



Relation between Online Learning and Academic Stress among the Undergraduate Students of Assam

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ABSTRACT

Online learning covers a huge population. It attracts students to work at a time and in a place that is suited to their learning needs. Basically, online learning environments have three groups they are fully web based, blended, and traditional courses using web-based supplements. It is the learning that utilizes the internet in the learning activity and delivering materials. Nowadays online learning is used by learners to perform better in their academic life. Online learning can reduce academic stress because all the study materials are available on social media sites also. The main objective of the present study is the relationship between online learning and the academic stress of undergraduate students of Assam. The study is Descriptive in nature. The population of the consists of 212 undergraduate students from the 3 colleges of the Lakhimpur district. The result shows that there is a significant positive relationship between online learning and academic stress correlation between online learning and academic stress is +0.14.

Keywords: Online learning, Academic stress, Undergraduate students, Lakhimpur, Assam.

INTRODUCTION

Online learning is defined by the U.S. Department of Education, 2010 as 'Learning that takes place partially or entirely over the internet'. Online learning environments have three groups. Fully web-based courses, blended courses, and traditional courses using web-based supplements. Fully web-based courses are those courses where teaching-learning activities are conducted in an online environment. Blended courses are defined as both web-based and classroom interaction. Depending on the class, employing web-based supplements for traditional classes entails utilizing internet technology as a source of learning materials (Gilbert, 2015). Online learning is learning that makes use of the internet to deliver resources and conduct learning activities (Azhari & Ming, 2015 as cited in Samudra et al.).

Online learning covers a huge population. It can encounter the academic need of a large group of students, which traditional education is unable to give. Nowadays online learning attracts students because it allows students to work at a time and in a place that is well-suited to their learning needs. The competitive

nature of education, particularly higher education, provides students with a variety of opportunities to adopt multiple viewpoints (Gilbert, 2015). Learning new pedagogies increases new insights. Every day, new technological developments may open up new learning opportunities (Shahrani, 2014).

In the year 2020 world health organization declared Covid-19 as a pandemic. It has turned the traditional classroom into online learning as a requirement in every country across the world. According to studies, Students who are happy with their online education achieve more academically and have less academic stress. Online learning and academic stress are positively correlated with one another (Samudra & Matulesy, 2021). Students who are satisfied with online learning are more involved and motivated to learn new things by using ICT. At the time of online learning, academic stress occurs as a barrier to academic achievement, time management, and understanding of course material a stressor during online learning. The higher the stresses experienced by the individual the lower the satisfaction they have. The study by Kumalasarani & Akmal, 2020 revealed that academic stress has a detrimental impact on students' pleasure of online learning, and research has shown that enjoyment of online learning declines as academic stress rises. According to Jain & Malik, 2020 in recent times, Online learning has emerged as the primary source of acquiring the additional knowledge that they. It has advantages as well as disadvantages also they are as follows-

Advantages of online learning:

The benefits of online learning are as follows-

- a) It's more affordable for the students.
- b) It requires some venture.
- c) It considers self-guided learning.
- d) It's front line.

Disadvantages of online learning:

The disadvantages of online learning are as follows

- a) It takes patience.
- b) Sometimes it is unoriginal.
- c) Possibility of cheating by the learners.
- d) It consumes time.
- e) It can lead learners the wrong way.

Academic Stress

Academic stress is the stress confronted by the individual in academic life. Various stress like life stress and future career stress also occurs during the stage of college life. Day by day increasing competition is also a cause of it. Stress which promotes learning is called positive stress it can increase the learning ability of a student. On the other hand, Negative stress is defined as stress that impairs learners' ability to learn. College students are at risk of stress and are subjected to a variety of stressors. Academic stress refers to stress experienced by students and students in college/school (Barseli et al., 2017 as cited in Samudra et al., 2021). Kadapatti & Vijaylaxmi, 2012 define Academic stress is defined as a combination of academic-

related demands that outstrip an individual's adaptive resources. Stress during the adolescent stage is caused by distinct family dynamics, peer pressure, inability to cope with studies, drug abuse, and lack of competence, among other things (Ghotal.,2017). Female online graduates face stress in their studies (Arric et al., 2011).

Nowadays online learning is used by learners to perform better in their academic life. Studies saw that online learning can reduce academic stress because all the study materials are available on social media sites also. The students of today's world very much use electronic devices like- smartphones, computers, tablets, etc. After the pandemic, all educational institutions are converted to online mode. So, it is relevant to study this topic in the present scenario. The present piece of research is of importance for the present scenario of the teaching-learning process. Hence the researcher chooses the present piece of the study.

Significance of the Study

The study area is Assam. It is one of the states of the northeastern region. The country is divided into six regions one of them being north-east India. Assam is one of them from the other six states namely- Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, and Tripura.

Objectives of the Study

1. To study the level of academic stress of undergraduate students of Assam.
2. To study the level of online learning of undergraduate students of Assam.
3. To study the relationship between online learning and academic stress of undergraduate students of Assam.

Methodology

The present study is Descriptive in nature hence, the researcher has selected the descriptive survey method of research.

Population

For the present study, the researcher has selected the Lakhimpur district of Assam.

Sample and Sampling Technique

The researcher used random sampling technique to select the sample. 212 undergraduate students from 3 colleges of the Lakhimpur district of Assam were selected for the present study.

