

A STUDY TO ASSESS THE PARENTAL STRESS AND ACADEMIC STRESS AMONG STUDENTS FROM 5TH CLASS TO 12TH CLASS REGARDING ONLINE CLASSES

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Abstract

Background: The coronavirus disease (COVID 19) outbreak in India had created a sudden shutdown of conventionally designed teaching in schools, because of which the all the students were in a stage of dilemma. The new digital e-learning methods psychologically affected these students invariably. With all of the benefits, online classes still fall short in many areas when compared to traditional in-person courses. Academic stress involves mental distress regarding anticipated academic challenges or failure or even an awareness of the possibility of academic failure. During the school years, academic stressors may show in any aspect of the child's environment: home, school, neighbourhood, or friendship. **Materials and Methods:** This is a Cross sectional study based on questionnaire among all students participating in online classes in Hyderabad (urban private schools). All students attending the online classes can participate in the survey should be studying in 5th class to 12th class in urban private schools. Participants residing in other cities than Hyderabad city were not included in the study. Students who had pre-existing psychological illnesses were excluded from the study. Purposive sampling Data collection tool: Online Questionnaire consisting of 3 sections: Sociodemographic data, Parent Stress Scale and Academic stress scale in children. **Result:** In our study, Distribution of gender, male was predominant 22 (55%) and female were 18 (45%). In table 2, maximum number of children belongs to 11-13 years of age group 19 (47.5%) followed by 8-10 years 12 (30%) and least were 9 (22.5%) belongs to 14-16 years. The most of the students belongs to 5th class 7 (17.5%) followed by 7th class 7(15%), and least were belongs to 10th standard 3 (7.5%). The results showed that students experienced emergency distance learning more positively and preferred it over regular classroom instruction if they were able to learn more autonomously (i.e., more concentrated and motivated) than in regular classroom instruction, even after controlling for gender, family, home language, and school level. Thus, being able to learn successfully was positively related to students' perception of distance learning. **Conclusion:** Students perception of emergency distance learning was on one hand affected by how autonomously they could learn and by whether they were academically successful. Specifically, students with teachers holding high expectations were more likely to benefit from distance learning. This finding highlights the importance of teacher expectations, academic performance, and success even in unprecedented learning arrangements, such as emergency distance learning. On the other hand, students' perception of the distance learning environment was related to parental stress. To ensure students' well-being in case of the future implementation of emergency distance learning, it is crucial to reduce parental stress with social and material support from teachers, schools, and local governments.

INTRODUCTION

The coronavirus disease (COVID 19) outbreak in India had created a sudden shutdown of conventionally designed teaching in schools, because of which the all the students were in a stage of dilemma.^[1] The new digital e-learning methods psychologically affected these students invariably. With all of the benefits, online classes still fall short in many areas when compared to traditional in-person courses.^[2]

The primary benefit for many students - being able to learn from anywhere - creates a potential negative in the world of online learning. With students spread out in numerous locations, establishing connections and a sense of community within the class is a challenge.^[3] In a traditional location-based class, students often connect with each other outside of the class itself. That social aspect is often lost for online learners. Collaborating is often more difficult when you can't sit down face-to-face with your teammates.^[4]

Without the class physically in front of the teacher, the instruction options are limited. Class material is often presented through online postings, chat rooms and possibly videos of lectures.^[5] The learning is often self-paced with students logging in to review the material when convenient. This gives the professor little opportunity to tailor the instruction to the students in the class.^[6] Online classes also miss out on class experiments or projects. In a traditional classroom, students are able to participate in hands-on learning experiences.^[7]

An online class makes it easier for students to procrastinate and participate as little as possible. In a traditional class, students are expected to show up for every class session.^[8] The Teacher is better able to control participation in the class. Online learning puts more accountability on the student to participate. Some online learners struggle with managing their time to do the coursework. Distractions at home often cause focus difficulties.^[9] Academic stress involves mental distress regarding anticipated academic challenges or failure or even an awareness of the possibility of academic failure. During the school years, academic stressors may show in any aspect of the child's environment: home, school, neighbourhood, or friendship.^[10] The impact of academic stress is also far-reaching: high levels of academic stress have led to poor outcomes in the areas of exercise, nutrition, substance use, and self-care.^[10]

Aim and Objectives

1. To assess the parental stress and academic stress among students from 5th class to 12 th class associated with use of digital online e-learning
2. To correlate the association between the academic stress in children and the parental stress.

