



## STUDY OF ACADEMIC STRESS AND ACADEMIC ACHIEVEMENT AMONG RURAL ADOLESCENTS LEARNERS DURING ONLINE TEACHING IN COVID – 19 TIMES

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### Abstract

The present study was conducted to examine the effect of academic stress and academic achievement among rural adolescents learners during online teaching in Covid – 19 times. For this a sample of 200 adolescents learners (including both girls and boys) were taken from Hoshiarpur district, Punjab to check Academic Achievement and Academic Stress during Online teaching. The survey research (descriptive) design was applied for the study. A self – made tool was designed to take the response of adolescence learners, which was named “Scale of academic stress and academic achievement for adolescent learners (prepared by Investigator)”. This responses show that there is no significant difference in the academic stress of adolescents boys and girls of rural areas in relation to online teaching during COVID-19. The result of this study shows that there is significant differences in the academic achievement of adolescents boys and girls of rural areas in relation to online teaching during COVID-19. The study also revealed that there is no significant interaction between the academic stress and academic achievement of adolescents boys and girls of rural areas in relation to online teaching during COVID-19.

**Keywords:** Online teaching, Academic stress, Academic achievement, Gender.



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## **Introduction**

Covid – 19 has a major effect on the national and international aspect but at the same time it has also made an impact in the field of education . In the field of education, covid - 19 has a effect on teaching. Schools remained closed during covid - 19 but online teaching played an important role for the education of students. Online teaching was used as an effective tool during Covid – 19. During this, Schools were closed and online teaching was considered important in place of traditional teaching methods to teach students. Hangout meet, google classroom, zoom, google slides, Math learning centre were used as online tools for online teaching. Online teaching impacts academic achievement of students. Along with this, online teaching also impacts academic stress in the students, due to which their academic achievement is affected. Academic stress important factor that influence academic achievement in which it affects mental health, physical health, health hazards and mental stress related diseases. Academic stress increases among adolescence learners during online teaching. This academic stress has affected the academic achievement of adolescence Learners, in which if we talk about the academic achievement of adolescence girls, their academic achievement has decreased while the academic achievement of adolescence boys is high.

## **Literature Review**

**Kariv and Heiman (2005)** observed academic stressors embrace the entire domain of learning, achieving and adjustment to a new setting in which a large measure of content must be assimilated in an apparently inadequate period of time .

**Larreamendy and Leinhardt (2006)** described that distance education has always been known for its departure from the situation in which teaching and learning naturally take place. To some area, distance education is a pedagogical oddity, often requiring further justification, such as the extension of educational opportunities or the encouragement of online learning.

**Sharma (2006)** viewed academic stress is an major factor accounting for variation in academic achievements. In relatively short time it has been previously shared by a number of other concepts like frustration, pressure, conflicts, anxiety etc. In general term stress is a reaction to an event; it can only be sensibly defined as perceptual phenomenon arising from a comparison between the demand on the person and his ability to cope with it.

**Elias (2011)** investigated the stress and academic achievement of undergraduate students from different disciplinary areas. The study revealed that overall the undergraduate students experienced moderate level of stress. The medical students had the highest stress level among students. Moreover, findings showed that the first year students had low stress level. Most sources of stress were arised from students academic performance. It was also found that there is a significant but weak negative relationship between undergraduate students stress level and their academic achievement.

**Smith (2012)** explained that stress has negative impacts on classroom performance, job satisfaction, and teacher attrition. There are a lot of instances where teachers are placed in a position of highly stressful responsibilities for the actions of young individuals in a school setting.

**Deb (2013)** conducted a study on academic stress, parental pressure, anxiety and mental health of Indian high school students. A total of 190 students from grade 11 to 12 from three government, three aided and three private schools in Kolkata, (India) were surveyed in the study. Nearly two third (63.5%) of the students reported stress due to academic pressure with no significant difference across gender, age, grade, several other personal factors. About two-thirds (66%) of the students reported feeling pressure from their parents for better academic performance. About one thirds (32.6%) of the students were symptomatic of psychiatric cases and (81.6%) reported examination related anxiety.

Students who engaged in extracurricular activities were more likely to report exam anxiety than those who did not engage in extracurricular activities.

