

PowerPoint and Video Presentations as Aides in Boosting Students' Academic Confidence Level in Time of Pandemic

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Abstract: On the onslaught of COVID -19, one of the sectors that were devastated was the education sector. In the Philippines, Pamantasan ng Lungsod ng Maynila was among the universities that experienced difficulties in hurdling the situation. In the class of Interdisciplinary Pagbasa at Pagsulat Tungo sa Mabisang Pagpapahayag or Interdisciplinary Reading and Writing Leading to an Effective Discourse, 42 students taking Bachelor of Science Major in Chemical Engineering (BSChE) were treated as respondents of this research endeavor of easing their stress as brought about by academic requirements as such, they were given PowerPoint and video presentations to help them in their self-study session during the month of April. The conclusions of the study are the following: First, the month of May has become more stressful on the part of students as compared to the month of April. This could be attributed to the fact that synchronous classes were reinstated, and the month of May is the set schedule for Mid Term Examination aside from the fact that students need to meet the deadline as regards the submission of their requirements. Second, though the PowerPoint and video presentations were deemed by the students very useful (wherein the latter was seen to be more useful), in enabling students to go about their Mid Term Paper, Final Term lessons, and Final Term paper; these are not enough to reduce the stress level of students from April to May. On the contrary, students became more stressful on the month of May. Third, the assistance given by the PowerPoint and video presentations in boosting the confidence level of students of thinking that they would get higher mark in the course is not enough. The students claimed that they are just fairly confident in obtaining a higher mark in the course thru the assistance provided by the PowerPoint and video presentations. Fourth, aside from the academic assistance provided by the professor in terms of the PowerPoint and video presentations during asynchronous classes, another thing to look into is the students' mental wellness.

Keywords: academic confidence, pandemic, power point presentation, stress, video presentation.

1. Introduction

The world was shocked by the dreaded COVID- 19 that took almost everything by storm last December 2019 up to the present. It was traced that the virus started its course in Wuhan, China after reports from *World Health Organization* (WHO) of the preliminary cases of people having pneumonia of unknown source. Shortly after, WHO declared on January 30, 2020, that

the spread of COVID-19 has become a *Global Health Emergency* and soon after on March 11, 2020 , it was declared as a pandemic (Rahman and Bahar, 2020).

It is undeniable, Philippines was one of the many countries that were put under *Enhanced Community Quarantine* (ECQ) where the new normal was experienced in every sector of the society and the education sector was among those that was greatly affected. From the traditional *face-to-face classes* , it has now become *online classes* where teaching and learning take place through the use of gadgets and internet while the students stay at the comfort of their own homes.

According to Song (2004), the primary hindrance to *online learning* is the lack of sense of community, technical difficulties and understanding the lesson itself. In another similar study, it was observed that students were not used to balancing their schoolwork to that of their home and family activities. It was also found out that they too lack the necessary readiness to meet the demand of the prescribed learning competencies for an online learning set-up (Parkes, Stein & Reading, 2014).

It is sad to note however, that along with this new system come as a consequence series of predicaments being confronted by the students. These are comprised of health issues, in particular those that involve psychological and mental health. School requirements that are piling up together with house chores are causes of students' stress (Cornelius-Ukpepi and Ndifon, 2015). After all, stress can cause frustration, sadness, anxiety, and may lead to hyperactive diseases, substance abuse, antisocial behavior, and even violence (Bukhsh and Shahzad et.al, 2014).

It was during the second semester of School Year 2019-2020 (March 15 - June 27, 2020), when the students of Pamantasan ng Lungsod ng Maynila after series of implementation of the enhanced community quarantine in Metro Manila experienced a heightened level of stress and anxiety.

