



RELATIONSHIP BETWEEN STRESS AND ACADEMIC DISTURBANCE DURING THE PERIOD OF COVID 19 AMONG PERSPECTIVE TEACHERS OF B.ED PROGRAMME

Education

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ABSTRACT

This study illuminates the relationship between Stress and Academic disturbance of the students-teacher of B.Ed in the period of COVID 19. During the pandemic situations students-teacher faced many problems in learning by using online mode and faced problems of facing teaching practice in schools. If it is studied, problems of the students-teacher can be solved in future as well as present problems of perspective teachers can be alleviated. The researcher endeavoured to conduct the survey for find the solutions of trainees. **Hypotheses of the study:** 1. There is no significant difference between Male and Female in Stress with respect to (a) Precariousness (b) Socio-Economic Consequences (c) Fear of Strangers (d) Worries of Contamination (e) Traumatic Stress and (f) Mandatory Testing. 2. There is no significant difference between Rural and Urban in Stress with respect to (a) Precariousness (b) Socio-Economic Consequences (c) Fear of Strangers (d) Worries of Contamination (e) Traumatic Stress and (f) Mandatory Testing. **Methodology:** Survey method was adopted in the study. **Sample:** 1023 B.Ed students-teachers from various Teacher Education colleges from Coimbatore were selected as sample for the study. **Tools:** Researcher's self-made Stress scale and Academic Disturbance scale were used as tools for the study. **Validity** of the tool was established by the opinion of the juries. **Reliability** of the tool was established by the split half method. Statistical technique: 't' test and correlation were used to analyse the study. **Findings:** There is a strong correlation between the dimensions of academic disturbances and the dimensions of stress among student-teachers of B.Ed. Educational implications: Pros and cons of the study can be followed and may be solved.

KEYWORDS

INTRODUCTION

Academic stress may be the single most dominant stress factor that affects the mental well-being of students-teacher of B.Ed course. Some groups of students-teacher may experience more stress than others, and the coronavirus disease 19 (COVID-19) pandemic could further complicate the stress response. The closure of educational institutions in the COVID-19 pandemic has changed the global teaching and learning landscape. Face-to-face classroom activity has been shifted to online classroom activity. Numerous health-related studies (Cancello et al., 2020; Kaushal et al., 2020; Kannampallil et al., 2020) and research topics have been set in motion due to the recent COVID-19 pandemic. In the same way, factors of well-being and achievement emotions are making a strong appearance in psychoeducational research, particularly the consequences of stressful events, because of their potential psychological impact on university teaching and learning processes (Salanova et al., 2005; Durand-Bush et al., 2015; Berry, 2020). Studies related to stress and academic disturbance during COVID-19 among students-teacher is need of the hour.

NEED AND SIGNIFICANCE OF THE RESEARCH

Bachelor of Education is an important course to improve school education. It produces required competent teachers to handle classes smoothly in the classroom transactions. Due to COVID-19, course of B.Ed is also affected in the course running Teachers are sculptures to mould students for preparing good citizens. "Purpose of education is to moralize and socialize the people". Quoted by Dr.B.Ambedkar. Teacher Education is basic of all to develop and achieve goal of a country. In this situation, need of assessing how COVID-19 disturbed the development of students-teachers of B.Ed with the dimensions of stress. Assessing academic disturbance of students-teacher of B.Ed at COVID-19 time may pave way to frame planning for elevating the Academic disturbance and it may help to solve the future pandemic situation. Hence the study need of the hour to manage and solve the problems in Academic development of B.Ed student-teachers during the COVID 19 period.