**Akande (2014)** conducted a study of level and sources of stress among secondary school students. The study revealed that majority of secondary school students experience stress at medium and low level. The study also showed that academic source of stress seems to be the most significant among the sources of stress and stressors indetified are: lower grade Performance to be anticipated, fear or anticipation of examination, increased class work load and missing too many classes.

**Emmanuel and Adorn (2014)** conducted a study on perceived stress and academic performance of senior high school students in western region, Ghana. The result showed that majority of the students experiences moderate stress levels and that none of the students experienced high stress level. The study also indicated that, there was no significant difference between stress and academic performance of the students

**Gangadharan (2014)** conducted a quasi- experimental study on academic stress and coping strategies among undergraduate health care professional students in India. The study revealed that in relation to academic stress 61% had wild stress and 39% had moderate level of stress. A significant relationship was established between medium of instruction with academic stress level while it was also found that hobbies of students, family income etc. had a negative relationship with stress among healthcare professional students.

**Azila- Gbettor(2015)** assessed study on stress sources and their effects on academic performance of business students of polytechnic, Ghana. A Cross sectional research design was employed in conducting the study. Results revealed that the level of stress was found to be significant for all demographic variables. Moreover the causal factors for stress categories have been mixed. There was no significant effects were found between stress and academic performance.

### **Research Method**

The research method is used as a method, technique to collect data that helps the analysis of those collection of data. The survey research design is a kind of the research method that was used to collect data in this study. The survey research design is applied in this study. Survey research design works like a tool, with the help of which information is obtained by asking questions to a predefined group.

### **Sample**

A sample of 200 rural adolescence learners both girls and boys from Hoshiarpur district was randomly selected from senior secondary schools for collecting data.

### **Objectives**

- To develop a Scale to access the academic stress of adolescents students of rural areas in relation to online teaching during COVID-19.
- To study the stress level of adolescents boys and girls of rural areas in relation to online teaching during COVID-19.
- To study the academic achievement of adolescents boys and girls of rural areas in relation to online teaching during COVID-19.
- To study the interaction between academic stress and academic achievement of adolescents boys and girls of rural areas in relation to online teaching during COVID-19.

## Hypothesis

- There is no significant interaction between the academic stress and academic achievement of adolescents boys and girls of rural areas in relation to online teaching during COVID-19.

## Analysis / Interpretation

### Interaction between the Academic stress and academic achievement of adolescents learners of 9<sup>th</sup> class.

The means and standard deviation are presented in table 1

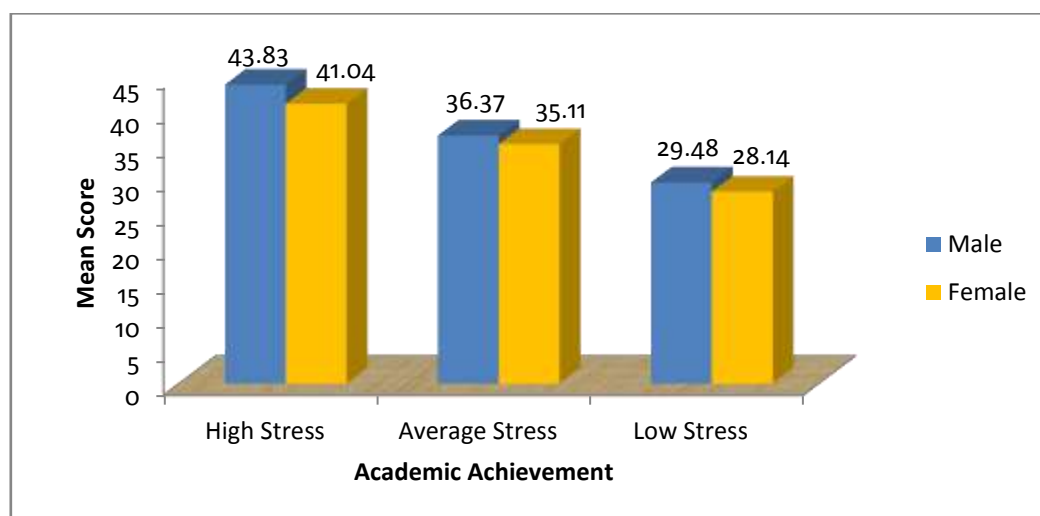
**Table 1: Means And S.D's Of Sub-Groups Of Anova For The Interaction Between The Academic Stress And Academic Achievement Of Adolescents Learners Of 9<sup>th</sup> Class**