Wikipedia on its November 21, 2021, edited post claimed that the first ECQ was implemented between March 17 and May 31, 2020. This was announced on March 16, two days after the government of the Philippines under Rodrigo Duterte

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placed Metro Manila under a "community quarantine" on March 14. It was implemented throughout Luzon from March 17 until April 30 and remained in areas with a high risk of infection until May 31. New degrees such as "modified enhanced community quarantine" (MECQ) and "general community quarantine" (GCQ) were introduced by the IATF-EID during the month of May as easing restrictions commenced, until all restrictions under ECQ and MECQ were downgraded to GCQ and "modified general community quarantine" (MGCQ) on June 1.

In response to such critical situation, PLM administration on April 2020 decided to remove the synchronous learning sessions in the advent of ECQ. With the directive of the PLM President, Emmanuel Leyco, live virtual sessions and meetings were set aside. These were replaced by recorded video or audio lectures where students can view and listen to at any time of the day. No form of examination nor project can also be given amidst the quarantine period. List of reading materials and powerpoint presentations were also provided to the students on this time. The rationale is to prioritize students' health and wellness given the current crisis situation as brought about by the pandemic (PLM News, 2021). It was only the month of May 2020 when synchronous classes were made operational once again.

In the class of Interdisiplinaryong Pagbasa at Pagsulat Tungo sa Mabisang Pagpapahayag or Interdisciplinary Reading and Writing Leading to an Effective Discourse, 42 students taking Bachelor of Science Major in Chemical Engineering (BSChE) were treated as respondents of this research endeavor of easing their stress as brought about by academic requirements as such, they were given PowerPoint and video presentations to help them in their self-study session during the month of April.

With the mindset of helping to alleviate the students' academic stress during the period of community quarantine, the researcher sought to:

1. Determine the perceived stress level of students during the month of April.
2. Determine the perceived usefulness of PowerPoint and video presentations to the students as regards:
 - a. enabling them to do the Midterm Paper,
 - b. enabling them to understand the lessons for the Finals, and
 - c. enabling them to do the Final Term Paper.
3. Determine the level of confidence of students to get a higher mark considering the use of PowerPoint and video presentations as regards:
 - a. enabling them to do the Midterm Paper,
 - b. enabling them to understand the lessons for the Finals, and
 - c. enabling them to do the Final Term Paper.
4. Determine the perceived stress level of students during the month of May.

2. Literature Survey

Reddy *et al.* (2018) believed that stress has become a part of students' academic life due to the fact that there are internal and external expectations placed on their shoulders. Howell (2018)

pointed out that stress is a term wherein a lot of people are so familiar with. This is a state of strain that results from the demands of events that serve as deterring factor in the exercise of everyday routine.

In addition, balancing of workload is one cause of stress of the students. The greater the workload, the greater chance that students will feel pressure. (Devi and Mohan, 2015).

In point of fact, in their study, "Stressors and stress responses of Filipino college students," Dy, *et al* (2015) found out that the top five overall stressors of the respondents were academic difficulty of subject matter, workload due to subjects, time management because of subjects, responsibilities due to being on one's own, and time management because of both subjects and organizations.

As an educator himself, it has come to the attention of the researcher that there might be a way of how to ease the students' academic stress. It was the study of Ilhan and Sahin (2016) on the "Effect of the use of multimedia on students' performance: A case study of social studies," that gave him an idea as regards the use of PowerPoint and video presentations as aides in boosting students' academic confidence. As Ilhan and Sahin (2016) concluded that multimedia technique increased the academic success of students in social studies lesson compared to the traditional classroom.

Another inspirational study was that of Abu Mansour's (2019) "The Impact of Using PowerPoint Presentations on Students' Achievement and Information Retention in Teaching English Language at Public Schools," where it showed that there were statistical differences in the students' achievement and their information retention in favor of using PowerPoint presentations.

As regards the use of video presentations, it was the revelation of the study of Mendoza *et al* (2015) entitled "Effectiveness of Video Presentation to Students' Learning," stating that the level of effectiveness of video presentation to students learning is highly effective that served as the final icing to the cake which prompted the researcher to conduct the study on "PowerPoint and Video Presentations as Aides in Boosting Students' Academic Confidence Level in Time of Pandemic," for in consideration of the study of Iftikhat, *et al* (2019), indicating that YouTube tutorials may prove helpful in order to enhance students' academic performance in the future; the present research endeavor utilizing PowerPoint and video presentations is deemed helpful in helping them carry out their academic requirements.

