



A COMPARATIVE STUDY OF STRESS ON ONLINE EDUCATION AMONG SECONDARY AND SENIOR SECONDARY STUDENTS OF MUZAFFARPUR DISTRICT (BIHAR) DURING COVID-19

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Abstract

A school is an institution that is created to provide a learning environment and a learning space for students to be taught by teachers. Most countries have a formal education system that is usually compulsory. Students move through a stage of schools in these system. For building the personality of a person, school education lays the foundation stone. The world's government are quickly collaborating to create an "Educated society with the future orientation of society being knowledge and learning". Education is the foundation for a future-oriented society and knowledge is a fundamental component of economic and advancement.

INTRODUCTION

Education is now a critical need for everyone as it is necessary not only for the development of educational skills and knowledge as well as for the effective growth of the national economy. Students must become innovation academic researchers and trainers as a result of the educational system.

A highly competitive and evaluative classroom setting may develop a healthy mind set among students, in which succeeding others takes precedence over mastering the topic. The characteristics and behaviour of teacher in the classroom as well as a history of failure in evaluative contexts among nervous pupils, all play a role in the development of test anxiety. Examination stress factor during Covid-19. Usually, students feel the stress of examination due to four major parameters lack of time provided on the subject study, lack of concept understanding, inefficient style of study and psychological issues. The first time we have some other new parameters that stress the students especially due to COVID. The Covid-19 quarantine is still not over yet fully and might return anytime. This uncertain situation makes the students confused about their any studies and exam heading to exam-related stress.

RESEARCH METHODOLOGY AND TOOLS

Psychological perspective in education

The term psychology comes from Greek roots, and it refers to the study of the psyche, or soul. Psychology was once known as the "*Science of Mind*" in the 18th century. Psychology, according to William James (1892), is the science of mental processes. However, the term "*mind*" is also vague, as there has been debate about the nature and functioning of the mind.

Psychology is now referred to as the "*Science of Consciousness*" by modern psychologists. Psychology, according to James Sully (1884), is the "*Science of the Inner World*." Psychology, according to Wilhelm Wundt (1892) psychology is the science that analyses the "*Internal experiences*". But many psychologists didn't accept the definition because they said that there are three levels of consciousness – conscious, subconscious, and unconscious. This definition does not go with logic.

William McDougall (1905) and J.B. Watson (1912) explained the term psychology as the "*Science of Behaviour*". So that the term Psychology can be defined as a "*science of behaviour and experiences on human beings*" (B.F. Skinner). Crow and Crow also mentioned, "*Psychology is the study of human behaviour and human relationship*".

Psychology is the study of behaviour and the mind, and it encompasses the elements of unconscious and conscious experience, as well as thought. It is a social science and an

academic subject that aims to understand persons and organizations by creating general rules and conducting case studies. A psychologist is a professional term for the practitioner or researcher in this subject. Psychologists try to figure out how mental functions influence individual and group behaviour.

Educational Psychology

Educational psychology is the domain of psychology that deals with human learning scientifically. Educational psychology is included in the teaching training curriculum for teachers so that they can better understand the individual differences in intelligence, cognitive development, emotion, motivation, self-regulation, individual need as well as educational psychology utility in the teaching-learning process, for cognitive and behavioural perspectives.

Charles believes so. “*Educational psychology deals with human behaviour in educational situations,*” according to E. Skinner. As a result, educational psychology is a behavioural science that focuses on two key topics: human behaviour and education. According to E.A. Peel, “*Educational Psychology is the science of Education By all measures, education is an endeavour to mould and shape a student's personality. Its goal is to bring about positive changes in him that will help him grow as a person.*”

Stress:

Stress is just a physical or mental reaction to a stimulus that disrupts our health. It is an inseparable aspect of life. The progressive world, while being an era of achievements, is also enhancing stress among human beings. According to (Pestonjee, 1990) the twenty-first century has been called the 'age of anxiety and stress' It's critical to define the phrases 'examination stress' at this point. (Lazarus & Folkman, 1984; Lazarus, 1991) states “*Stress was conceptualized as a dynamic process or "transaction" between a person and the environment in the transactional model of stress and emotion*”.

