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Academic stress due to online teaching practices during covid-19 pandemic

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Abstract
The current pandemic situation has left all of us in mismanagement of our goals and has questioned our personal beliefs about one-self. A problem-solving approach was used to address the issue regarding academic stress due to online teaching practices during covid-19 pandemic among post basic nursing students of selected college of nursing. The study was brought into light with the following objectives: (1) to assess the level of academic stress among post basic nursing students. (2) To develop and conduct PTP in terms of an interactive session regarding stress management and effective coping. (3) To assess the effectiveness of PTP in terms of an interactive session on level of academic stress. The major strategies used were: (1) Assessing the level of academic stress due to online classes. (2) Then, developing and conducting an intervention in terms of interactive session with participants (3) assessing again the effectiveness of intervention. The data was collected through a structured tool to assess academic stress from 26 participants. The result suggested that the majority of participants belong to 21-25 years of age which corresponds to 80.8%, the majority of participants were female which corresponds to 96%, and the majority of participants were diploma holder which corresponds to 61.5%. Also, majority of participants had achieved between 61-70 % of marks which corresponds to 50% of total participants. There were 57.7% participants who had family income between 26-50 thousand. It was found that61.5% of subjects had less than 1 year of experience. The level of academic stress was found to be 3.85% for Extreme academic stress, 38.46% for high academic stress, 46.14% for moderate stress whereas 11.14% reported for mild stress. The pretest mean was 47.62. Also the post test results highlighted that 30.77% had high stress, 57.69% had moderate stress and 11.54% had mild stress whereas there was nil account for extreme stress. The post-test mean was 42.46. Through the above study it was concluded that Improving the holistic well-being of the student would eventually be productive not only the individual but, for the overall productivity of the institutions as well.

Keywords: covid-19, online teaching practices, academic stress

Introduction
The advent of Covid-19 has stalled the phases of life to an uncountable extent. This stalling of life out of its way has created an undetermined impact on psychological and physiological aspects of living and striving hard. The shifting of human existence from physical or in-person to virtual or online living and sustaining practices. The advent of global pandemic has not only affected all ages but has created a blank spot in educational sector as well. The sudden and unplanned shift from physical classes to online classes has impacted adolescents and adult learners equally. According to National Sample Survey, 2017-18, 24% of households have an internet facility and only 8% of all households with members aged between five and 24 have both a computer and an internet connection (Ministry of Statistics and Programme Implementation, 2017–2018) [1]. This disparity of access becomes a harbinger of academic stress in students who would find themselves unable to avail online classes or submit their assignments, thus falling behind their peers in their curriculum. This has led to reports of symptoms of depression, anxiety, and in severe cases suicidal attempts in children and adolescents triggered by academic stress and apprehensions regarding future (Fegert et al., 2020) [2]

Objectives
- To assess the level of academic stress among post basic nursing students.
- To develop and conduct PTP in terms of an interactive session regarding stress management and effective coping.
- To assess the effectiveness of PTP in terms of an interactive session on level of academic stress.

Method used for collection of data
The study is a quantitative approach using pretest and posttest design. The sample were selected using total enumerative sampling technique. The total sample was 26 including of young and adult learners together. The tool consists of structured 5 point Likert scale to assess academic stress with 24 items measuring all aspects of

the 4 possible factor responsible for causing academic stress among students such as Academic factors, Personal factors, Technological factors and Social factors. The students were presented with focused group discussion on stress management and practicing effective skills. and later a post-test was administered.

Scoring and interpretation

The participant was required to tick the best appropriate response out of marking responses which represents the following:

Never (0), Rarely (1), Sometimes (2) ,Often (3) and Always (4)

The test comprises of 4 sections with each item representing 4 factors which may cause academic stress in students.

Interpretation of Scores

Table 1

RESULT	SCORES
MILD ACADEMIC STRESS	< 24
MODERATE ACADEMIC STRESS	24-48
HIGH ACADEMIC STRESS	49-72
EXTREME ACADEMIC STRESS	73-96

Analysis and Interpretation

The data analysis and interpretation includes the use of descriptive statistics.

