

**Effectiveness of an Intervention Strategy during Pandemic Time on Academic Stress
and Stress Tolerance of B. Ed Students**

Amritha Krishna

SNM Training College, Moothakunnam.

Abstract

The COVID-19 pandemic, a disease caused by Sars-CoV-2, has become a global stressor, as it represents a new viral infection that spreads quickly and easily, without prior knowledge about vaccination and the absence of medication against the disease. The investigator analyzed the outcomes of online education during COVID-19 based on the reflections of B. Ed students. A sample of 50 respondents from the Ernakulam district was chosen for the study. The tools used for primary data Academic stress scale and Stress tolerance scale prepared and standardized by the investigator. The percentage analysis method was used for analysis. The study reveals that online education during the COVID-19 pandemic time was really stressful for students.

Keywords: intervention strategy, academic stress, stress tolerance, B. Ed. students

Introduction

Education is considered the most effective instrument or tool for social reconstruction and empowerment of people by imparting knowledge and skills. Education is a key factor for creating an informed citizen, capable of setting agenda for good governance, progress, and harmonious socio-economic life. Hence, Academic Stress is an important factor for variation in academic success. Academic stress amongst B.Ed. teacher trainees causes problems of adjustment in their teaching career. In the academic stress of teacher trainees their personal shortfall, disappointment, interpersonal problems with teachers, teacher-pupil relationship/teaching methods, and insufficient study facilities were assessed. The present study has been undertaken to understand the effectiveness of an intervention strategy during the COVID-19 pandemic time on Academic stress and Stress tolerance of B. Ed students.

Need and Significance of the Study

Academic stress is at its peak among B. Ed students. The real pleasure of teaching is being neglected and teacher trainees approach the program with high anxiety and stress which may reduce their ability. One of the most important aspects of teacher education is to make the

teachers psychologically sound person. A teacher should foster several psychological and social qualities to handle the next generation of students in a proper manner. But in the present pandemic situation, most of the students are suffering from a lot of psychological and social problems. Everyone daily faces stress and anxiety. The main goal of every individual is to obtain happiness in life. Academic stress is one of the most common psychological issues seen in school and college students. One of the ways students can manage academic stress is to study in a group. Studying in groups allows students to clarify their doubts with their peers swiftly. In addition, the presence of their friends helps to give students a psychological boost in times of stress. But the COVID-19 pandemic time paved the way for more stress among students. So, the researcher decided to study the academic stress that B. Ed students have to face during this pandemic time and to understand more about the effectiveness of stress coping strategies to overcome their academic stress and stress tolerance.

Statement of the Problem

The study is entitled “Effectiveness of an Intervention Strategy during Pandemic Time on Academic Stress and Stress Tolerance of B. Ed Students”

Objectives of the Study

- To compare the significant difference in the mean pre and post-test scores of academic stress of B. Ed students before and after the administration of the Intervention strategy during the pandemic time.
- To compare the significant difference in the mean pre and post-test scores of stress tolerance of B. Ed students before and after the administration of the Intervention strategy during the pandemic time.

Review of Literature

Mosanya (2020) carried out a study on academic stress during the COVID-19 pandemic related social isolation and the grit and growth mindset as protective factors against the impact of loneliness. The study explored whether some constructs such as a growth mindset or grit could constitute protective factors against the academic stress associated with loneliness and perceived lack of control among international students during social isolation, induced by COVID-19 restrictions. The survey was conducted among 170 international students.

Brophy (2017) conducted a quantitative study on the association between stress tolerance and exercise habits among students enrolled in a college of health professions program. This study found that there was not a significant relationship between stress tolerance ratios and regular exercise. This study was a quantitative cross-sectional design through a survey distributed via email to undergraduate and graduate students enrolled in Midwestern University's College of Health profession.

Research Methodology

Research methodology is the specific procedures used to identify, process, and analyze information scientifically. The present study aims to find out the effectiveness of a stresscoping intervention strategy to reduce Academic stress and enhance the Stress tolerance of B. Ed students during the COVID-19 pandemic situation. Therefore, the investigator has selected an experimental method for the present study. Single group experimental design was found appropriate for the study. The experimental group was treated with a stress-coping intervention strategy. Stratified random sampling was used to select a sample of 50 B. Ed students from Ernakulam district. One B. Ed College was selected to conduct the experiment among the firstyear B. Ed students. For the collection of data, the present study made use of one classroom group, an experimental group of B. Ed students of two training colleges, comprising 50 students.