MATERIALS AND METHODS

This is a Cross sectional study based on questionnaire among all students participating in online classes in Hyderabad (urban private schools)

Inclusion Criteria

1. All students attending the online classes can participate in the survey should be studying in 5th class to 12th class in urban private schools.

Exclusion Criteria

1. Participants residing in other cities than Hyderabad city were not included in the study.
2. Students who had pre-existing psychological illnesses were excluded from the study.

Sampling Method

Purposive sampling Data collection tool: Online Questionnaire consisting of 3 sections

- Sociodemographic data
- Parent Stress Scale
- Academic stress scale in children

All surveys were conducted using the web-based application Google form.

Sociodemographic Data

It consists of 10 questions – Gender, Age, Year of study, Basic qualification, Religion, Residing with family or in hostel, Family status, Parents qualification, Comorbidity in the family and Source of information about COVID.

Parent Stress Scale

The PSS scale consists of 15 items. The following statements describe feelings and perceptions about the experience of being a parent. Think of each of the items in terms of how your relationship with your child or children typically is. Please indicate the degree to which you agree or disagree with the following items by placing the appropriate number in the space provided. 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree.

Academic Stress Scale in Children

This scale consists of 20 items describing the stress in your school life from the various sources. The level of stress you feel for each item can be indicated by marking a 'Π' mark in the bracket given against each statement. If you feel No Stress put a tick mark in the 1st bracket (NS), Slight Stress in the 2nd(SS), Moderate Stress in the 3rd(MS), High Stress in the 4th(HS) and you feel Extreme Stress put a tick mark in the 5th bracket (ES).

RESULTS

In our study, Distribution of gender, male was predominant 22 (55%) and female were 18 (45%). [Table 1]

In [Table 2], maximum number of children belongs to 11-13 years of age group 19 (47.5%) followed by 8-10 years 12 (30%) and least were 9 (22.5%) belongs to 14-16 years.

In [Table 3], the most of the students belongs to 5th class 7 (17.5%) followed by 7th class 7(15%),

and least were belongs to 10th standard 3 (7.5%).

Table 1: Distribution of gender

Gender	Frequency	Percentage	p-value
Male	22	55	0.854
Female	18	45	
Total	40	100	

Table 2: Distribution of Age group

Age (years)	Frequency	Percentage	p-value
8-10	12	30	0.648
11-13	19	47.5	
14-16	9	22.5	
Total	40	100	

Table 3: Distribution of Class

Classes	Frequency	Percentage
5	3	7.5
6	6	15
7	7	17.5
8	5	12.5
9	4	10
10	3	7.5
11	5	12.5
12	4	10
Total	40	100

Table 4: Distribution of Parent Stress Scale

Parent Stress Scale	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	p-value
I am happy in my role as a parent	7	5	9	7	12	>0.05
Caring for my children sometimes takes more time and energy than I have to give	11	7	5	9	8	>0.05
I sometimes worry whether I am doing enough for my children	8	5	9	8	10	>0.05
I enjoy spending time with my children	7	9	7	8	9	>0.05
My children is (are) an important source of affection for me	7	9	8	5	11	>0.05
Having children gives me a more certain and optimistic view for the future	11	7	7	8	7	>0.05
The major source of stress in my life is my children	6	9	11	7	7	>0.05
Having children leaves little time and flexibility in my life	7	8	8	9	8	>0.05
Having children has been a financial burden	8	9	7	7	9	>0.05
It is difficult to balance different responsibilities because of my children	7	8	11	7	7	>0.05
The behaviour of my children is often embarrassing or stressful to me	8	9	7	7	9	>0.05
If I had it to do over again, I might decide not to have children	7	8	8	9	8	>0.05
I feel overwhelmed by the responsibility of being a parent	11	7	7	8	7	>0.05
Having children has meant having too few choices and too little control over my life	7	9	8	5	11	>0.05
I am satisfied as a parent	8	9	7	7	9	>0.05

Table 5: Distribution of Academic Stress Scale

Academic Stress Scale	No Stress	Slight Stress	Moderate Stress	High Stress	Extreme Stress	p-value
Teachers make too many extra demands on students	7	8	8	9	8	>0.05
Poor interest in some subjects	8	9	7	7	9	>0.05
Progress reports to parents	7	8	11	7	7	>0.05