3. Method

The study was conducted during the second semester of School Year 2019-2020 particularly during the month of April and May. There were 42 student-respondents who answered the survey questionnaires. 12 (28.57%) are male and 30 (71.43%) are female. Their ages range from 18-20 years old.

In this research, three sets of survey questionnaires were used. The first set was utilized to determine the perceived stress level of students for the months of April and May, 2020; the second set to determine the perceived usefulness of PowerPoint and video presentations to their academic requirements – the

completion of Midterm and Final Term Papers for the class Interdisciplinary Reading and Writing Leading to an Effective Discourse; and the third set to determine their level of confidence in obtaining a higher mark in the course through the use of PowerPoint and video presentations.

The first set of instruments concerning the Perceived Stress Scale (PSS) was adopted to the work of Cohen (1988) and the second and third sets were a researcher-made one.

Students were asked first to answer Cohen’s (1988) Perceived Stress Scale (PSS) for the month of April during asynchronous classes. They were also provided with PowerPoint and video presentations as to how to go about their Mid Term Paper, Final Term Lessons, and Final Term Paper. For the month of May, they were asked to answer the first researcher-made instrument as regards how useful the PowerPoint and video presentations to their academic requirements – the completion of Midterm and Final Term Papers for the course. Afterwards, they were also asked to answer the second researcher-made instrument as regards their level of confidence in obtaining a higher mark in the course through the use of PowerPoint and video presentations. Soon after, they were made to answer once the again Cohen’s (1988) Perceived Stress Scale (PSS) for the month of May during synchronous classes.

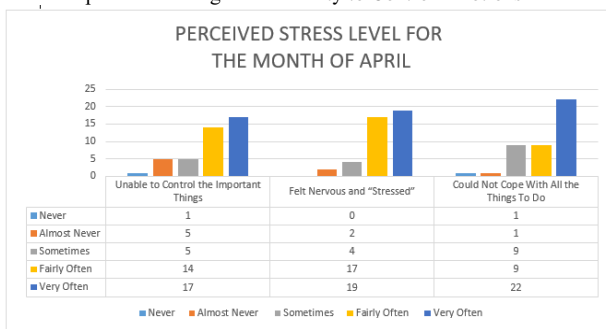
4. Result and Discussion

In this part, survey results are shown together with the interpretation of the gathered data which are divided into four parts: the Perceived Stress Scale for the Month of April, the Perceived Usefulness of PowerPoint and Video Presentations, the Perceived Level of Confidence, and the Perceived Stress Scale for the Month of May.

A. Perceived Stress Level for the Month of April

Graphical Table 1.1 presents the Perceived Stress Scale of students for the month of April. Depicted in the graph are the inability to control the important things, the feeling of nervousness and being stressed as well as the inability to cope with the demands of all the things to do.

Graphical Table 1.1 Perceived level of Stress of Students for the Month of April Concerning One’s Ability to Control Emotions



It can be gleaned from the graphical table that out of 42 students, 17 or 40.5% of them have very often experienced the inability to control the important things for them. In the same manner, 19 out of 42 or 45.2% have very often felt nervous and

stressed. While 22 out of 42 or 52.4% of the students have very often experienced the feeling that they could not cope with all the things to do.

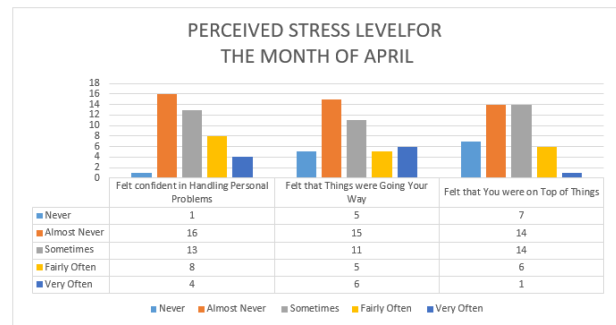
According to AlAteeq, Aljhani, and AlEasa (2020), the reason why a great number of students in universities are undergoing stress is because students at this stage are in their identity exploration phase and are working towards their independence, and have a lot of other responsibilities to perform.