Description of demographic variables of study subjects

Description of demographic variables of study subjects

1. AGE

n=26

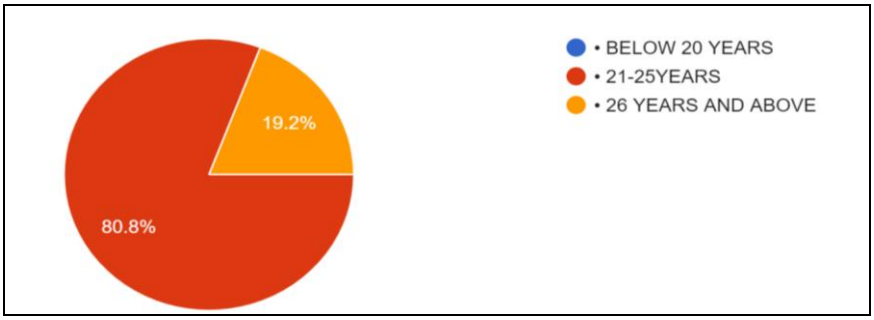

Fig 1: a pie chart showing subjects age with percentage

The fig.1 shows that the distribution of study subjects according to their age, where majority of participants belongs to 21-25 years of age which corresponds to 80.8% followed by others at 26 years and above of age which corresponds to 19.2% and nil for below 20 years.

2. Gender

n=26

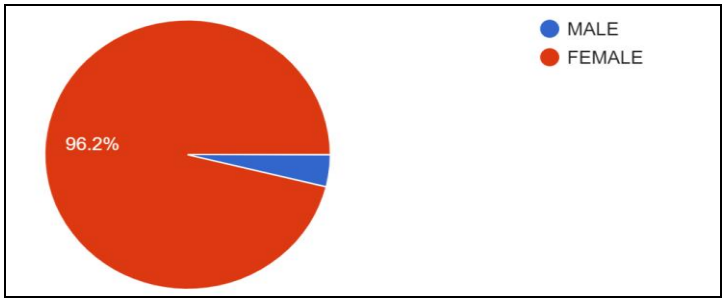

Fig 2: a pie chart showing subjects gender with percentage

The fig.2 shows that the distribution of study subjects according to their gender, where majority of participants were female which corresponds to 96% and rest with 3.8% constitutes of male.

3. Educational Status

n=26

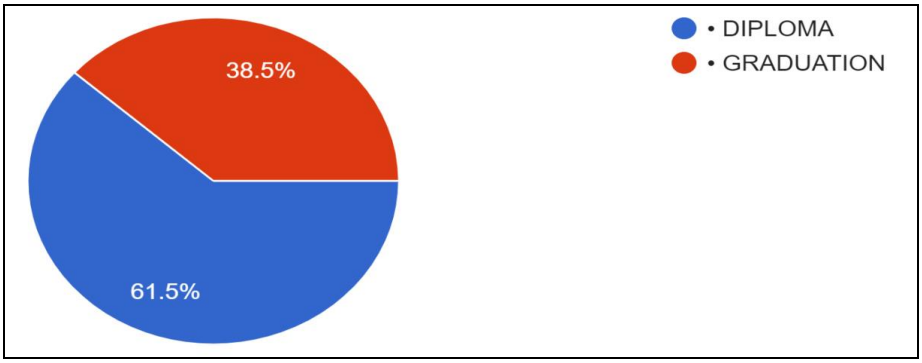

Fig 3: a pie chart showing subjects educational status with percentage

The fig.3 shows that the distribution of study subjects according to their educational status where majority of participants were diploma holder which corresponds to 61.5% and rest others were graduate which corresponds to 38.5% respectively.

