

Analysis of Factors of Stress and its Impact on Academic Achievement among ODL

Postgraduate Candidate

By

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Research Project Submitted in Partial Fulfillment of the Requirements

for the Degree of Master of Business Administration

Universiti Tun Abdul Razak

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DECLARATION

I declare that Analysis of Factors of Stress and Its Impact on Academic Achievement among ODL Postgraduates is my own work, that it has not been submitted before for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged as complete references.



Signature :

Name :

Date :

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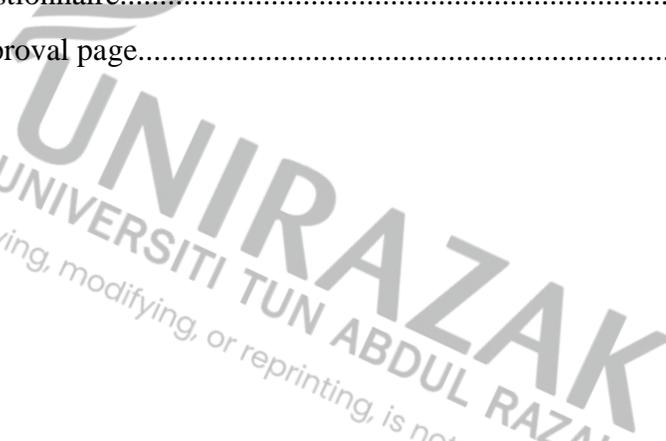
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Abstract of the project paper submitted to the Senate of Universiti Tun Abdul Razak in partial fulfilment of the requirements for the Master of Business Administration

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Postgraduate studies is demanding and stressful, which can harm students' academic performance as well as their physical and mental health. Factors causing stress such as high pressure in studies, time management and anxiety significantly exacerbate the pressure on students to perform better. These factors collectively hamper their performance leading to low academic achievement especially among postgraduate students who majority of them are working and married. Stress and its impact on ODL Postgraduate candidates on their academic achievement are discussed in this paper. This study aims to identify the factors of stress and its impact on ODL postgraduate candidate's academic achievement in UNIRAZAK. The study was a quantitative survey and correlational research design using a random sampling, selected from postgraduate students (122) in Faculty of Education of UNIRAZAK. The SPSS (Statistical Package for social science) was used as measuring tools for stress factors and its impact on academic achievement of Postgraduate candidates. The findings of the study revealed that majority of the respondents are having high level of stress. Meanwhile, there were strong correlations between variables which is high pressure in studies, anxiety and time management to academic achievement of the postgraduate candidates. However the level of academic progress achieved by the postgraduates could not be proved since there was no statistic or recorded data could be collected since it was kept confidential by the university. There were no significant differences for level of stress and its impact on academic achievement based on demographic factors-Gender, Age group and education level. The results suggest a substantial relationship between the effects of stress on academic performance. This study may help educators, university administrators, and students' families design coordinated interventions to reduce stress among graduate students.

Keywords: academic performance, postgraduate candidate, stress factors

LIST OF ABBREVIATIONS

| | |
|----------|----------------------------|
| ODL | Open and Distance Learning |
| COVID-19 | Novel Corona Virus 2019 |
| UNIRAZAK | Universiti Tun Abdul Razak |



CHAPTER 1

INTRODUCTION

The purpose of the current discussion is to analyze the factors of stress and their impact on the academic achievement of students, in the context of Postgraduates .These factors are analyzed based on the postgraduates who are part of "Open and Distance Learning courses. This chapter of the study deals with introducing the topic to readers briefly. The chapter also develops the questions from the research topic to help the research progress in subsequent chapters. These questions are also related to objectives so that the discussion can give a good idea about the topic. The hypothesis statements are also developed from the research topic to develop the relationship between different factors in this study.