One explanation given by students as regards their stress exposure is that aside from their academic demands, they too are being confronted with their own family problems. A narrative from a student stated:

“The month of April has been burdensome not only due to the schoolwork but more so because of the thought of my family concerning their health. Added to this is the piling up of school requirements that were given to us in lieu of the missed classes. This was a great challenge on my part for this month for I do not know which to accomplish first and give due priority.”

In addition to this, there were students too that despite the conduct of asynchronous classes, they have not felt being confident in themselves to handle personal problems, that things were going their way, and nor were they able to feel that were on top of things. Graphical Table 1.2 narrates this sad tale.

Graphical Table 1.2 Perceived level of Stress of Students for the Month of April Concerning Loss of Self- Confidence



Out of 42 students, 16 or 38.10% pointed out that they have almost never felt confidence among themselves in handling personal problems. 15 out of 42 or 35.71% complained that have almost never felt that things were going their way. While 14 out of 42 or 33.33% whined that they have almost never felt that they were on top of things.

When asked regarding the reason for such abovementioned remarks, students claimed that:

“Oftentimes, plans that were set on a daily basis were not followed. There were interruptions along the way that triggered having the loss of motivation or interest. The past month has indeed challenged my motivational, mental, and emotional capacity. There are a lot of schoolwork that is why, I had a hard time to have confidence and faith in relation to my submitted school tasks.”

The aforementioned reasons are supported by the study of Son et al., (2020) attributing the students’ stressful situation to the difficulty to simultaneously focus on school tasks while being engulfed with the many distractors at home. Another related cause is being ascribed to family members as some

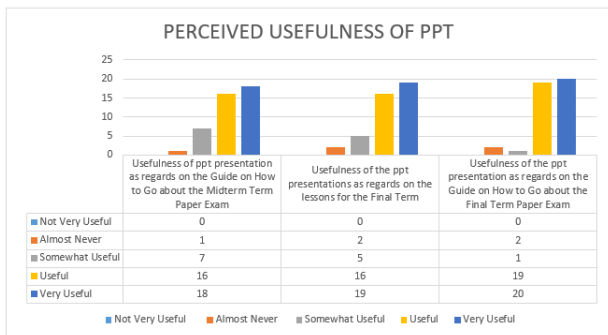
students attested that:

“It was difficult to concentrate more because of some family members that do not understand the concept of asynchronous classes.”

B. Perceived Usefulness of Power Point and Video Presentations

In Graphical Table 2.1, the usefulness of powerpoint presentation serving as Guide on How to Go About the Midterm Paper, on How to Understand the Final Term Lessons, and How to Go About the Final term Paper is being described.

Graphical Table 2.1 Level of Perceived Usefulness of Power Point Presentation



It can be seen in Graphical Table 2.1 that 18 out of 42 or 42.9% of the students answered that the power point presentations were very useful in enabling them to do the Midterm Paper. 19 out of 42 or 45.2% of the students claimed that the power point presentations were very useful in enabling them to understand the lessons for the Finals. While 20 out of 42 or 47.6% of the students declared that the power point presentations were very useful in enabling them to do the Final Term Paper.

These are some of the students’ view as regards the usefulness of the PowerPoint presentations:

“Because of the PowerPoints presentations uploaded, I was able to restudy the topics which I was not able to fully understand before. These PowerPoint presentations contain the essential information and are readily accessible.”

