of pressure and frustration."

Mental breakdown is mostly experiences evident from the participant response because they cannot handle nor control extreme emotions due to bombarded academic task which leads them to mental breakdown. American College Health Association surveyed in 2019, 87% of students had felt overwhelmed at some point by everything they have to do while 85% reported feeling mentally exhausted. Mental ill health among students may potentially be caused by heavy workload, insufficient feedback from teachers and worries about future endurance/competence (Dalhin, Johenberg & Runeson, 2005).

Subtheme 2.2: Anxiety

Students faced a different mental health problem that leads them to be unmotivated in online learning. According to American psychological association anxiety is a normal human reaction to stressful situations, but for people with anxiety disorders these aren't temporary would become worse. On the other hand, a mental breakdown is a situation wherein it happens when you have the intense physical and emotionally overwhelmed by stress (Cleveland clinic, 2022). It is the point at which we feel we can no longer handle things or slowly losing interest (University of Utah HMHI, 2021). It worry so much that even the students are experiencing anxiety. As participants explains that:

> **Participant 3:** *"Online learning makes me over think every night, and it makes me stressed and worried about my future. I cannot focus on other things because all of the things that I have on my mind are schoolwork."*

Online students are likely to feel anxious about their ability to succeed in what could be an unfamiliar learning environment. The sudden shift to exclusive online learning brought anxiety and stress which among a significant portion of the students due to the stressful loads of work required.

> **Participant 4:** "Online learning is not as much exciting as the face-to-face and my mental health is greatly affected by the sudden transition. Today, I mostly *have anxiety attacks if there are recitations or reporting's because I am no* longer used to presenting myself in front of the class and the thought of having connection issues trigger my anxiety. I also barely sleep just to finish all the *activities."*

Most of students preferred traditional or face to face because they are feel most efficient in learning with other student's interaction. Student's learning anxiety is another effects of online learning to mental health. It is evident from the participants 3 and 4 that they are unmotivated and uninterested to learn because of anxiety to the point that they can't able to focus comprehensively to their academic tasks. However, one participant even mentioned that there are several factors aside online learning does feel anxious.

> ***Participant 5:"*** *I wouldn't say a lot because I know that our learning is* not contributor of my mental health and might as well the surrounding factors *couldn't make circle of influence like the financial stability, and family for* *example"*

Subtheme 2.3: Academic Stress

Academic stress involves mental distress regarding anticipated academic challenges or failure or even the fear of the possibility of academic failure (Thakkar, 2018). The influence of stress on students can be examined from a variety of perspectives which according to Centre (2010), stress has an academic, social, physical and emotional impact on students.

Irawan et al. (2020) where they mentioned one of the contributing factors to students' stress the pressure of online learning task which goes to learned used online media instantly. Participants mentioned that:

Participant 5: *"Online learning affects my mental health in a bad way. Feel stress and frustration."*

Participant 7: *"I am not having that mental focus, and often experiencing mental stress."*

As such, having a difficult time solving problems and concentrating on studying. It is hard to focus on anything, and often experiencing frustration. High levels of stress and burnout, which ironically result in lower academic achievement. As a result, one participant elaborates the effects of mental health to online learning.

Participant 3: *"I'm irritated always, I wanted to sleep every day, I gain weight* that resulted to loss my self-esteem, I wanted to stay in our house always, and I don't *have the energy to socialize to other people."*

As students experience a high level of stress caused by unprecedented academic pressure, most students report low self-esteem and poor concentration both of which have an impact on their academic performance (Chandra, Y. 2021). Chou et al., (2011) states that stress can bring with it significant harm to the students' academic performance (e.g., reduced ability to pay attention or to memories, less dedication to study, unmotivated and more absences from class). Turner et al., (2015) as well indicates as to the student's physical and psychological health (e.g., substance abuse, insomnia, anxiety and physical and emotional exhaustion). Academic stress is a prevalent mental health concern among university students and it is caused primarily by student's anxiety of losing their marks and failing their academic performance.

Theme 3: Support System

A support system is a network of people that can provide you with practical or emotional support. These support systems will help you improve your overall health and have been shown to reduce stress and anxiety. Researcher reveals that having a support system has many positive benefits. Some of the best benefits include higher levels of wellbeing, better coping skills, and a longer healthier life. Having a support system as well have been proven to reduce depression, stress and anxiety (Hood, 2020). At some point, the participants have a coping mechanism to handle or lessen the burden or stress they experience with their online classes. They have identified several of coping mechanism; these are entertainment, motivational influence and conventional companionship.