4. Academic Achievement of Previous Year

n=26

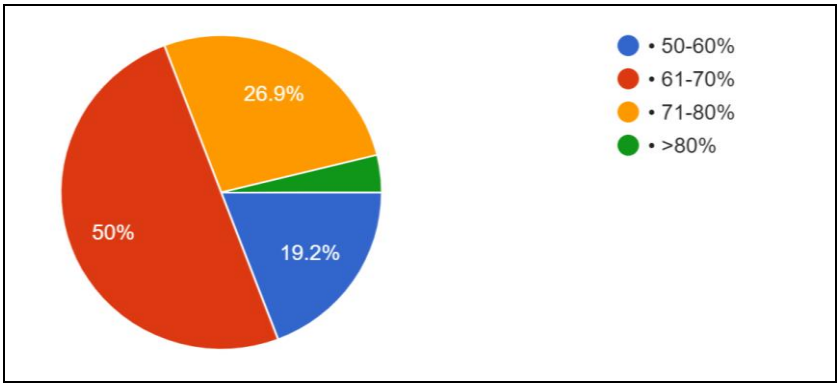

Fig 4: a pie chart showing subjects academic achievement of previous year with percentage

The fig.4 shows that the distribution of study subjects according to their academic achievement of previous year, where majority of participants had achieved between 61-70 percentage of marks which corresponds to 50% of total participants, followed by subjects who had achieved between 71-80 percentage of marks which corresponds to 26.9%, where as 19.2% of total subjects had achieved between 50-60 percentage of marks and rest with more than 80 percentage of marks corresponds to 3.9% respectively.

5. Family Monthly Income

n=26

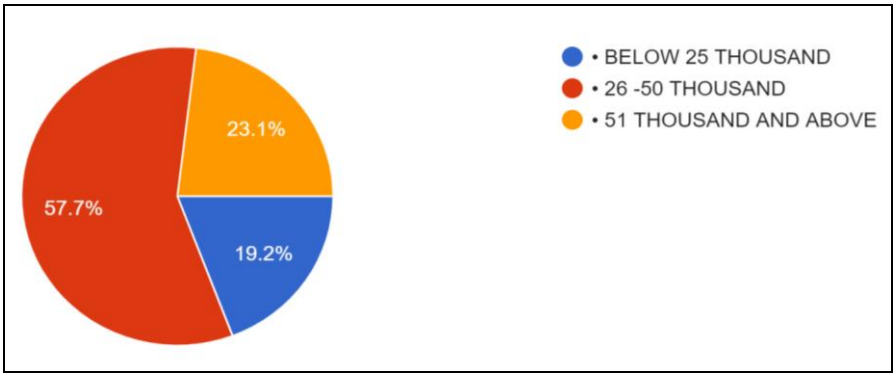

Fig 5: a pie chart showing subjects family income monthly with percentage

The fig.5 shows that the distribution of study subjects according to their family income monthly, where majority of participants had family income between 26-50 thousand which corresponds to 57.7% of total participants, followed by participants with family income between 51 thousand and above which corresponds to 23.1% and rest with family income below 25 thousand with 19.2% respectively.

6. Years of Work Experience

n=26

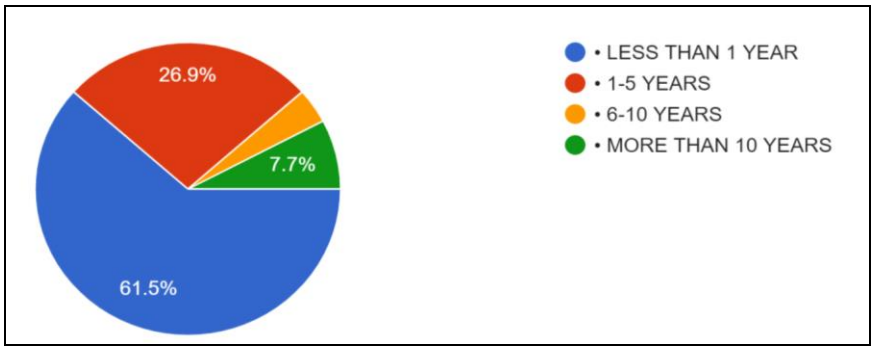

Fig 6: a pie chart showing subjects year of work experience with percentage

The fig.6 shows that the distribution of study subjects according to their years of work experience, where majority of subjects had less than 1 year of experience which corresponds to 61.5%, then followed by subjects who had 1-5 years of experience corresponds to 26.9%, also subjects who had more than 10 years of experience were corresponds to 7.7% and rest with 6-10 years of experience who constitutes 3.9% respectively.