Stress is our body's way of reacting to any sort of demanding situation or threat. When we feel we are at a hazard, our nervous system reciprocates by emancipating a flow of stress hormones. Stress also helps you in rising to face a difficult task.

Examination stress:

In India, official school education is separated into three categories: primary, secondary, and higher education, which includes general, technical, and professional degrees. The

formal system of education, on the other hand, is far more significant than the informal and non-formal because it is a socially recognized system of education that aids the kid in gaining information and adapting to society as an efficient and productive member.

Exams are a significant instrument for determining students' achievement in the teaching and learning process in a prescribed course of study or any organized system of education. One of the most essential goals of a test is to examine the students' information gained during the learning process. The students' success in the class-X or XII board examinations, which are administered by many boards such as CBSE and Bihar board, has an impact on their future path of higher education choices.

Spiel Berger and Sarason (1989) define Examination Stress as “*a situation-specific trait that refers to the stress state and worry conditions that are experienced during examinations*”.

Examination stress is the set of phenomenological, psychological, physiological, and behavioural responses that accompany the fear of negative consequences (or) failure on an exam (or) other evaluative scenarios (Zeidnum).

Exams cause a lot of stress, which causes physiological and psychological problems like insomnia, troublesome thinking, and loss of appetite, as well as rapid pulse, negative thoughts, and effects on the nervous, cardiovascular, and immune systems. It may have an impact on the performance of a student whose future career is in jeopardy.

Exams are viewed by students as "*extreme agony*" and "*intellectual and emotional overload*." It is also discovered that failure occurs as a result of higher secondary pupils' cognitive development. Students may experience cognitive failures as a result of a lack of sufficient supervision and assistance, causing stress when it comes time to take the exam.

Phillips et al. (1972) named two factors for examination stress they are: Distal factors and proximal factors.

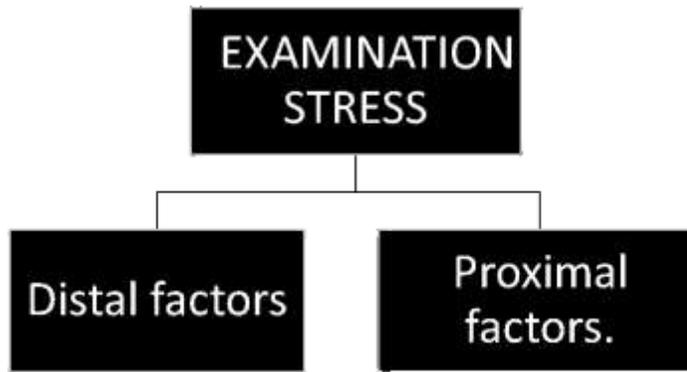


Fig.1 – Exam Stress – Major Factors

I. Distal factors:

These include physical, mental, and environmental aspects that influence anxiety reactions as responses to evaluative situations in a more indirect way. They are indirect in the sense that they have their greatest initial impact as anxiety antecedents in the early years of life, but their influence lasts throughout life. Distal aspects can be influenced through these factors they are: Biological factors, Family environment, School environment.

a. Biological factor:

It's an organismic element that plays a role in the emergence of test anxiety. Anxiety is considered functional in terms of survival and adaptation since it aids in the detection of threat or danger in a potentially dangerous atmosphere (Eysenck, 1982). Evaluative anxiety may help people recognize threats in critical social contexts in modern society, allowing them to prepare for and cope well with imminent threats of a socioeconomic nature.

b. Family environment:

The development of a child's emotional and social behaviours, including test anxiety, has been influenced by the family atmosphere and parental socialization practices. The inconsistency between a child's cognitive ability and high parental expectations frequently leads to poor judgments of parents to the performance of child's problem-solving abilities.