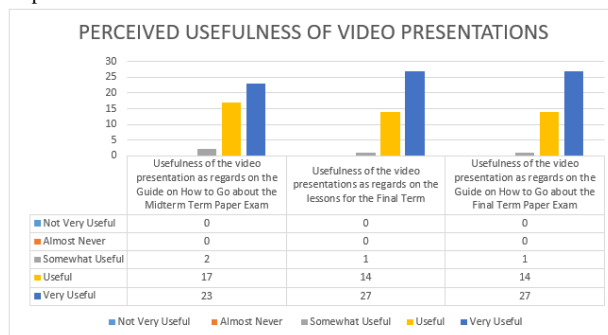
In support to these attestations, it was found out in the study of Salmiei (2014) that students who use technology such as projector and PowerPoint perform better as compared to students that use the traditional method of reading textbooks. This could be attributed to the fact that the current time necessitates the use of internet in getting information as students find it accessible in the convenience of their own home as compared to reading textbooks in the library which is not recommended in this pandemic period.

Graphical Table 2.2 presents the usefulness of video presentation to the students as regards enabling them to do the Midterm Paper, enabling them to understand the lessons for the Finals, and enabling them to do the Final term Paper.

It is deemed in Graphical Table 2.2 that out of 42 students, 23 or 54.8% found the video presentation very useful in enabling them to do the Midterm Paper. 27 out of 42 or 64.3% of the students claimed that the video presentations were very

useful in enabling them to understand the lessons for the Finals. While 27 out of 42 or 64.3% of the students declared that the video presentations were very useful in enabling them to do the Final Term Paper.

Graphical Table 2.2 Level of Perceived Usefulness of Video Presentation



As maintained by the students’ remarks:

“Power point presentations were very useful too but compared to video lectures, we prefer the latter very much because lessons are better explained.”

“Though there is a module, it is not that informative as compared to video presentations which can be likened to synch discussion. The only difference is these were recorded.”

“By means of the video materials, our questions on how to go about the Term papers were answered.”

The views of students indicated that video presentations were more useful than PowerPoint presentations. This claim is not a debatable issue as Mind Tools (1998) stated that 65% of people in the world are visual learners.

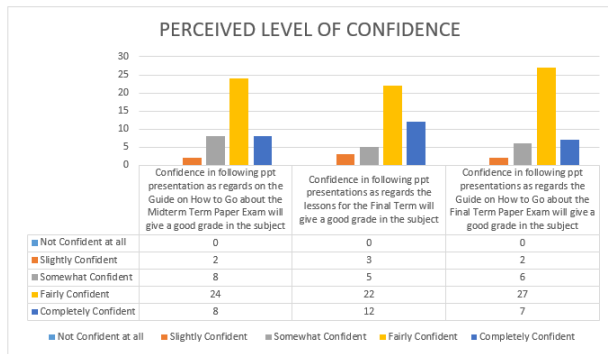
A separate interview was conducted by the researcher to the students. 33 out of the 42 were able to give their opinion concerning their preference between power point and video presentations. 11 or 33.3% of the students preferred video over power point presentations while only 3 or 8% of the students preferred power point over video presentations. On the other hand, if these two presentations are put together, this is much preferred by 17 or 52% of the students and they find it more effective.

C. Perceived Level of Confidence

It can be drawn from the Graphical Table 3.1 the Perceived Level of Confidence of Students to get a higher mark considering the use of power point as regards enabling them to do the Midterm Paper, enabling them to understand the lessons for the Finals, and enabling them to do the Final Term Paper.

It can be observed that out of 42 students, 24 or 57.1% of them are fairly confident that they will obtain a higher mark considering that there are guides given as to how the Midterm Paper is to be accomplished. 22 out of 42 or 52.4% of the students are fairly confident too that they will obtain a higher grade taking into consideration that there are guides for understanding the Final Term lessons. While 27 out of 42 or 64.3% of the students are fairly confident as well that they will be able to obtain a higher mark considering that there were PowerPoint presentations that serve as guides as to how to go about the Final Term Paper.

Graphical Table 3.1 Level of Confidence of Students in Getting a Higher Mark Through the Aide of Power Point Presentations.