7. Health Status

n=26

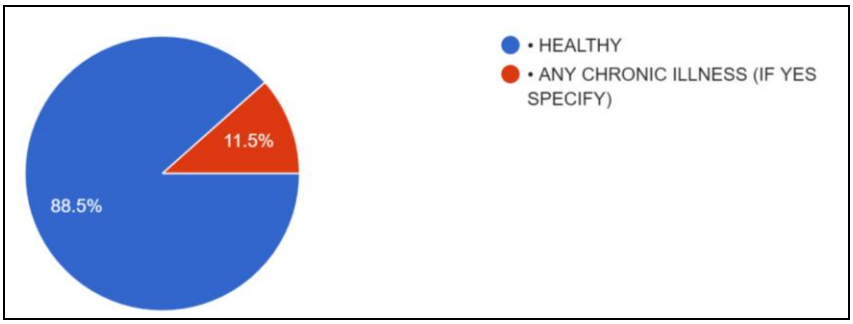

Fig 7: a pie chart showing subjects health status with percentage

The fig.7 shows that the distribution of study subjects according to their health status, where majority of subjects are healthy which corresponds to 88.5% of total subjects, and then followed by those who have any chronic illness which corresponds to 11.5% respectively.

8. Any Chronic Illness

n=26

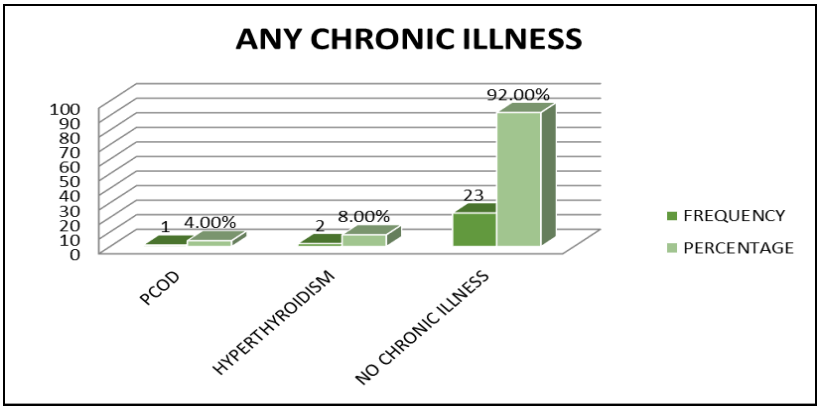

Fig 8: a bar chart showing any chronic illness among subjects with frequency & percentage

The fig; 8 shows that the distribution of study subjects according to any chronic illness reported with frequency and its percentage, the majority of respondents (23) has reported no chronic illness with 92%, whereas (2) respondents stated the presence of hypothyroidism which constitutes 8.0% of total and rest other (1) responded with PCOD, which constitutes about 4% of total.

