

THE PERCEIVED STRESS EXPERIENCED DURING HOME-BASED LEARNING AMID THE COVID-19 PANDEMIC.

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INTRODUCTION

In 2020, World Health Organization declared COVID-19 a global public health emergency. During the pandemic, bans under social restrictions were applied, and schools remained closed to control the spread of infection. Due to this, many countries developed mandatory online home-based learning, which took over classroom teaching and learning to ensure that children do not fall behind in education. However, studies showed that the home learning environment was challenging for many of them, significantly impacting the students' anxiety levels and mental well-being.

PURPOSE OF THE STUDY

Exploring the existence of perceived stress during the **COVID-19** pandemic's home-based learning.

METHOD AND MATERIAL



STUDY DESIGN:
Qualitative study
(online in-depth interviews).



INSTRUMENT:
Malay-translated semi-structured topic guide (adopted and adapted from the literature review).



SAMPLING:
Purposive
(23 adolescents who had undergone home-based learning located in Selangor).



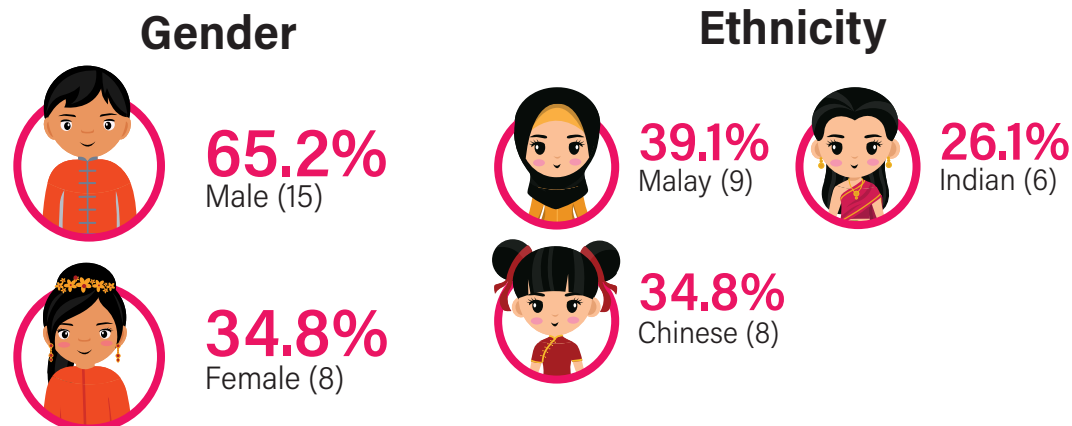
ANALYSIS:
Thematically using the Framework Approach. Software NVivo 12 was used to speed up the coding process during data analysis.



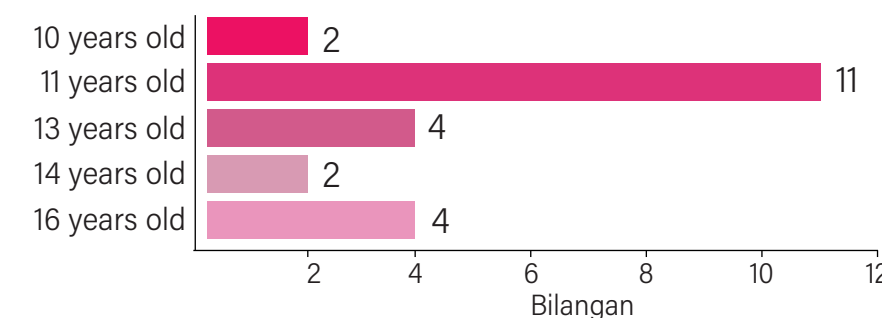
DATA COLLECTION:
December 2021 until March 2022.