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1.1 Background

1.1.1 Initiation of Open and distance learning(ODL)

ODL is a type of online education that includes physical components of students during the orientation phase and there are various technological advancements that have facilitated the process for both students and teachers during this learning process. Distance learning has focused on the student-teacher communication system whereas traditional learning has focused on few criteria such as on the individual as a full-time student and their individual purposes for developing the classroom. However, distance learning has established an educational world that trades for pointing to on-going growth. The higher education system has activated more than 5.6 billion students among postgraduate students. Higher education has enrolled more than 5.6 million students for their autumn year of 1.6 million in 2022 (Dhawan, 2020). The university has provided an opportunity of distance learning processes that has a pioneer of the entire files in the distance learning opportunity.

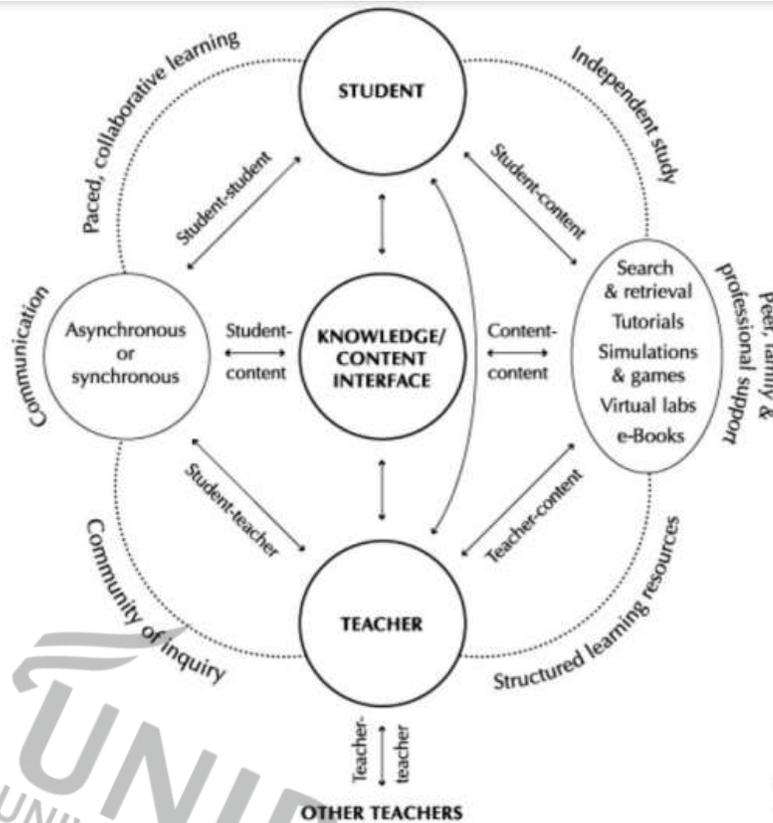


Figure 1.0: Process of student interaction in ODL

(Source: Jena, 2020)

The pioneer has founded the larger criteria for the postgraduate students that atoned to learn technology. Various terms have been used to describe the phenomena of the distance learning protocol. Common variation has included online learning platforms that are used outside secondary school classroom protocol. The long-standing methods have been conducted to open learning criteria that mitigates its systems for the learning protocol (Bahasoan et al. 2020). It is an important factor in living the greater stress due to the Covid-19 situation. Online learning has generated a stress buster for teenagers that can acquire as a dangerous condition. The requirements for online learning hinge on investing more time rather than adding more

work. Online learning has come with expectations that one will and need to understand navigator technology such as WebEx or Zoom (Mayer, 2019). A physical strain is another looking criterion that takes physical tools for changing the intrusion support. It has lessened its requirements for reducing the fundamental procedure of the internet protocol's mitigating requirements.

Being a classroom teacher there are available answer and solution on the one situation during one-to-one interaction. The stress of online learning has managed to have greater effects on protocol, and the stress on students has been assessed in order to create the full Malaysian university protocol. The developing country has focused to evaluate the marketing evaluation protocol of the entire criteria. Online learning has been enamoured to face challenges among children as well as the Covid-19 virus under its control. As per the views of Fauzi and Khusuma (2020), Stress has led to maintaining substances and their abuse to improve mental health. Coordination programmes was held among students who were receiving various counselling based on family factors. Online learning has contact with developing the online service that lessens the protocol's primary requirements. The development criteria have lowered their standards for the process of developing online distance learning.