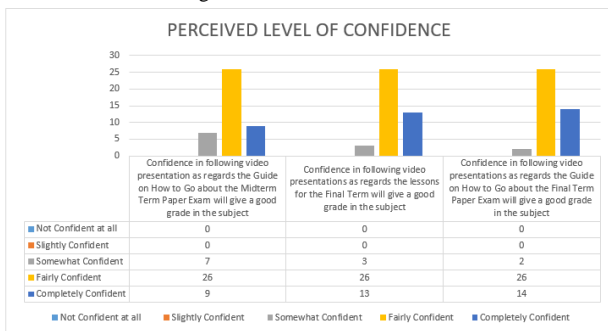
Students’ substantiation to the above claim includes the following:

“Because PowerPoint presentations were informative and can easily be understood, we are fairly confident that we will secure a higher grade.”

“Power point presentations were very useful in giving us guidance as to how to go about the Mid Term and Final Term Papers as lessons were clearly explained.”

In Graphical Table 3.2, highlighted are the Perceived Level of Confidence of Students to get a higher mark considering the use of video presentations as regards enabling them to do the Midterm Paper, enabling them to understand the lessons for the Finals, and enabling them to do the Final Term Paper.

Graphical Table 3.2 Level of Confidence of Students in Getting a Higher Mark Through the Aide of Video Presentations



Unveiled in Graphical Table 3.2 are the data showing that out of 42 students, 26 or 61.9% of them are fairly confident that they will obtain a higher mark considering that there are guides given as to how the Midterm Paper is to be accomplished. 26 out of 42 or 61.9% of the students are fairly confident too that they will obtain a higher grade taking into consideration that there are guides for understanding the Final Term lessons. While 26 out of 42 or 61.9% of the students are fairly confident as well that they will be able to obtain a higher mark considering that there were video presentations that serve as guides as to how to go about the Final Term Paper.

These are what the students had to say in relation to the effectiveness of video presentations as regards boosting their confidence level in obtaining a higher mark:

“I become fairly confident in obtaining a higher mark considering the assistance being provided by the video presentations in making me understand clearly the things that need to be done.”

“Video presentations enable us to rectify our prior mistakes that is why we are fairly confident that we will be able to obtain a higher mark.”

As what Schohn and Shrauger (1995), pointed out: “People’s expressed self-confidence is consistent with others’ appraisals of their confidence; when given a choice between two activities, people choose the one in which their confidence is higher; and less confident people perceive their futures, although not those of other people, less favorably than do highly confident people.”

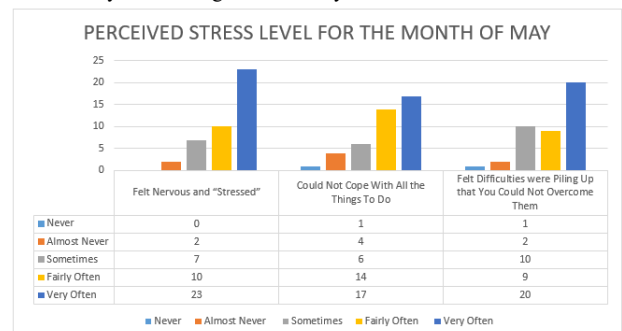
It was quite logical that in the case of the respondents in this study, that they would rely much on power point and video presentations as compared to other means because they are more confident that these were made with careful scrutiny and directed towards the students’ learning whereby enabling the students to obtain a higher mark.

D. Perceived Stress Level for the Month of May

The stress felt during the month of April continued to persist on the part of the students until the month of May. This could be attributed to the return of synchronous classes and the upcoming Midterm Examination for the said month.

Graphical Table 4.1 depicts the stress level of students indicating the students’ feeling of nervousness and being stressed, the inability to cope with the demands of all the things to do, and the feeling that things are piling up that they could not overcome them.

Graphical Table 4.1 Perceived level of Stress of Students for the Month of May Concerning One’s Ability to Control Emotions.



