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A School-Level Multidisciplinary Journal





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The Journal of Shankari School, a peer-reviewed journal, is published by the Research Management Cell (RMC) of Shankari School. The Shankari School publishes academic journals from diverse disciplines, particularly portraying the learning experiences of school-level students. However, the respective authors are responsible for the opinions, issues, and arguments presented in the journal.

Editorial

As outlined in our academic calendar, we published our Journal Vol 1 No. 1 on Ashwin 21st. We would like to take this opportunity to share with all stakeholders the enriching learning experiences we are providing for our students, including the practice of journal writing.

Journal writing is a rigorous yet rewarding process that enables students to acquire and hone multiple skills simultaneously. It is a critical component of higher education and, in anticipation of our students pursuing advanced studies in the future, we believe it is essential to introduce this practice at an early stage. The process of writing and publishing a journal is of immense significance in today's academic landscape. It not only opens multiple dimensions of learning but also provides a unique lens through which students can explore and understand the world around them. In this regard, the primary objective of this journal is to enhance the Digital skills of school-level students.

Digital literacy skills, including information retrieval and critical evaluation, and communicating online. These skills further contribute to meaningful interactions with teachers in digital environments such as Google Workspace. Moreover, by empowering students to seek information independently, students learn responsible online behavior, ethical use of technology, and respectful communication. Which can lead to more informed discussions with teachers. Overall, this journal promotes digital literacy, student well-being, a good student-teacher relationship, and envisioning students for their higher studies.

Volume 1, Issue no. 1 is about the exploration of individual experiences on reflection-based. This volume provides diverse insights into multiple disciplines. *Sujal Das Manandhar* surveyed random numbers, while *Bidushi Maharjan* provided an insightful look into student life and learning, focusing on various aspects of their educational journey. *Esmriti Kakshapati* researched the importance of time management for academic success, emphasizing the need to find balance. *Pranav Pote Shrestha* explored the depths of science poetry, and *Sambhavi Shrestha* critically reflected on learning anxiety and how often it is experienced. *Timila Manandhar* shared lessons and realizations from living through a pandemic, and *Lorissa Sharma* discussed the experience of additional morning classes in their school.

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A Survey on Human Random Number Generation

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Abstract

This study explores the ability of individuals to generate truly random numbers, focusing on the patterns and biases inherent in human cognition. By examining which numbers are most frequently chosen as “random” and which are considered less random, we gain insights into how people perceive randomness. Data was collected via Google Forms, where participants were asked to select random numbers. The analysis of this data reveals discernible patterns in human-generated numbers, highlighting common trends and biases. These findings contribute to our understanding of human cognition and the perception of randomness.

Keywords: Random number, Biased number, Self-analysis

Introduction

The world today is very dependent on random number generation (RNG), whether we can tell or not. It has worked its way into many of our technologies and activities. Computers use it to assign values, and we use it for statistics, decision-making, creating our passwords, and even for entertainment. For instance, RNG is crucial in cryptography, ensuring secure communication in our digital world. It also plays a role in scientific simulations, where randomness is necessary to model complex systems accurately.

Most of the world’s RNG is performed by computers and machines. This is because humans are not the best at picking random options (Williams & Griffiths, 2013). We are dictated by patterns and trends, and thus our judgment of randomness is often skewed from true randomness. For example, when asked to pick a number between 1 and 100, people often avoid extremes like 1 or 100 and may tend to favor numbers like 37, which we perceive as more random. Furthermore, on a scale of 1-10, the numbers 3 and 7 are highly picked because they are odd and prime numbers but also not in the middle of the range (Dorn, 2024). This bias shows that human-generated random numbers are not truly random but influenced by subconscious preferences and patterns. Comparing these biases with computer-generated RNG, computers have no discernable pattern in their generation. They are programmed to

pick truly random numbers. The above-mentioned biases present in human nature form a large contrast between the two methods of RNG.

So, this survey will test the ability of people to give a truly random number. It is a study of what numbers are most frequently chosen as “random” or which numbers are considered less random by the human mind. By analyzing these patterns, we can gain insights into human cognition and our perception of randomness. Understanding these biases is not only fascinating but also has practical implications in fields where randomness is crucial (Harrison, 2024).

As mentioned above, RNG plays a big role in the modern world, with us creating our passwords, usernames, and codes often with whatever numbers we can think of, or letting a computer do it for us, but most of us don’t understand the mechanics or the workings behind RNG. Since computers facilitate nearly all of our RNG, there is no real motivation for us to understand the process of generating numbers. Most people are under the assumption that it is an easy task to think of a random number. To prove whether this is right or wrong, this survey is taking place.

After participating in this survey, people become aware of several key insights about random number generation. They realize that humans are not adept at generating truly random numbers due to subconscious patterns and biases. The survey highlights the role of RNG in various aspects of modern life, including technology, security, and entertainment. We will also gain insight into common psychological patterns that influence our choices, like avoiding extremes or favoring certain numbers. The survey emphasizes the importance of understanding randomness for creating strong passwords, ensuring fair play in gaming, and making unbiased decisions in everyday life. Overall, the survey emphasizes the presence and importance of RNG in technology and daily activities, offering valuable insights. Therefore, this study aimed to analyze *whether the random number chosen was random or driven by subconscious patterns.*

Review of Literature

The study by Schulz et al. (2012) proposed that humans struggle to generate truly random sequences, avoiding repetitions and showing systematic biases. In the study, Schulz and his team used the Damerau-Levenshtein distance to analyze patterns in the sequences of random numbers generated by humans. After extensive data collection and analysis, Schulz’s team developed a prediction model to predict the next numbers in a sequence after being given previous numbers. The model achieved up to a 27% accuracy rate on its predictions. However, the analysis could also identify person-specific patterns, being able to distinguish sequences from different individuals with an 88% success rate. A similar study was

conducted by Warren et al. (2018), which argues that biases in human randomness perception should be re-evaluated, considering cognitive constraints and task-specific metrics. Warren et al. (2018) investigates the common belief that human perception of randomness is biased. The study compares human-generated binary sequences with those generated by an unbiased process in two experiments. The findings suggest that what is often perceived as bias in human randomness perception may reflect genuine aspects of the statistical environment, influenced by cognitive constraints.

The research for random number generation is taking place in the growing AI system as well. The study by Harrison (2024) adapts a human Random Number Generation Task (RNGT) for an LLM-compatible environment to assess whether ChatGPT-3.5 exhibits human-like cognitive biases. The findings reveal that ChatGPT-3.5 avoids repetitive and sequential patterns more effectively than humans, demonstrating lower frequencies of repeats and adjacent numbers. These results suggest that large language models can mimic human random generation behaviors, offering potential applications in cognitive and behavioral science research.

METHODOLOGY

This research is survey-based research, where participants were expected to respond to random number selection. This research used Google Forms to collect the responses, and the obtained data was analyzed to generalize the pattern of random number selection. In this survey, a total of 82 participants, from ages 9-53, with varying educational backgrounds were asked to submit three random numbers to each. 63.5% of the participants were female, and the remaining 36.5% were male. The three numbers were to be within 1-100 and unique from each other. From this, we get 246 random numbers as our data sample. While still a large sample size, it posed a few issues with not every number being represented, and potentially the similarity of thoughts and biases due to participants coming from more-or-less the same localities. The survey remained open for three days, through the medium of Google Forms.

Reflection on the Survey

Never having written a journal, our school decided to introduce us to the world of academic writing. This program aims to help enhance our digital literacy skills for learning communication and well-being. I've always held a fascination with scientific writings and the discovery of new information from the same data, so I was enthusiastic to join the program.

I had many ideas on what I could write about; my own experiences in school, challenges faced by others and the world at large, etc. In the end, I drew inspiration from a science content creator “Veritasium”. In one of his videos, he highlighted the seemingly random prevalence of the number 37, along with insights into the human recognition of “random”. While he only touched on it, I was intrigued greatly by the thought of systematic randomness in the human mind. So, I decided to conduct a survey to determine if there was a pattern to randomness, asking participants to choose a random number, or whichever number they thought was random.

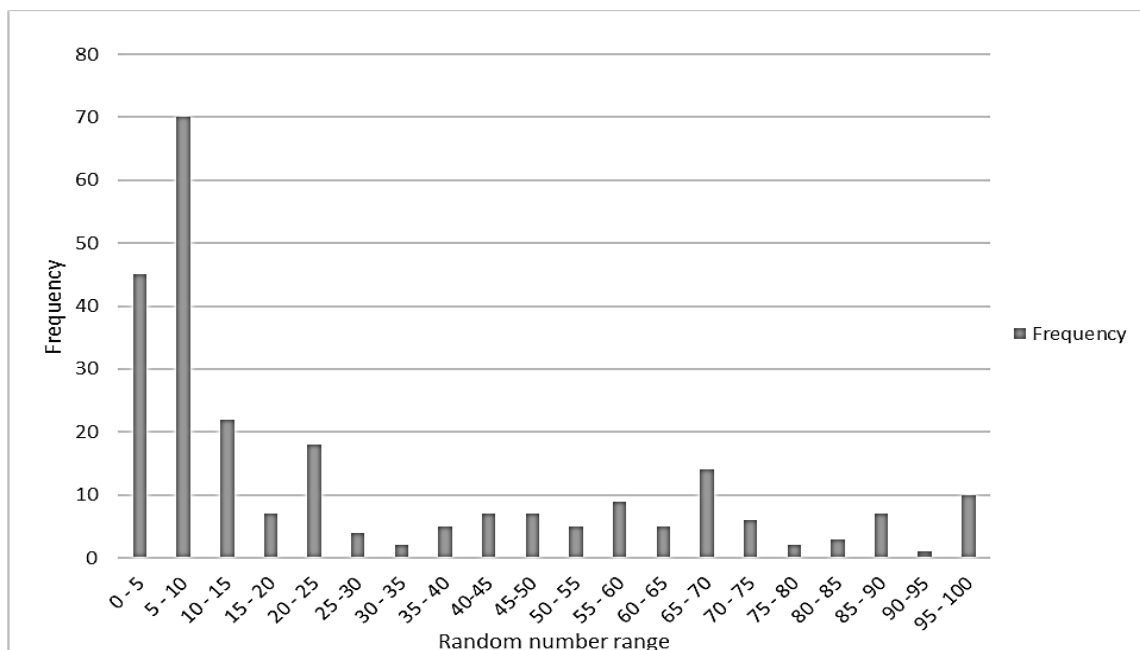
I approached my teachers about this, and they had a great response, helping me get the journal off the ground, giving me a base to work off, finding previous studies on the subject, and helping me make sense of the data I collected.

During the start of the survey, my teachers helped me collect many articles on similar topics, eventually giving this survey a sturdy literary foundation. Although the initial idea was to survey in person, it soon became infeasible. I saw my friends who were also writing a journal conduct surveys online for greater reach and much more convenient data collection. So, I settled with an online survey that I passed through all my friends and family. All of them participated in the survey within three days of asking, the results and interpretation of the survey are given below.

The survey asked participants to submit three unique random numbers to maintain the sample size. Figure 1 shows all the submissions.

Figure 1

Frequency of random numbers selected by the participants.



It was found that the top three selected numbers are number 8 thirteen times, number 3 eighteen times, and number 7 twenty-one times. We can see that by far the most picked numbers lie in the 5-10 range, with 70 numbers (27%) falling within the range, followed by numbers 0-5 with 45 numbers (17%) within it. We can also see that numbers from 30-35, 75-80, and 90-95 are picked significantly less than others. We should note that, had the given numbers been truly random, the graph would have a near-even distribution and spread of frequency.

Insights from the Survey

The results from the survey show that lower-valued numbers (<25) are being picked consistently more than higher-value numbers (>25). From this, we can tell there is a pattern of “randomly” coming up with smaller numbers rather than larger ones. I think this may be due to the difficulty we face in trying to envisage larger numbers at a whim. Even within the group of lower valued numbers, the numbers 3 and 7 are picked by far the most, likely alluding to our association with randomness to these numbers. I believe the number 7 is so prevalent because it is the perfect middle ground when thinking of a number 1-10, i.e. not too high (10) but not too small (1), neither right in the middle (5). This correlates with an article by Burgemeester (2020) which argues that the numbers 7 and 3 are ingrained into us through culture and our world. The fact that there are seven continents and days of the week may have played an effect on the participants. Along with this, the most extreme numbers like 1 and 100 were very underrepresented, which suggests that they do not seem as random to us humans. This may be because the extremes in each range feel “pre-determined” to us, or that as they (extremes) are the given limits to our options, they are not options. This confirms my previous hypothesis that humans do not pick truly random numbers, but rather follow certain patterns.

Analyzing myself, it is easier to select the number 3 randomly. I think it is because while doing the countdown for any task I often say 1, 2, 3, start. For quick response, sometimes I think the number ends at 3 and thus I feel comfortable saying 3 randomly. Otherwise, with concise thinking I also found myself selecting 7 as it comes from multiple sources as Cristiano Ronaldo's jersey no 7, seven days a week, and seven periods in the school. Even I never picked the used number range for asking to select, such as if somebody asks me to choose the number randomly between 1 and 10, I have low remembrance that I selected the numbers 1 and 10, this could be because of the fact explained by Burgemeester (2020) and Warren et al. (2018) that these numbers selection are the outcomes of underrepresented thinking that they are not the random numbers. After being aware of this concept, it might impact my cognition to select if somebody asks ahead.

CONCLUSION

This study attempted to show the discernable patterns in the number generation carried out by humans. The survey was done with people from nearly all age groups and academic backgrounds. Based on the survey, there are certainly a few patterns found in human RNG. This survey acknowledges the concept of Burgemeester (2020) and Warren et al. (2018) for the random number selection. It is found that a significant quantity of the randomly selected numbers is 3 and 7. I consider this an interesting topic that attempts to understand whether randomly selected numbers are genuinely random or not. However, the synchronous results of this survey and the studied literature insights that those numbers might not be random. They might result in underrepresenting other existing natural pattern numbers like seven continents, days, etc., and the difficulty in trying to envisage larger numbers. I hope to further explore this niche of human psychology. I believe the data and patterns collected from this study can help us in the future when dealing with human nature and cognition.

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A Critical Reflection on My Learning Anxiety: Discovering Effective Strategies

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Abstract

This study is done to explore the personal experience of learning anxiety, a common phenomenon characterized by feelings of fear, worry, and unease when faced with new or challenging learning situations. Through self-analysis, the reflection delves into the root causes of this anxiety, including past negative experiences, low self-esteem, and cognitive patterns. It examines the impact of learning anxiety on academic performance and personal growth, highlighting the ways it can delay focus, retention, and arrangements. The reflection also discusses strategies for managing and overcoming learning anxiety, such as developing a growth mindset, practicing self-compassion, and employing stress-reduction techniques. By understanding and addressing learning anxiety, individuals can transform their educational experiences, promoting strength and a more positive approach to learning.