The bigger the expectation of parents from child performance it would lead to a negative effect on the child.

c. School environment:

The school and classroom climate is likely to play a role in eliciting and maintaining students' anxiety in evaluative circumstances. A highly competitive and evaluative classroom setting may develop a healthy mindset among students, in which succeeding others takes precedence over mastering the topic. The characteristics and behaviour of teachers in the classroom, as well as a history of failure in evaluative contexts among nervous pupils, all play a role in the development of test anxiety.

II. Proximal factors:

These are those factors in evaluative situations that are directly and instantly responsible for anxiety reactions, such as the competitive and evaluative test environment, task difficulty, time constraint, examiner reassurance, and social support. (Kothival, 2018)

Examination stress factor during Covid-19: Usually, students feel the stress of examination due to four major parameters Lack of time provided on the subject study, Lack of concept understanding, inefficient style of study, and Psychosocial Issues. The first time we have some other new parameters that stress the students especially due to Covid like Examination postpone / cancellation, delay in result process, confusion on Online/Offline exams, the chance of getting infected during the exam, closure of coaching, and schools due to Covid causing the understanding issue.

The students under exam stress always demonstrate extensive worry, tension, and super emotional. Due to tender age and lower maturity level compared to grownups, the Examination stress acts as a threat to Secondary and Senior Secondary Students. Exam-related stress always comes due to the major dependence of the whole career and occupation on exam results. The consequences are very severe for lesser or failure marks obtainers in terms of psycho-educational testing. Higher family expectations, lesser amenities, heavy competition, and current Pandemics are some of the immediate causes of exam and stress which will be further analyzed in detail in the forthcoming thesis work. For Example, irrational exam anxiety is analyzed on 259 participants with real clinical cases for eight years based on several questionnaires to find that using confidence

intervals the anxiety was relieved to its acceptable levels (Pintado et al., 2016).

The COVID – 19 quarantine is still not over yet fully and might return anytime. This uncertain situation makes the students confused about their studies and exam leading to exam-related stress and anxiety.