1.1.2 ODL Programmes offered

The response from the online education system has been an essential component of the online learning system that is aware of how to profit from the advice for the remote education. It can be lessened among students, parents, and other administration who are aware of how to be elevated for advice in the educational system thanks to the online distance education system. They have Stream light for maintaining the distance learning process for their virtual classroom. As per the views of Adedoyin & Soykan (2020), the focus has switched to taking care of the remote education process that affects the students. The main reason for offering the meaning programmers is a key benefit of the flexibility that encourages educators' process. It has shifted the distance learning criteria that outbreak the e-learning process for continuing participating in the physical present.

Distance education has offered greater flexibility than setting up traditional methods or techniques of studies in Malaysian Universities. Learning processes have been modified by both teachers and students to fit individual timetables. It has changed over the post-graduation time to keep up with children's learning process challenges. It is considered that maintaining challenging depreciation criteria will help pupils adjust to and comprehend challenging activities. Students who might not have the productivity requirements for traditional purposes have had their demands met via distance learning. Distance learning has mandated a set amount of time for students to discuss their participation in the learning environment. Students needed to be stable with an online connection in order for the question to be flexible among them (Laili & Nashir, 2021). The area has focused on design for promoted learning programmes in the educational

processes. It has needed to develop the online learning criteria that proposed the entire study of the situation that needed to focus on the ODL purposes.

Unirazak has offered various programmes that organizes online learning programmes for education purposes. As per the opinion of Sari & Oktaviani (2021), individualized paces throughout the entire process, learning issues that have accumulated due to a physical impairment that went from class to class, and children with unique needs can all benefit from customised learning. It has been made easier to access the solution that addresses the memory requirements for pausing, fast-forwarding, and lecturing videos. Online learning has evolved to meet the demands of students who have challenging learning requirements. As per the views of Aljaraideh & Al Bataineh (2019), multiple students have been able to simultaneously meet the requirements for creating a protocol for handling stress related to ODL. Open University is the most important thing that has characterized meeting quality in online education programmes. The programmers have reduced the size of web programmes that are used for online course delivery.

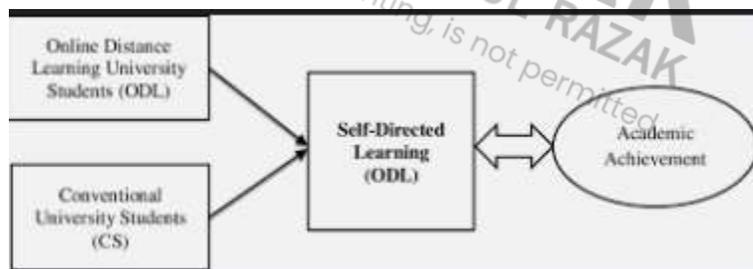


Figure 1.1: ODL programme

(Source: Ayu, 2020)

1.1.3 Stress factors associated with ODL

Stress has been associated with the online distance education process that emerged with energized, fresh, and able to manage their emotions. In order to reduce misunderstanding, mental health has changed to fit the environment and society without conflict. To ensure that the person has managed their good attitude throughout their life, they must have made positive mental behavioural changes (Jena, 2020). It has agreed to enhance the proper standards for the problem's promotion and prevention in the plan. Online learning has improved distance learning, which focused on thought and emotions and included post-graduate strumpets. The policy has emphasized developing social skills as well as developing family instruction. Mental and physical health has the quality of life that emphasized online distance learning platforms.