Out of 42 students, 23 (54.8%) of them argued that they have very often felt nervousness and being stressed. This is greater by 9.6% as compared to the month of April. Subsequently, 17 out of 42 (40.5%) confirmed that they have very often felt that they could not cope with all the things to do. While 20 out of 42 (47.6%) thought that they have very often felt that things were piling up that they could not overcome them.

Students’ frustrations could explain such incidence:

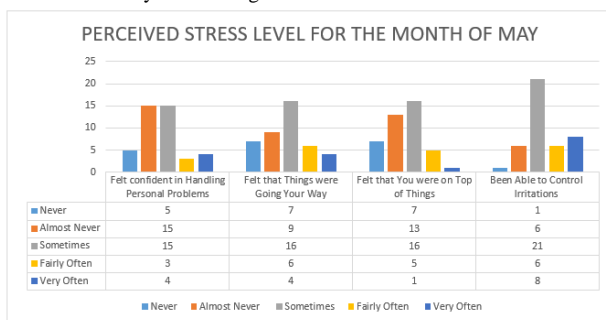
“In this month of May, synchronous classes came into effect again which caused hardship on our part. As we return to synchronous classes, Midterm Examination welcomed us. There were nights that we would not sleep so as to be able to comply with the academic tasks. Coupled with the compliance of academic tasks were our worries concerning the health safety of our family members.”

“This month was more stressful compared to the previous one because there were tons of schoolwork we need to accomplish. This month is truly overwhelming.”

The study of TimelyMD (2020), has this to say in relation to the stress and anxiety being experienced by students: “There are three main reasons concerning the stress and anxiety being experienced by students. These are number one, the uncertainty of the future of their education, number two, the bulk of work; and number three, the difficulties entailed by remote learning. It is truly a pressure on the part of the students on how they will be able to manage accomplishing this ton of work so that they could pass their subjects given the situation that their classes are being held online.

Aside from the stress experienced by the students in connection with their emotions and ability to control things, there is also this stress in relation to their having loss of confidence to oneself. Graphical Table 4.2 contains the information as regards their perceptions in feeling confident in handling personal problems, in feeling that things are going their way, in feeling that they were on top of things, and the feeling to having been able to control irritations.

Graphical Table 4.2 Perceived level of Stress of Students for the Month of May Concerning Loss of Self- Confidence



It can be gleaned from Graphical Table 4.2 that 15 (35.7%) out of 42 students professed that they sometimes felt confident in handling personal problems. It is quite alarming too to note that that 15 (35.71%) out of 42 students claimed that they almost never felt feeling confident in handling personal problems. In addition to this, 16 out of 42 (38.1%) declared that they sometimes felt that things were going their way while 9 or 21.42% asserted that they almost never felt that things were going their way. In terms of feeling that they were top pf things, 16 (38.10%) affirmed that they sometimes felt it while 13 (31%) claimed that they almost never felt that. Meanwhile, 21 out of 42 (50%) disclosed that they sometimes been able to control irritations.

The study of Fawaz and Samaha (2020), averred that the sudden transition to online learning has caused stress and anxiety to university students due to the heavy workload being given to them in terms of academic tasks. In similar manner, they pointed out that their satisfaction level in their studies is a cause for their feeling of stress, anxiety, and/or depression. Naturally, if the students’ confidence level during this online learning, this will not give them satisfaction which may lead to them experiencing stress.

Some of the clamors of the students include the following remarks:

“Unlike before when it was still face-to-face discussion,

though I was able to accomplish many tasks, the results are not that satisfying.”

“My self- doubt worsens. The things that aggravated the situation was the synchronous class that in a way causes anxiety because of the demands in time, effort, even in internet connectivity, not all would be able to be at pace with it.”

“I felt that I just need to pass the requirements in order to pass the course...”

