

## ASSESSING STUDENTS' ACADEMIC STRESS THROUGH E-LEARNING

Qurat-ul-Ain Arjmand<sup>1</sup>, Dr. Zahid Bilal<sup>2</sup>, Dr. Nadia Gilani<sup>\*3</sup>

<sup>1</sup>Ph.D. Scholar, Department of Educational Research and Assessment, University of Okara, Okara;

<sup>2</sup>Assistant Professor in Media & Communication Studies Department of Communication Studies University of Okara; <sup>3</sup>Assistant Professor in Education Department of Education University of Okara

<sup>1</sup>quratulainarjmand612@ail.com; <sup>2</sup>Zahid.bilal@uo.edu.pk; <sup>\*3</sup>nadia.gilani@uo.edu.pk

Corresponding authors\*

Received: August 08, 2024 Revised: September 08, 2024 Accepted: September 23, 2024 Published: September 29, 2024

### ABSTRACT

Despite the increasing adoption of E-Learning in Pakistan, empirical research on academic stress within these digital environments remains limited. This quasi-experimental study addresses this research gap by investigating academic stressors and coping mechanisms among students at COMSATS University engaged in E-Learning. The study involves a sample of 60 students currently enrolled in E-Learning programs and 60 students participating in traditional classroom settings. Participants are selected using purposive sampling to ensure the E-Learning group comprises students actively enrolled in online courses, while the traditional group consists of students attending in-person classes. A quasi-experimental design is employed, incorporating pre and post intervention surveys to assess academic stress levels and coping strategies. Data are collected through structured questionnaires, enabling a comparative analysis of stress and coping mechanisms between the two groups. The research aims to determine whether significant differences exist in academic stress levels and coping strategies between E-Learning participants and traditional learners. The findings are anticipated to provide evidence-based recommendations for COMSATS University to enhance the E-Learning experience and better support student well-being. This study will contribute to a nuanced understanding of the impact of E-Learning on academic stress and offer actionable insights for improving online education practices in Pakistan.

**Keywords:** E-Learning, Academic Stress, Coping Mechanisms, Quasi-Experimental Design, COMSATS University

### INTRODUCTION

The advent of digital technologies has significantly transformed the landscape of education, introducing new paradigms and methodologies for learning. E-Learning, defined as the use of electronic resources and technology to facilitate education, has become a prominent force in contemporary pedagogical practices. The proliferation of E-Learning platforms ranging from Massive Open Online Courses (MOOCs) to Learning Management Systems (LMS) and synchronous virtual classrooms has revolutionized how educational content is delivered and accessed (Online Learning Consortium, 2021).

This shift has enabled students to engage in learning experiences beyond the traditional classroom, offering unprecedented flexibility and

accessibility. However, this transition is accompanied by its own set of challenges, particularly concerning students' academic stress. Academic stress refers to the psychological and emotional strain experienced by students in response to the demands and pressures of the educational environment (Salanova et al., 2010). As E-Learning becomes an increasingly integral component of education, it is crucial to investigate its impact on students' stress levels.

The rise of E-Learning has introduced both opportunities and challenges that can affect students' mental health and academic experience. The flexibility and convenience of online learning, while beneficial, may also contribute to new forms of stress related to technology use, time

management, and self-discipline (Hodges et al., 2020).

The COVID-19 pandemic has accelerated the adoption of E-Learning globally, forcing educational institutions to transition rapidly to remote instruction. This abrupt shift has brought to light various stressors that were previously less apparent. Educators and students have faced numerous uncertainties, including technological barriers, changes in teaching methodologies, and the challenge of maintaining engagement in a virtual environment (Hodges et al., 2020).

These novel stressors underscore the need for a deeper understanding of how E-Learning influences students' academic stress. In the Pakistani context, this issue warrants particular attention. With the rise of E-Learning in Pakistan, driven by both technological advancements and recent global events, understanding the specific stressors faced by Pakistani students is crucial (Khan et al., 2021).

This research aims to explore the dimensions of academic stress within E-Learning settings in Pakistan, shedding light on its origins, manifestations, and consequences. By identifying these stressors, educational institutions can develop targeted interventions to support students more effectively (Rizvi et al., 2020).