Keywords: Learning Anxiety, Self-reflection, Academic Progress

Introduction

A relentless pursuit of knowledge and achievement often characterizes the educational landscape. However, for many individuals, this journey is accompanied by a pervasive sense of unease and apprehension known as learning anxiety. This study will deal with the intricate world of learning anxiety, examining its multifaceted nature, potential causes, and its profound impact on learning experiences.

Learning anxiety also known as academic anxiety is a psychological response characterized by feelings of worry, fear, and concern related to learning and academic performance (Cassady, 2022). This concept is widely discussed in academic literature and resources, such as those by Jerrell C. Cassady and other researchers. Learning anxiety surrounds a scale of emotions, ranging from mild nervousness to full-on panic. Its manifestations can be both physical and mental, resulting in restlessness, difficulties in concentrating, procrastination, and a heightened sense of self-consciousness. Many students with learning anxiety are afraid to make mistakes and try to avoid them at all costs. They don't want to make a fool of themselves. Avoiding mistakes at every cost, means they are

missing out on the learning opportunities.

According to Coutu and Schein (2002), learning anxiety comes from being afraid to try something new for fear that it will be too difficult, that we will look stupid in the attempt, or that we will have to part from old habits that have worked for us in the past. Learning something new can cast us as the deviant in the groups we belong to. It can threaten our self-esteem and, in extreme cases, even our identity. Like prisoners of war, potential learners experience so much hopelessness through survival anxiety that eventually they become open to the possibility of learning. But even this dejection is not necessarily enough. Individuals can remain in a state of despair permanently.

This reflection will explore the potential causes of learning anxiety, examining factors such as self-doubt, pressure to succeed, fear of failure, and perfectionism. Moreover, through this I will search into the detrimental effects of learning anxiety on learning experiences, highlighting its impact on motivation, academic performance, and overall well-being. By understanding the complexities of learning anxiety, we can understand the challenges many learners face and develop strategies for effective management and personal growth.

Problem Statement of the Study

This study deals with the personal experience of learning anxiety, recognizing the subjective nature of its phenomenon and the need for critical self-reflection to understand its impact on individual learning processes. The problem addressed in this study is the lack of complete understanding and effective management of learning anxiety in the context of personal experiences. While existing research provides a valuable understanding of the causes and effects of learning anxiety (Cottee, 2023), there remains a gap in exploring the individual variation and coping strategies employed by learners in navigating complex emotional states. This self-reflective study aimed to bridge this gap by examining the personal experiences of learning anxiety and analyzing the triggers, consequences, and effectiveness of coping mechanisms.

The study emphasized the need for critical self-reflection as a crucial tool for understanding and managing learning anxiety, ultimately contributing to personal growth and development as a learner. Learning anxiety arises from fear of trying something new, avoiding learning activities, and perfectionism. Learning anxiety can make it hard for us to get schoolwork done or study. It may affect our relationships with peers and teachers, too (Salter, Neelakandan & Wuthrich, 2024). In some cases, I have seen students like us with such anxiety miss a lot of school days, or they may avoid school altogether.

The Purpose of the Study

This article serves as a critical self-reflection on the presence and impact of learning anxiety in my own life. It is not intended to be a definitive analysis of the phenomenon, but rather a personal exploration of its manifestations and its influence on my learning experiences. In this study, I have three primary objectives; first and foremost, I seek to delve into the depths of my learning anxiety. By closely examining specific instances and probing the underlying causes, I aim to construct a more comprehensive and nuanced understanding of this intricate emotion. Secondly, I intend to evaluate the effectiveness of my coping strategies. Through reflective analysis, I will assess both the strengths and weaknesses of the approaches I employ to manage learning-related anxiety. Lastly, this article serves as a powerful tool for personal growth and development. It fosters heightened self-awareness regarding my emotional responses to learning situations and encourages the cultivation of more effective coping mechanisms. Ultimately, this exploration is about understanding anxiety and empowering myself to navigate the learning process more skillfully.

Ultimately, this study aims to shed light on the personal journey of managing learning anxiety, highlighting the significance of continuous self-reflection and its potential to drive positive change. Therefore, this study seeks to answer the questions:

What experiences do I have with learning anxiety, and what coping strategies have been implemented or can be identified from the literature?

Review of Literature

Learning anxiety is not a new concept. Researchers have been exploring this phenomenon for decades, trying to understand its roots and impacts. Studies have shown that learning anxiety often stems from fear of failure, perfectionism, and past negative experiences with learning (Coutu & Schein, 2002). It can manifest in various ways, from physical symptoms like sweating and rapid heartbeat to emotional responses such as frustration and self-doubt.

According to the World Health Organization, the number one global health issue for young people is their mental health. For students, mental well-being is associated with effective learning, and their ability to navigate through university/college, having the resilience to cope with the challenges and stresses of student life. One key finding is that learning anxiety can significantly hinder academic and professional performance. It creates a mental block that makes it difficult to absorb new information or develop new skills. This can

lead to a harsh cycle where the anxiety itself becomes a barrier to learning, further exacerbating the problem.

However, there are still gaps in the literature. For instance, while we know a lot about the causes and effects of learning anxiety, there's less research on effective coping mechanisms and long-term strategies for managing it. More studies are needed to explore how different individuals experience and overcome learning anxiety in various contexts.

METHODOLOGY

To understand my learning anxiety, I embarked on a journey of self-reflection. I used a combination of journaling, mindfulness practices, and feedback from friends to gain insights into my experiences. This study is rooted in reflective practice to overcome my learning anxiety. Each day, I would jot down my thoughts and feelings related to learning tasks, noting any anxiety triggers and my reactions to them. Mindfulness helped me stay present and observe my anxiety without judgment. Additionally, I sought feedback from friends and parents who had observed my learning habits.

This self-reflection process spanned for one month, providing me with enough data to identify patterns and develop coping strategies.

Analysis Strategy

The strategy for analyzing my personal experiences with learning anxiety involved two main aspects: the frequency of learning anxiety and its impact on learning. This includes a detailed examination of how often I experience anxiety, identifying patterns, triggers, and the intensity of these episodes. Additionally, it assessed the specific ways learning anxiety affects my learning process, such as its impact on concentration and focus, motivation and engagement, performance and achievement, and emotional well-being. Tracking these factors over time helped in understanding and addressing the disruptions caused by learning anxiety. I compared my experiences and findings with relevant research on learning anxiety, examining its prevalence and characteristics in academic settings and exploring different perspectives on its causes and effects. This analysis provided a deeper understanding of my personal experience with learning anxiety and its impact on my learning journey, laying the foundation for subsequent sections that focused on the causes, coping strategies, and reflections on progress in managing learning anxiety.

A Reflection: *How did I trigger the remarkable anxiety?*

I recall well the first time I had learning anxiety. It was my first geometry session in grade ten, and the room was crowded. Math had always been my weakness, but I was

determined to overcome it this time. My confidence dropped as my teacher wrote difficult calculations on the board. My pulse hammered, my hands shook, and a cold perspiration sprang on my forehead. I felt as though I were drowning in a sea of numbers and pictures.

I was trying to grasp the concept of geometry, a topic that seemed to come naturally to everyone else in the room. But for me, it was like trying to read a foreign language. The more I struggled to understand, the more anxious I became. My mind was a tornado of self-doubt and fear. "What if I fail? What if I'm just not smart enough?" These thoughts consumed me, making it nearly impossible to focus on the lesson.

That day, throughout the day I felt exhausted. It was my first real encounter with learning anxiety, and it left a lasting impression on me. I remember walking back to my room, my mind still racing. I couldn't shake off the feeling of inadequacy. I sat on my bed, staring at my textbook, feeling lost. The numbers and figures seemed to mock me, reminding me of my perceived failure. I tried to push through, spending hours poring over the textbook and online tutorials. But the more I tried, the more my anxiety grew. It was a harsh cycle. The fear of not understanding made it harder to learn, and the harder it was to learn, the more anxious I became. I started to dread going to class, feeling a knot in my stomach every time I walked into that classroom.

One evening, I decided to seek help from a tutor. I remember feeling a mix of hope and uneasiness as I walked into the tutoring center. The tutor was patient and kind, breaking down the concepts into manageable chunks. For the first time, I felt a glimmer of understanding. But more importantly, I realized that I wasn't alone in my struggle. Many students have faced similar challenges, and seeking help was a step towards overcoming them.

Looking back, I realize that this was more than just a struggle with a difficult subject. It was my first real encounter with learning anxiety, and it was a wake-up call. It made me aware of the emotional and psychological barriers that can hinder the learning process. It was a tough experience, but it also set the stage for my journey towards understanding and managing learning anxiety.

My Experiences and Causes of Anxiety

Learning anxiety has been a regular companion throughout my academic career. The fear of exams, racing heart, sweaty hands, and difficulty concentrating are all too common. One memorable incident occurred during my final year of ninth grade, as I prepared for tenth grade. The enormous pressure to perform, compounded by parental expectations and my

drive for excellence, was overpowering. Constant comparisons with classmates, dread of failing to meet my standards, and the pressure to match my family's expectations all contributed to acute anxiety. Despite hours of studying, my mind would rush with fears of failure, rendering my efforts futile. Physical issues such as headaches and insomnia exacerbated the problem. Anxiety led to procrastination, avoidance, and a crippling fear of mistakes, affecting my well-being, social life, and enjoyment of learning.

Additionally, learning anxiety stemmed from both internal and external pressures on me. At its core lies self-doubt—an ever-present specter questioning my abilities and potential for success. This self-doubt, rooted in insecurity about my intelligence and capacity to grasp complex concepts, perpetuates a cycle of anxiety (Eddins & Eder, 2014). Each decision became a battleground of overthinking and second-guessing, hindering my learning journey. Societal expectations added further weight. The relentless pressure to achieve—whether in academics or career—casts a shadow over my learning experience. Comparisons with others created urgency and the fear of falling short loomed large. In this pursuit of perfection, frustration and anxiety arose when challenges naturally occurred.

Fear of failure was another component of this complex web. It is closely tied to self-doubt and societal pressure. The mere thought of not meeting expectations caused extreme anxiety, leading to procrastination and avoidance—a paralysis that prevented me from taking risks and facing challenges that foster growth. Perfectionism played a significant role. My yearning for flawlessness created an impossible ideal. When reality fell short, disillusionment and self-criticism ensued. Ironically, this desire for perfection obstructed the essence of learning: embracing mistakes as stepping-stones to development.

This experience taught me the importance of recognizing and addressing learning anxiety. It highlighted the need to develop coping mechanisms and prioritize self-care amidst academic pressures. While debilitating, the anxiety also prompted introspection and a desire to understand the root causes of my struggles.

Impact on Learning Experiences

Despite the challenges, the coping strategies I've implemented have had a positive overall impact on my learning experiences. My ability to manage anxiety has allowed me to engage more fully in the learning process, enhancing my concentration, motivation, and ability to retain information. However, learning anxiety is a continuous issue, and I continue to seek ways to improve my coping strategies and develop a more resilient mindset.

My Strategies to Cope Anxiety

Reflecting on my journey with learning anxiety, I've witnessed a gradual shift in my understanding and management of this challenge. Initially, I relied heavily on avoidance as a coping mechanism, often delaying or withdrawing from situations that triggered my anxiety (After Anxiety, 2023). This approach, while offering temporary relief, ultimately hampered my learning progress and fueled a cycle of self-doubt. However, as I began to confront my anxiety actively, I discovered the power of self-compassion and acceptance (Cottee, 2023). Recognizing that learning anxiety is a common experience, I started to treat myself with understanding, acknowledging that setbacks are part of the learning process. This shift in perspective allowed me to approach challenges with greater resilience and a willingness to learn from my mistakes.

Furthermore, I've learned the importance of developing effective coping strategies. Techniques like deep breathing exercises, mindfulness meditation, and breaking down tasks into smaller (After Anxiety, 2023), more manageable steps have proven invaluable in managing my anxiety during stressful learning situations. These strategies have empowered me to approach learning with a sense of calm and focus, allowing me to engage more fully in the learning process. The evolution of my understanding and management of learning anxiety has been a journey of self-discovery and growth. While I still experience anxiety at times, I now possess the tools and mindset to navigate these challenges with greater confidence and resilience. Inspired by Cottee (2023) and Jaya (2023) to embrace challenges, I've learned that learning anxiety is not a sign of weakness but rather an opportunity for growth and self-reflection. This perspective empowers me to become a more effective and confident learner.

The coping strategies I've employed to manage learning anxiety have had mixed results. While some approaches have proven to be quite effective, others have been less successful such as avoidance and self-compassion. Engaging in mindfulness practices and deep breathing exercises has been remarkably helpful in calming my anxious thoughts and reducing physical tension, allowing me to focus on the present moment and diminish future-oriented anxieties. Dividing large assignments into smaller, more manageable chunks has significantly reduced my feelings of being overwhelmed, with the sense of accomplishment from completing each smaller step building momentum and confidence. Additionally, as suggested by After Anxiety (2023) reaching out to trusted friends, family, or mentors has provided much-needed validation and support, helping me reframe my anxieties and gain a more balanced perspective.

Insights from the Study

Through this reflective study, I highlighted my experiences of how learning anxiety, driven by internal self-doubt and external pressures, manifests through physical symptoms and mental struggles, such as fear of failure, procrastination, and perfectionism. These factors collectively hinder academic performance and well-being, emphasizing the need for effective coping mechanisms and self-care to manage anxiety and foster a healthier learning environment.

Building on these insights, I've discovered several effective coping strategies for myself. Initially, avoidance provided temporary relief but ultimately hindered my progress and fueled self-doubt. Actively confronting anxiety through self-compassion and acceptance has been transformative, allowing me to view setbacks as part of the learning process. Mindfulness practices and deep breathing exercises have been particularly helpful in calming anxious thoughts and reducing physical tension. Breaking down tasks into smaller, manageable steps has reduced feelings of being overwhelmed, while support from friends, family, and mentors has provided valuable validation and perspective. These strategies have empowered me to approach learning with greater resilience and confidence, viewing anxiety as an opportunity for growth rather than a weakness.

CONCLUSION

This self-reflective exploration into learning anxiety has illuminated the complex interplay between personal anxieties and academic pursuits. It has highlighted the importance of recognizing and acknowledging anxieties, as they can significantly impact learning experiences and overall well-being.