REVIEW OF RELATED STUDIES

Ghosh, Ratan; Khatun, Asia; Khanam, Zobaida (2023) investigated the closure of educational institutions in the COVID-19 pandemic has changed the global teaching and learning landscape. Face-to-face classroom activity has been shifted to online classroom activity. This study aims to investigate the effect of social media-based education on students' academic performance during the pandemic. Design/methodology/approach: This study analyzes the perceptions of 302 university-going students of Bangladesh using structural equation modeling. Findings: Results show that Facebook features, perceived

usefulness and personal tutorial have a positive and significant relationship with the use of social media (USM). Furthermore, the USM has a positive and significant relationship with the academic performance of the university-going students of Bangladesh during the pandemic. Research limitations/implications: This research has considered the social media usage of university students during the pandemic for academic purposes. This study has not considered income group, technical literacy and device availability of the students. Therefore, the findings may not be generalized to all classes of society. Practical implications: This study validates that the USM can ensure good academic performance by engaging students through collaboration and attention. Originality/value: Diffusion of knowledge and interactive face-to-face learning procedures have faced a massive loss because of this COVID-19 pandemic. Easiness in the mode of teaching technique can be a precondition for its acceptance among the students. As the impact of social media on academic performance in this pandemic context has remained unexplained, this study is designed to focus on this emerging issue.

Mushquash, Aislin R.; Grassia, Elizabeth (2022) examined the widespread changes and challenges of college students as a result of the novel coronavirus disease of 2019 (COVID-19) pandemic. How students cope with these disruptions is important in determining the ongoing impacts of the pandemic on mental health and well-being. We evaluated the associations between COVID-19 stress, coping responses, and symptoms of depression. Participants: A sample of 131 students (106 female; 25 male) was recruited throughout May 2020. Methods: Participants completed online self-report measures of study constructs. Results: As predicted, students experiencing more stress related to COVID-19 endorsed more symptoms of depression. Student stress was also associated with less use of engagement coping responses. Primary engagement and secondary engagement coping responses mediated the relationship between COVID-19 stress and symptoms of depression. Conclusions: Students lacking in adaptive, engagement coping responses may be particularly at risk for psychopathology when faced with high levels of stress related to COVID-19.

OBJECTIVES

1. To identify the hurdles faced by the Students-teacher of B.Ed course during COVID-19 period.
2. To find out the significant difference between Male and Female in Stress with respect to (a) Precariousness (b) Socio-Economic Consequences (c) Fear of Strangers (d) Worries of Contamination (e) Traumatic Stress and (f) Mandatory Testing.
3. To find out the significant difference between Rural and Urban in

Stress with respect to (a) Precariousness (b) Socio-Economic Consequences (c) Fear of Strangers (d) Worries of Contamination (e) Traumatic Stress and (f) Mandatory Testing.

4. To find out the significant relationship between the Dimensions of Academic Disturbances and Dimensions of Stress.

HYPOTHESES

1. There is no significant difference between Male and Female in Stress with respect to (a) Precariousness (b) Socio-Economic Consequences (c) Fear of Strangers (d) Worries of Contamination (e) Traumatic Stress and (f) Mandatory Testing.

2. There is no significant difference between Rural and Urban in Stress with respect to (a) Precariousness (b) Socio-Economic Consequences (c) Fear of Strangers (d) Worries of Contamination (e) Traumatic Stress and (f) Mandatory Testing.

3. There is no significant relationship between the Dimensions of Academic Disturbances and Dimensions of Stress.

VARIABLES

The independent variables namely Stress, Gender, Locality and the dependent variable namely Academic Disturbance were used in this study.

METHODOLOGY

Normative survey method was adopted in the study.

Sample

1023 students-teacher of 15 B.Ed colleges, from Coimbatore district were selected as sample for the study.

TOOLS

Researcher's self-made Stress scale and Academic disturbance scale were used as tools for the study. Validity of the tool was established by the opinion of the juries. Reliability of the tool was established by the split-half method.

Reliability Of The Tools

Stress scale was established Reliability by Test-retest method and Reliability value was found out as 0.75. Academic disturbance scale had been computed using split-half method and the calculated value is 0.89. The value is quite significant and implies that the tools adopted were reliable. Hence the reliability of the two tools were established properly for the study.

Validity Of The Tools

Subject experts and experienced teachers were requested to analyze the two tools. Their opinions indicated by the experts had been modified and the two tools were established content validity.