The learning outcomes of this research are multifaceted and hold significant implications for various stakeholders. Firstly, by providing a nuanced understanding of the stressors unique to E-Learning in Pakistan, this study can assist educational institutions in tailoring their support systems to address the specific challenges faced by students (Javed et al., 2022).

Secondly, quantifying academic stress levels and assessing the impact of E-Learning on these levels can inform educators and policymakers about potential stressors and guide the development of strategies to enhance student well-being and academic success (Haque et al., 2021).

While E-Learning offers transformative opportunities for education, it also presents new challenges that can impact students' academic stress (Ali et al., 2019). Investigating these impacts within the Pakistani context will provide valuable insights for improving the E-Learning experience and supporting students' mental health in this evolving educational landscape (Farooq & Saeed, 2022).

### **Review of the Related Literature**

The shift towards E-Learning has generated significant interest in understanding how this mode of education impacts students' academic stress. Research has identified various stressors unique to E-Learning environments, which can influence students' overall well-being and academic performance. These stressors include technological challenges, issues related to online assessments, the necessity for self-regulated learning, social isolation, and difficulties in managing academic responsibilities alongside other life demands (Al-Momani et al., 2020; Lin et al., 2021).

Technical issues such as connectivity problems and difficulties with navigating digital platforms are significant sources of stress for E-Learning students. Inadequate technology infrastructure and gaps in digital literacy can exacerbate stress, leading to feelings of frustration and helplessness among students (Smith et al., 2021). Anxiety related to the reliability and functionality of online learning tools is also a common concern, which can further impact students' stress levels (Williams et al., 2022).

The transition to online assessments has introduced new stressors as well. Concerns about academic integrity and the perceived fairness of online assessments contribute to students' stress levels (Jones & Brown, 2019). The lack of immediate feedback compared to traditional classroom settings can increase anxiety regarding academic performance, compounding the overall stress experienced by students (Miller et al., 2020).

E-Learning requires a high degree of self-discipline and time management, which can be stressful for students who struggle with self-regulation. Difficulties with setting goals, staying motivated, and managing time effectively in E-Learning environments are well-documented stressors (Clark et al., 2021). Additionally, the lack of physical interaction with peers and instructors in E-Learning environments can lead to feelings of social isolation, impacting students' mental health and academic experience (Taylor & Adams, 2021). Students enrolled in E-Learning often need to balance academic responsibilities with personal and professional obligations. Managing these multiple roles can be overwhelming and contribute to heightened stress levels (Johnson et al., 2022). Understanding how students cope with these

stressors is essential for developing effective support strategies.

Research has shown that various coping mechanisms can mitigate academic stress in E-Learning contexts. Students who employ adaptive coping strategies, such as seeking social support and problem-solving techniques, generally experience lower levels of academic stress (Lee & Kim, 2021).

Effective use of technology and digital tools can also serve as a coping mechanism; students proficient in using E-Learning platforms and who have access to reliable technology experience less stress related to technical challenges (Harris & Chen, 2022).

Institutional support plays a critical role in stress management. Timely support from educators and the availability of resources, such as counseling services, can significantly reduce students' stress levels (Robinson et al., 2020). The insights gained from the review of related literature underscore the importance of developing targeted interventions to address the specific stressors faced by E-Learning students.

Policymakers and educational institutions can use these findings to formulate evidence-based recommendations aimed at creating a more supportive and less stressful learning environment (Singh & Patel, 2021).

E-Learning offers numerous benefits but also presents unique challenges that contribute to academic stress. By understanding these stressors and exploring effective coping mechanisms, stakeholders can develop strategies to enhance the E-Learning experience and support student well-being.

Recommendations include improving technological infrastructure, providing clear guidelines and timely feedback for online assessments, enhancing support for self-regulated learning, fostering virtual communities to reduce social isolation, and offering resources to help students balance academic and personal responsibilities (Farooq & Saeed, 2022; Haque et al., 2021).

### **Rationale of Study**

E-Learning has gained significant traction globally, and Pakistan is no exception to this transformative educational trend. With a burgeoning population and increasing demand for

accessible and flexible education, E-Learning has the potential to address educational challenges in Pakistan. However, as this mode of learning proliferates, it brings forth unique challenges, particularly concerning students' academic stress (Al-Momani et al., 2020; Smith et al., 2021).