Lack of concentration during study hours	8	9	7	7	9	>0.05
Difficulty in remembering all that is studied	9	6	9	8	8	>0.05
Worrying about the examinations	9	5	6	9	11	>0.05
Lack of self-confidence	8	9	8	5	10	>0.05
Worry about results after examinations	9	6	8	9	7	>0.05
Hesitate to ask the teacher for detailed explanation	8	9	8	8	7	>0.05
Inadequate space or room for study at home	6	9	11	7	7	>0.05
Not knowing how to prepare for the examinations	8	7	9	8	8	>0.05
Lack of confidence in the class	7	5	9	7	12	>0.05
Exam papers are tough and not valued well	11	7	5	9	8	>0.05
Unable to complete the assignment in time	8	5	9	8	10	>0.05
Lack of communication between teachers and students	7	9	7	8	9	>0.05
Not enough discussion in the class	7	9	8	5	11	>0.05
Lack of mutual help among classmates	11	7	7	8	7	>0.05
Unable to discuss Academic failures with parents	6	9	11	7	7	>0.05
Not able to grasp the subject matter	8	9	7	7	9	>0.05
Incomplete and confusing study material	9	6	8	9	7	>0.05

DISCUSSION

The goal of this study was to investigate student perceptions of emergency distance learning during the COVID-19 pandemic in light of their learning environment as shaped by their parents and teachers. Based on empirical research and theoretical models for teacher expectations and parenting stress, the impact of teachers and parents on students' perceptions of distance learning was examined using data from all three informants and controlling for gender, family, home language, and school level. As important factors in distance learning, students' learning behaviour and average achievement gain at the classroom level were accounted for.^[11]

As hypothesized, the results showed that students experienced emergency distance learning more positively and preferred it over regular classroom instruction if they were able to learn more autonomously (i.e., more concentrated and motivated) than in regular classroom instruction, even after controlling for gender, family, home language, and school level. Thus, being able to learn successfully was positively related to students' perception of distance learning. This study extends findings of previous studies on the effects of autonomous learning abilities. Other studies on distance learning and emergency distance learning have stressed the importance of autonomous learning for students' academic success.^[12]

These learning abilities are related to self-regulatory competencies, such as planning, goal setting, and self-monitoring, which have an impact on students' academic achievement.^[13] Thus, fostering self-regulated learning is important not only for students in regular classroom instruction but also for their academic success in learning environments that require high autonomy from learners, such as emergency distance learning. In this vein, self-regulated learning has also proven to be highly relevant for the perception of emergency distance learning.^[14]

Contrary to the hypothesis, students' autonomous learning was not related to how threatened students felt by COVID-19. This result could mean that being able to learn autonomously remains unaffected by some stressors and is a resource that can help students to cope with a situation.^[15] In this case, fostering this ability is crucial. This would also mean that students lacking such stable learning abilities would be disadvantaged in distance learning arrangements and would require additional support from teachers, such as simple instructions and extensive reinforcement systems.^[16] Longitudinal studies on student learning behaviour before, during, and after emergency distance learning could shed light on the extent to which stressful life events influence it. In addition, research on the effects of teacher support during emergency distance learning could provide important insights.

Parents' impact on students' experiences in the learning environment of emergency distance learning was confirmed by the significant relationship between parental stress due to distance learning and students' perception of distance learning. The less parents felt stressed, the more positive their children's experience in the novel learning arrangement was and the more they preferred distance learning over regular classroom instruction. Parental stress was in turn explained by parents' perception of the threat of COVID-19. In addition, the threat of COVID-19 perceived by parents was related to their children's perception of COVID-19: the higher parents estimated the threat of COVID-19, the more their children felt threatened by the pandemic.^[17]

CONCLUSION

To conclude, students' perception of emergency distance learning was on one hand affected by how autonomously they could learn and by whether they were academically successful. Specifically, students with teachers holding high expectations were more

likely to benefit from distance learning. This finding highlights the importance of teacher expectations, academic performance, and success even in unprecedented learning arrangements, such as emergency distance learning. On the other hand, students' perception of the distance learning environment was related to parental stress. To ensure students' well-being in case of the future implementation of emergency distance learning, it is crucial to reduce parental stress with social and material support from teachers, schools, and local governments.

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