PROCEDURE OF THE STUDY

Identification of the Academic disturbance due to COVID19. 2. Preparation of tools 3. Consent to conduct study from managements. 5. Data collection. 6. Computation and Analyse.

Statistical Technique

Mean and t test was computed for the study.

RESULTS

Hypothesis-1

There is no significant difference between Male and Female in Stress with respect to (a) Precariousness (b) Socio-Economic Consequences (c) Fear of Strangers (d) Worries of Contamination (e) Traumatic Stress and (f) Mandatory Testing.

Table No :-1 Mean Difference between Male and Female in Stress with respect to (a) Precariousness (b) Socio-Economic Consequences (c) Fear of Strangers (d) Worries of Contamination (e) Traumatic Stress and (f) Mandatory Testing.

Dimensions	Male			Female			't' value	Significant at 1.96 Level
	N	Mean	SD	N	Mean	SD		
Precariousness	259	16.27	2.13	764	16.56	3.31	1.62	Not Significant
Socio-Economic Consequences	259	18.70	3.13	764	18.09	2.97	2.71	Significant
Fear of Strangers	259	16.49	2.88	764	17.73	2.36	6.23	Significant

Worries of Contamination	259	19.11	3.26	764	18.62	2.65	2.20	Significant
Traumatic Stress	259	13.64	3.35	764	15.59	3.29	8.11	Significant
Mandatory Testing	259	14.63	3.23	764	15.15	4.29	2.04	Significant

Table 1 reveals that the calculated 't' values for Socio-Economic Consequences, Fear of Strangers, Worries of Contamination, Traumatic Stress, and Mandatory Testing are 2.71, 6.23, 2.20, 8.11, and 2.04 respectively which are higher than the table value **1.96** at **0.05** level of significance. The formulated null hypothesis is **rejected**. Hence, there is a significant difference in the Socio-Economic Consequences, Fear of Strangers, Worries of Contamination, Traumatic Stress, and Mandatory Testing among student-teachers of B.Ed. with respect to gender. The calculated 't' value for precariousness is 1.62 which is lesser than the table value **1.96** at **0.05** level of significance. The formulated null hypothesis is **accepted**. Hence, there is no significant difference in precariousness among student-teachers of B.Ed. with respect to gender.

Hypothesis-2

There is no significant difference between Rural and Urban in Stress with respect to (a) Precariousness (b) Socio-Economic Consequences (c) Fear of Strangers (d) Worries of Contamination (e) Traumatic Stress and (f) Mandatory Testing.

Table No 2 Mean Difference between Rural and Urban in Stress with respect to (a) Precariousness (b) Socio-Economic Consequences (c) Fear of Strangers (d) Worries of Contamination (e) Traumatic Stress and (f) Mandatory Testing.

Dimensions	Rural			Urban			't' value	Significant at 1.96 Level
	N	Mean	SD	N	Mean	SD		
Precariousness	258	16.55	1.51	765	16.47	3.43	0.53	Not Significant
Socio-Economic Consequences	258	18.59	1.73	765	18.13	3.34	2.85	Significant
Fear of Strangers	258	18.18	2.17	765	17.16	2.634	6.16	Significant
Worries of Contamination	258	19.48	2.61	765	18.49	2.85	5.09	Significant
Traumatic Stress	258	15.20	3.57	765	15.06	3.35	0.53	Not Significant
Mandatory Testing	258	14.57	4.17	765	15.16	4.00	1.97	Significant

Table 2 reveals that the calculated 't' values for Socio-Economic Consequences, Fear of Strangers, Worries of Contamination, and Mandatory Testing are 2.85, 6.16, 5.09, and 1.97 respectively which are higher than the table value **1.96** at **0.05** level of significance. The formulated null hypothesis is **rejected**. Hence, there is a significant difference in the Socio-Economic Consequences, Fear of Strangers, Worries of Contamination, and Mandatory Testing among student-teachers of B.Ed. with respect to locality. The calculated 't' value for both Precariousness and Traumatic Stress is 0.53 which is lesser than the table value **1.96** at **0.05** level of significance. The formulated null hypothesis is **accepted**. Hence, there is no significant difference in Precariousness and Traumatic Stress among student-teachers of B.Ed. with respect to locality.