5. Summary

1. For the month of April, the number 1 cause of stress of students concerning their ability to control their emotions is that they could not cope with all the things to do very often. 22 out of 42 or 52.4% of the students affirmed this scenario. Second is they very often felt nervous and stressed (19 or 45.2%). Third is they very often felt the inability to control the important things for them (17 or 40.5%).
2. Still, on the month of April, the number 1 cause of stress of students concerning their loss of self-confidence is that they almost never felt confident in handling personal problems. Out of 42 students, 16 or 38.10% pointed out this situation. Second is that they almost never felt that things were going on their way (15 or 35.71%). Third is that they almost never felt that they were on top of things (14 or 33.33%).
3. As regards the aide being provided by the power point presentations, students find it very useful in enabling them to go about the Final Term Paper (20 or 47.6%), very useful in enabling them to understand the lessons for the Final Term (19 or 45.2%), and very useful in in enabling them to go about the Mid Term Paper (18 or 42.9%).
4. In connection with the aide being provided by the video presentations, students find it very useful in enabling them to go about the Final Term Paper and enabling them to understand the lessons for the Final Term. 27 or 64.3% of students attested to this. Likewise, they found it very useful in in enabling them to go about the Mid Term Paper (23 or 54.8%).
5. In terms of the perceived level of confidence as provided by the power point presentations, they are fairly confident in obtaining a higher mark in the course thru following the guide on how to go about the Final Term Paper (27 or 64.3%), following the guide on how to go about the Mid Term Paper (24 or 57.1%), and following the guide on how to go about the lessons in the final Term (22 or 52.4%).
6. In relation to the perceived level of confidence as provided by the video presentations, they are fairly confident in obtaining a higher mark in the course thru following the guide on how to go about Mid Term Paper, following the guide on how to go about the final Term lessons, and following the guide on how to go about the Final Term Paper. Each category received a 26 out of 42 affirmations or 61.9%.
7. For the month of May, the number 1 cause of stress of students concerning their ability to control their emotions is that they very often felt nervous and stress. 23 out of 42 or 54.8% avowed to this predicament. Second is they very often felt difficulties were piling up that they could not

overcome them (20 or 47.6%) Third is they very often felt that they could not cope with all the things to do (17 or 40.5%).

8. Still, on the month of May, though they are 15 students (35.71%) stating that they sometimes felt confident in handling personal problems, the alarming issue concerning their loss of self-confidence is that they are also 15 or 35.71% of the students asseverating that they almost never felt confident in handling personal problems. For other situations like being able to control irritations (21 or 50%), feeling of being on top of things (16 or 38.1%), and feeling things were going on their way (16 or 38.1%); they all fall under the sometimes-felt category.

6. Conclusions

1. The month of May has become more stressful on the part of students as compared to the month of April. This could be attributed to the fact that synchronous classes were reinstated, and the month of May is the set schedule for Mid Term Examination aside from the fact that students need to meet the deadline as regards the submission of their requirements.
2. Though the PowerPoint and video presentations were deemed by the students very useful wherein the latter was seen to be more useful), in enabling students to go about their Mid Term Paper, Final Term lessons, and Final Term paper; these are not enough to reduce the stress level of students from April to May. On the contrary, students became more stressful on the month of May.
3. The assistance given by the PowerPoint and video presentations in boosting the confidence level of students of thinking that they would get higher mark in the course is not enough. The students claimed that they are just fairly confident in obtaining a higher mark in the course thru the assistance provided by the PowerPoint and video presentations.
4. Aside from the academic assistance provided by the professor in terms of the PowerPoint and video presentations during asynchronous classes, another thing to look into is the students' mental wellness.

7. Recommendations

1. Educators are encouraged to listen to students' concerns and demonstrate understanding as well as empathy for them. An online consultation via a one-to-one conversation where andrologies can reconnect and discuss any concerns with students is deemed necessary.
2. It is suggested that andrologies model good coping behavior for students as they (students) will look up to educators as to how to deal with stressful situations on a daily basis.
3. Schools should delve into providing its employees with a mental health wellness program. Fostering the physical and mental health of school employees also helps to support students' health and academic success. It would be best also to provide a separate wellness program for students to

help support the health of students and can also help boost academic performance.

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