In Pakistan, the adoption of E-Learning has witnessed an upward trajectory, driven by the need for wider access to education, the COVID-19 pandemic, and government initiatives to promote online learning platforms. This surge in E-Learning adoption necessitates exploring how this transition impacts the well-being of Pakistani students (Williams et al., 2022; Jones & Brown, 2019).

Despite the growing prominence of E-Learning, there is a scarcity of comprehensive research specifically investigating the academic stressors and coping mechanisms among Pakistani students engaged in E-Learning. This research gap highlights the need for an empirical study tailored to the Pakistani context (Farooq & Saeed, 2022; Haque et al., 2021).

Pakistan's diverse student population, characterized by varying socio-economic backgrounds, technological access, and educational experiences, necessitates understanding how these factors interact with E-Learning and influence academic stress. Such insights are crucial for achieving equitable educational outcomes (Clark et al., 2021; Taylor & Adams, 2021).

Academic stress can have profound implications for students' health and well-being. Given the growing awareness of mental health in Pakistan, it is essential to assess and address stressors in E-Learning environments to support students effectively (Johnson et al., 2022; Lee & Kim, 2021).

The findings of this research can inform educational policymakers, institutions, and educators about the specific stressors faced by Pakistani students in E-Learning. This knowledge can guide the development of more effective E-Learning strategies and support mechanisms that align with the unique needs of Pakistani learners (Robinson et al., 2020; Singh & Patel, 2021).

E-Learning offers numerous advantages, it also presents distinct challenges that can contribute to academic stress. This study aims to provide a comprehensive analysis of these stressors and coping mechanisms, offering valuable insights to

enhance the E-Learning experience and improve student well-being in the Pakistani context.

### **Objectives of the Research Study**

1. To identify and evaluate the specific academic stressors encountered by students in E-Learning environments at COMSATS University.
2. To measure and compare the levels of academic stress experienced by students in E-Learning programs versus those in traditional classroom settings at COMSATS University.
3. To investigate and assess the effectiveness of coping mechanisms used by students in E-Learning environments and develop evidence-based recommendations to enhance support systems.

### **Significance of the Research Study**

This study holds significant potential for making a meaningful impact in several key areas. As E-Learning becomes increasingly prevalent in Pakistan, understanding its effects on students is crucial (Khan et al., 2021). This research addresses a critical gap by providing insights specific to the Pakistani context, helping educators and policymakers tailor their approaches to better meet local needs (Farooq & Saeed, 2022).

By focusing on academic stress in E-Learning, the study sheds light on areas where students might struggle and offers guidance on creating support systems that enhance mental health and overall well-being (Elwood et al., 2020; Demirbilek & Kizilcec, 2021).

The findings will offer practical recommendations for improving E-Learning practices in Pakistan, aiming to make online education more effective and student-friendly for both learners and educational institutions (Lee & Choi, 2022).

The study's combination of quantitative and qualitative methods provides a comprehensive view of academic stress, enriching the research toolkit and potentially inspiring future studies (Schunk & Zimmerman, 2020). Including the perspectives of E-Learning instructors alongside students' experiences offers a fuller picture of the challenges and opportunities in virtual classrooms (Mulenburg & Berge, 2019).

Examining how academic stress evolves over time will provide valuable information for long-term planning and interventions in E-Learning

environments (Hamaideh, 2019). Additionally, the research can inform policy development and strategic planning to support students and educators, particularly in adapting to E-Learning during challenging periods like the COVID-19 pandemic (Olofsson et al., 2018).

### **Methodology of Research Study**

#### **Operational and conceptual definitions of the study**

In this study on assessing academic stress through E-Learning, key concepts are defined both operationally and conceptually to ensure clarity and precision. Academic stress is operationally defined as the psychological strain reported by students concerning their academic workload, assignments, exams, and deadlines, measured through standardized stress assessment tools like the Perceived Stress Scale (PSS) and the Academic Stress Scale (ASS).

Academic stress encompasses the emotional and psychological pressure students experience due to academic demands, which can adversely impact their mental health and academic performance. The E-Learning environment is operationally defined as the online platforms and digital tools used for course delivery, including Learning Management Systems (LMS) and virtual classrooms, with students enrolled in these online courses at COMSATS University.

Conceptually, it refers to educational settings where instruction is conducted through digital means, offering flexibility but also introducing unique challenges. Traditional classroom settings are operationally defined as physical classrooms where students receive face-to-face instruction, contrasting with the online mode of learning. This model involves in-person interactions and conventional teaching methods.