Through examining specific instances of learning anxiety, its triggers, and underlying causes, I have gained a deeper understanding of my emotional responses to academic challenges. The journey of self-reflection has underscored the need for continuous self-awareness and the development of effective coping strategies to manage these anxieties. Ultimately, recognizing and addressing learning anxiety is not about eliminating it, but rather about developing a healthier relationship with it. It is about learning to navigate these emotions constructively, allowing them to serve as motivators for personal growth and development rather than obstacles to learning. By embracing ongoing self-reflection, we can continually refine our understanding of learning anxiety and foster a more positive and productive learning environment.

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From Procrastination to Productivity: A Critical Reflection on Navigating Time Management for Academic Success

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Abstract

This study is conducted to discover the relationship between time management and procrastination for productivity and academic success. This study also covers the steps from Procrastination to Productivity including a brief overview of the meaning and origin of procrastination, exploring ideas related to procrastination, aspects related to it such as time management, and matters related to overcoming procrastination. A survey was conducted among students of different academic levels to determine the causes and effects of procrastination in their academic life. Data gathered from various journals, self-reflection, and personal experiences have been discussed. The study suggests that academic load does not cause procrastination; instead, procrastination leads to an increased academic load. Additionally, academic success is found with time management skills than those who procrastinate and often do not recognize procrastination as a significant problem.

Keywords: procrastination, time management, personal experiences

INTRODUCTION

Procrastination is a common challenge many people, especially high school students face'. Procrastination refers to the tendency to delay or avoid tasks despite better judgment, which often leads to reduced productivity and can gradually become a habit (Shatz, 2024). Various factors contribute to procrastination, including anxiety, fear of failure, lack of skills, disinterest, and self-doubt. However, poor time management is often one of the most common causes. When individuals struggle to manage their time effectively, they may feel disappointed, leading to procrastination, which in turn prevents them from completing their tasks and causes frustration. This article explores the difficulties and challenges that a typical high school student encounters in overcoming procrastination and managing time effectively.

Time management is the inability to manage adequate time to complete all the necessary tasks, and it is an important life skill. Time Management helps a person to become more productive and set priorities while completing a bunch of tasks (Calonia et al., 2023). It

helps an individual get effective control over time and increases productivity through which they can head towards their potential without bounding themselves to the limit of time. Many people tend to associate procrastination with planning. That is why time management is necessary so that people can allocate time for doing the task.

Problem Statement

Procrastination is a pervasive challenge faced by students. This study delves into its origins, psychological underpinnings, and practical implications. By understanding procrastination's root causes, we can develop effective strategies to mitigate its impact on academic performance. This study commences by exploring the evolutionary and psychological aspects of procrastination. A critical review of relevant journal articles sheds light on how human evolution and cognitive processes contribute to this phenomenon. Additionally, the psychology behind procrastination is succinctly examined.

Next, the correlation between procrastination and time management takes center stage. Effective time management serves as a powerful antidote to procrastination. This study emphasizes the importance of willpower, self-control, and learning time management skills. Notably, these skills extend beyond academia—they are essential for success in various life domains. Procrastination also manifests as a coping mechanism and habit. Drawing from existing literature, the article highlights how students often resort to procrastination under academic pressure. The psychological mechanisms underlying this coping strategy are explored. Furthermore, empirical evidence from surveys confirms that procrastination becomes habitual for many individuals. Additionally, this study aims to recognize patterns of academic procrastination. Through systematic analysis of scholarly journals, it seeks to identify recurring behaviors and triggers. This knowledge will help educators and practitioners to design targeted interventions to help students overcome procrastination.

Purpose of the Study

This article explores the different factors, causes effects, and ways to overcome procrastination through effective time management. It intends to help people realize the cause of procrastination and suggest ways to overcome it along with the effects of procrastination in academic life with the help of literature reviews, a survey, and personal experiences.

This article aims to raise awareness about the psychological and evolutionary underpinnings of procrastination. By understanding its root causes, individuals can develop effective strategies to overcome this tendency. The article proceeds by suggesting practical

ways to combat procrastination. Drawing from research findings, personal experiences, and survey data, it provides actionable insights. Self-reflection and empirical evidence contribute to a holistic understanding of procrastination and its potential solutions. Moreover, the article delves into the intricate relationship between time management and procrastination. It emphasizes that these two concepts are intertwined—effective time management can mitigate procrastination, while procrastination undermines effective time use. The discussion includes motivational strategies to enhance willpower and emphasizes time management as a crucial life skill. Lastly, the article lays the groundwork for recognizing patterns of academic procrastination. Through systematic review and analysis, it aims to identify recurring behaviors and triggers. Armed with this knowledge, researchers and practitioners can develop targeted interventions to address academic procrastination effectively.

This comprehensive exploration sheds light on procrastination's origins, practical solutions, and its interplay with time management. By disseminating this knowledge, we empower individuals to navigate their tasks more efficiently and achieve their goals.

Review of Literature

According to Svartdal and Løkke (2022), procrastination involves delaying tasks despite knowing the negative consequences. It suggests using functional analysis to understand and address procrastination by examining its triggers, behaviors, and consequences. This approach helps develop strategies to change the conditions that lead to procrastination, making it both preventive and curative. It offers a more individualized and dynamic analysis, supplementing existing research and efforts to mitigate procrastination.

A study by Gustavson et. al (2014) explores the origin of procrastination, presents links between procrastination and impulsivity genetically, and provides a clear picture of whether procrastination is heritable through twin experiments. The study views procrastination as a genetic by-product of impulsivity. According to the study, during the pre-agricultural stages of human evolution, making rational decisions for the future wasn't as helpful as making immediate decisions, and opting for short-term rewards was needed for survival. Procrastination is delaying tasks for the future to set priorities for short-term goals, whereas impulsivity is fulfilling short-term temptations at the expense of long-term success. The study suggests that procrastination is caused by the fulfillment of temptations and not considering the future effects of it. The study also suggests that procrastination can cause impulsivity as well when deadlines are fast approaching. It also concludes that procrastinators are most likely to be impulsive and vice versa.

As per a study by Colonial and Pagente (2023), time management is a comprehensive approach that helps to allocate, structure, and orchestrate the given time precisely to complete assigned tasks, and fulfill objectives and goals, whereas procrastination is defined as the tendency to prioritize short-term pleasures over long-term success. The study has also briefly mentioned the impact of the COVID-19 pandemic on the academics of the students. Time management has been studied based on prioritization, procrastination, and socialization. Prioritization helps to find a balance between extracurriculars, and academics based on the importance and urgency of the task. Socialization helps in balancing social interactions and academics. Hailikari et. al (2021) explore psychological flexibility and time management as the affecting factors of procrastination. They conclude that both physiological flexibility and time management are important factors affecting procrastination. Students who suffer from procrastination need to train themselves for time management skills and psychological flexibility.

Shatz (2024) suggests two theories related to procrastination which involve emotion regulation theory and temporal motivation theory along with their limitations. The emotion regulation theory clarifies that though procrastination and self-control are not related directly, procrastination is caused due to the negative emotions faced by a person when they try to resist short-term gratitudes. Temporal motivation theory states that procrastination occurs when people have low motivation to engage in a task, suggesting that people want great rewards with fewer punishments. It also states that procrastination has little to no relationship with irrational beliefs like perfectionism. Although it points out that motivation plays an important role in self-regulation, it does not explain the cases in which people are highly motivated to complete a task yet postpone it.

As per Jackson, the steps to developing a time management skill are to set realistic goals, get organized, delegate, relax and recharge, and stop feeling guilty. Time management has also been presented as an important skill to overcome procrastination and improve productivity and quality of life.

METHODOLOGY

The study design includes a combination of literature review and survey-based research, where the survey was distributed online to gather firsthand data on procrastination behaviors and their impacts. The data has been derived from sources on the internet and the survey itself. The prime source of information for this article is a survey that was conducted among 21 students of different academic levels ranging from middle school to higher

educational levels. The participants of this survey were selected randomly based on their interests and they were asked questions related to procrastination, time management, self-discipline, routine formations, personal opinions on factors that affect procrastination, academic effects of procrastination, their time management strategies, etc. Along with that, research was done from various journals related to time management, procrastination, the relation between time management and academic procrastination, patterns of academic procrastination, and a brief preview of the evolutionary and psychological aspects of procrastination.

The study also explores thinking strategies related to overcoming procrastination. Self-reflection and a narrative overview are also included. Various information and vantage points have been gathered through sources like published journals, literature reviews, and TED talks. The concepts related to procrastination and aspects of viewing procrastination have been derived from the study. The data analysis was done by building concepts by viewing procrastination and its relationship with time management through different arguments and studies.

A Narrative Reflection

When it was announced that the school was publishing an academic journal, I initially hesitated to participate due to the demands of my academic workload. I was quite interested in getting a new learning experience yet hesitant as I had no clear topic in mind. However, understanding the value of this opportunity, I eventually decided to take part in writing an article for the journal.

The idea of the article emerged in my head one day as I was struggling to balance time for self-study and other assignments. I thought that if I was facing challenges managing time, other students like me could be having the same problem as well. With that realization, I got the inspiration to write an article on time management, which could be beneficial not only to me but to my peers as well. After school, I excitedly shared the idea with my teacher, who happily approved it.

This article was initially supposed to be about time management only, but its scope widened when my teacher suggested procrastination as a related topic. My primary study suggested a close relationship between time management and procrastination. I had never seen procrastination as a problem, but the research papers on the internet suggested otherwise. Realizing that students like me might also have overlooked procrastination in the same way I did, I decided to include both issues in the article to uncover its root causes and suggest strategies for solving them.

To confirm my assumptions, a survey was conducted on students of different academic levels. Through the responses, I gained insights into the prevalence of procrastination and its impact on students, providing a solid foundation for the article. The survey findings are presented below.

Survey Analysis

A survey was conducted which received 21 responses. The survey questionnaire included questions related to time management, routine formation, academic effects and causes of procrastination, self-study strategies, etc. The data collected from the survey takes the form below.

Table 1

The age group of the participants

Age Group	Percentage
Under 12	15%
12 - 18	45%
Above 18	40%

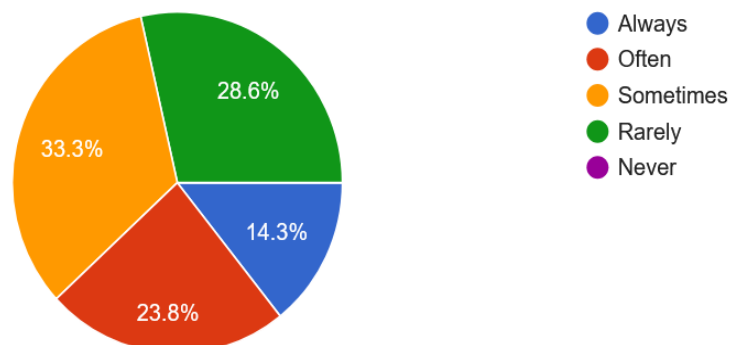
Table 2

The academic levels of the Participants

Academic Level	Percentage
Middle School	30%
High School	35%
Bachelors	20%
Masters	10%
PhD	5%

Figure 1

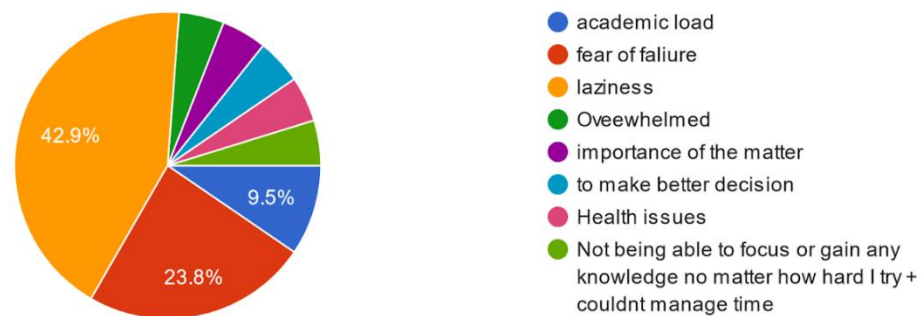
Frequency of procrastination



The participants were asked how often they procrastinate. The survey found that 33 % of the participants procrastinate sometimes, 29% of them procrastinate rarely, 23% procrastinate often, 14% always procrastinate, and interestingly there are no participants who never procrastinate. This result implies that although procrastination might not be a habit for many and can be reduced over time, it is hard to completely get rid of it.

Figure 2

Factors leading to procrastination

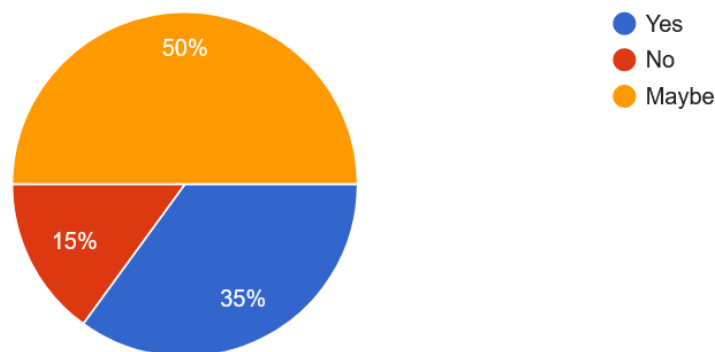


On the question of what factors make them procrastinate, the above result was obtained. Close to half of the respondents (43%) picked laziness as the primary factor for procrastination. Fear of failure comes in second (24%) as a factor, and only 10% procrastinate due to academic load. The other causes include being overwhelmed, the importance of the matter, better decisions, time management issues, and health issues.

This result does not show a very significant correlation between procrastination, time management, and academic load.

Figure 3

Impact of Procrastination on Academics

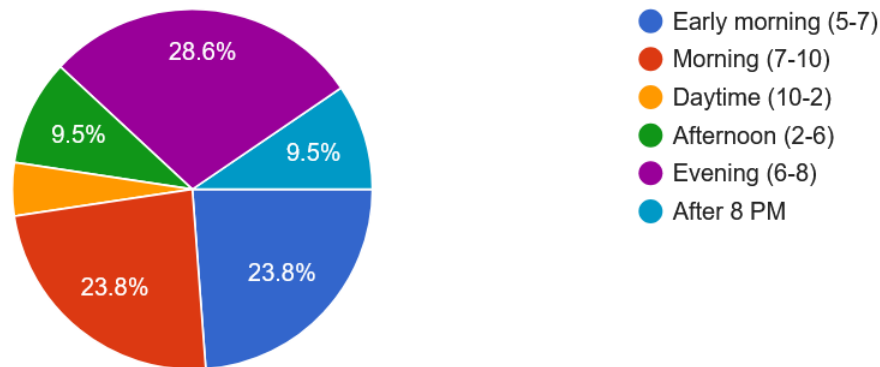


About the impact of procrastination on their academics, half the respondents answered, ‘yes’ to the question, and 15% answered ‘no’, while 35% went with ‘maybe’. This

result suggests a strong negative correlation between procrastination and the academic progress of the respondents.