Hypothesis-3

There is no significant relationship between the Dimensions of Academic Disturbances and Dimensions of Stress.

Table 3 represents the Relationship between Dimensions of Academic Disturbances and Dimensions of Stress among the student-teachers of B.Ed. According to the table, the calculated r- values between all the dimensions of Academic Disturbances Vs all the dimensions of Stress are statistically significant at 0.01 level ('r' table value - 0.081) except (a) Motivation Vs Fear of Strangers, Worries of Contamination, Traumatic Stress and Mandatory Testing (b) Communication Vs Socio-Economic Consequences (c) Technical Issues Vs Precariousness, Socio-Economic Consequences, and Traumatic Stress (d) Instructional Strategy Vs Fear of Strangers and Traumatic Stress (e) Health Vs Fear of Strangers, Worries of Contamination and Traumatic Stress (f) Emotion Vs Socio-Economic Consequences and Fear of Strangers (g) Family Situation Vs Socio-Economic Consequences,

Fear of Strangers, and Traumatic Stress. Hence hypothesis is accepted. Further, it is concluded that there is a strong correlation between the dimensions of academic disturbances and the dimensions of stress among student-teachers of B.Ed.

Table No-3 Relationship Between The Dimensions Of Academic Disturbances And Dimensions Of Stress

Variable	Dimensions	Stress					
		Precariousness	Socio-Economic Consequences	Fear of Strangers	Worries of Contamination	Traumatic Stress	Mandatory Testing
Academic Disturbances	Motivation	-0.281*	-0.170*	0.079	-0.068	0.057	-0.056
	Communication	0.253**	-0.017	0.382*	0.220*	0.094*	0.392*
	Technical Issues	-0.004	0.058	-0.088*	0.477*	-0.031	0.202*
	Instructional Strategy	0.249**	-0.088*	0.080	0.236*	0.051	-0.116*
	Health	0.084**	0.201*	-0.057	0.063	0.025	-0.234*
	Emotion	0.144**	-0.010	0.074	0.286*	0.229*	-0.380*
	Family Situation	0.379**	-0.121	0.002	0.171*	0.051	0.387*

Note: **. Correlation is Significant at the 0.01 level (2 – tailed)

FINDINGS

1. There is significant difference between Male and Female in Stress with respect (b) Socio-Economic Consequences (c) Fear of Strangers (d) Worries of Contamination (e) Traumatic Stress and (f) Mandatory Testing except Precariousness.
2. There is a significant difference in the Socio-Economic Consequences, Fear of Strangers, Worries of Contamination, and Mandatory Testing among student-teachers of B.Ed. with respect to locality. The calculated 't' value for both Precariousness and Traumatic Stress is 0.53 which is lesser than the table value **1.96** at **0.05** level of significance. The formulated null hypothesis is **accepted**. Hence, there is no significant difference in Precariousness and Traumatic Stress among student-teachers of B.Ed. with respect to locality.
3. There is a strong correlation between the dimensions of Academic disturbances and dimensions of stress among students-teacher of B.Ed programme.

EDUCATIONAL IMPLICATIONS

- Providing educational support and resources to the parents of student teachers, emphasizing the importance of their role in supporting their children's academic journey. This can include workshops on effective communication, understanding academic stress, and providing a supportive home environment.
- Integrating stress management techniques and mental health awareness into teacher training programs. By equipping perspective teachers with the necessary tools to manage stress which can make stress free students-teacher who can cater the younger generation in growing base.
- By implementing these suggestions, educational institutions can create a nurturing environment that supports the mental health and well-being of student teachers, ultimately enhancing their educational experience, professional development, and future success as educators.

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