

## **M.Phil. Dissertation Psychology, Year: 2021**

### **Attitude towards E-learning and Academic Stress among Adolescents during Covid-19 Pandemic**

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#### **Abstract**

The COVID-19 pandemic brought significant disruptions to education worldwide, leading to the rapid adoption of e-learning as an alternative to traditional classroom-based instruction. This study explores the attitudes towards e-learning and academic stress among adolescents during the COVID-19 pandemic, examining the impact of remote learning on students' mental well-being and educational experiences. The research seeks to understand how adolescents perceived e-learning, the challenges they faced, and the extent to which it contributed to academic stress.

#### **Methodology**

This study employed a quantitative research approach using a survey-based design to assess students' attitudes toward e-learning and their levels of academic stress. The sample consisted of adolescents from various socio-economic backgrounds and educational institutions, ensuring a diverse representation. Data were collected using two standardized psychological assessment tools: the E-Learning Attitude Scale (ELAS) designed by Dr. Dimple Rani and the Academic Stress Scale (ASS) developed by Dr. Alka M. Mankad and Dr. Harsha V. Kansadariya. Statistical analysis was conducted using a 2x2 factorial ANOVA to examine interaction effects and Pearson's correlation coefficient ( $r$ ) to evaluate the relationship between e-learning attitudes and academic stress.

#### **Findings and Implications**

The study results indicate no significant differences in adolescents' attitudes toward e-learning based on gender or geographical background. Boys and girls, as well as rural and urban adolescents, exhibit similar perspectives on e-learning interest, usefulness of e-learning and ease of e-learning and e-learning confidence. Additionally, no significant variations were observed in their academic stress based on gender or residential background. The F-values for gender (0.87), residential background (2.55), and their interaction (0.07) confirm that Academic stress remain consistent across these groups, even during the COVID-19 pandemic. These findings suggest that gender and location do not play a decisive role in shaping adolescents' experiences with Attitude towards E-learning and academic stress

The findings indicate a negative and significant correlation across all measured dimensions. General e-learning engagement showed a correlation of -0.19 with academic stress, significant at the 0.01 level, suggesting that higher e-learning use is linked to a lower academic stress. Similarly, e-learning interest had a -0.13 correlation, significant at the 0.05 level, indicating a mild negative relationship. Usefulness of e-learning and e-learning confidence also showed

negative correlations of -0.23 and -0.22, respectively, both significant at the 0.01 level. Additionally, ease of e-learning was correlated at -0.16, further reinforcing this trend.