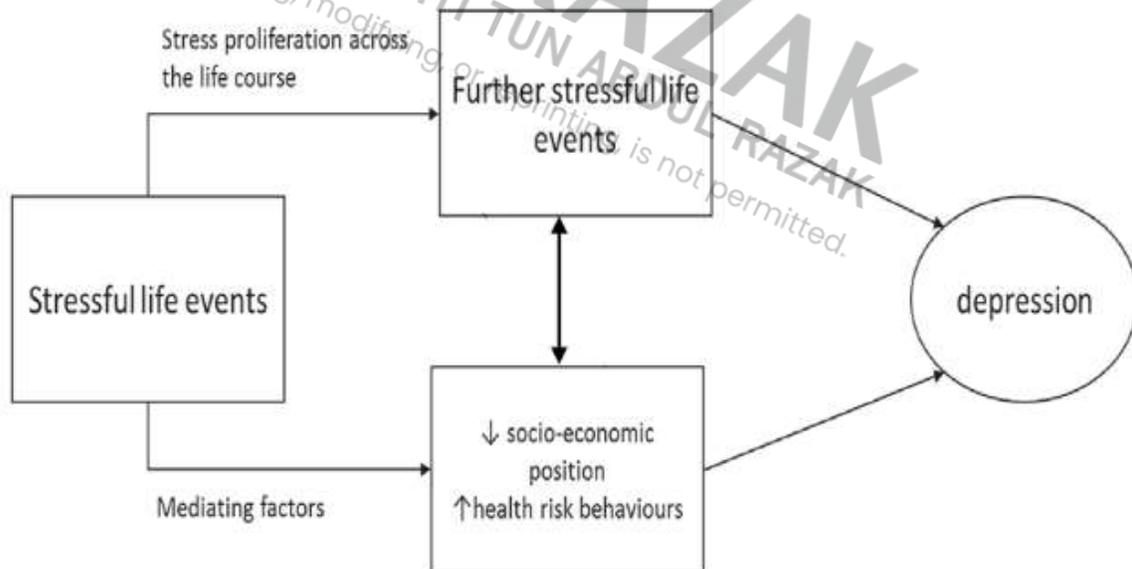


Figure 1.2: Stress factor of ODL

(Source: Alchamdani et al. 2020)

The key issue that must be dealt with in order to execute the main agreement of the criteria is good quality. The effort to create educational viewpoints that reduce substance upload has increased on the outside. According to Ayu (2020), positive emotions and life agony have been diminished for bad reasons. Maintaining good physical and mental health, happiness, and a decent level of living are now more important than ever. Young people's stress levels have decreased as a result of the movement, which has also promoted drug use aimed at disguising negative emotions as positive ones. As a result, one has experienced both an increase and a decrease in strain and stress. It has been observed that it decreased its circumstances. The effect has completed the solution that reduced negative thoughts about discovering new things. The government has promulgated an online learning system that helps to achieve new degrees among postgraduate students.

Higher education has organized the educational institution for order works and spread new promotions for the changing criteria. Therefore, an online study has promoted university students that applied resources for the education sector. In the class, the learning process has switched their students to education process that have a log from their homes. However, learning methods have affected managing the main limitation during the Covid-19 pandemic situation (Alchamdani et al. 2020). The graduate student wanted help navigating the impossibly social distance learning process and filing it. According to reports, the five biggest obstacles to the development of the entire procedure were absent. The educational system has been a major contributor to the rise in student stress. Poor time management, having too many assignments, and social skills were some of the frequent sources of stress mentioned for academic reasons.

1.1.4 Academic Achievements in ODL learning

Academic achievements prefer the achievement of the learning goals to students meeting all expectations connected with the academic system. Moreover, the learners prefer to apply the sustainable learning process to achieve core learning values that can cooperate to achieve the best values in education receiving the degree in the undergraduate educational system respectively (Libasin et al. 2021). Besides, academic achievements ensure the high achievements of the learning resources by meeting all educational benchmarks by following the academic assessments effectively. Besides, the achievement of the learning goals can cooperate to receive the best academic values throughout the educational process.

On the other hand, open distance learning is an innovative approach that developed during the global crisis and enhances the postgraduate learning system effectively. Besides, the interaction between educators and learners has the ability to develop an understanding bridge for receiving the best values in education to support gaining high academic achievements effectively. Similar to this, the many online education system facilities work together to enhance the learning system in order to receive high educational returns. The best experiences are gained by ODL teachers that take an active and effective part in sharing audio, video, speech, images, and various learning resources with learners to improve their capacity for adaptation (Libasin et al. 2021). There are no worries about managing the learning materials manually hence, the learners can receive the best benefits through driving the educational system following the ODL education process, receiving valuable learning experiences as well as cooperating together a postgraduate degree.