Figure 4

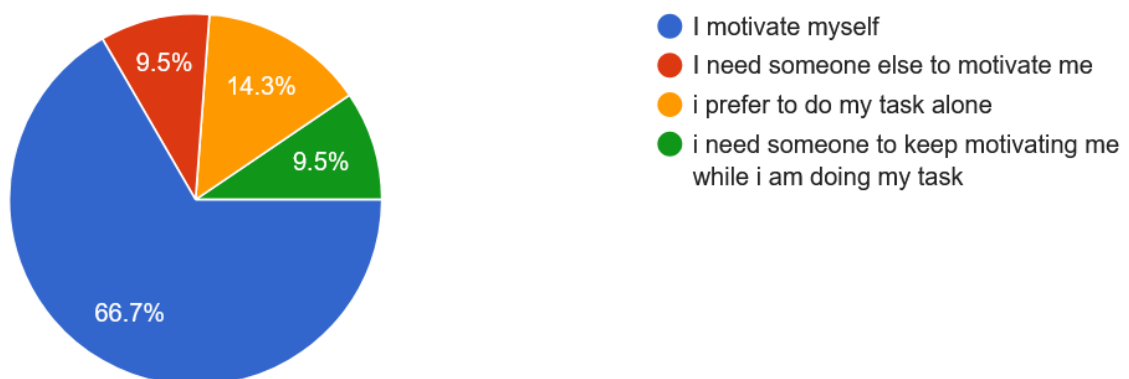
Productive Time of the day



The participants were asked the time of the day they felt most productive. For this, 29% of the participants responded that they felt productive during the evening time, closely followed by “Early morning” and “Morning” each at about 24%. In essence, about half the respondents felt most productive during the early hours of the day, presumably because they are well rested after a good night of sleep and their minds are clear of mental clutter in the morning. “Afternoon” and “after 8 pm” both got 9.5% each and the least productive time came to be the daytime.

Figure 5

Environment amenable to being productive

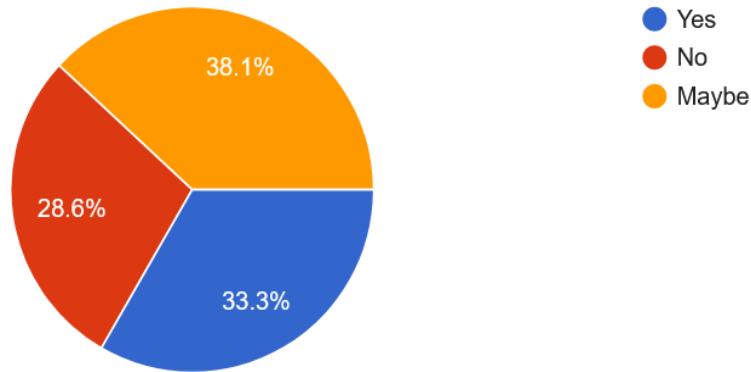


Moreover, this survey investigated how participants overcome procrastination and how they create an environment conducive to productivity. It is intriguing to see that about two-thirds (68%) of the respondents seem to motivate themselves. About 14% prefer to work by themselves, while 10% of the participants need someone to motivate them as they are doing their tasks. The possible reason that a huge percentage of participants said they

motivate themselves could be that the majority of respondents are above the age of twelve. Self-motivation seems to be the key technique to overcoming procrastination and being more productive in the adult population.

Figure 6

Impact of Electronic gadgets

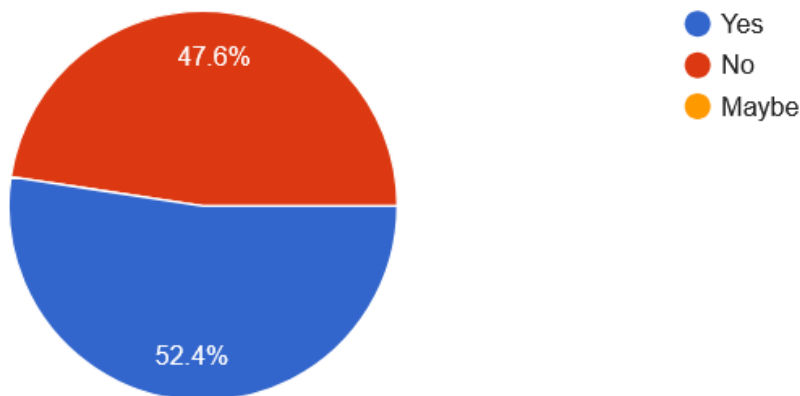


To delve into the possible impact of the overuse of electronic gadgets on procrastination and productivity, one of the questions posed was: Is the overuse of electronic devices the cause of procrastination for you? The result shows one-third of the participants (33%) think that the overuse of gadgets has led them to procrastinate, while 29% say that the gadgets are not getting in their way of getting things done. About 38% seem to be unsure.

Effect of Academic Pressure on Procrastination

Figure 7

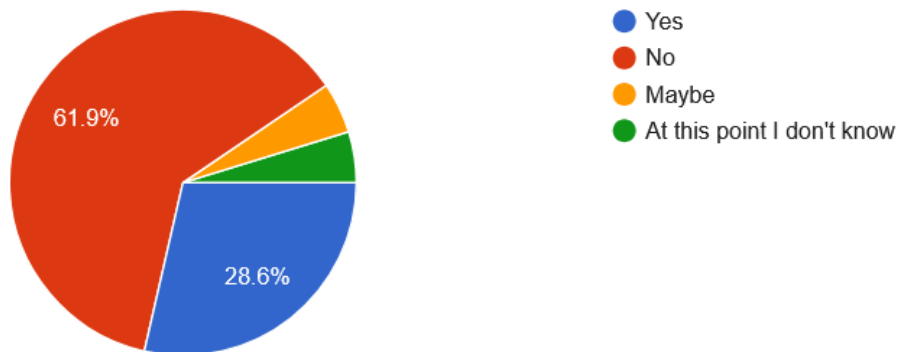
Procrastination due to Academic Load



The next question was: Do you procrastinate because of academic pressure or load? The answers are split between ‘yes’ and ‘no’ almost equally. In the same line, the question was- is procrastination a habit? For this, Figure 8 depicts the responses.

Figure 8

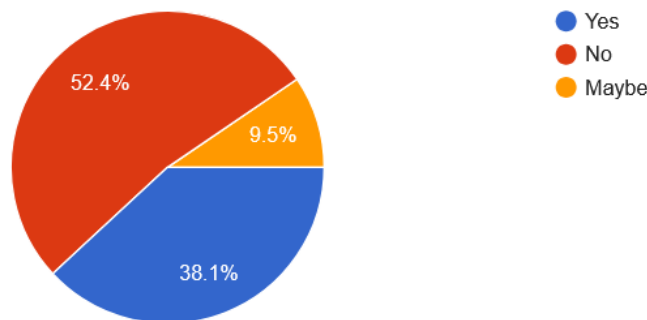
Is procrastination a habit?



The majority (62%) of respondents replied ‘No’ to the question, while only 29% responded with a “Yes”, from which we can deduce that procrastination is not a habit for many, or at least they do not think procrastination is a habit for them.

Figure 9

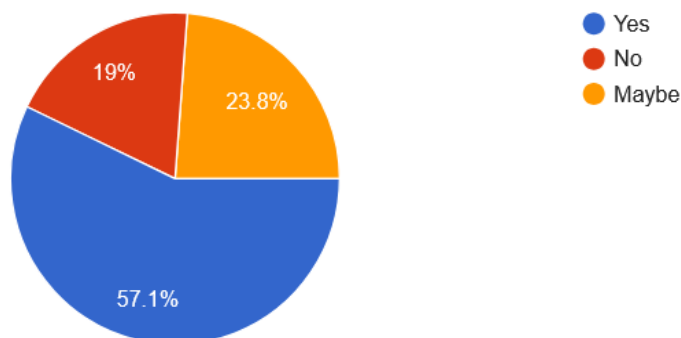
Routine followers



After understanding the procrastination trait impacts on the participants, the survey attempted to find out if they follow a routine (schedule) to overcome it. For this, only 38% replied in the affirmative, 52% in the negative, and about 10% were unsure. This could mean one of two things: either most people do not have a routine, or they do not follow the routine even if they have one.

Figure 10

Task completion after procrastination



Thereafter, it was asked if the participants ended up doing the allocated task after procrastinating for a long time. 57% of participants responded 'Yes', 19% responded 'No', and 24% responded 'Maybe'. This indicates that most people end up completing the task anyway under pressure and perhaps at the last moment.

Subjective Section

This study considers overcoming procrastination as of paramount importance. Subjective questions were asked to extract some extra information regarding the methods participants employed to concentrate on self-study. In this regard, additional literature was reviewed for the diverse techniques to overcome procrastination. However, the responses included the blurting method, the Pomodoro technique, visual learning through the internet, self-motivation, following a schedule, reviewing and reflecting, etc. The techniques mentioned in the answers were analyzed and summarized below.

Participants with higher study levels reported that they often promised to concentrate for a straight 30 minutes to an hour. In this regard, Ellett (2016) suggests the Pomodoro technique to avoid procrastination, and it is a technique to set a timer. A 25-minute timer is set and at the end of every 25 minutes, a 5-minute break is taken. The process is repeated 4 times. After the fourth time, a 30-minute break is taken. If any distractions come to mind, it is written down on a piece of paper. On the other hand, Holt (2023) highlights the blurting method as an active recall technique. It is found that a senior participant employs this technique. This method includes reviewing the notes, writing down whatever remember on a piece of paper, blurting it out, comparing the rough paper with the notes, and adding the things you have missed.

However, most of the participants responded beyond and indirectly to these techniques for how they plan on overcoming procrastination in the future. Some of their answers were maintaining self-discipline, spending less time on gadgets, meditation, etc. which I considered general and out of curiosity to delve deeper.

Insights from Survey Analysis

The main finding of this survey is the correlation between academic success, time management, and procrastination. According to Gustavson et. al (2014), procrastination is an instinct that is closely related to the aspects of evolution and genetics. Therefore, procrastination may not be fully eliminated from an individual's life in most cases, nevertheless, it can be avoided or mitigated to some extent through various methods. As the

survey revealed, procrastination does not seem to be a habit for most people, yet they end up procrastinating occasionally.

Procrastination is not laziness (Shatz, 2024). Procrastination is delaying tasks without any reason whereas laziness is not wanting to put an effort into a task. Although procrastination and laziness are different concepts, laziness can be the cause of procrastination and vice versa. This argument is supported by the survey as it shows that laziness is the most common cause of procrastination among the participants. While academic load or time management isn't the primary cause of procrastination, instead, procrastination consistently harms academic performance. Moreover, procrastination can lead to an increased academic load as tasks accumulate.

Technology has caused us to procrastinate more than ever (Raza, 2016). With less time and effort required for the completion of any task, people have started procrastinating more and more. This survey results seem to support this viewpoint, as most participants agreed that the overuse of electronic devices was the reason for their procrastination.

This survey supports the Motivational and Volitional Psychology Perspective, highlighting the importance of self-motivation and willpower in reducing procrastination among students. It shows that self-motivation is crucial for overcoming procrastination. According to the survey, many students lack a routine or hesitate to follow one, indicating poor time management or insufficient self-control and willpower. The survey also reveals that most people feel energized after completing a task, which can motivate them to tackle other tasks. Additionally, it found that many people complete their tasks at the last moment after prolonged procrastination (Gustavson et al., 2014). Working close to deadlines may create pressure, leading some to believe they perform better under pressure. However, this often compromises the quality of their work.

Some effective methods of overcoming procrastination such as the Pomodoro method, blurring method, self-motivation, meditation, less screen time, discipline, etc. were mentioned by the respondents of the survey, which may prove to be helpful to someone who is struggling with procrastination.

CONCLUSION

The primary aim of this study was to identify the root causes of procrastination and explore strategies to mitigate it among students. A survey was conducted to examine various aspects related to procrastination, routine formation, time management, and methods to reduce procrastination. The study concluded that procrastination is not typically a habitual

behavior, yet it cannot be entirely eradicated. According to the survey, laziness appears to be the most common cause of procrastination. It was found that procrastination leads to increased academic load and pressure, rather than academic pressure causing procrastination.

The study suggests that self-motivation is the most effective way to reduce procrastination. Although procrastination is closely linked to emotions and psychology, there is a positive correlation between time management and procrastination. Procrastination negatively impacts academic performance and overall productivity. To achieve academic success, the study recommends becoming productive, energetic, and self-motivated. Reducing procrastination can enhance productivity. Effective methods include identifying the root cause of procrastination, managing time efficiently, making tasks engaging to overcome laziness, self-motivation, meditating for better concentration, and avoiding electronic distractions.

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Living through a Pandemic: Lessons and Realizations

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Abstract

This study is a reflective piece based on my personal experiences during the COVID-19 pandemic. This reflection begins with the onset of the lockdown, detailing the myriad challenges faced by myself and many others. It explores the profound impact of the pandemic on our dreams and aspirations, highlighting the staggering statistic of over 114 million job losses, which left countless individuals hungry and homeless. The pandemic not only shattered careers and hopes but also took a significant toll on emotional health.

The reflection underscores the universal desire for success, the importance of teamwork, and the pursuit of new opportunities. However, the pandemic imposed severe restrictions on physical contact, travel, and daily activities, making it feel as though we were all held hostage in a dark room. Despite these hardships, the reflection also delves into the lessons learned and realizations gained during this unprecedented time, emphasizing the resilience and adaptability that emerged from the crisis.

Keywords: Pandemic experiences, Opportunities, Resilience.

INTRODUCTION

Sometimes I picture myself as the luckiest person in the world. I used to think that doomsday was turning off the earth as I heard stories about the Holocaust, destruction, or slaughter on a mass scale, especially caused by fire or nuclear war. I have heard of cataclysm, a strong word that means one of the objects in the universe will break and destroy all the other objects, a violent event.

When the coronavirus (COVID-19) epidemic spread at the end of 2019, I realized this was a form of cataclysm. Originally identified in China in 2019, COVID-19 became a pandemic in 2020 (Lu et al., 2020). It felt like a great earthquake in my life. I have seen many devastating disasters, but seeing the news at that time and knowing that people were dying in seconds was overwhelming. Every day, I wondered: What if I get it? Will I survive? Will I be separated from my loved ones? That was a period when I felt my life was at huge risk, a risk no one knew the cure for. My life was slowly digesting the tragedy of COVID-19, which was spreading terror worldwide. Some things I saw with my own eyes, while others I heard about

and experienced indirectly. The waiting room was where many people sat for hours. Few survived, but the majority left our planet. I was lucky. The survivors were lucky.