9. Any illness among family members

n=26

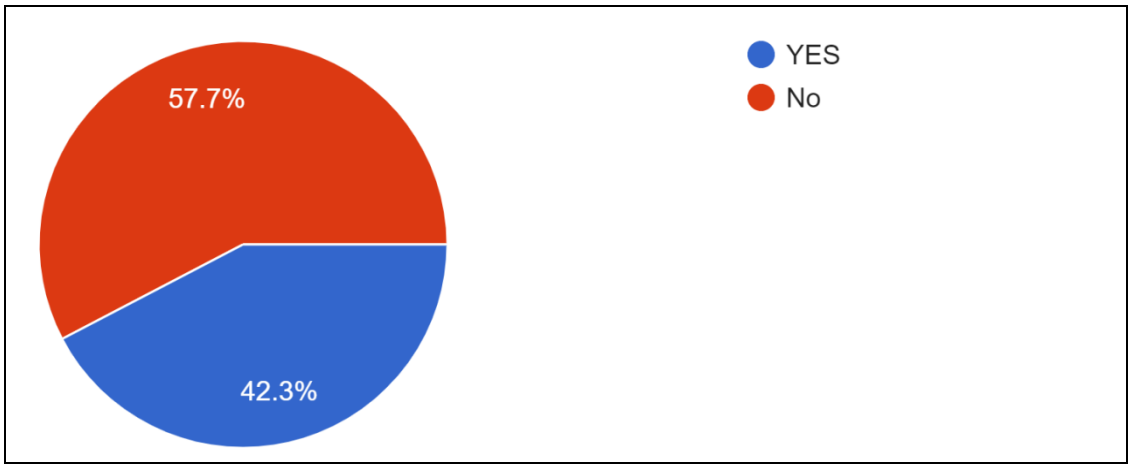

Fig 9: a pie chart showing any illness among family members with percentage

The fig; 9 shows that the distribution of study subjects according any illness among family members, where majority of participants responded with no which constitutes of 57.7% of total distribution and rest others with Yes, which corresponds to 42.3% of total subjects.

Section-2

Describes the level of academic stress among post basic nursing students

A. Pre-Test Analysis

Table 2: The following table showing frequency and percentage of participants with level of academic stress. n=26

Range	Frequency	Percentage
Mild stress	3	11.54
Moderate stress	12	46.15
High stress	10	38.46
Extreme stress	1	3.85
Total	26	100

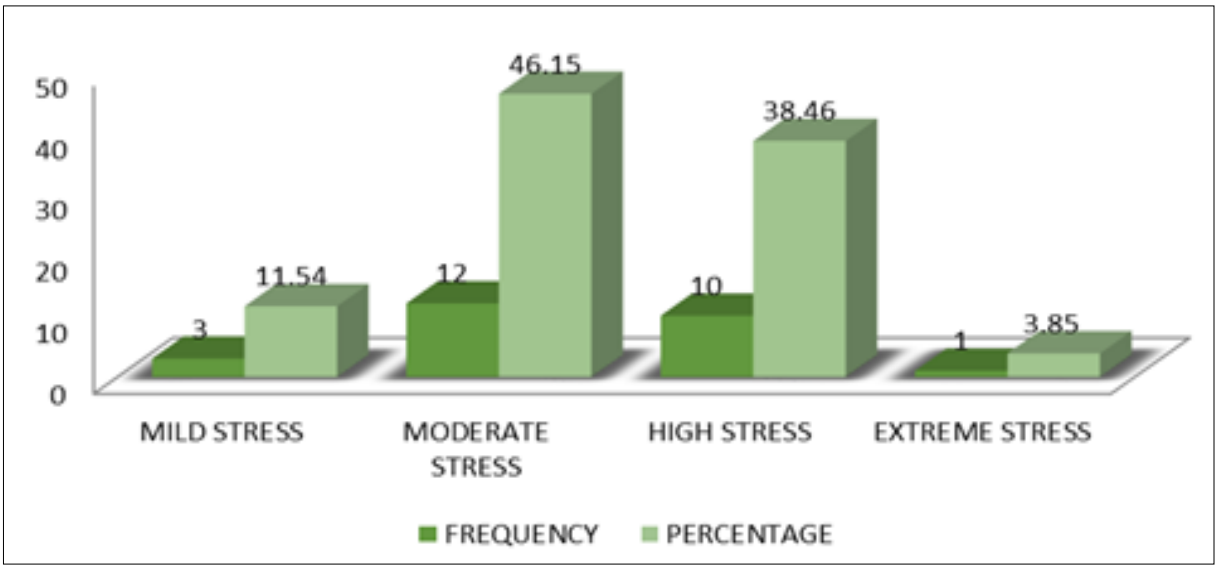

Fig 10: a bar graph showing level of academic stress with frequency and percentage of samples in pre-test analysis