Lastly, coping mechanisms are operationally defined as strategies used by students to manage academic stress, assessed through surveys and interviews focusing on techniques like time management and social support.

These are cognitive and behavioral approaches employed to mitigate stress and maintain academic performance. These definitions help to clearly delineate the study's focus and ensure consistent measurement and understanding of the variables involved.

### Inclusion criteria of the study

**Student Enrollment:** Participants must be enrolled at COMSATS University, with a specific focus on those engaged in E-Learning programs or traditional classroom settings.

**Current Enrollment Status:** For the E-Learning group, students must be actively enrolled in online courses. For the traditional classroom group, students must be attending in-person classes.

**Sample Size:** The study involves a sample of 60 students from E-Learning programs and 60 students from traditional classroom settings.

**Selection Method:** Participants are selected using purposive sampling to ensure that the E-Learning group comprises students who are actively engaged in online courses, while the traditional group consists of students attending physical classes.

### Exclusion criteria of the study

**Non-Enrollment:** Students who are not enrolled at COMSATS University are excluded, as the study specifically targets this institution.

**Inactive Enrollment:** Students who are not actively enrolled in either E-Learning programs or traditional classroom settings at the time of the study are excluded. This includes students who may have dropped out or are on leave.

**Inadequate Participation:** Students who do not fully participate in the pre and post-intervention surveys or fail to complete the required questionnaires are excluded from the study. This ensures the reliability and completeness of the data collected.

**Non-Compliance with Study Requirements:** Students who do not meet the purposive sampling criteria, such as those not specifically enrolled in online courses for the E-Learning group or those not attending physical classes for the traditional classroom group, are excluded. This is to ensure that the comparison between E-Learning and traditional settings is accurate and relevant.

### Design of the Study

This quasi-experimental study is designed to explore academic stress and coping mechanisms among students engaged in E-Learning and traditional classroom settings at COMSATS University.

The study involves two distinct groups: 60 students currently enrolled in E-Learning programs and 60 students participating in traditional classroom

settings. Participants are selected using purposive sampling to ensure that the E-Learning group consists of students actively enrolled in online courses, while the traditional group includes those attending face-to-face classes.

The research employs a quasi-experimental design with a focus on comparative analysis. Data collection involves structured questionnaires administered through pre and post-intervention surveys. These surveys are designed to measure academic stress levels and coping strategies, allowing for a comparative assessment between the two groups. The pre-intervention survey gathers baseline data on stress levels and coping mechanisms before any specific interventions or adjustments, while the post-intervention survey assesses changes over time.

The primary objectives are to identify specific stressors in E-Learning environments, quantify and compare stress levels between E-Learning and traditional students, and explore coping mechanisms employed by students in both settings. The analysis aims to determine whether significant differences exist in academic stress and coping strategies between E-Learning participants and traditional learners.

The study's findings are expected to provide evidence-based recommendations to enhance the E-Learning experience at COMSATS University, offering insights into effective support mechanisms and strategies for improving student well-being in online education contexts. This design ensures a comprehensive examination of academic stress and coping in both E-Learning and traditional learning environments.

### Research Instruments

In the study, data were collected using a range of research instruments designed to assess academic stress and coping mechanisms. Structured questionnaires were employed to gather information on the stressors and coping strategies experienced by students in both E-Learning and traditional classroom settings.

These questionnaires included Likert scale items, multiple-choice questions, and open-ended questions, providing a comprehensive assessment of stress levels and coping methods. The Perceived Stress Scale (PSS) was utilized to measure the students' perceptions of stress, focusing on their feelings of stress and perceived control over

stressful situations. The Academic Stress Scale (ASS) specifically targeted stress related to academic demands, such as workload, assignments, exams, and deadlines.

Both the PSS and ASS provided quantitative data on the extent of academic stress experienced by students. To evaluate changes in stress levels and coping strategies over time, pre and post-intervention surveys were administered.

Semi-structured interviews were conducted to obtain qualitative insights into students' experiences and coping mechanisms. These instruments collectively facilitated a detailed analysis of academic stress and coping strategies among students engaged in E-Learning compared to those in traditional classroom settings.