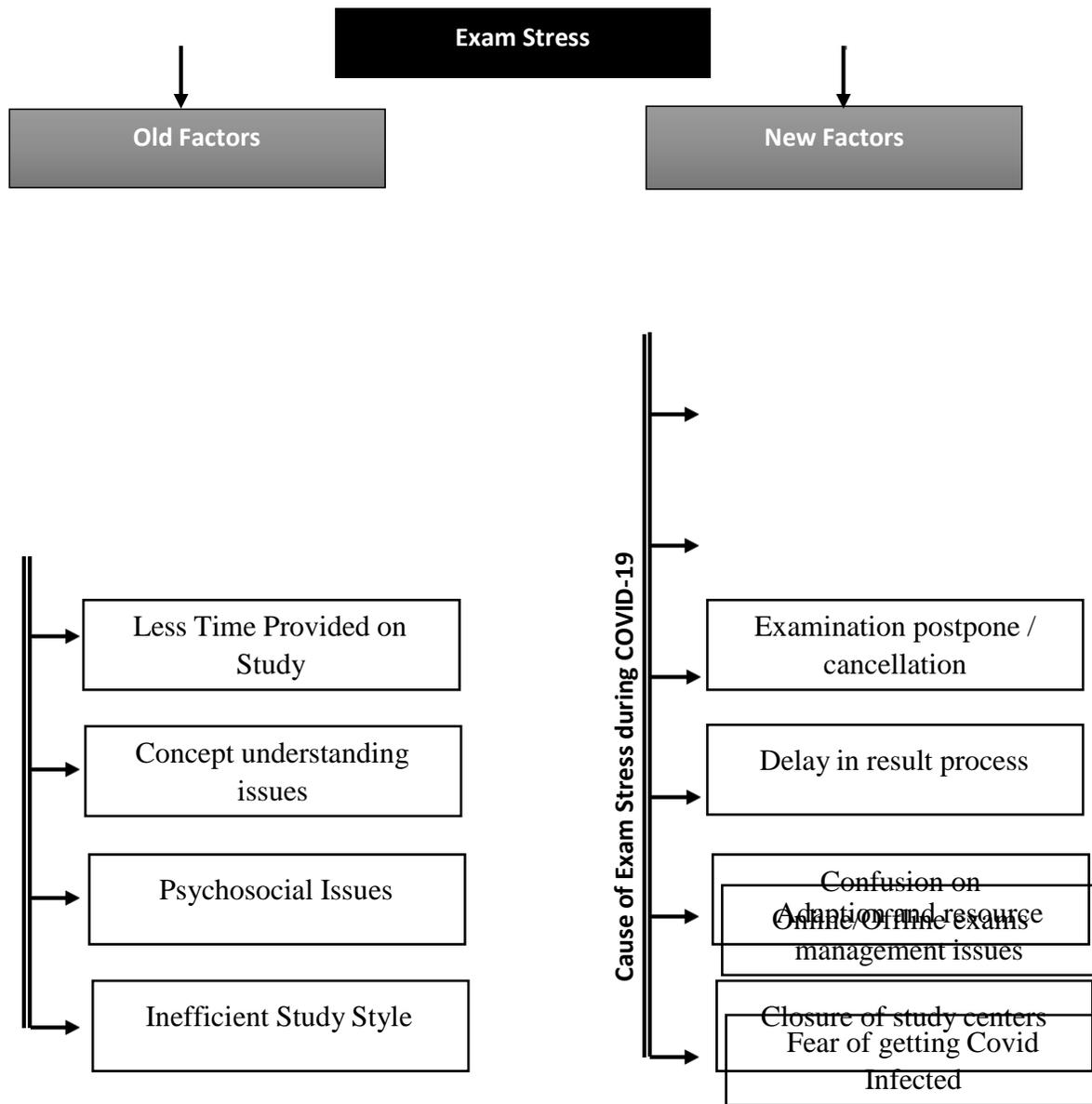


Fig.2 – Exam Stress – Old and New Factors

Family adjustment in Covid-19 (Biswas, 2021)

We human beings are social people. An individual is not born with the adjustment qualities; rather, eventually, their physical, mental, and emotional potentialities are influenced and directed by the variables of the environment in which they adjust or maladjusted through time. The birth of a person takes place in the family. We must stay and communicate with our parents, siblings, grandparents, and relatives in the family; our first interaction was with our mother, and our social existence begins with our mother's relationships. The family is the first and most essential social

institution to which children must adapt. He/she imitates his/her family's talking and eating habits from the start, and progressively reflects views learned in the family toward elders. As a result, the family plays a vital role in the adjustment of children. (Kothival, 2018)

The COVID-19 pandemic has given rise to the unusual situation and mortality worldwide, because of this adverse condition mental health of the population is highly impacted. This pandemic has created new concerns in families. From financial condition to adjustment within family member have extremely interrupted. Families around the country are adjusting to the COVID-19 pandemic's developing alterations in daily life. Most institutions, social gathering places, and non-essential businesses are closed, leaving parents and other caregivers to assist their families in adjusting to the new normal. This includes seeking to keep children active, safe, and up to date on schooling as much as possible. None of this is simple, but staying focused on what is attainable helps to reinforce a sense of control and reassure youngsters that they are fine and that things will improve.

School and child care closures around the world, as well as a lack of after-school activities, have increased parental pressure to balance responsibilities, such as becoming the sole providers of supervision and education for their children, all while dealing with increased financial and emotional stress. The pandemic's disturbances have an impact on families in general. These pressures, on the other hand, disproportionately affect families who face health and social disparities, such as a lack of financial and social resources, congested living quarters, and limited access to technology and the Internet.