The devastating disaster termed “COVID-19” or “Coronavirus” spread rapidly in a short period. Coronavirus disease 2019, abbreviated as COVID-19, where ‘CO’ stands for ‘corona’, ‘VI’ stands for the virus, and ‘D’ for the disease, ruined many lives (Lu et al., 2020). Instead of traveling like beautiful birds, we were all imprisoned in our rooms. It turned human beings who loved to travel into solitary dwellers. That was when I realized that life is precious. The COVID-19 pandemic was one of the scariest pandemics. I woke up every day just wanting it to end, but it felt like it never would.

A virus that spreads through the air, a vaccine trying to protect against it, and small clinics where thousands of people were getting tested and treated. It is a small world filled with almost 8 billion people, each unique and special in their own way. But the fear of germs made us all hide. In the beginning, there was no knowledge. Things didn't work, even science didn't work for some time. Various developments stopped, and different medical methods failed. Finally, the world of COVID-19 got a chance to rule with terror. It spread so fast that scientists didn't have enough time to think, study, research, and discover medicines to cure it (Kumari et al., 2022). By the time vaccines against COVID-19 were developed, it had already claimed millions of lives.

Being scared was not my choice, but hearing the news every single day, hearing the same thing repeatedly, was one of my lowest points. People started looking for a way out of the panic, but for me, fear began to creep in. I was slowly getting used to this mess. Online classes had started, a new experience I never thought I would go through. I felt like I was in a loop, repeating the same thing over and over until it was over. It felt like time didn't exist, and the days were going by in haste.

Influential people in the fight against COVID-19

In response to the formidable challenges posed by the pandemic, certain individuals seized the opportunity to contribute significantly to its resolution. Stephane Bancel, the CEO of Moderna, exemplified this proactive approach during an executive roundtable with US President Donald Trump. Moderna's groundbreaking mRNA technology enabled them to develop a potential COVID-19 vaccine and deliver it to the National Institutes of Health within an astonishing 42 days of the virus's genome becoming available (Liu, 2020). Meanwhile, Kathleen Neuzil and Larry Corey, co-principal investigators in vaccines for the COVID-19 Prevention Trials Network (CoVPN), spearheaded large-scale phase 3 prevention

trials involving multiple vaccines and monoclonal antibodies. Their leadership played a pivotal role in advancing vaccine research. Scott Gottlieb, M.D., associated with the American Enterprise Institute think tank, emerged as a staunch advocate for science, diligently explaining intricate concepts related to the virus, vaccines, and treatments. Additionally, he defended the FDA and the pharmaceutical industry throughout the crisis. Finally, Peter Horby, Head of the U.K.'s Recovery Trial, gained prominence as a chief investigator in an ongoing research program. The Recovery trial aims to swiftly and comprehensively determine the most effective drug treatments for COVID-19 patients (Liu, 2020).

Review of Literature

The COVID-19 Nepal: Preparedness and Response Plan (NPRP) underscored the significance of international solidarity and cooperation in overcoming the crisis and fostering hope through global collaboration and effective responses (World Health Organization, 2020). The NPRP highlighted the necessity for robust health systems and preparedness plans, emphasizing lessons learned such as early intervention, comprehensive healthcare infrastructure, and continuous monitoring and adaptation. The article by Stovall (2020) discusses how the COVID-19 pandemic led to profound realizations about human vulnerability and interconnectedness. Through literature, people found a way to process their experiences and emotions, gaining insights into the shared human condition. The pandemic highlighted the fragility of life and the importance of empathy and community. By reading and reflecting on stories of resilience and hardship, individuals were able to understand their struggles and those of others, fostering a sense of solidarity and collective healing.

The article by González-Ceballos et al (2021) highlights that adolescents experienced significant personal and conceptual growth during the COVID-19 pandemic. They engaged in both formal and informal learning activities, with digital technologies playing a crucial role. Social interactions with peers and teachers, as well as support from family, were essential in maintaining motivation and engagement. Additionally, independent learning fostered self-discipline and personal responsibility. These findings underscore the adaptability and resilience of students in navigating the challenges of remote learning.

Purpose of the Study

The purpose of this study is to explore the internal impact of living through the COVID-19 pandemic, particularly during the 2020 lockdown. By reflecting on personal experiences, the

study aims to document the lessons learned and challenges faced, providing a comprehensive understanding of the emotional and psychological effects of the pandemic. This reflective analysis will be compared with existing literature to highlight common themes and unique insights, contributing to the broader discourse on coping mechanisms, personal growth, and resilience during unprecedented times. Therefore, this study aims to explore *how living through the COVID-19 pandemic, particularly during the 2020 lockdown, impacted me emotionally and psychologically, and what lessons and coping mechanisms were learned from these experiences.*

METHODOLOGY

This study employs a qualitative research design, focusing on a reflective analysis of personal experiences during the COVID-19 pandemic, particularly the 2020 lockdown. I, myself the primary participant, used a self-reflective approach to explore the emotional and psychological impacts, lessons learned, and coping mechanisms. Information is derived from personal reflections, journal entries, and anecdotal evidence collected during the lockdown, providing a rich qualitative dataset.

The analysis involves gathering personal reflections compared with existing literature to highlight commonalities and unique insights. The findings are then synthesized into a coherent narrative, documenting the internal impact of the pandemic and contributing valuable insights to the broader discourse on personal growth, and resilience during unprecedented times.

A Narrative Reflection

When the condition of Covid was spreading at a rapid pace, I started to get scared. Being scared was easy, but overcoming it was difficult. That's when I began learning new things to spend my time. Trying new things and failing half of the time was quite normal, but doing the same thing repeatedly was irritating. This helped me develop a habit of trying new things adequately. Even though we all faced numerous challenges during the lockdown, it taught me to never fear trying new things, as that is a part of success.

When the pandemic first started, I thought it wasn't a big deal and it would end soon. Schools were closed, many lost their jobs, and it was all a big pile of mess that no one knew was coming. When all of us thought it would end, it just got bigger and bigger leading to a full lockdown session. I didn't care that much at the start as I just thought school had given us

a holiday until things cool down. Then I started watching the news to catch up on what was happening, and after about 4-5 weeks I realized this was going to be a long journey.

After about a month, our online classes started. It was a new and different experience that was difficult for me at first, especially using new types of technology and apps that I had barely heard of before. My teachers created a community group where all our homework and class meetings were sent. Every day at 9 am, we had classes that ended around 1-2 pm. During the breaks, I used to play games and get ready for the upcoming classes. This was my daily routine during the lockdown.

Though everything was going on with the use of the internet, most of the time during classes, there used to be a lot of connection problems. Sometimes it would take the whole day for the internet to connect properly without any disturbances. Because of this, I had missed classes and couldn't hear what my teachers were explaining clearly. Since everything was online and many teachers were leaving, I used to get distracted a lot of times which had hampered my studies. This was also the time when I started getting nervous and lost most of the confidence that I had before.

Despite the challenges I faced, I also took this time as an opportunity to learn new things and start to discover myself. This was also the time when I fell in love with art (Bradbury et al., 2021). Even though I liked drawing before Covid, during the pandemic I learned a lot and started to draw my imagination on a piece of paper. I used to spend almost all my time drawing and painting, leaving it a special place in my heart. Not just arts, but also became fond of cooking. I used to make new dishes and make the kitchen a mess.

Even though the lockdown wasn't a very bright thing, I got to learn more about myself, learned a lot of lessons along the way, and challenged myself to try something new every day, which I don't think I would have done if there weren't arts. I also have come to realize that during times of disruption, struggling, failing, and while daunting, ultimately fostered a spirit of ingenuity and resourcefulness that has reshaped my personal life.

Insights from the reflection

Humans have diverse thoughts and interests. Some may enjoy dancing, others may love music, while some may prefer different fields altogether. During the pandemic, I experienced a range of emotions, from initial fear to finding productivity in art. This journey reflects the broader emotional and psychological impacts of the pandemic.

Many entrepreneurs, like Vorachith Keoxayayong, faced failures in their traditional businesses but successfully transitioned to digital platforms (WBG, 2021). This demonstrates

resilience and adaptability, key coping mechanisms during the pandemic. Similarly, high school students like Melissa Blanco experienced significant mental health challenges due to drastic changes (Blanco, Dr. Marino, Western Civ, 2020). However, by spending time with family, listening to music, binge-watching shows, and facetimeing friends, she adapted and found enjoyment. This highlights the importance of social connections and leisure activities as coping strategies.

While some of us discovered a passion for cooking, professional chefs had to reassess their goals. Nathan Sasi reevaluated his business and personal objectives, whereas chefs like Xinyi Lim aligned their work with social justice causes (The Gourmet Traveller Team, 2020). These examples illustrate how individuals used the pandemic as an opportunity for personal growth and aligning their work with broader societal goals.

The pandemic was a period of unprecedented challenges and profound transformation. Each of us encountered unique obstacles, yet we collectively demonstrated remarkable resilience and adaptability. The confusion and mistakes we faced were part of a broader journey of growth and innovation. This reflects the study's focus on understanding the emotional and psychological impacts, lessons learned, and coping mechanisms developed during the pandemic.

CONCLUSION

Nearly three years have passed since the onset of the COVID-19 pandemic, yet the early panic, isolation, and enforced schedules remain vivid in our memories. This reflective study aimed to explore the emotional and psychological impacts of the pandemic, particularly during the 2020 lockdown. Using a qualitative research design, personal reflections, journal entries, and anecdotal evidence were analyzed to document the lessons learned and coping mechanisms developed.

The findings highlight not only my personal experiences but also the shared hardships and resilience demonstrated by many. The period of disruption, marked by confusion and failure, ultimately fostered a spirit of ingenuity and resourcefulness. This transformative time reshaped both our personal and professional lives, underscoring the human capacity to adapt and innovate in the face of adversity. This research contributes valuable insights to the broader discourse on coping mechanisms, personal growth, and resilience during unprecedented times.

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How Deep Can I Go Through the Science Poetry?

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Abstract

Science poetry invents precision based on knowledge with the fluidity of artistic expression, creating a unique genre that bridges the gap between scientific inquiry and poetic imagination. Science poetry explores the synthesis of scientific concepts and poetic form, illustrating how the meticulous nature of scientific research can be conveyed through the evocative power of poetry. By intertwining scientific themes such as the mysteries of the cosmos, the intricacies of biological processes, or the elegance of mathematical patterns with lyrical language, science poetry not only enhances our understanding of the natural world but also invites readers to experience science in a profoundly emotional and intuitive way. Through careful selection of imagery, metaphor, and rhythm, science poetry visualizes the beauty of scientific discoveries offering a fresh perspective on the connection between knowledge and art.

Keywords: Science poetry, Learning experiences, Artistic Imagination

INTRODUCTION

There are many ways of studying different subjects. Science is also one of them. In science, there are also many categories such as chemistry, biology, physics, etc. Many students find difficulties in understanding science. But it can be easier to understand science in the form of poetry. The flow of words in poems can be related to science. We can learn science in the form of poetry too. Science is all about exploring new things and inventing new ways. Science poetry can explore a wide range of scientific concepts, from the vastness of the cosmos to the intricate workings of the cell. It can delve into the lives of scientists, their struggles, and discoveries. In science poetry, poets often use metaphor, analogy, and symbolism to convey scientific truths or theories in a more accessible and imaginative way. They may draw inspiration from various scientific disciplines such as physics, biology, astronomy, or ecology, transforming complex ideas into lyrical and contemplative verse. It seeks to explore scientific ideas through poetry's expressive and evocative nature, bridging the gap between the analytical world of science and the emotive world of art. Love can be defined and understood in poetry, so why not science poetry can be used in studies?

The main purpose of science poetry is to merge the beauty and creativity of poetic expression with science's concepts, principles, and wonders. It aims to communicate scientific ideas, discoveries, and phenomena lyrically and imaginatively, making them more accessible and understandable to a wider audience. Science poetry often evokes a sense of wonder about the natural world, encouraging readers to appreciate the complexities and marvels of science through the lens of artistic expression. The beauty of science poetry lies in its ability to make the complex comprehensible. By employing vivid imagery and figures of speech, poets can translate abstract scientific ideas into a language that produces a deep feeling in the human heart. A poem about the vastness of space, for example, can evoke a sense of awe and wonder, while one exploring the intricate workings of the human cell can inspire appreciation for the delicate balance of life. Science poetry challenges the perception that science is devoid of emotion, highlighting the deeply human pursuit of knowledge driven by curiosity, wonder, and the desire to understand the universe. It captures the passion and dedication behind scientific discovery, portraying scientists as explorers and dreamers with a profound love for the natural world.

Problem Statements

I had never read or experienced the beauty of science poetry until our science teacher introduced it. Such practice, using course content in the poem, was rarely practiced in other subjects as well. Through these poems, I began to understand scientific concepts through rhythmic tones, imagination, and artistic visions (Humphreys, 2022). This highlights the challenge of making complex scientific concepts more accessible and understandable through poetry. By transforming technical language into artistic expression, science poetry offers a unique way to grasp intricate topics. There is a stereotype that science is solely about fact-finding, and straightforwardness, and is harder to conceptualize. This study considers such narrow views as major obstacles in science learning. It aims to advocate for the significance of arts, especially science poetry, in science education. Scholars, Januchowski-Hartley et al. (2018) have acknowledged how science poetry strengthens scientific concepts by connecting them with imagination and emotional exploration. However, there is still hesitation in incorporating and embracing this method of learning.

While science relies on observation and experimentation, poetry uses language, imagery, and emotional exploration. This convergence highlights the need for a holistic approach that transcends the boundaries between logic and emotion. Poetry can connect scientific ideas to human experiences, emotions, and values, adding empathy and

understanding to scientific knowledge, and making it more relatable and meaningful. Emphasizing the importance of creativity and imagination in both science and poetry, the study shows how their combination can inspire new ways of thinking and spark innovation across disciplines. This fusion encourages a fresh perspective and fosters innovative solutions. Despite this, there is still a reluctance to adopt such a learning process.

Purpose of the Study

The purpose of this study was to explore the significance of science poetry in understanding complex topics. This study aimed to demonstrate how science poetry allows for a fresh exploration by using scientific elements as metaphors. Additionally, it examined the shared experiences and purposes of science and poetry in making sense of the world, offering a nuanced and holistic understanding of our universe. The study also investigated how science poetry can make complex scientific concepts more accessible, ignite a sense of wonder, and raise questions about the nature of science and humanity's place in the universe. Furthermore, it highlighted the importance of creativity and imagination in both science and poetry, showing how their combination can inspire new ways of thinking and spark innovation across disciplines.