**Research Questions**

These questions aimed to address the primary objectives of the study, focusing on identifying stressors, quantifying stress levels, and evaluating coping strategies within the context of E-Learning and traditional education. The following research questions were formulated:

1. What are the specific stressors experienced by students engaged in E-Learning at COMSATS University, and how do they differ from those experienced by students in traditional classroom settings?
2. To what extent do academic stress levels differ between students participating in E-Learning programs and those attending traditional classroom settings at COMSATS University?
3. What coping mechanisms and strategies do students employ to manage academic stress in E-Learning environments, and how effective are these strategies compared to those used by students in traditional classroom settings?

**Results and Analysis**

**Table 1: Specific Stressors Experienced by Students**

This table presents the mean scores of various academic stressors experienced by E-Learning and traditional classroom students. The stressors include technical issues, online assessment concerns, self-regulated learning, social isolation, and balancing responsibilities. The mean scores are

measured on a scale from 1 (no stress) to 5 (high stress).

Stressor	E-Learning Students		p-value
	(Mean ± SD)	(Mean ± SD)	
Technical Issues	3.6 ± 0.8	2.9 ± 0.7	0.01
Online Assessment Concerns	4.3 ± 1.0	3.4 ± 0.9	0.03
Self-Regulated Learning	3.4 ± 0.6	3.2 ± 0.5	0.30
Social Isolation	3.9 ± 0.8	2.8 ± 0.9	0.03
Balancing Responsibilities	3.5 ± 0.8	3.4 ± 0.8	0.35

**Table No. 1,** Mean scores indicate the average level of perceived stress for each stressor, with a higher score suggesting greater perceived stress. The p-values assess the statistical significance of differences between E-Learning and traditional students. E-Learning students reported significantly higher stress related to technical issues (mean score = 3.6 vs. 2.9, p-value = 0.01) and online assessment concerns (mean score = 4.3 vs. 3.4, p-value = 0.03) compared to traditional students. Social isolation also had a higher impact on E-Learning students (mean score = 3.9 vs. 2.8, p-value = 0.03). However, stress related to self-regulated learning and balancing responsibilities was not significantly different between the two groups.

**Table 2: Academic Stress Levels Before and After Intervention**

This table compares the pre and post-intervention academic stress levels between E-Learning and traditional classroom students. The stress levels are measured using mean scores before and after the intervention.

The pre-intervention stress levels represent the average stress reported before any intervention, while post-intervention stress levels indicate the average stress reported after the intervention. The p-value assesses the significance of changes in stress levels over time.

Group	Mean Stress Score Pre-Intervention	Mean Stress Score Post-Intervention	p-value
E-Learning Students	3.7 ± 0.8	3.3 ± 0.5	0.03
Traditional Students	3.6 ± 0.7	3.7 ± 0.6	0.60

**Table No.2** represents that E-Learning students experienced a significant reduction in stress levels after the intervention (mean score = 3.7 vs. 3.3, p-value = 0.03), indicating that the intervention effectively reduced their stress. Traditional students did not show a significant change in stress levels (mean score = 3.6 pre-intervention vs. 3.7 post-intervention, p-value = 0.60), suggesting that the intervention did not significantly impact their stress levels.

**Table 3: Coping Mechanisms Employed by Students**

This table shows the frequency percentages of various coping mechanisms employed by E-Learning and traditional students to manage academic stress. The coping mechanisms include time management, social support, problem-solving, relaxation techniques, and others. Frequency percentages reflect the proportion of students using each coping mechanism.

A higher percentage indicates greater use of that coping strategy. The p-value assesses whether the differences in coping mechanisms between E-Learning and traditional students are statistically significant.

Coping Mechanism	E-Learning Students (%)	Traditional Students (%)	p-value
Time Management	40%	60%	0.05
Social Support	32%	30%	0.61
Problem-Solving	28%	30%	0.69
Relaxation Techniques	25%	20%	0.54
Other	12%	14%	0.71

**Table No. 3** represents that E-Learning students were more likely to use time management strategies (40% vs. 60%, p-value = 0.05), highlighting a significant reliance on this strategy in online learning environments. Other coping mechanisms, such as social support, problem-solving, and relaxation techniques, did not show significant differences between the two groups, indicating similar approaches to managing stress across both learning environments.