It is noticed that during pandemics almost every human being facing mental stress more or less. Due to access responsibilities, strategies of parenting and their behaviour has modified, IN a study it has mentioned that parents became more authoritarian, they control children's behaviour by fear induction practices, and because of lockdown in every place, they are more aware of their children behaviour, education, and other components.

Nowadays most parents are working and there are indulged in their professional work-related pressure, because of this sudden change in everyone's life adjustment

among every little thing seems challenging, As a working parent they have to complete their task as well as they need to take care of their children's teaching-learning process, a major alteration in education system students are not able to cope with the situation, From a gadget handling to paying attention in an online class was not going as planned children needed the guidance of their parents for accomplishing their every they task

Result And Discussion

Factor affected the family setting during Pandemic:

This is the difficult stretch when everything is unsure, nobody knows without a doubt the thing will come straightaway and what step will be taken to moderate the efficient functionality of the education system. Students from secondary and senior secondary are in a condition of difficulty and on the most dubious stage as their outcome in Matriculation and Intermediate examinations choose their way of future. Matriculation and Intermediate examinations are the main central consideration for one's career. Students getting ready for several competitive examinations are reliant upon these examination results for higher admissions. Absence of study and comprehension of subject concepts because of lockdown and closure of Schools and Coaching Centers or further deferral in the conduct of examinations and results can make substantial pressure among the students of secondary and senior secondary. The plight of these students is similarly shared by their family members as well. The family adjustment because of the stress of examination for Secondary and Senior Secondary students during the Covid time is a bit of a tricky task. The common factor which affected almost every family they are:

- Maintaining distance with outsiders and taking preventative measures from spreading viruses.
- Change in everyday routine.
- Increased responsibilities of parents toward their children and another member of the family.
- Keeping children positive and safe

- Financial crisis
- Managing stress and anxiety. (*Helping Children Cope With Changes Resulting From COVID-19*, 2020)

Impact of Covid-19 on Secondary & Senior Secondary students:

In 2020 the Coronaviruses have caused unusual health emergencies. This pandemic has tainted every human normal life, including hampering the education system and obstructing the future of students. Suddenly Shutting down the school campuses may affect the learning. This technology era shows the option toward the teaching-learning process, through which the learning system shift toward remote learning from classroom learning and gave a method to the education system. Though it also has pros and cons toward the system.

UNICEF mentions in their report that the Ministry of education and NCERT, States UT, apply home-based learning through online mode. Where students marginalized groups are unable to access the online learning system. In this survey, UNICEF mentioned that Secondary and Senior- secondary school students spend around 4 hours on a study where students from rural areas spend less time on their studies. According to NPE students from 9-12 instructional time is more than the primary students another than the schooling adolescent student always spend time in their self-study. The secondary board of a school is a deciding factor for students that what they will choose for their future studies. This is the first board exam for the student they feel immense pressure. Where Secondary school students are the ones who enter a career-building phase. Secondary and Senior-Secondary both are very valuable phases of students' life. Lack of resources during pandemics has increased the stress of adolescents. (*District Muzaffarpur, Government of Bihar | India*, 2020)

Covid -19 pandemic has drastically impacted the education system. The unexpected closure of schools as a social distancing measure to prevent community transmission has altered the classroom teaching-learning process into online teaching-learning practices. Due to alterations in the teaching- learning process, the demand for hardware-software has been emerged, which is a problem in itself for a place like

Muzaffarpur city, because of limited to Grade 9-12 students typically. (Kushwaha & Tripathi, 2021) An article on May 25, 2020, in *The wire*, has done the telephonic survey on student government school studying in Muzaffarpur and Patna through the online education system in which they found that not every student have a smartphone. A higher percentage of boys have access to smartphones where girls cannot use a smartphone for education, they are engaged in household works. TV is also a shared device in a house which is not also easily available for educational purposes. (*What a Surv. Child. Bihar Reveal. About Online Sch.*, 2020)

