STUDENTS' TECHNOLOGICAL STRESS, ANXIETY, AND RESILIENCE IN ONLINE LEARNING DURING COVID-19 PANDEMIC

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Abstract

The covid-19 pandemic paved the way to the implementation of online learning modality among selected public and private schools. There were numerous studies conducted identifying the stress that students experienced but there were no studies conducted yet associating technological stress with anxiety and resilience in online learning. Thus, this study aimed to determine the relationship between students' technological stress, anxiety, and resilience in online learning. The researchers utilized a descriptive- correlational research design which gathered data through a survey with 60 grade 11 students who were enrolled at the University of Perpetual Help System-Laguna during the academic year 2021-2022. Findings revealed that there are no significant relationships between students' technological stress, anxiety, and resilience in online learning. It is recommended that seminars/orientations will be given among the students to reduce the technological stress and anxiety they experienced in online learning.