Ultimately, this study aimed to demonstrate that good science poetry can evoke a sense of wonder about the natural world and scientific phenomena, encouraging curiosity and exploration. Therefore, this study sought to answer *how I learned science through poetry and what in-depth imaginations were achieved*.

Review of Literature

In recent years, educators and academics have looked at how poetry might improve science learning. This literature study investigates the value of merging scientific knowledge with lyrical language. Throughout history, there have been magical occasions when natural sciences and nature poetry intersected. Consider Wordsworth's reflections on the magnificent beauty of nature or Oliver (2005) analyses of plants and animals. These poets, knowingly or unknowingly, drew on scientific amazement. Exploring these historical links reveals how poetry may act as a link between analytical science and the creative domain of language. Calderón and Zwart (2022) found that nature poetry fosters a holistic view of nature, allowing students to combine knowledge with emotional and conative dimensions. It also enables connections between scientific information and traditional indigenous knowledge. Additionally, Januchowski-Hartley et al. (2018) emphasizes the unity of science and poetry. This study

draws from evidence in science education, creativity, and problem-solving literature to demonstrate the potential benefits of integrating poetry with science.

METHODOLOGY

This study employed a reflective research design to explore the impact of science poetry on science learning. The reflective approach allows for an in-depth examination of personal experiences and insights gained through the integration of poetry in science education (Poht, 2019). Data for this study were collected by documenting self-experiences, thoughts, and feelings related to learning science through poetry. This study includes the descriptions of specific poems, the scientific concepts they addressed, and my reflections on how poems influenced understanding and engagement with the material. For the data analysis, the experiences are organized and interpreted to conclude the effectiveness and impact of science poetry on science education.

Reflection on my Experiences: *The First Science Poem*

Poetry has helped in making the learning process easier. I got this knowledge when our science teacher first introduced us to a poem that was related to our chapter. First, when I saw the poem I was a bit confused about how a poem can help in our educational life. But, later I was surprised at how this poem made the topics easier to understand. This was my first time studying the basic concepts of a chapter with the help of a poem. Later I got interested in science poetry and how it can help in the educational fields. Then I started to collect information from my own experiences and different websites like Science and Poetry which explore how scientific ideas can be expressed through poetry. Next is The Scientific American in their blogs and articles sometimes they explore the relationship between science and poetry providing examples of how these two fields intersect with each other. I was introduced to science poetry when our science teacher wrote a poem about the chapter 'Force' when we were studying.

Gravitation: *The unseen binding rope*

In the cosmos vast and endless space,
Where stars and planets find their place,
There lies a force, unseen yet great,
That binds the universe, its cosmic fate.

Gravity is a pull that all matter knows,
From tiny quarks to suns that glow,
It holds us firm on Earth's green land,
A force by which all mosses stand.

Newton's law, with wisdom rife,
States every mass exerts its life,
An attraction with a force a clear,
Proportional to mass, and inversely square.

$$F = \frac{GM_1M_2}{r^2}$$

Where "G" is the constant, steadfast, and true,
And "m" the masses, of me and you,
The "r" is the distance, from center to center,
A universal law, none can enter.

Accelerate on due to gravity, a downward race,
At 9.8 m/s², it sets the pace,
For objects near the Earth's surface, a common plight,
There is mass and weight in gravity's sight.

In 'free fall', all objects descend,
Weightless they seem, as down they bend,
No air resistance, just gravity's hand,
Guiding them swiftly to the land.

'Weightlessness' in orbit, a curious feel
No, up or down, no heavy heel,
Just floating free, with earth in view
A dance with gravity, for the astronaut crew.

So here we are on Earth's stage,
Bound by gravity, from age to age,
A force that shapes our daily stride,
In its universal law, we all abide.

Through this poem, I imagined the vast space being bound by a gravitational force that is unseen yet powerful. The personification of gravity and the vivid imagery helped me visualize and understand complex scientific principles, such as Newton's law of universal gravitation and the effects of gravity on different objects. The inclusion of the formula

$$F = \frac{GM_1M_2}{r^2}$$

The poem seamlessly integrated technical details, showing me how science poetry can bridge the gap between scientific accuracy and artistic expression. This approach not only aided my comprehension but also evoked a sense of wonder and curiosity about the natural world.

As I delved deeper, I learned about the concept of free fall, where objects descend gracefully under gravity's embrace, unburdened by air resistance, appearing weightless. The poem painted a vivid picture of weightlessness in orbit, allowing me to feel the astronauts' ethereal dance as they float in space, tethered by gravity yet seemingly free from its pull. The poem's depiction of gravity's constant acceleration at 9.8 m/s^2 near the Earth's surface clarified how this force influences everyday objects and their motion. It also emphasized the universal nature of gravity, affecting everything from tiny particles to massive celestial bodies, reinforcing the interconnectedness of all matter in the universe.

Overall, the poem highlights the importance of gravity in shaping our daily lives and the cosmos, demonstrating how science poetry can make complex scientific concepts more accessible and engaging. It fostered a deeper connection with the material by blending scientific precision with artistic expression, ultimately enhancing my understanding and appreciation of the natural world.

Insights from the reflection

Poetry allows creative expression; it is also important that the scientific concepts are accurately represented in the poem. Incorrect information can make learning difficult for the students. Science poetry often uses visually descriptive images to describe scientific concepts. It helps us to visualize difficult ideas more easily (Humphreys, 2022). While poetic language can bring different images to the mind that should also be clear enough so that we

can understand the scientific ideas effectively. Science poetry should be related to the topic that is being studied and bring curiosity and interest toward scientific topics (Calderón & Zwart, 2022). A deep understanding of science described in the poetry makes it more meaningful. Though the poem looked complicated it should be understandable to any of us who don't have a scientific background. Sometimes a brief explanation or context may be included to help us grab the scientific references from the poem (Oliver, 2005).

Smoothly combining scientific ideas with poetic techniques engages us both intellectually and emotionally. The goal is to make science memorable through poetry. We need to pay attention to how the poem represents scientific ideas. We have to look for metaphors and language that connect to scientific concepts. As I studied, science poetry often uses rich and strong language. We need to consider how word choice, rhythm, and structure contribute to the overall message. Further, we have to allow the creativity of science poetry to inspire our thinking. I found that sharing and discussing science poetry in study groups can help us to provide new ideas.

CONCLUSION

This study used a reflective research design to explore the impact of science poetry on science learning. By documenting personal experiences, it provided an in-depth look at how poetry can enhance the understanding of scientific concepts. The analysis revealed that while poetry allows for creative expression, scientific concepts must be accurately represented. Science poetry simplifies complex ideas through visually descriptive images, making them easier to understand, and should be directly related to the topic to spark curiosity and interest. The study emphasized the importance of combining scientific ideas with poetic techniques to engage readers both intellectually and emotionally. Effective science poetry uses rich language, rhythm, and structure to make science memorable. Sharing and discussing science poetry in study groups is found to inspire new ideas and foster a deeper understanding of scientific concepts. In short, science poetry makes scientific concepts more interesting and understandable through powerful emotional language. It promotes innovative thinking about science, links art and science, and inspires further exploration. Overall, science poetry enhances learning by making it more engaging and accessible, demonstrating its potential as a valuable tool in science education.

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Experience with Additional Classes in School: A Critical Reflection

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Abstract

Many schools in Nepal organize additional classes for grade 10 students, with some extending this practice to lower grades. This study explores the pros and cons of extra classes through a survey-based approach. A survey was conducted among grade 10 students attending morning classes, focusing on their time management and feedback on the effectiveness of these sessions. The survey revealed that students have less time to spend with family and relatives and face challenges in managing time for self-learning. However, extra classes have also facilitated academic growth, ensured timely curriculum completion, and provided more time for exam preparation.

Keywords: Extra classes, Time management, Self-learning

INTRODUCTION

Extra classes, held either early in the morning before regular school hours or late in the evening after regular classes, have become a common practice in many Nepalese schools, particularly for students in Grades 9 and 10. Unlike in the past, when students sought additional help through external tuition classes, schools now organize these sessions to foster academic growth and improvement. Some schools even start offering extra classes from Grade 8. While the term “extra classes” often recalls skill development activities like art, sports, or dance, in this context, it refers specifically to academic or educational classes based on the school’s curriculum.

According to the World Population Review, Nepal’s average school day length is 7.75 hours. In comparison, a typical school day for American students is no more than 6.5 hours, for Finnish students about five hours, for German students 5.5 hours, and for Japanese students six hours (Hess, 2023). This indicates that school hours in Nepal are significantly longer than in many developed countries.

Learning in school is a systematic process with a structured schedule and discipline. School-going students generally have an active mindset and are prepared to absorb as much information as possible. More school hours naturally translate to more learning opportunities.

Extra classes enable teachers to complete the syllabus on time, organize tests, and assess students' performance more effectively. With students spending more time with teachers, they have better access to support for any academic queries. For some late-waking students, these classes offer a chance to experience the tranquility of the morning. Overall, extra morning classes provide an opportunity for focused learning during a time of day when distractions are minimal, and individuals are often more alert and receptive to new information. These classes can be particularly beneficial for those aiming to maximize their learning potential or achieve specific academic or personal goals.

Despite these benefits, extra classes also have drawbacks. Some students find it challenging to attend early morning sessions due to their natural sleep patterns. Others complain about having less free time for extracurricular activities, self-learning, or managing homework. Additionally, some students feel that their most difficult subjects are not covered in extra classes, leading to boredom from repetitive learning of easier subjects. This can adversely affect their overall learning experience. Academically stronger students might feel that their growth is less significant compared to those who struggle with learning.

As a Grade 10 student attending additional morning classes, I was curious to know if my peers faced similar time management challenges. This curiosity led me to write this article, incorporating the views of other students as well. This reflection and research-based article aims to acknowledge the pros and cons of extra classes. Literature related to additional classes in school has been reviewed, and a questionnaire was developed to assess the adequacy and effectiveness of these classes. The feedback from students has been analyzed and presented, leading to a conclusion based on the survey results and literature review. This article provides insight into time management after attending extra classes for students.

Purpose of the Study

This reflection and research-based article aims to acknowledge the pros and cons of extra classes. It involves a review of literature related to additional classes in schools. A questionnaire was developed to assess the adequacy and effectiveness of these classes and was distributed to all Grade 10 students. The feedback from the students has been analyzed and presented. Based on the survey results and literature review, conclusions have been drawn. This article provides insights into time management after attending extra classes and offers tips on how students can maximize the benefits of these classes for their academic growth. Additionally, it encourages school management to rethink and reorganize the trend of extra classes to ensure students can derive optimal benefits. Therefore, this study attempts to

answer the question: How do extra morning classes impact the academic performance and overall well-being of Grade 10 students in Nepal?

Review of Literature

According to the findings of Selamat and Ahmad (2011), psychologically focused attention in extra classes can enhance students' skill development. Similarly, in Secondary School, in Johor, Malaysia students who attended extra classes, where they revisit previously learned material, gained an advantage academically. These sessions provide additional explanations and exercises, helping students deepen their understanding of the subject. In some schools, additional classes tend to focus on specific critical subjects like Mathematics, Physics, and Chemistry. However, students have varying potentials. For instance, some excel in physics but struggle with history. Unfortunately, schools often don't offer additional classes for subjects like history. As a result, students may be proficient in physics but not perform well in history. Schools need to consider subject-specific additional requirements to ensure a balanced education. Moreover, maintaining a balance in teaching excellence benefits both students and the school during examinations.

According to Kidron and Lindsay (2014) increased learning time benefited students performing below standards in literacy and supported social-emotional development in those with attention-deficit/hyperactivity disorders. Wagner et al. (2008) found that students invest an average of 11.7 hours per week in work done at home for school. Additionally, DiMarco (2023) explores the benefits and challenges of increasing learning time for students. It highlights that extended learning time can enhance academic performance, allow teachers to address individual student needs better, and have historical support from educational reformers and policymakers. However, it also points out challenges such as the difficulty of implementation, the need for additional resources, and the potential negative impact on students' free time and extracurricular activities.

METHODOLOGY

This is a survey-based study that aims to understand the impact of extra classes on learning. To gain insights, a literature review was first conducted to explore the trend of additional morning classes in schools and their effectiveness on students' academic growth. Secondly, a questionnaire was developed to collect data. The questionnaire was prepared as an electronic copy and distributed to Grade 10 students through an Internet platform. The

focus of the questionnaire was on the time management of students after the organization of additional classes in school and their feedback on the effectiveness of such classes.

Participants were randomly selected from three different schools in Kathmandu. A total of 44 Grade 10 students participated in the survey. The responses from these students were then analyzed. The analysis incorporated personal experiences and conclusions were drawn based on the insights gained from the survey results and the reviewed literature.

A Reflection on the Research Expedition

As never done before, our school approached us to write a journal in academic writing practice. This practice aims to enhance digital literacy skills for learning, communication, and well-being. Knowing such objectives, I was impressed to write a journal and thus I started following up with my science teacher to be specific about journal writing. In this regard, I shared my idea of surveying the impact of extra classes on self-learning and personal development. At that moment, my science teacher responded enthusiastically to the survey and promised to assist in developing questionnaires that suited the survey. Therefore, the journey of the survey began and took this form.