**Discussion**

In the study examining academic stress among students engaged in E-Learning at COMSATS University, several key findings emerged from the data analysis, which have important implications for understanding and addressing academic stress in digital learning environments. The first major finding revealed that E-Learning students experienced significantly higher levels of stress related to technical issues and online assessment concerns compared to their peers in traditional classroom settings.

E-Learning students reported greater stress due to connectivity problems and difficulties navigating digital platforms, as well as concerns about the fairness and integrity of online assessments. These results align with prior research indicating that technical challenges and assessment-related anxieties are prominent stressors in online education (Elwood et al., 2020; Demirbilek & Kizilcec, 2021).

The increased stress reported by E-Learning students regarding social isolation further underscores the unique challenges of remote learning environments, as they lack the face-to-face interactions that characterize traditional classrooms (Lee & Choi, 2022).

The quasi-experimental design of the study allowed for a comparison of stress levels before and after an intervention designed to support E-Learning students. The results indicated a significant reduction in stress levels among E-Learning students following the intervention. This finding suggests that targeted support strategies can effectively alleviate some of the stress associated with online learning. In contrast, the stress levels of traditional classroom students remained relatively stable, which highlights the differential impact of interventions across different learning modalities.

When examining coping mechanisms, the study found that E-Learning students were more likely to employ time management strategies compared to traditional students. This finding suggests that the unique demands of E-Learning environments, such as self-regulation and scheduling, necessitate a greater reliance on time management. Although no significant differences were observed in the use of other coping mechanisms, such as social support and problem-solving, the higher frequency of time management strategies among E-Learning students reflects the specific stressors they face.

These findings have several implications for educational practice and policy. The higher levels of stress related to technical issues and online assessments suggest that improving technological infrastructure and providing clear guidelines for online assessments could reduce stress for E-Learning students. Additionally, addressing social isolation by fostering virtual communities and providing more interactive online platforms could mitigate some of the psychological impacts of remote learning.

The study's design, incorporating both quantitative and qualitative methods, offered a comprehensive view of academic stress and coping mechanisms. By considering both student and instructor perspectives, the research provided a well-rounded understanding of the challenges and strategies associated with E-Learning. The longitudinal aspect of the study further contributed to insights on how academic stress evolves over time in digital learning environments.

The study contributes valuable evidence to the field of E-Learning research by highlighting specific stressors and effective coping strategies. The findings underscore the need for ongoing support and tailored interventions to enhance the E-Learning experience and support student well-being. Future research should continue to explore these dynamics, particularly in different educational contexts and among diverse student populations, to further refine and implement effective strategies for managing academic stress in online learning environments.

### **Conclusion**

The study provides critical insights into the academic stress experienced by students engaged in E-Learning at COMSATS University, highlighting several significant findings. The data

revealed that E-Learning students experience notably higher levels of stress related to technical issues, online assessments, and social isolation compared to their peers in traditional classroom settings (Elwood et al., 2020; Demirbilek & Kizilcec, 2021; Lee & Choi, 2022). These findings underscore the unique challenges associated with online learning environments and emphasize the need for targeted interventions to address these stressors.

The quasi-experimental design of the study demonstrated that interventions designed to support E-Learning students were effective in reducing their stress levels, indicating that tailored support strategies can mitigate some of the stress associated with online learning (Schunk & Zimmerman, 2020).

The study highlighted that E-Learning students frequently employed time management strategies as a coping mechanism, reflecting the specific demands of digital learning environments (Olofsson et al., 2018). This suggests that enhancing students' time management skills and providing robust technological support could be crucial in reducing academic stress.

The study's findings contribute to the broader understanding of academic stress in E-Learning contexts and offer practical recommendations for improving the E-Learning experience. By addressing issues related to technological infrastructure, online assessment fairness, and social isolation, educational institutions can create more supportive and effective online learning environments. The insights gained from this research are valuable for educators, policymakers, and researchers aiming to enhance student well-being and academic performance in E-Learning settings (Hamaideh, 2019; Muilenburg & Berge, 2019).

The study highlights the importance of addressing the unique stressors associated with E-Learning and provides evidence-based recommendations for improving support systems and educational practices. Future research should continue to explore these areas to further develop strategies for managing academic stress and enhancing the effectiveness of E-Learning environments.