Tools Used in the Present Study

In the present study, the Academic Stress Scale constructed by the researcher based on the 3-point Likert scale was used for the collection of the data. The score ranges from 14 to 42 where a score of 1 is given to strongly disagree response and a score of 3 is given to strongly agree response.

Self-constructed online learning scale consisting of 15 items was used by the investigator based on 3-point Likert Scale. The score ranges from 15 to 60 where a score of 1 is given to strongly disagree choice and a score of 3 is given to strongly agree choice.

Delimitations of the Study

The present study is delimited to-

1. Only government college students were studied.
2. Only two variables- online learning and academic stress were studied.
3. Only the current session i.e., 2021-22 was studied.

Interpretation of Results

Objective 1: To study the level of academic stress among undergraduate students of Assam.

To know the level of academic stress of the students, percentage of academic stress score was calculated which is shown below in table:

Level of academic stress in undergraduate students

Category	Range of the scores	No. of students	Percentage of score
Extremely High	+2.01 and above	4	2%
High	+1.26 to +2.00	25	11%
Above Average	+0.51 to +1.25	45	22%
Average	-0.50 to +0.50	66	32%
Below Average	-1.25 to -0.51	43	21%
Low	-2.00 to -1.26	25	12%
Extremely Low	-2.01 and below	1	0.5%

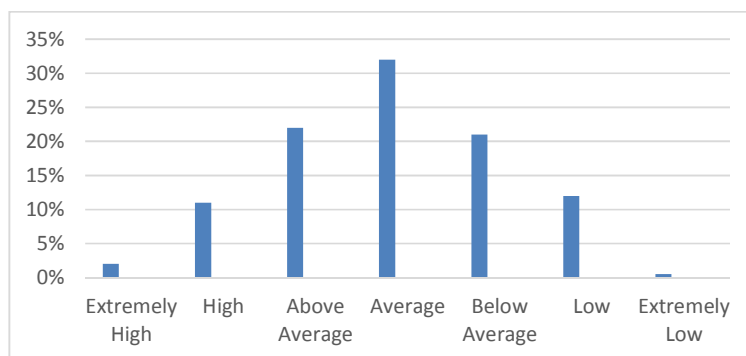


Figure 1: Showing the level of academic stress of undergraduate students

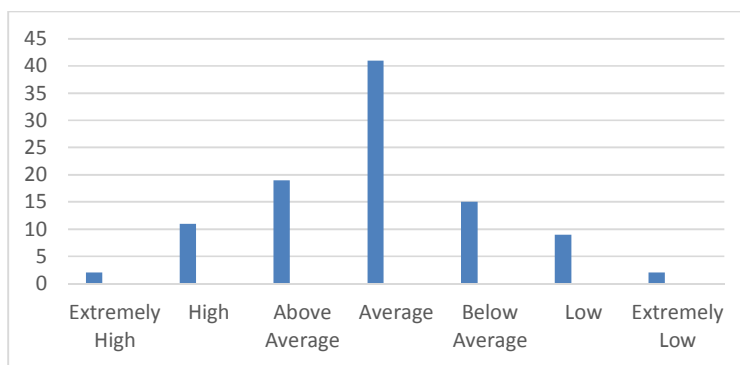
Table-1 and figure-1 show that the majority of the students i.e. 32% of students have scored average, 22% of students have above average, 21% of students have below average, 12% of students have low, 11% of students have high, 2% students have extremely high and 0.5% students have scored extremely low level in academic stress.

Objective 2: To study the level of online learning of undergraduate students of Assam.

To know the level of online learning of the students, the online learning questionnaire score was calculated and the percentage of the scores was calculated. Table-2 shows the obtained result:

Table 2: Showing the online learning of undergraduate students

Category	Range of scores	No. of students	Percentage of the score
Extremely High	+2.01 and above	4	2%
High	+1.26 to +2.00	24	11%
Above Average	+0.51 to +1.25	39	19%
Average	-0.50 to +0.50	86	41%
Below average	-1.25 to -0.51	33	15%
Low	-2.00 to -1.26	19	9%
Extremely Low	-2.01 and below	5	2%

**Figure 2: Showing the level of online learning of undergraduate students**

Objective 3: To study the relationship between online learning and academic stress of undergraduate students of Assam.

To find this objective, the coefficient of correlation was calculated with the help of the Karl Pearson's product moment method between the scores of online learning and academic stress of the college students of the Lakhimpur district of Assam.

Table 3: Coefficient of correlation between online learning and academic stress

Variables	Coefficient of correlation (r)
Online learning and Academic stress	+0.14

From the above table-3, it is found that the coefficient of correlation between online learning and academic stress is 0.14 which indicates a positive but negligible relationship between them. So, we can now say that there is a very low relationship between online learning and academic stress among college students of the Lakhimpur district of Assam.

Conclusion

Students who are more stressed while learning online are caused by the barrier of using the technological item. The parents were also aware of it while their child using online learning tools. Students experience increased academic stress as a result of online learning. Aside from online learning, which is very limited in face-to-face meetings, lecturers give many assignments without detailed explanations, signals

that fluctuate, and internet quotas that must be adjusted. Purchasing is another factor that influences student academic stress. On the other hand, students must always follow to online learning guidelines. Online learning significantly influences on academic stress of the students.

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