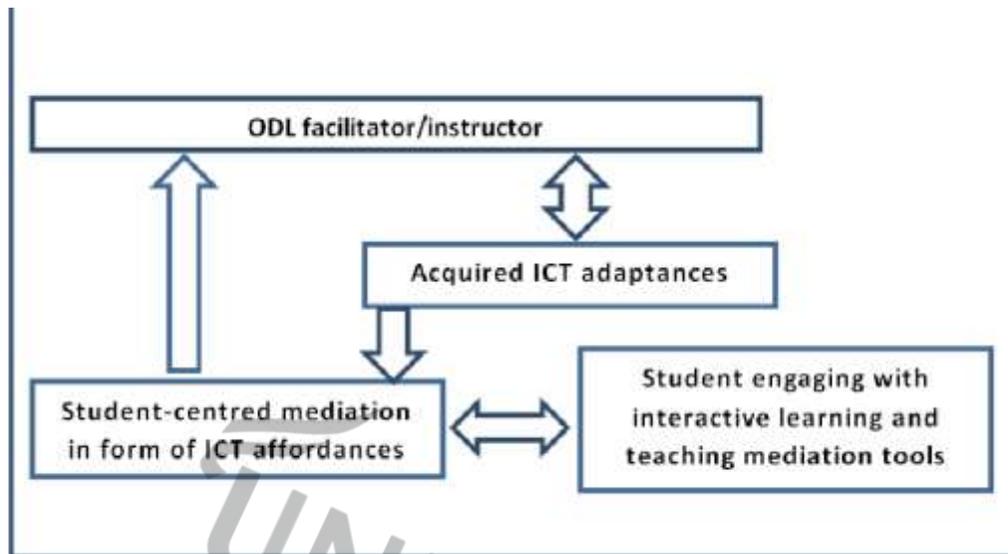


Figure 1.3: Active role of ODL instructors in providing happiness in academic achievements

(source: Mathew & Chung,2020)

Apart from that, the ODL education system has influenced the learners to receive independent learning abilities which are valuable to address the gap in learning. As a result, it can mitigate through the effective learning tools receiving inclusive learning goodness convincing meeting the learning goals respectively. In addition, postgraduate students are sufficient for individual learning and capable of critical analysis of their performances. Along with this, guidance and proper learning resources are required for the learners to achieve the core learning experiences to improve their academic performance and prepare their skills to receive more value and honour to establish potential learning capabilities following the educational

protocols of the Malaysian private university of UNIRAZAK transforming the whole learning process into online to maintain the path of the learning goal achievements. Consequently, the reverse outcomes of the ODL learning process manipulate the learners reversely receiving their expected learning goals successively as a result, the poor learning experience received by the postgraduate learners and the declining tendency of the benefits of future professionals.

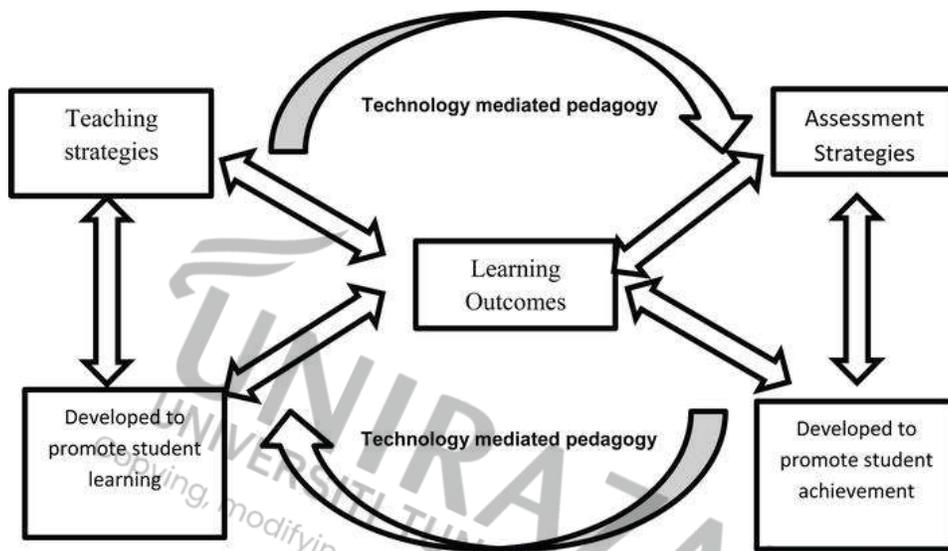


Figure 1.4: Goodness of Technology mediated pedagogy in Postgraduate

(Source: Andyani et al. 2020)