The fig; 2.1 shows the distribution of study subjects according to level of academic stress with frequency and percentage of samples in pre-test analysis, where majority of samples (12) reported to have moderate stress and (10) reported to have high stress, then followed by (3) respondents who have mild stress also (1) of subject responded to have extreme stress which corresponds to 46.15%, 38.46%, 11.54% and 3.85% respectively.

Table 3: The following table showing pre-test totals score and its mean n=26

Total	**1240**
MEAN	47.69231

B. Post-Test Analysis

Table 4: The following table showing frequency and percentage of participants with level of academic stress. n=26

Range	**Frequency**	**Percentage**
Mild stress	3	11.54
Moderate stress	15	57.69
High stress	8	30.77
Extreme stress	0	0
Total	26	100.00

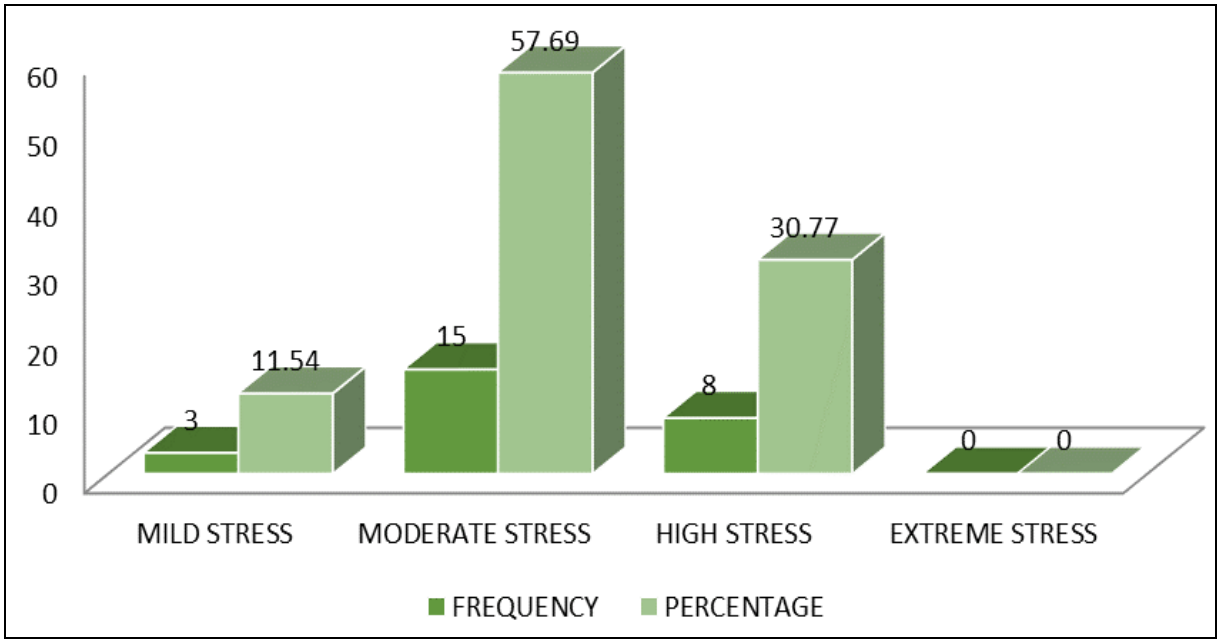

Fig 11: a bar graph showing level of academic stress with frequency and percentage of samples in post-test analysis

The fig; 3.1 shows the distribution of study subjects according to level of academic stress with frequency and percentage of samples in post-test analysis, where majority of samples (15) reported to have moderate stress and (8) reported to have high stress, then followed by (3) respondents who have mild stress also (0) of subject responded to have extreme stress which corresponds to 57.69%, 30.77%, 11.54% and 0% respectively.