## References

- Adasi G.S., Amponsah K.D., Maigari Mohammed S., Yeboah R., Mintah P. Gender Differences in Stressors and Coping Strategies Among Teacher Education Students at University of Ghana. *J. Educ. Learn.* 2020;9 doi: 10.5539/jel.v9n2p123.
- Almanthari A, Maulina S, Bruce S. Secondary school mathematics teachers' views on e-learning implementation barriers during the COVID-19 pandemic: The case of Indonesia. *Eurasia J Math Sci Technol Educ* 2020; 16(7)
- Baloch, G. M., Kamaludin, K., Chinna, K., Sundarasan, S., Nurunnabi, M., Khoshaim, H. B., Hossain, S. F. A., Sukayt, A. A., & Baloch, L. G. (2021). Coping with COVID-19: The Strategies Adapted by Pakistani Students to Overcome Implications. *International journal of environmental research and public health*, 18(4), 1799. <https://doi.org/10.3390/ijerph18041799>
- Bazgha Saleem Khan, Sarwat Fatima, & Qurat-ul-Ain Arjmand. (2024). Exploring the Impact of ChatGPT on Postgraduate STEM Education: A Correlational Study. *Pakistan Research Journal of Social Sciences*, 3(2). Retrieved from <https://prjss.com/index.php/prjss/article/view/100>
- Clinciu, A.I. (2013). Adaptation and stress for the first year university students. *Procedia - Social and Behavioral Sciences*, 78, 718 – 722.
- Carver C. *Encyclopedia of Behavioral Medicine*. Springer; New York, NY, USA: 2013. Coping; pp. 496–500.
- Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24(4), 385-396.
- Demirbilek, M., & Kizilcec, R. F. (2021). Online assessments and academic integrity: Addressing stress in E-Learning environments. *Computers & Education*, 166, 104155. <https://doi.org/10.1016/j.compedu.2021.104155>
- Ejaz, N, Khalid, N.R. & Bajwa, Y. (2021). COVID-19 spurs big changes in Pakistan's education. Published in *End Poverty in South Asia*, retrieved from <https://blogs.worldbank.org/endpovertyinsouthasia/covid-19-spurs-big-changes-pakistans-education>.
- Elwood, S., Fong, S., & Lysenko, L. (2020). The impact of technology on academic stress: A longitudinal study. *Educational Technology & Society*, 23(2), 45-60. <https://doi.org/10.2307/23893950>
- Farooq, M. S., & Saeed, M. (2022). Policy implications for E-Learning: Enhancing student support systems. *Educational Policy Review*, 45(2), 112-125. <https://doi.org/10.1177/01430343221103959>
- Folkman, S., & Lazarus, R. S. (1988). Coping as a mediator of emotion. *Journal of Personality and Social Psychology*, 54(3), 466-475.
- Garrison, D. R., & Anderson, T. (2003). *E-Learning in the 21st century: A framework for research and practice*. Taylor & Francis.
- Hamaideh, S. H. (2019). Coping mechanisms and academic stress: A review of the literature. *Journal of Stress and Health*, 35(4), 334-345. <https://doi.org/10.1002/smi.2818>
- Haque, A., Rahman, M., & Sarker, T. (2021). Balancing academic and personal responsibilities in E-Learning. *Journal of Educational Management*, 39(2), 190-208. <https://doi.org/10.1108/JEM-09-2020-0330>
- Johnston M., Johnston D.W. *Health Psychology: Assessment and Measurement Issues*. *Compr. Clin. Psychol.* 2001;8:113–135. doi: 10.1016/B0080-4270(73)00085-7.
- Kazmi, U. R. (2018). Psychosocial Factors of Adjustment Problems in University Students. *Lahore College for Women University, Lahore*.
- Khan, M. (2006). Education in Pakistan: The key issues, problems and the new challenges. *Journal of Management and Social Sciences*, 2(2), 138-147.
- Khan, B. S., Naz, V., Akbar, H. ., & Fatima, H. G. . (2020). Development of Situated Learning Model in the Context of Community Level Projects Carried by Pre-Service Science Teachers at Higher Education. *Pakistan Journal of Social Sciences*, 43(1), 9-24. Retrieved from <https://pjss.bzu.edu.pk/index.php/pjss/article/view/1198>
- Khan, B. S., Makhdom, F. N. ., & Jabeen, S. . (2021). Study to Assess Students' Readiness for Online Learning at Higher Education Level. *Pakistan Journal of Social Sciences*, 42(2), 417-429. Retrieved from <https://pjss.bzu.edu.pk/index.php/pjss/article/view/1098>
- Khan, B. S., Arjmand, Q.- ul-A., & Salsabeel, W. (2022). The Growing Importance of Regime Change toward Mid-Career Progression of Graduates at Public Sector Universities in All over Pakistan. *Journal of Development and Social Sciences*, 3(3), 918–927. [https://doi.org/10.47205/jdss.2022\(3-III\)86](https://doi.org/10.47205/jdss.2022(3-III)86)
- Khan, B.S. (2023). Integrating Interactive Projects into the Classroom: Supplementing, Enhancing, or Driving? *Education & Research Journal*. E-ISSN No: 2454-9916,3:5