Muzaffarpur is the city and district located in the Tirhut region of Bihar, India. (Wikipedia, 2021) The geographical area of this district is around 3176 Sq. Km. This city has a dense population. According to the 2011 census Muzaffarpur district has a population of 4,801,062, roughly equal to the nation of Singapore or the US state of Alabama. Similar to other parts of the country and the whole world, Muzaffarpur is also going through the Covid- 19 Pandemic and its effect in different sectors. Muzaffarpur is not a very developed city in terms of technology, Implementation on-line education through the platform like Zoom and Microsoft team was not easy going. Teachers and students both were not techno-savvy. Even the internet available in this city is a problem itself. All of these drawbacks and gap has increased the stress of students of Secondary and Senior-Secondary and their parents. There is a pressure of performance on these students, where parents are worried for the children's future. The drawback of Remote schooling or learning are as follows.

- Reduced time of learning, Enhancement in depression factors
- A change in the way social behaviour of students.
- Lack of motivation for learning.
- Non-financial parental support
- Not able to establish a rapport with teachers
- Students are not able to understand every concept
- Interaction in an online class is quite difficult
- Class management in remote schooling is difficult
- Students are not able to relate or concentrate in class

Guidelines/Recommendation for school education during Covid-19by

Ministry of Education Department of School Education & Literacy:

- A guideline has been developed for online learning as well as focuses on the Methodology, named PRAGYATA. This explains the screen time for different levels of students. Mentioned the Do's and Don'ts for cyber safety, and also the information about the posture in a classroom, learningcycle, need assessment of students. This guideline is available on the MHRD site.
- Guidelines for continuous learning: the alteration in imparting knowledge during covid-19 do not confirm the quality in learning and equality between the students. States/UTs and MHRD are trying to provide resources to students such as providing textbooks, guidance through telephone, digital content through tv and radio and NCERT has also released an alternative academic calendar.
- Migrant labourers' children can take admission in any nearby government school for their further studies only by submitting an identity card.
- The letter was issued to the States to a mapping of children's those who have access or no access to a digital device and suggested to prepare plan according to the device availability of students .teacher have to continuous observe on their progress students learning.
- PM e-VIDYA is made available for students for multi-mode education.
- Components of PM e-VIDYA: DIKSHA, Swayam-Prabha, E-content, use of Radio, podcast.
- NIOS provides a worksheet for secondary and senior secondary students in form of an open-ended question.
- An initiative has been taken through the ministry for the psychological help of students, teachers, and families which is named "MANDORPAN". Experts from the education field have shown concern for the mental health of students providing counselling, helping numbers, and other resources. NCERT is also providing counselling services through phone or email from

April 2020.

- For reducing exam stress from the student CBSE has introduced ART-integrated projects in each subject that should be taken by all students of IX-X. CBSE has reduced the syllabus by around thirty percent for secondary school students
- CBSE decided to not use the word “FAIL” in the board certificate. In its place, they remark as “Essential Repeat”.

India is country of diversity where people from different class and culture stays together. In this pandemic when technology played a very significant role in the education system from imparting knowledge to the assessment of board exams. But a sudden change in the learning system has arisen many questions and doubt about the full implementation of this online teaching-learning process.

This study is also related to the problem that arises in the covid situation this study concentrates on the stress caused due to exams in this uncertain period among Secondary and Senior Secondary students. We consider reliable parameters to find the exact problems during the study and reach the conclusion of the issue based on different acceptable questionnaires and parameter evaluation scales. Usually, students feel the stress of examination due to four major parameters Lack of time provided on the subject study, Lack of concept understanding, inefficient style of study, and Psychosocial Issues. The first time we have some other new parameters that stress the students especially due to Covid like Examination postpone / cancellation, delay in result process, confusion on Online/Offline exams, the chance of getting infected during the exam, closure of coaching, and schools due to Covid causing the understanding issue.

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