Based on the academic achievement, factors of postgraduate learners is uncertain during the periods of the global crisis. However, the core application of Information Communication Technology (ICT) is agile in the whole procedure of developing the impressive ODL learning system to inspire learning in their education adopting the core values of Technology mediated pedagogy in Postgraduate (Andyani et al. 2020). Similarly, the establishment and adoption of the ODL system in learning encourage receiving the core academic values that complement the

purpose of education respectively. In addition, Malaysia adopts the ability of sustainable learning to enhance the high education process by incorporating the best learning system respectively.

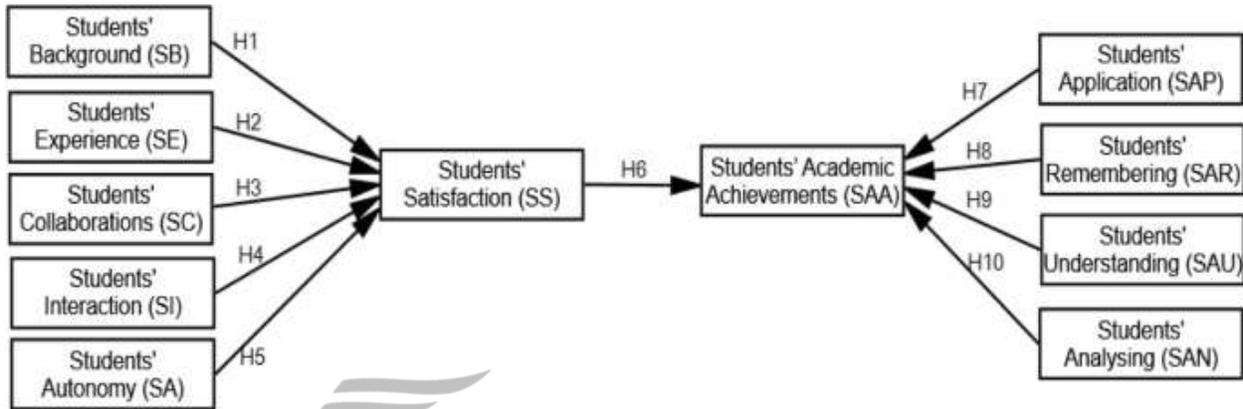


Figure 1.5 : Procedures of student satisfaction through academic achievements

(Source: Razinkina et al. 2018)

Besides, the application of the "advanced technological-centric delivery model" in the postgraduate education system cooperates to receive the best learning goals for the individual learners reducing the academic stress factors respectively (Razinkina et al. 2018). In addition, the achievements of the degrees of post-graduation ensured the previous factors of receiving the professional opportunities for the students hence, empowering the whole learning process through the digital upgradation and improvement of the communication supportive to receive the best academic achievements by incorporating the ODL learning process.

1.1.5 Changes in ODL Postgraduates Courses before and after the pandemic

ODL postgraduate courses are developed for flexible learning that assures the achievements of the degree courses experiences to support the educational system's growth respectively. In this regard, Malaysia is another developed nation expecting to improve the entire academic process by prioritizing the core academic procedures and increasing the learning values to receive more educational opportunities that are used in the professional prospects effectively (Jena, 2020). Hence, the core distance learning education system is among the achievements of the academic resources in education, especially the pre and post-COVID-19 periods.

Moreover, educational pedagogy prefers the manual procedures academic system to maintain the authentic learning process receiving the best academic values respectively. However, the threats of the global crisis changed the entire learning system creating extreme barriers to achieving the best learning experiences due to raising multiple technical issues respectively. Moreover, ODL postgraduate courses drive both the manual and virtual ways and receive the individual outcomes that judge the Malaysian academic process. Besides, the offer of the online learning system by the Malaysian private university of UNIRAZAK improves the whole significant process of the educational system receiving more academic value through conducting the session of the courses properly.