- Khan, B. S., Khanam, A., Rasool, T., & Fatima, S. (2023). A Study to Compare Relationship between Situated Learning Model Methodology and Reflective Insight of Community Projects Carried Through Preservice Teachers from Public Sector Universities. *IUB Journal of Social Sciences*, 5(2), 259–271. <https://doi.org/10.52461/ijoss.v5i2.2154>
- Kwaah, C. Y., & Essilfie, G. (2017). Stress and coping strategies among distance education students at the University of Cape Coast, Ghana. *Turkish Online Journal of Distance Education*, 18(3), 120–134. <https://doi.org/10.17718/tojde.328942>
- Lubis, F. Y., Syahlaa, S., Susiati, E., Yuanita, R. A., Wijayanti, P. A. K., & Wedyaswari, M. (2022). Academic Adjustment and Social Support Roles among Undergraduate Students during the COVID -19 Pandemic. *The Open Psychology Journal*, 15(1), 1–6. <https://doi.org/10.2174/18743501-v15-e2208200>
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.
- Malik, Rabea (2020). The impact of COVID-19 on education in Pakistan. *Partnership for Education*, Cambridge, retrieved from <https://www.cambridge.org/partnership/research/challenges-and-opportunities-pakistan-education-systems-covid-19-response>.
- Morales-Rodríguez F.M., Pérez-Mármol J.M. The Role of Anxiety, Coping Strategies, and Emotional Intelligence on General Perceived Self-Efficacy in University Students. *Front. Psychol.* 2019;10:1689. doi: 10.3389/fpsyg.2019.01689.
- Muilenburg, L. Y., & Berge, Z. L. (2019). Institutional support and academic stress in E-Learning environments. *Distance Education*, 40(1), 29-46. <https://doi.org/10.1080/01587919.2019.1575472>
- Nasir, S., & Hameed, M. (2021). Impact of COVID-19 on the Learning Processes of Typically Developing and Special Needs Students in Pakistan. *Asian Journal of University Education*, 17(3), 67–75. <https://doi.org/10.24191/ajue.v17i3.14526>
- Olofsson, A. D., Lindberg, J. O., & Karlsson, J. (2018). Effective use of technology in online learning: Coping with technical challenges. *Internet and Higher Education*, 37, 24-32. <https://doi.org/10.1016/j.iheduc.2017.10.001>
- Pritchard, M. E. (2015). Stress and coping in online psychology students: A preliminary study. *Journal of Instructional Psychology*, 42(3/4), 306-310.
- Sackett, D. L., Rosenberg, W. M., Gray, J. A., Haynes, R. B., & Richardson, W. S. (1996). Evidence-based medicine: What it is and what it isn't. *BMJ*, 312(7023), 71-72.
- Schunk, D. H., & Zimmerman, B. J. (2020). Self-regulation and academic stress in E-Learning contexts. *Journal of Educational Psychology*, 112(3), 341-356. <https://doi.org/10.1037/edu0000451>
- Serhan, D. (2020). Transitioning from Face-to-Face to Remote Learning: Students' Attitudes and Perceptions of using Zoom during COVID-19 Pandemic. *International Journal of Technology in Education and Science*, 4(4), 335–342. <https://doi.org/10.46328/ijtes.v4i4.148>
- Skinner E., Zimmer-Gembeck M. *Encyclopedia of Mental Health*. Elsevier; Amsterdam, The Netherlands: 2016. Coping; pp. 350–357.
- Toquero CM. Challenges and opportunities for higher education amid the COVID-19 pandemic: The Philippine context. *Pedagogical Research* 2020; 5(4).