Subtheme 3.1: Entertainment

Entertainment is the usual or most of the participants serve this as their coping mechanism. They browse in any social media's, watch several videos such as movies, drama's, funny videos and listen to music just to lessen the stress. A research shows that depending on the type of content and the surrounding environment, media can be an effective coping mechanism. Nabi et al., (2017) found that media use is primary coping strategy for people facing health or academic stress and individuals under high stress are likely to turn to media for relation and recovery (Anderson et al., 1996; Reinecke an Eden, 2016).

Participant 9: My coping mechanisms to handle my mental health due to the problem of online learning are just by watching inspirational movies and entertaining videos online. It somehow lessens my stress and it makes me forget about my academic tasks for at least an hour.

Participant 6: *"My main coping mechanism is actually the internet. I* usually browse the internet and watch lot videos to ease the stress that I *experience."*

The participant somehow reveals that it lessens their stress with the entertainment stressor as their coping mechanism. Research suggests that media exposure is frequently used to seek distraction from frustration, stress and anxiety in everyday life (e.g., Heini 2003).

Participant 9: *"I play mobile games and watch videos in tiktok, facebook, and YouTube to entertain myself."*

Media use broadly has been demonstrated to reduce stress (Nabi et al., 2017; Prestin and Nabi, (2020), entertainment help alleviate anxiety and ultimate foster positive psychological well-being outcomes (Reinecke and Eden, 2016). Most of the participants serve entertainment as their coping mechanism where browsing social media gives them gratification and relieve their stress such as watching videos and surfing on any social media platforms.

Subtheme 3.2: Motivational Influence

Motivational influence composes of several elements like expressiveness and is believed to encourage adoption intentions. This subtheme elucidates the participant's motivational influence to lessen their academic stress. At some point, one participant even mentioned that self-motivation serves as coping mechanisms to lessen the stress. Based on Jean Piaget cognitive learning theory, individuals who felt encouraged to learn experienced much more thoughts than those who are much less encouraged. In turn, people's thoughts wandered extra than others retain the classes' information much less effectively. Giving an academic break and connecting the nature relieves their stress. Motivation has a close association with stress and the performance of individuals in a work context, and includes factors such as stress, physical health, organizational commitment, enhanced job satisfaction, organizational citizenship behaviors and personal accomplishment entrepreneurial effectiveness, and so on (Liang et al., 2018).

Participant 8: I believe it is through connecting with the nature, giving time for myself to rest like leaving my phone or laptop for just one day to rest and gain again some energy and most especially letting myself to cry. Listen to different kinds of music.

In this case, the participant reveals that academic break and self-motivation through connecting nature serves as effective coping mechanism to lessen the stress due to online learning. Another, motivational influence as well gives them self-motivational to adjust and cope up the situation and it urged them strive more   in order to achieve their goals.

Subtheme 3.3: Conventional Companionship

The convention companionship refers to parent/ peer support, also commonly called family peer support or family support services, offers hope, guidance, advocacy, and camaraderie for parents and caregivers of children and youth receiving services from mental health, substance use, and related service systems. In study of university of Michigan, states that students with a support network of family and friends are typically healthier than others (Pasadena villa, n.d). This subtheme elucidates the support system of family and peers serves as coping mechanism by the participants.

Participant 10: With the Proliferation applications of mental health problems, I did find out that our respective circle of influence, our families and friends serves a pivotal role for us to recover from it or much better, they're not completely undergo to it. In other words, I use them as my coping mechanism and

other diverse choice of refusing to problems take over the serenity, at least in my

head.

These mentioned is greatly effective in coping up the stress that the participants encounter.

Some of participant even alludes to that.

> **Participant 7:"** Yes, because for the meantime my attention is being *directed to something that calm and empty my mind."*

> **Participant 1:** *"It is somehow effective because when I am watching* inspirational videos or movies online, it keeps me motivated to achieve my goals *in life. It makes me realize the reasons why I am studying."*

However, one participant mentioned that somehow coping mechanism is effective but not totally.

