Online Learning in Pandemic: The Level of Stress And Satisfaction of Pre-Service Teachers

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Introduction

The outbreak of a deadly virus called Corona has prompted schools and colleges to switch instruction from face-to-face to online learning (Masha'al et al., 2020). Even with no records nor archives of online teaching-learning, imperative steps were implemented to counterbalance the educational institutions brought by the global outbreak (Joe et al., 2022). Because of its versatility, young learners across the world mainly in more developed countries opted for an online learning (Handang, 2022). Normal classrooms have been replaced by e-classrooms quickly, implying that students and teachers have adjusted. According to Carey (2020) the challenges present are not how online teaching and learning methodologies can give excellent education rather on how schools can adjust to online learning in giving quality education. Digital learning reflects a vastly distinct educational setting where learners already can study from a variety of online materials in addition to those accessible in the classroom (Saldariega et al., 2022).

While COVID-19 cases have continuously risen, new strains of virus were also continuously found. (Guven Ozdemir & Sonmez, 2020). In a study made by Hussien et al., (2020) they discovered that the increasing number of cases and deaths that was caused by the virus called Corona it was found out that this was causing stress among students, and this stress that students experience had the possibility of negatively affecting learners' psychological well-being. While many students and faculty were familiar with online resources as a supplement to face to face learning, many did not anticipate a complete and quick change from on-campus study to purely remote delivery of university.

According to Fatani (2020), one of the components of effective online education is student satisfaction. Higher education institutions think that student satisfaction is a significant aspect that can be used to determine the success of their educational programs (Yekselturk & Yildirim, 2008). The new learning platform's experiences and academic achievement of students must be evaluated. Academic achievement of students is an essential element of excellent education (Oducado et al., 2020). Therefore, the researcher aims to determine the level of stress and satisfaction among Pre-service teachers of Western Mindanao State University.

Statement of the Problem

This research study aims to examine the student level of stress and satisfaction in online learning during the Covid 19 pandemic among pre-service teachers.

Specifically, this research study sought to answer the following questions:

Research Questions

1. What is the level of stress among pre-service teachers in online learning?

2. What is the level of satisfaction among pre-service teachers in online learning?

Methodology

Research Design

The researcher utilized a descriptive-quantitative design. A quantitative research design is used in this study to determine the level of stress and satisfaction of pre-service teachers in online learning.

Research Instrument

This study utilized a survey questionnaire that was adopted from Short et. Al (1976) to determine the level of stress and satisfaction of pre-service teachers in online learning. The survey consisted of a total of 7 items and made use of 5-point.

Likert scale which specifies a statement typically in five points which 5- strongly agree, 4- Agree, 3- neither agree nor disagree, 2- disagree, 1- strongly disagree.

Respondents

The respondents of this study were the pre-service teachers enrolled at Western Mindanao State University enrolled in the academic year 2021-2022. A total of 81 pre-service teachers were randomly chosen to answer the survey regarding their level: of stress and satisfaction in online learning.

Data Gathering Procedure

To be able to conduct the data gathering, the researcher asked for the respondent's consent to answer the survey questionnaire and assured that no personal information will be solicited. After receiving the approval of the respondents, the researcher sent the survey questionnaire through the use of google form.

Data Coding Procedures

For the analysis of data collection, the researcher used code for their demographic profile; the codes for gender are 1 for male and 2 for female. For the statement reactions for the level of stress it was coded as 1 for Very Stressful, 2 for Stressful, 3 for Unsure, 4 for Not Stressful, and 5 for Not Very Stressful. Lastly, for the Student Satisfaction Survey it was coded as 1 for Not Very Satisfied, 2 for Not Satisfied, 3 for Neither Satisfied nor Di satisfied, 4 for Satisfied, and 5 for Very Satisfied.

Results and Discussions

The table 1.1 below shows the respondents level of stress in online learning. For the first statement it weighted mean of 3.04 with verbal interpretation of Unsure which means most of the respondents are unsure if online learning is more stressful for them before covid 19 outbreak. And the Second statement has a weighted mean of 1.52 with verbal interpretation of very stressful means. Most of the respondents are very stressful when they experience online learning during the COVID-19 pandemic.