In the initial phase, I needed help to introduce my survey-based research. Slowly reviewing the published articles, I wrote gradually which took nearly three weeks. Within this time our teacher provided virtual and physical workshops for finding literature and drafting the journal. These sessions helped me accelerate my research. Later I prepared the questionnaire using Google Forms, which was revised with the teacher's help and was used for the survey. Among the randomly shared participants, about 40% only responded within the due date. The survey report and interpretation have taken the form below. The survey covered three major areas for the impact of extra classes:

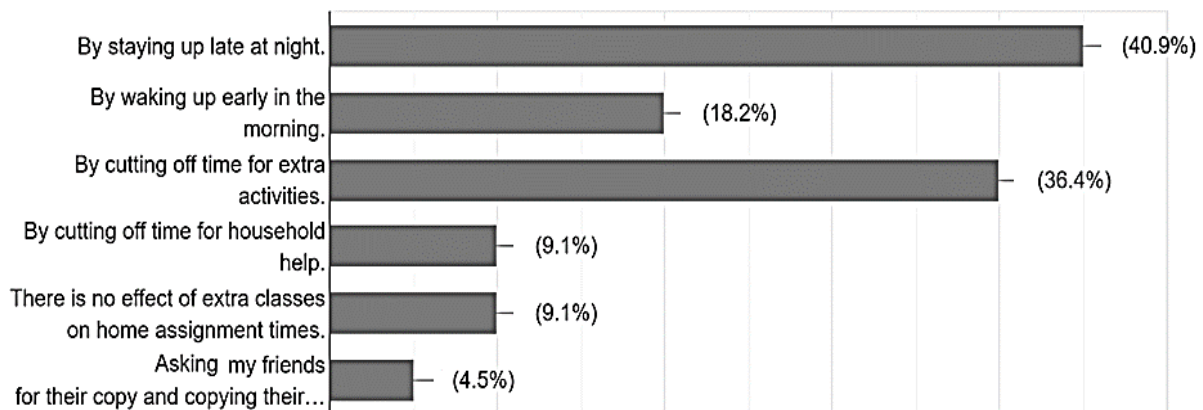
- Managing time for homework and academic growth
- Managing time for family time and Self-learning at home
- Sleeping time
- Feedback and recommendations

The first question was to understand how participating students manage their time to balance the extra classes and other work such as assignments and academic growth. Similar responses are categorized and take the form of Figure 1. It was found that most of the students (40.9 %) have been managing their time for homework after extra classes were introduced by staying up late at night. Some students (36.4%) manage time by cutting off

time for extra activities like playing football with friends, artwork, traveling, taking music and dancing classes, etc. 18.2% of participants wake up earlier in the morning and 9.1% cut off time for household help. Only 9.1% of the students feel that extra classes do not affect home assignments and 4.5% of students manage to do school assignments by copying from friends.

Figure 1

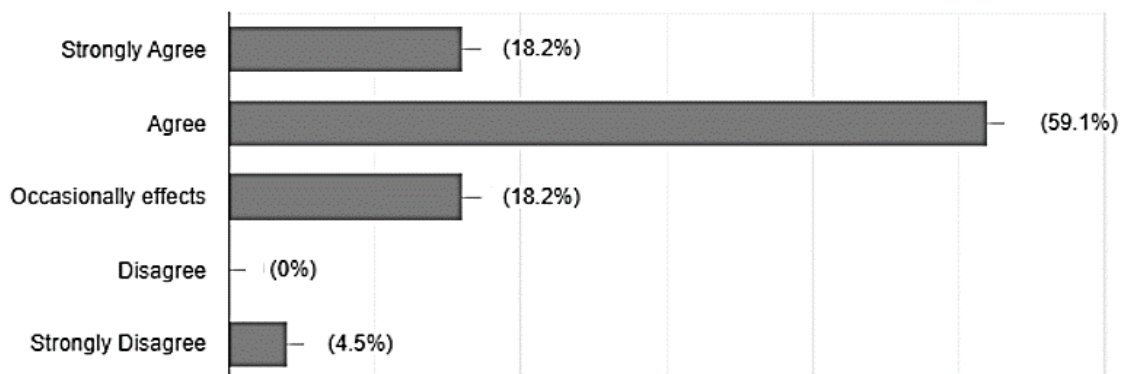
Strategy to balance the assignments impacted by the extra classes



Regarding the impact of extra classes on self-learning, 59.1 % of the students feel they are managing self-learning time by cutting off their sleeping or free time. Similarly, 18.2% of students think they have no time for self-learning at home. Other 18.2% of students think they do not have time for self-learning for some days a week. The remaining 4.5% of the students do not feel the impact of extra classes on self-learning. The survey result is also presented graphically below:

Figure 2

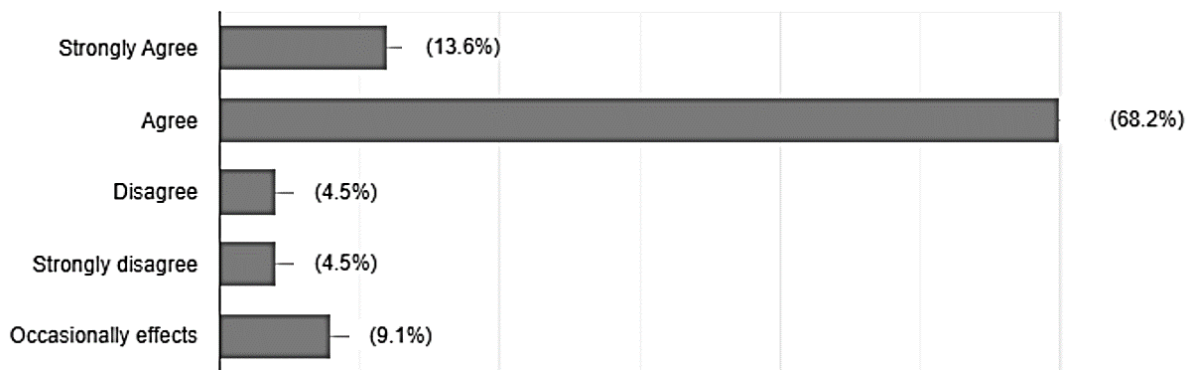
The impact of extra classes on self-learning



Regarding the impact of extra classes on the sleeping time of the students, a large number (i.e. 68.2%) of the students feel that they must cut their sleeping time for some days in a week. Whereas 13.6 % of the students feel they must cut off their sleeping time all 7 days of the week 9.1% of the students feel they have the least experience on this matter and the remaining 9 % of the students do not think they have to cut off their sleeping time for their assignments and self-study. The result is shown graphically below:

Figure 3

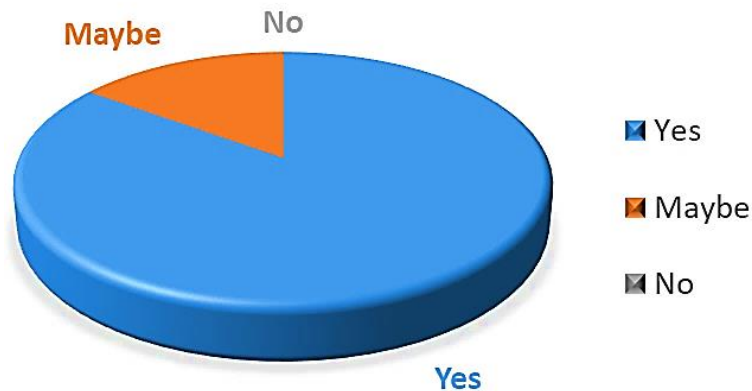
The impact of extra classes on rest and sleeping time.



Likewise, on the open query about what the students like the most about the extra classes, diverse positive aspects were noted from the participating students. Most of the students responded they are happy that the courses are being completed on time after the implementation of extra classes. This likely reduces stress and allows them to keep up with the curriculum without falling behind. A significant portion of students expressed that they are growing more academically. This could mean they are understanding the material better, performing better in assessments, or feeling more confident in their knowledge. 27% of the students mention that they can ask more questions to their teachers leading to a deeper understanding of the subject matter and a more personalized learning experience. A small group of students reported they enjoy waking up early in the morning and spending more time with friends. In this line, an open question was asked to understand whether extra classes support academic growth or not. Most of the participants i.e. 85% responded yes and some of them added that their first terminal examination result was well improved as compared to the last year without extra classes. Meanwhile, the remaining 15% of participants responded that their academic performance was unchanged. However, they are gaining enough time for revision, and recalling the course content, and they are trying to improve more by adding effort.

Figure 4

Academic growth due to the extra classes



On the contrary, most of the students aren't happy about getting less time to spend with their family members and find it challenging to stay up early in the morning. Additionally, they struggle to manage time for homework. Some students express dissatisfaction with not being able to manage time for any extracurricular activities like sports at home and self-study.

Insights from the Survey

As per the survey among class ten students taking extra morning classes in school, they are growing academically, ensuring timely completion of the curriculum, and allowing more time for exam preparation due to extra classes (Kidron and Lindsay, 2014). Additionally, they feel they are getting detailed explanations from teachers (DiMarco, 2012). In the same line, whenever I miss some detailed explanation in regular classes there is a second chance to cover up due to extra classes. Some students are happy that they can wake up early and spend more time with their friends (Hess, 2023). The survey, consistent with the findings of Wagner et al. (2008), revealed that students attending extra classes complete more home assignments and allocate more time for self-learning. As a result, they have less time to spend with family and relatives and often struggle to manage their self-learning effectively. Even I feel exhausted in the evening after returning from school. While I manage to complete my homework, I struggle to find the time and motivation for self-study. This could be due to the long time spent in school studying stuff. Similarly, some students must cut off their sleeping time to do home assignments and self-learning. This prolonged sleep reduction can even hamper their well-being (Wagner et al., 2008). Also due to less free time the impact of extra classes on students' creativity remains an open question (Hess,2023). Despite these, this

survey also found that extra classes support clear concepts and support to improve academic performance.

Considering the well-being of students, I think our teachers and parents must cooperate coherently and understand the significance of sound sleep. Being a regular assignments submitter and counted as an obedient student, sometimes due to the large number of assignments I have overstayed at night. Last time, I stayed up late until 11:30 PM and woke up at 5:00 AM to attend the extra class. After we shared our difficulty with the school administration, we got the answer that regular home assignments are necessary to complete the course on the targeted time. On the other hand, our parents also directly or indirectly want us to be engaged with books. From all aspects, we are the ones who can't give enough time to develop ourselves. Therefore, I often remain neutral to the extra classes in the existing scenarios though such classes give me chances to become clearer about the concept, go through details, and recover the forgotten or missed classes.

CONCLUSION

This study attempted to explore the impact of extra classes on learning. For this, the survey was done with grade ten students attending extra classes. Based on the survey report and my personal experiences, extra classes are found helpful for students to grow up academically. For those students who are struggling with learning, extra classes are of big benefit. Also, a more need-based approach would allow students to choose specific subjects for additional classes based on their needs. However, exploring the impacts on personal time shows that parents and teachers also need to pay attention to how the students manage their time for schoolwork and self-learning. This could help us overcome the challenges we face due to the extra classes.

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An Insight on Student Life and Learning: A Narration based on the Perspective of Students on Stress and Distraction of their Education Journey

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Abstract

This study explores the impact of external factors on students' learning experiences through a comprehensive survey. The primary aim is to understand how stress from academic expectations, digital distractions, and personal issues affect students' academic performance and overall well-being. By analyzing data collected from school-level students aged 14-16, the study identifies strategies to mitigate these challenges and foster a supportive educational environment. The findings reveal that significant levels of stress and distractions negatively impact students' learning. Effective measures, such as promoting active participation, hands-on activities, and creating distraction-free study environments, are proposed to enhance students' learning journeys. These insights aim to create a more engaging and responsive classroom atmosphere, ultimately improving students' academic experiences and well-being.

Keywords: Learning preferences, Education journey, Student mind

INTRODUCTION

This survey-based research focuses on the relationship between external factors and learning, examining how these factors affect our learning process. It encompasses the social and cultural aspects of students' lives, including interactions with peers, extracurricular activities, and overall well-being. Understanding student life is crucial as it directly influences academic performance and personal development.

Learning stress refers to the emotional and physical strain students experience due to various academic demands and expectations. These demands can be result-oriented, such as the pressure to achieve the highest grades or marks, or behavior-oriented, focusing on conceptual understanding and real-life application of knowledge. Stress can arise from multiple sources, including pressure from parents, teachers, and peers. Expectations can have both positive and negative effects depending on how they are communicated and perceived. Clear, reasonable expectations guided by positive reinforcement can encourage and motivate

students. In contrast, unrealistic expectations can create pressure, leading to stress and anxiety, which negatively impact students' well-being and academic performance. The competitive nature of educational environments further intensifies this stress, making it a significant factor in students' learning experiences (Neher-Asylbekov & Wagner, 2023). On the other hand, according to the study by RICA NWS (2021), distractions in the learning process are any external stimuli that divert students' attention away from their studies. Digital distractions, such as social media notifications and instant messaging, are prevalent due to the widespread use of smartphones, tablets, and laptops. These distractions can significantly hinder students' concentration and academic performance (Deng, Zhou & Broadbent, 2024). Additionally, personal issues like family problems, relationships, and financial stress can intrude on students' concentration during class or study time, making it challenging to maintain focus on their academic pursuits.

This survey captures the experiences, preferences, and perspectives of students on various aspects of their education journey. The learning journey is influenced by various factors, including stress from expectations, digital distractions, the learning environment, and personal concerns (Arbulú Pérez Vargas et al. 2024). Students often face pressure from parents, teachers, and peers, leading to significant stress as they strive to meet these expectations, sometimes at the expense of their well-being. The competitive nature of educational environments further intensifies this stress.

The survey seeks to inform improvements in the school environment, learning methods, and learning preferences. It allows students to share their thoughts and experiences on their journey, providing an opportunity to contribute to a better understanding of students' needs and preferences. The insights gathered will enhance everyone's school experience.

Problem Statements

Standing at my current stage, I understand the challenges school students face in meeting the expectations of parents, teachers, peers, and themselves. This study aims to understand these rising issues and support the learning environments. Stress significantly impacts students' well-being and academic performance. For instance, a survey by Wagner et al. (2008) found that students invest an average of 11.7 hours per week in school-related work at home, contributing to stress and reduced personal time. Additionally, a Pew Research Center report (2024) highlighted that 48% of teachers rated students' academic performance as fair or poor, with many attributing this to stress and distractions.

The prevalence of digital devices also plays a significant role in causing distractions. A study by Flanigan et al. (2023) revealed that 70-90% of college students regularly text on their mobile phones during class, indicating a high level of digital distraction. This study aims to delve deeper into these root causes and specific challenges faced by students to provide a comprehensive understanding and potential solutions.

Purpose of the Study

The primary purpose of this study is to understand how external factors impact students' learning and academic performance. It aims to identify strategies to alleviate stress from expectations, minimize digital distractions, and address personal issues like family problems and others through existing literature. By empowering students to voice their opinions, the study seeks to foster a supportive and responsive educational environment that caters to their needs, ultimately enhancing their overall academic experience and well-being. Thus, this study attempted to answer the major question of *how often school students feel learning stressed along with their distraction factors and what strategies they can adopt to address them.*

Review of Literature

Liberman's (2018) research underscores the critical link between students' physical well-being and their cognitive abilities, showing that students in good health tend to perform better cognitively compared to those in poor condition. The study also emphasizes that learning is a multifaceted process involving effort, mistakes, and reflection. Key elements such as deep thinking, high expectations, and retrieval practice are highlighted as essential for effective learning. Additionally, the research points out the significant roles of motivation, safety, social interaction, and physical well-being in the learning process.