Table 5: The following table showing post-test totals score and its mean n=26

Total	**1104**
Mean	42.46

C. Comparing Scores of Pre-test and Post-test

Table 6

	PRE-TEST	**POST-TEST**	**MEAN DIFFERENCE**
Total score	1240	1104	5.23
Mean score	47.69	42.46	

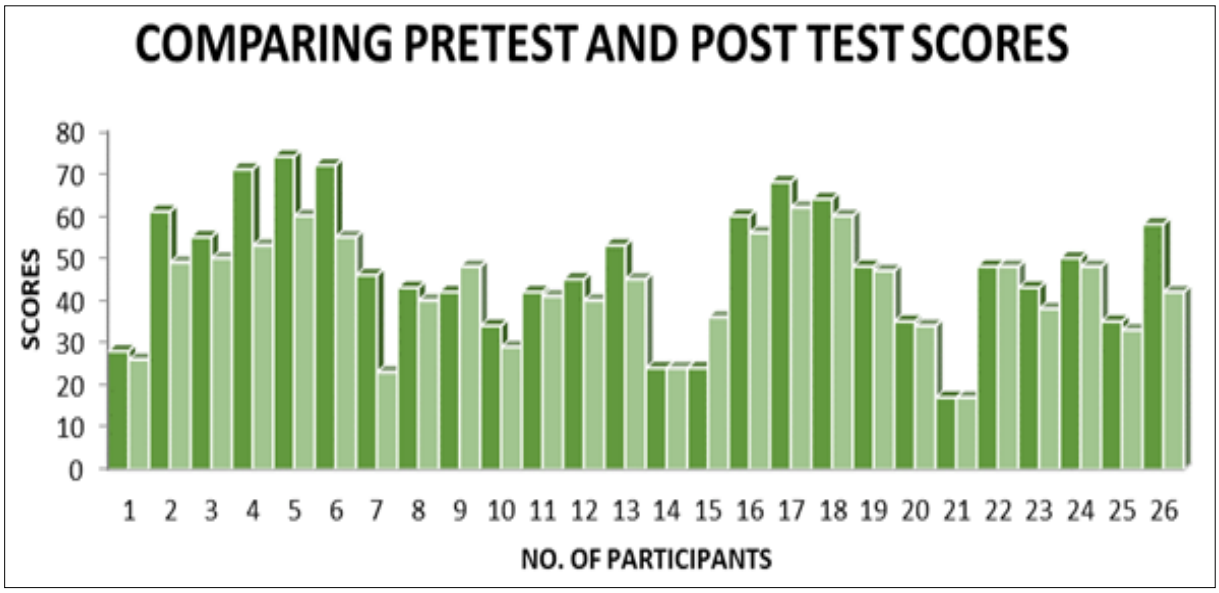

Fig 12: a bar graph showing comparison between pre-test & post-test scores of participants

Suggestion and Recommendation

On the day of presentation i.e 31st August'20, it was suggested by the authorities after looking at the results, that there is an urgent need to address students who were found to have extreme, high and moderate stress due to online teaching-learning practices.

Upon suggestion, I made an immediate contact with target subjects to address the issue, but later is was recommended by the subjects that they found interactive session really helpful and now they have less stress and the suggested tools and skills were really good enough to tackle academic stress.

Whereas I made a special request to them, if they feel to have contact and in need to put forward their issue any time in future also.

Conclusion

Academic stress has become a pervasive problem across countries, cultures, and ethnic groups (Wong, Wong & Scott, 2006). Understanding the source from the different spheres will enable professionals in the field to tailor-make intervention for students combining the most effective strategies.

Improving the holistic well-being of the student would eventually be productive not only the individual but, for the overall productivity of the institutions as well.

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