Pre-service teachers' level of stress in an online learning

The table below demonstrates the overall mean which is 2.2778 with verbal interpretation of Unsure. Therefore, most of the pre-service teacher's responses are unsure whether online learning is more stressful during the Covid 19 pandemic.

Table 1.1

#	Very stressful	Stressful	Unsure	Not stressful	Not very stressful	Mean	Interp.
	Online learning stress before COVID 19 outbreak						
1	8 (9.9%)	20 (24.7%)	24 (29.6%)	19 (23.5%)	10 (12.3%)	3.04	unsure

2	Stress in online learning during COVID 19 outbreak						
	48 (59.3%)	27 (33.3%)	4 (4.9%)	1 (1.2%)	1 (1.2%)	1.52	Very stressful
	overall					**2.2778**	**unsure**

Scale: 1.0 to 1.79 (Very Stressful), 1.8 to 2.59 (Stressful) 2.6 to 3.39 (Unsure), 3.4 to 4.19 (Not Stressful), and 4.2 to 5.0 (Not Very Stressful).

The result supports the study made by Brooke & Bradley (2022) which they found out that college students are under a lot of stress and have a hard time dealing with it, which can lead to persistent anxiety and despair.

Pre-service teachers' level of satisfaction in an online learning

The table 1.2 below shows the respondents level of satisfaction in online learning. For the first statement it weighted mean of 3.19 with verbal interpretation of Neither Satisfied nor Dissatisfied, second statement has a weighted mean of 2.83 with verbal interpretation of Neither Satisfied nor Dissatisfied, third statement has a weighted mean of 2.77 with verbal interpretation of Neither Satisfied nor Dissatisfied, last, and last statement which is the fourth has a weighted mean of 3.41 with verbal interpretation of Neither Satisfied nor Dissatisfied.

Table 1.2

#	Not very satisfied	Not satisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied	Mean	Interp.
	Online learning in real time (video conference)						
1	5 (6.2%)	13 (16%)	28 (34.6%)	32 (39.5%)	3 (3.7%)	3.19	Neither satisfied nor dissatisfied
	Online with a video recording (not in real time)						
2	10 (12.3%)	21 (25.9%)	26 (32.1%)	21 (25.9%)	3 (3.7%)	2.83	Neither satisfied nor dissatisfied
	Online with an audio recording (not in real time)						
3	10 (12.3%)	23 (28.4%)	25 (30.9%)	22 (27.2%)	1 (1.2%)	2.77	Neither satisfied nor dissatisfied
	Written communication (forums, chat, etc.,)						
4	7 (8.6%)	5 (6.2%)	22 (27.2%)	42 51.9%)	5 (6.2%)	3.41	satisfied
overall						3.046	**Neither satisfied nor dissatisfied**

The table represents the overall mean which is 3.046 with verbal interpretation of Neither Satisfied nor Dissatisfied. Therefore, most of the respondents are Neither Satisfied nor Dissatisfied to the online learning they had experienced during the Covid 19 pandemic.

According to Yekselturk and Yildirim (2008), student satisfaction can be seen as essential criteria to determine if instructions, courses, and programs are a success or a failure. Student satisfaction is a key measure of the quality of educational experiences (Moore & Kearsley, 1996). Technologies can help students and teachers communicate and evaluate student satisfaction in online contexts (Kaminski et. al, 2009). Student satisfaction is associated with a

variety of outcome indicators, including persistence (Allen & Seaman, 2008). In order to remain relevant, higher education institutions such as colleges believe that student satisfaction is considered one of the essential factors in assessing the quality of educational courses and programs (Yukselturk & Yildirim, 2008).

Conclusion

This study aims to determine the level of stress and satisfaction of pre-service teachers in online learning during the Covid 19 pandemic. The study was able to identify the level of stress and satisfaction of Pre-service teachers in an online learning set-up during the Covid 19 pandemic. It was revealed that pre-service teachers are unsure if they are stressed in online learning before the covid 19 as they have no experienced online learning before the covid 19 outbreak but very stressful during the covid 19 pandemic. On the other hand, it was also revealed that the preservice teachers were neither satisfied nor dissatisfied with the online learning set-up that they had experienced during the Covid 19 pandemic.

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