The Australian Education Research Organisation (AERO, 2024) highlights the importance of aligning teaching practices with how students learn to improve educational outcomes. It emphasizes the role of evidence-based practices in enhancing learning for all students, regardless of their differences. The article discusses key areas such as the significance of long-term memory in learning, the limited capacity of working memory, and the necessity of expert guidance in processing new information. By connecting these insights with practical implications for teachers, the article provides a comprehensive model of learning and teaching that can be applied across various educational contexts. A student

should be physically well rather than mentally drained to create an active and responsive environment.

In the line of key factors affecting the learning process, Deng et al. (2024) raised the issue regarding the significant hindrance caused by digital devices and thus suggested self-regulated learning to combat these distractions and enhance students' focus and academic performance. Additionally, this study reveals that students' multitasking behaviours and the effectiveness of self-regulation strategies vary depending on their motivation and the perceived value of the ongoing course.

METHODOLOGY

This survey-based research aims to capture the experiences, preferences, and perspectives of students on various aspects of their learning journey. The primary data source comprises students from different academic levels, aged 14-16. Data were collected from thirty-two school-level students using Google Forms, which included both multiple-choice and open-ended questions. The participants were selected randomly from different schools in Kathmandu, ensuring a diverse and representative sample. The data collected through their responses are used solely for intended research purposes.

The collected data were analyzed by aggregating similar opinions and examining the influence of external factors on the learning experiences of these students. Participants' identities were anonymized to ensure privacy and confidentiality. By doing so, this study aimed to develop a responsive, effective, and supportive educational environment that helps students adapt to a positive and engaging classroom atmosphere. This approach ensures that students' potential to gain and share knowledge is not limited. The analysis incorporated existing literature to derive insightful mechanisms for enhancing learning environments.

A Narrative Reflection

This survey has made me realize how important the school environment is for a student's education journey. The school environment could affect numerous student's learning experiences. According to the survey, the school environment can either hamper a child's study or make it intriguing. Homework load has also been a major topic in the survey. According to the survey, quite a handful of students think that the homework load is too much and that it has been hard to manage time for extracurricular activities. Extracurricular activities are a vital part of the growth and development of a child, both mentally and physically. Nowadays, if you ask a person about a tough concept, they will probably turn

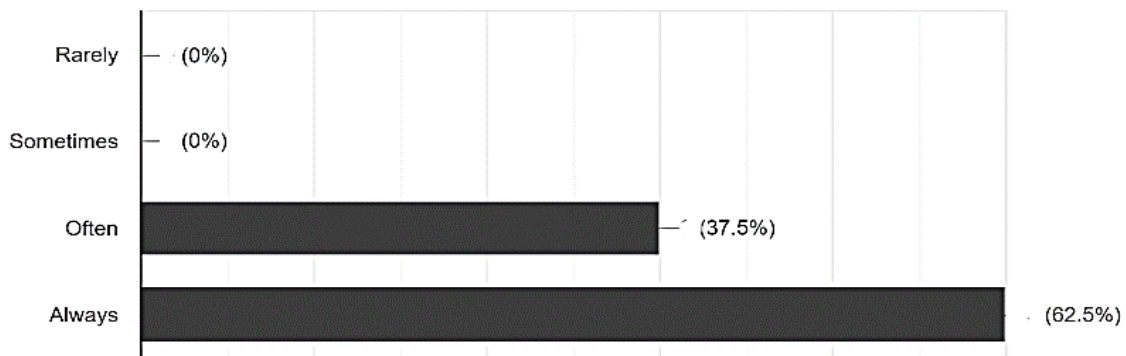
their phone on and google it. These days, technology is the source of all answers. The amount of information found on the internet is unrivaled. But it is important to ask ourselves whether technology is making us smarter or just more dependent.

Through the survey, I wanted to understand what problems many students face while using technology for their studies. I face distraction the most and according to many other students, they face the same problem as I do. According to a survey by Rosen (2012), around 80% of students across all grade levels switch from studying to doing something related to technology. Rosen calls this “Continuous Partial Attention”, meaning that most of the time, students are not focused on studying but rather are moving their attention back and forth between studying and various forms of technology.

Numerous things are crucial during the learning process. A student’s well-being is the most important thing that has to be taken into account during the learning process. The amount of stress that is taken by a student is one of the most crucial things during the learning process. A student needs to be free of stress to understand and learn according to their learning preferences.

Figure 1

Frequency of stress in participants.



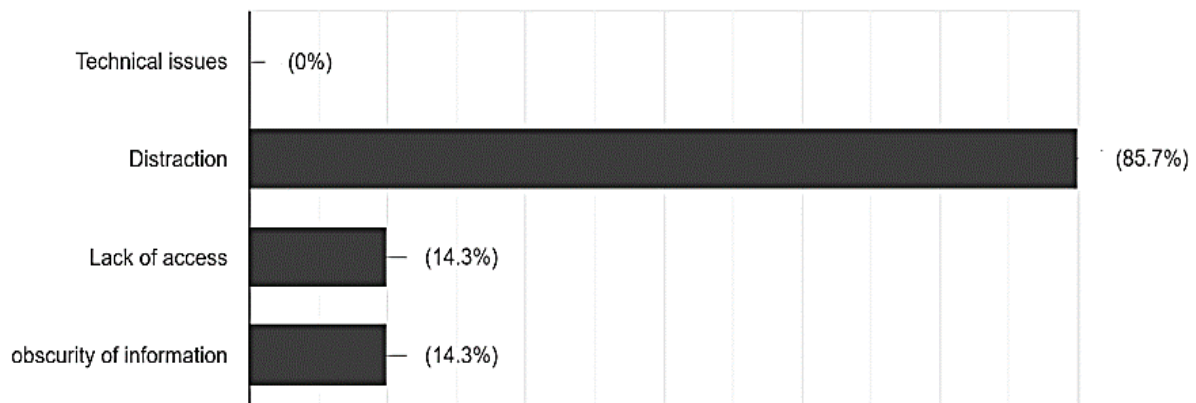
The findings from the survey questions about the frequency of stress reveal that a significant majority of students experience high levels of stress related to school. As in Figure 1, specifically, 62.5% of respondents reported that they always feel stressed about school, while 37.5% indicated that they often feel stressed. This pervasive stress acts as a major impediment to student’s academic performance, as it not only disrupts their ability to focus and learn effectively but also contributes to the onset of mental health issues such as anxiety and depression (McManus et al., 2022). Chronic stress can lead to a range of negative outcomes, including decreased motivation, impaired cognitive function, and lower academic achievement. It can also affect students’ physical health, leading to symptoms such as

headaches, fatigue, and sleep disturbances (Abeer, 2024). The cumulative effect of these stressors can create a vicious cycle, where stress leads to poor academic performance, which in turn increases stress levels.

Given the profound impact of stress on students' well-being and academic success, it is crucial to implement effective stress management strategies. Schools and educators must prioritize creating a supportive learning environment that addresses the root causes of stress. This can include providing resources for mental health support, promoting a balanced approach to academic demands, and encouraging healthy coping mechanisms such as mindfulness, physical activity, and time management skills.

Figure 2

Impact of digital devices



Another query about the challenges regarding digital devices while learning shows that about 86% of participants face distractions when they use technology for learning. I think it is a common matter for students all around the world.

Frequent use of digital devices can lead to shorter attention spans and reduced memory retention, negatively impacting learning and academic performance. Media multitasking, such as using social media or browsing the internet during study sessions, interferes with attention and working memory, resulting in lower GPA, test performance, and reading comprehension (May & Elder, 2018). Additionally, students who frequently use digital devices for non-academic purposes during class or study time often show decreased engagement and efficiency in their learning activities (Limniou, 2021).

To mitigate digital distractions, Deng et al. (2024) suggest Encouraging students to use Self-Regulated Learning strategies, such as forethought, planning, activation, monitoring, control, and reflection, which can help them manage their digital distractions more effectively. Implementing specific times for device usage and establishing rules for

appropriate online behavior can also prevent digital distractions. Additionally, Arbulú Pérez Vargas et al. (2024) recommend designing study environments that minimize digital distractions, such as turning off notifications and keeping devices out of reach during study sessions, which can enhance focus and productivity. Utilizing educational apps and tools that promote focus and engagement, such as interactive simulations or collaborative platforms, can further help in maintaining students' attention.

Another crucial aspect of the learning process is the ideal classroom environment. An ideal classroom environment helps us to easily voice our opinions, ideas, and curiosities to make the class even more engaging which helps many students understand the material conceptually and not based on memorization. This helps in long-term understanding rather than short-term memory (Neher-Asylbekov & Wagner, 2023). After interviewing the respondents, it was found that a student's learning journey isn't as easy as everyone expects it to be. It is like the saying, "*It's easier said than done*". Some people just expect a student to do better without acknowledging the fact about how hard it is. By taking part in this survey, students now have a clear idea of their learning preferences, learning environment, and challenges they face while learning.

Sitting in class all day can make us feel tedious. When the teaching process focuses solely on bookish information or rote memorization, our ability to gain knowledge is confined to a room filled with desks, benches, and a whiteboard. This could play a part in instilling the pressure of academics in students, which can cause internal distractions such as stress and anxiety. However, incorporating active participation and hands-on activities can significantly enhance our learning as school surroundings play a major role in creating a sense of curiosity in students, making them eager to learn and reducing distractions. Out-of-school learning environments, such as science centers and museums, provide valuable opportunities for us to engage with STEM subjects in a more interactive and stimulating manner (Neher-Asylbekov & Wagner, 2023). Additionally, addressing digital distractions is crucial. Strategies like setting specific times for technology use, using apps that block distracting websites, and promoting digital literacy can help students manage their screen time effectively.

Personal issues, such as family problems, also impact the learning. Schools can offer counseling services and create a supportive environment where students feel safe to discuss their challenges. Study preferences significantly influence a student's learning journey. Forcing a student who prefers group study to work alone, or vice versa, can hinder their progress and understanding. Every student has their learning preferences that cannot be

discarded, and students should not be forced to learn in a way that doesn't suit them.

Research shows that students learn well when they feel safe and connected, and collaboration can be a powerful learning experience because it encourages deeper processing and engages the "social brain" (Abeer, 2024). I prefer studying in groups rather than studying alone. I feel that with a handful of people to voice their ideas, concepts, and problems, I can study better. I do not like studying alone as I usually just skim the material and expect to understand it conceptually. In a group, I can understand the material conceptually without having to memorize it. However, this is the individual case.

Insights from the Survey

This survey has highlighted the importance of learning preferences and ideal environments, helping students gain a clear understanding of the challenges they face while learning. This awareness will aid them in overcoming these challenges throughout their learning journey (Rice, 2023). The survey has also benefited students who are genuinely interested in making their learning journey fruitful. Additionally, teachers who are committed to helping their students will strive to do their best for their students' sake.

According to this study, distraction while using technology for studying has become a major problem nowadays (Arbulú Pérez Vargas et al., 2024). Furthermore, an ideal classroom environment is identified as the most crucial aspect of a student's learning journey (Rice, 2023). Distraction creates a problematic environment for students to learn effectively and concentrate. Distractions mainly lead to procrastination where students delay studying. It hampers their productivity and disrupts their learning journey. To mitigate digital distractions, strategies such as encouraging Self-Regulated Learning (SRL) strategies, setting specific times for device usage, and designing distraction-free study environments are effective. These measures help students manage their digital distractions more effectively and enhance their focus and productivity (Deng et al., 2024; Arbulú Pérez Vargas et al., 2024).

The findings also reveal that a significant majority of students experience high levels of stress related to school, which negatively impacts their academic performance and mental health (McManus et al., 2022; Abeer, 2024). Chronic stress can lead to disruption of academic performance and children feeling demotivated to continue their learning. Stress and distractions are problematic because they reduce students' ability to focus, lower their productivity, and can lead to long-term issues such as burnout and mental health problems. Effective stress management strategies, such as promoting participation and hands-on activities, providing out-of-school learning environments like science centers and museums,

and encouraging healthy coping mechanisms like mindfulness and physical activity, are crucial for improving students' well-being and academic success.

My experience is quite like the respondents' experiences, as I also face significant distractions while using technology for learning and require a responsive, activity-based classroom to understand concepts efficiently. Every educational institution should focus on creating an ideal classroom environment that benefits students in their learning journey. They should also consider the type of school environment that students need to grow and learn effectively, as the school environment forms the foundation for a better learning journey.

CONCLUSION

This study aimed to address the significant stress and distractions impacting students' learning experiences by gathering detailed data on these challenges and exploring effective strategies to mitigate them. The survey provided thorough insights into key aspects of the student learning process, offering valuable perspectives on student life and learning. It played a crucial role in shaping an ideal educational environment tailored to the preferences and needs of students. By allowing students to voice their opinions about their learning preferences, study environment, and challenges, the survey broadened our understanding of their learning journey.

The study found that participants experience significant levels of stress and distractions that negatively impact their learning. By reviewing the literature, the study also provided insights into effective measures to mitigate these issues. These findings will also help schools create a more supportive and effective learning environment, ultimately making the students' learning journey more fruitful and engaging.

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Authors' Bibliography



Bidushi Maharjan: Bidushi is a year ten student whose research examined how external factors like social interactions and extracurricular activities affect learning. Her study highlighted the impact of learning stress and digital distractions on academic



Esmriti Kakshapati: Esmriti, a year ten student, studied procrastination among high school students, focusing on its origins and psychological aspects. She identified anxiety, fear of failure, and poor time management as key contributors. Her research emphasized the importance of effective time management to overcome procrastination.



Lorissa Sharma: Lorissa, a year ten student, researched the impact of extra classes in Nepalese schools. Her study evaluated the benefits and challenges of these classes, which aimed to boost academic growth. She provided insights into time management and offered recommendations for maximizing the benefits of extra classes.



Pranav Pote Shrestha: Pranav, a year ten student, explored integrating science poetry into science education to make it more engaging. His study highlighted how science poetry used metaphor and symbolism to convey complex concepts. By merging science with poetry, he aimed to bridge the gap between these fields.



Sambhavi Shrestha: Sambhavi, a year ten student, conducted a study on learning anxiety, also known as academic anxiety. Her research explored the causes of learning anxiety, such as self-doubt, pressure to succeed, fear of failure, and perfectionism. She examined its profound impact on students' motivation, academic performance, and overall well-being.



Sujal Das Manandhar: Sujal, a year ten student, studied random number generation, a fundamental aspect of modern technology. His research highlighted how computers excelled at generating truly random numbers, while humans struggled due to inherent biases. Sujal's study explored these biases by analyzing the numbers people perceived as random.



Timila Manandhar: Timila, a year ten student, reflected on feeling fortunate despite the catastrophic events of the COVID-19 pandemic. Her study described the profound impact of the pandemic, including fear, uncertainty, and the halt of normal life. She examined the isolation, the struggle to find effective medical responses, and the shift to online classes.



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