RESULT

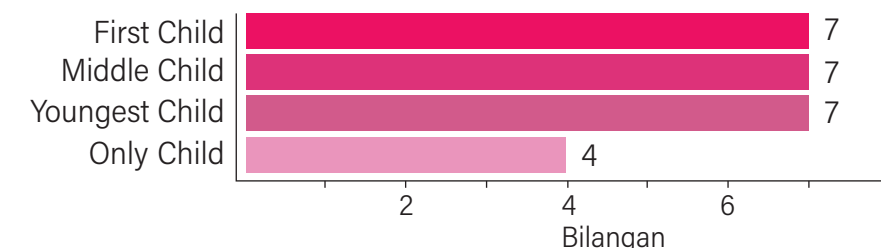
Informants socio-demographic



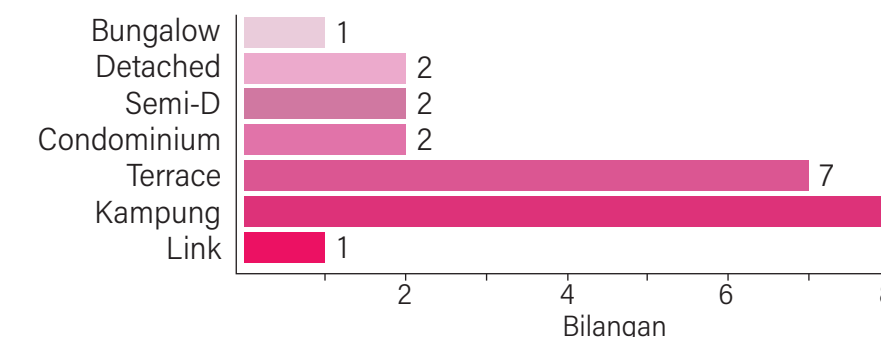
Age Group



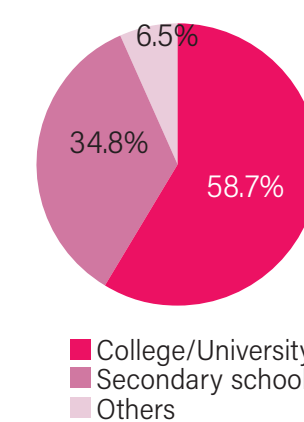
Birth Order



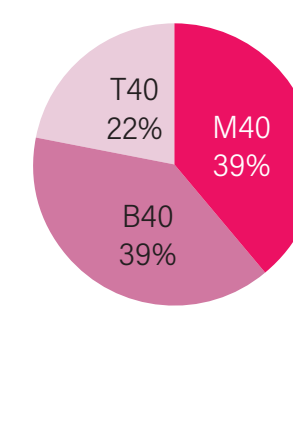
Residential House (Type)



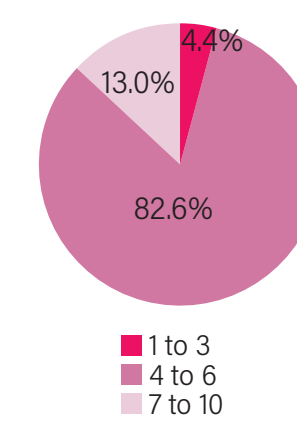
Parent's Level of Education



House Income



Number of Family Members



Perceived Stress: Early Signs & Symptom

SAD		Loneliness / Disappointed / Abandoned / Powerless / Guilty
FATIGUED		Boredom / Tiredness
ANGER		Infuriated / Annoyance / Let down
FEARFUL		Anxious / Scared / Worthless
MEANINGLESSNESS		Demotivated / Depressed / Emotional Numbness
EMOTIONAL AMBIVALENCE		Exited & Frustrated / Joy & Sad / Exited & Bored
RESTLESSNESS		Out of control / Overwhelmed

CONCLUSION

In this qualitative study, we explored the emotions of adolescents who had undergone home-based learning. Our thematic analysis concluded that this emotion led to early signs and symptoms of stress, although the interview was conducted online, whereby limited facial and body gestures were hardly seen. Future researchers should consider exploring the psychological effects of long-term home-based learning that continues even after the pandemic. Regardless, our results point to the need for counseling adolescents who show early signs and symptoms of stress and awareness of mental health literacy.

FUNDING

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