Data Analysis and Interpretations

The investigator analyzed the outcomes of Academic stress and stress tolerance during COVID-19 based on the reflection of B. Ed students which is presented below

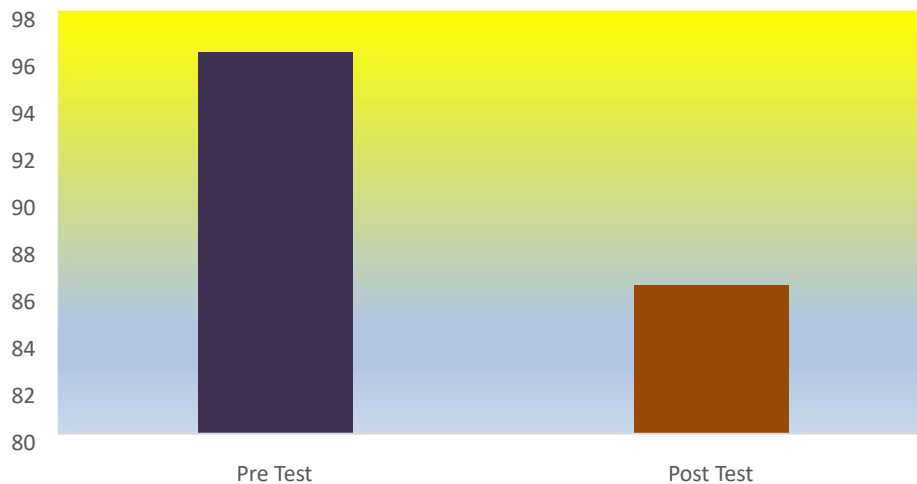
Table 1

Comparison of Mean Scores of Pre-test and Post-test Scores of Academic Stress of B. Ed Students

Test	N	Mean	SD	t-value
Pre-test	50	96.24	3.23	4.24**
Post-test	50	86.34	3.92	

Figure 1

Graphical Representation Showing the Comparison of Mean Scores of Pre-test and Post-test Scores of Academic Stress Before and After the Administration of Intervention Strategy of B. Ed Students



From Table 1, it is clear that the obtained t value ($t = 4.24, p < .01$) is significant at a .01 level of significance. It indicates that there exists a significant difference in the mean scores of pretest and post-test scores of Academic Stress of B. Ed students during the pandemic time. Hence Hypothesis H₀ is rejected. The mean scores of pre-test scores of Academic Stress of B. Ed students before the administration of the Intervention Strategy ($M = 96.24$) is comparatively higher than that of post-test scores of Academic Stress of B. Ed students after the administration of the Intervention Strategy ($M = 86.34$). Hence it can be concluded that the Intervention Strategy is effective in reducing the Academic Stress of B. Ed students during the pandemic time.

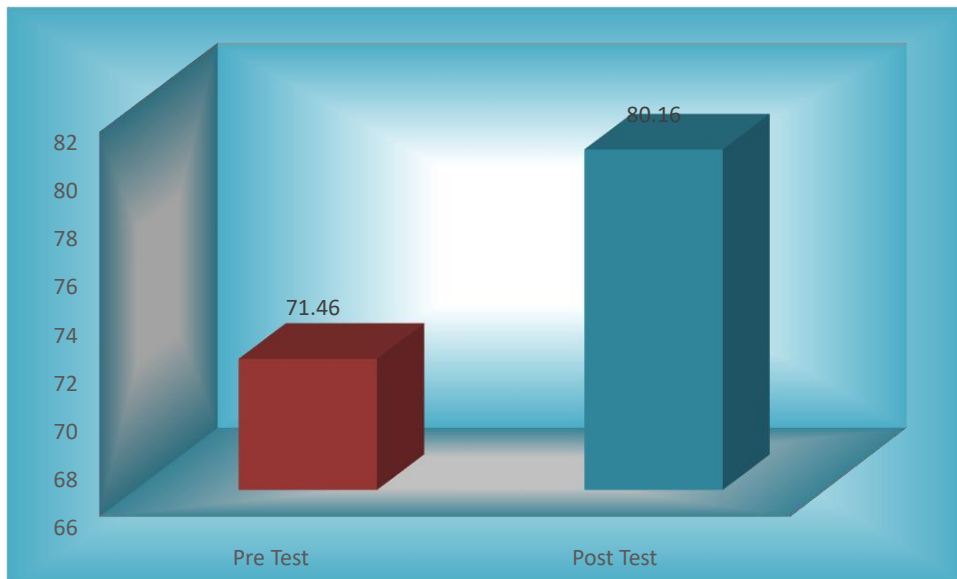
Table2

Comparison of Mean Scores of Pre-test and Post-test Scores of Stress Tolerance of B. Ed Students