Gender	Level of stress	Mean	Std.Deviation	N
Male	High Stress	43.83	4.863	29
	Average Stress	36.37	5.225	46
	Low Stress	29.48	3.537	25
	Total	36.81	7.086	100
Female	High Stress	41.04	6.010	25
	Average Stress	35.11	5.967	46
	Low Stress	28.14	6.004	29
	Total	34.57	7.613	100
Total	High Stress	42.54	5.552	54
	Average Stress	35.74	5.614	92
	Low Stress	28.76	5.017	54
	Total	35.69	7.422	200

In Table 1 the academic stress scores of class 9<sup>th</sup> students under ANOVA has been presented.

**Table 1.1 : Two Way Anova For Interaction Between The Academic Stress And Academic Achievement Of Adolescents Learners Of 9<sup>th</sup> Class**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5290.820 <sup>a</sup>	5	1058.164	36.206	.000
Intercept	237890.249	1	237890.249	8139.512	.000
<b>Gender</b>	<b>150.993</b>	<b>1</b>	<b>150.993</b>	<b>5.166</b>	<b>.024</b>
<b>Level of Stress</b>	<b>4985.355</b>	<b>2</b>	<b>2492.678</b>	<b>85.288</b>	<b>.000</b>
Gender * Level of Stress	22.034	2	11.017	.377	.686



**Figure 1 - Mean score of academic achievement of high , average , low stress group of adolescents learners**

Fig. 1 presented the Mean score graph between the variables stress level and academic achievement . This Fig. shows that there is no significant interaction between the academic stress and academic achievement of rural adolescent boys and girls in online teaching during COVID 19.

### Discussion of the Findings

- There is difference in the academic achievement of boys and girls of 9<sup>th</sup> class. It shows that academic achievement among secondary school boys were found to be better than girls.

**Miah (2015)** found no significant relationship between School Environment and Academic Achievement; whereas Sunday (2012), Denial and Felix (2014), Odeh et al (2015), O'Malley et al (2014), Usaini and Bakar (2015) found significant relationship between academic achievement and physical school environment.

- There is significant difference in the academic achievement among adolescents learners studying in different types of school management such as private, and government aided was found that studying in private schools have better academic achievement as compared to government aided school adolescents learners.

**Anwar (2013)** found a significant difference in the academic achievement among secondary school students having poor, average and good study habits. Secondary school students who belong to poor, average and good study habits do differ among themselves with respect to academic achievement. It was found that secondary school students with

good study habits have better academic achievement as compared to secondary school students with average and poor study habits.

- There is no significant interaction between the academic stress and academic achievement of adolescents boys and girls of rural areas. Because both girls and boys have the same academic stress level whereas the academic achievement of boys is higher than that of girls.

**Tiwari, S (2015)** found the Academic stress is unpleasant psychological situations that occur due to the educational expectations from parents, teachers, peers and family members, pressure of parents for academic achievement, present educational and examination system, burden of Home work etc.

- There is a significant difference in the academic achievement among adolescents learners having lower, average and higher academic achievement. That means that the secondary schools boys have better higher academic achievement than girls.
- There is significant difference between academic achievement of adolescent students with respect to gender. It shows academic achievement of adolescent boys is significantly higher than girls.

**Raju, M. (2013)** found the Academic Achievement of secondary school girls is significantly higher than boys.

### **Conclusion**

From the above analysis, it can be concluded that the academic stress level remained the same during online teaching, whereas if we talk about academic achievement, then the academic achievement of boys is higher than that of girls. This indicates that online teaching affects academic achievement of rural adolescent learners. It means teaching plays a significant role to their academic achievement. For academic achievement of Adolescent, it is essential for their teaching to be good. For this purpose, the teacher plays an important role. By organizing innovative teaching methods, meditation programs, revised curriculum, teachers can help students to increase their academic achievement by reducing academic stress.

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