> **Participant 3:** *"They somehow help me in coping up and handling my* *mental health problems but not totally."*

At some point, despite of the academic stress they experience, they balance both academic performance and mental health.

> **Participant 6:** *"I equally prioritize t*hem both. I ensure that I am mentally *healthy while achieving a good academic performance amidst online learning."*

Study showed that there was a significant relation between mental health and educational performance, that is, the higher the students level of mental health, the better their educational performance (Bostani, et al., 2014). However, other participant mentioned that they prioritize more their academic performance over their mental health

even this would likely lead them to mental health problems such as stress, frustrations and mental breakdown.

> **Participant 9:** *"I'm actually very conscious of my academic performance so I don't sometimes prioritize my mental health over my online academic performance, because I'm anxious of what would be the outcome if I prioritize my mental health over my online academic performance."*

Likewise, peer and family support added to contribute the participant's coping mechanism. Winzer and Lindberg et al., (2018) implies that having available support from both friends and family members reduces stress associated with studies and adjusting to the college environment. Social support system methods such as seeking support from friends and family members are frequently reported in individual within this developmental range as method of cognitive control such as problem-solving and active distraction coping strategies (Bird &Harris 1990,; Brodzinsky et al., 1992).

7. Conclusion

The study focuses in identifying the effects of online learning to the mental health of the students major in social studies. The finding shows the effects of online learning and its implication to the mental health of the students. In conclusion, mental health of the students is greatly affected by this implemented online learning because of so many online learning challenges that the students encounter amidst pandemic. It is evident from the result that most of the students face challenges such as lack of technological

resources, poor internet connectivity and distracted learning environment. This challenge has greatly significant relation towards the student's mental health.

There are so many mental health stressors that could trigger the emotion of the students to experience mental health problems. As it was shows from the result that mental breakdown, anxiety, and academic stress are one of identified effects of online learning. Online learning gives students many challenges that lead them to an extreme feeling that they couldn't handle by themselves. This mental health stressor greatly affects the academic performance of the students because it causes them to be unmotivated to do certain task and activities in school. The result reveals that students suffered and experience not able to comprehend and absorb the lesson well because they face such challenges in online learning; the tendency is they felt emotions that cannot be controlled. The result of this study seems to indicate that there is a negative effect of online learning towards the student's mental health which they encountered with such difficulties.

However, despite of the problems encountered and experience by the students they were able to find a way to cope up the unprecedented situation. Definitely, it was proven from the results that entertainment, motivational influence and support system become an effective coping mechanism to face the different challenges and academic stress that students are facing in this time of online learning. This also help the students to manage the different stresses that they experience because of so many coping mechanisms that they used just to ease their mental health problems. It is evident from the findings that support system that they receive from their parents, friends and self can

also be serves as motivated to pursue their studies. This becomes a good indication that students can be able to fight online learning challenges and mental health problems if they have this effective and suitable coping mechanism.

8. Recommendations

In light of the recent findings, the following recommendations are provided:

The Guidance Counsellor should implement a program that would be benefit to the student's mental health just like "Students Wellness Week". This program will help the students to lessen the burden of academic stress they experience and giving them a break to relieve from academic school task. In addition, creating virtual activities that is engaging to the student's mental health wherein they can balance both academic task and their mental health.

 The students must enlighten the different effects of mental health which serve as an eye opener to balance their academic task and mental health. As well as students can create a better coping mechanism that suits and contributes to their learning and academic performance. Additionally, it's critical to practice self-care to encourage frequent exercise and unwinding pursuits when taking online classes. By doing these steps, you may be able to both enhance mental health and lower the risk factors for poor mental health. (World Health Organization, 2019).

The professor and the instructor of the university must always take to consider the

different situation of their students. Since, the findings resulted that there are students who are academically stress and experiences breakdowns during this online learning setup. Addressing this kind of problems would be a great help to the students.

Conducting, further study would be necessary in finding out the different effects of mental health that the students experience during online learning setup amidst pandemic. These problems need further studies so that the institutions will be able to provide actions and solutions to the said problems of the students.

Finally, the morale support and encouragement from the teacher is highly needed to help the students to become motivated in their studies. Teacher should provide extrinsic and intrinsic motivation to their students such as giving rewards and incentives to improve learning interest as well as giving them words of motivation an encouragement.

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