Test	N	Mean	SD	t-value
Pre Test	50	71.46	2.32	3.15**
Post Test	50	80.16	2.92	

Figure 2

Graphical Representation Showing the Comparison of Mean Scores of Pre-test and Post-test Scores of Stress Tolerance Before and After the Administration of Intervention Strategy of B. Ed Students



From Table 2, it is clear that the obtained t value ($t = 3.15, p < .01$) is significant at .01 level of significance. It indicates that there exists a significant difference in the mean scores of pretest and post-test scores of Stress Tolerance of B. Ed students during the pandemic time. Hence Hypothesis H₀ is rejected. The mean scores of pre-test scores of Stress Tolerance of B. Ed students before the administration of the Intervention Strategy ($M = 71.46$) is comparatively smaller than that of post-test scores of Stress Tolerance of B. Ed students after the administration of the Intervention Strategy ($M = 80.16$). Hence it can be concluded that the Intervention Strategy is effective in enhancing the Stress Tolerance of B. Ed students during the pandemic time.

Findings

- The mean of pre-test scores of Academic Stress of B. Ed students before the administration of the Intervention Strategy ($M = 96.24$) is comparatively higher than that of post-test scores of Academic Stress of B. Ed. students after the administration of

Intervention Strategy ($M = 86.34$). Hence it can be concluded that the Intervention Strategy is effective in reducing the Academic Stress of B. Ed students during the pandemic time.

- The mean scores of pre-test scores of Stress Tolerance of B. Ed students before the administration of the Intervention Strategy ($M = 71.46$) is comparatively smaller than that of post-test scores of Stress Tolerance of B. Ed. students after the administration of Intervention Strategy ($M = 80.16$). Hence it can be concluded that the Intervention Strategy is effective in enhancing the Stress Tolerance of B. Ed students during the pandemic time.

Conclusion

- The major findings of the study revealed that the Stress coping Intervention strategy is effective in reducing the Academic stress of B. Ed students. Pupils taught through Stress coping Intervention Strategy were found stress free and more productive. Hence teachers must be encouraged to apply this method while teaching.
- The all-around development of the learner is considered as the basic aim of all educational systems. Development is not possible without the transfer of learning and application of new knowledge in a real-life situation. Stress coping Intervention Strategy provided higher development in the application domain. Hence, the Stress coping Intervention strategy is more helpful for that.
- Effective learning occurs when students are actively involved in learning, rather than being passive recipients of the teacher-delivered quantum of knowledge. Stress coping Intervention Strategy offers a platform for effective learning with maximum participation of students in the learning situation by providing different collaborative learning situations.

Teacher training institutions must change their approach to education to produce students who can thrive in the modern world. In short Stress, Coping Intervention Strategy creates meaningful learning and active learners. Hence it is critically important for the B. Ed students to be exposed to Stress coping Intervention Strategy which enables them to connect classroom practices with the real world

Reference

- Ahmed, A. (2021). *Case study: Academic stress during pandemic time*. [Doctoral Thesis]. www.shodganga.org.
- Ang, R. P., & Huan, V. S. (2006). *Relationship between academic stress and suicidal ideation: Testing for depression as a mediator using multiple regression*. [Doctoral Thesis]. www.shodganga.org.
- Dev, S. (2018). *Effects of procrastination behaviour, stress tolerance and study habits on academic achievements of Indian students residing in India (Kerala) and UAE*. [Doctoral Thesis]. www.learntechlib.org.
- Flores, A., & Gago, M. (2020). *Teacher education in times of COVID-19 pandemic in Portugal: National, institutional and pedagogical responses*. [Doctoral Thesis]. www.researchgate.net.
- Welle, P. D., & Graf, H. M. (2013). *Effective lifestyle habits and coping strategies for stress tolerance among college students*. [Doctoral Thesis]. www.ed.gov
- Yunus, M., Setyosari, P., Utaya, S., & Kuswandi, D. (2021). *Influence of online project collaborative learning and achievement motivation on problem-solving ability*. [Doctoral Thesis]. www.ed.gov