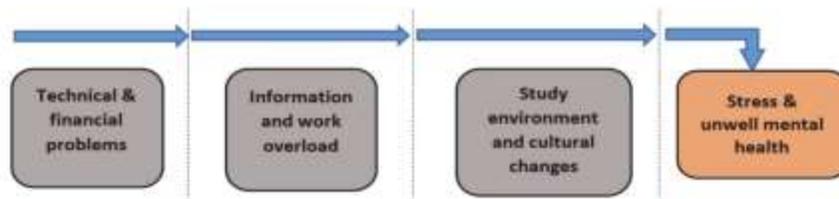


Figure 1.6: COVID-19 pandemic effects on Postgraduate students

(Source: Sohrabi et al. 2021)

Previously, the whole session followed the traditional pedagogical procedures of understanding the perception of the learners to maintain academic sustainability and enhance the credibility of the educational system in Malaysian hiking the numbers of literate communities. Aside from the purpose of the hiking of literate student ratios, the university prefers to continue the whole learning process virtually due to the challenging phases of the global crisis. All procedures of learning are changed immensely and improving the learning patterns of the instructors can complicate for the retainers to adapt suddenly (Sohrabi et al. 2021). Besides, the technical issues, motivation, and concentration gap are due to not satisfactorily communicating. Thus, the poor outcomes of the educational system threaten to decline in learning interest among learners affecting the procedures of academic achievements.

Besides, the number of runner in students is increased which decline the progression path suddenly. Moreover, the private university expresses the reverse cooperation from the appeared post-graduate students after the global crisis reducing academic proficiency also. Moreover, the extreme gap between the outcomes of the academic process can observe highly that indicates the

complication of the labour market of Malaysia due to the depth connection between the degree of post-graduate courses and the industrial progression (Carr et al. 2021). Thus, the wide gap optimizes the whole learning process expecting to apply core strategies for improving the performance and collaboration rates of the employees respectively.



1.2 Problem statement

The main aim of this report is to assess the main problem faced by the postgraduate students across the *ODL programmes* focusing on postgraduates from University Tun Abdul Razak, the stress faced by the postgraduate students during the course, and how it is affecting their academic behavior of the students. The main problem faced during the implementation of the *online mode of education* can be addressed as the procedure of *engaging and motivating* students. According to Kanapathipillai & Narayanan, (2021), during the physical classes, the teachers are able to connect with the students easily whereas online classes aim to provide information rather than create any personal contacts. Teachers can use various approaches like online presentations and other methods for engaging students; though it can be said that it is found to be difficult to motivate students through online mode of education. The *availability of resources* like the internet and other factors will affect the level of education.

The educators related to this online program are responsible for developing new academic resources on a daily basis which might seem to be a *heavy workload for the educators*. Fah *et al.* (2021) stated that, the ODL programme of UNIRAZAK has found it *difficult to maintain proper and regular communication* with the parents, and students. The survey has provided us with information that neither the students nor the educators are happy with this mode of education. According to Fernandez, (2022), one can aim for completing a course within a stipulated time frame along with their professional carrier and according to new education policy; they may even opt for two different courses at a time.

The heavy workload during the ODL programme and the load across the students for submitting the assignments along with the long hours of online engagement is causing a *higher*

level of stress among both students and educators. This report aims to assess how this stress is *affecting the academic performance* of any individual.

The UNIRAZAK has been found to be offering a wide range of programmes for postgraduate students in both online as well as offline modes of education. UTAMININGTYAS, (2021), stated that, the programmes are mainly related to the assessments regarding the MBA courses and the online mode of assessment is found to be a *mode of distraction* for the students. The university has even said that they are *unable to assess the progress* of the students appropriately through this mode of education. Scolobig&Balsiger (2020) stated that, the courses offered by the university are found to be related to real-life implementation and hence students are *unable to get the opportunity of learning from the filled experiences* as they are undergoing the online mode of education.

It can be said the online mode of education lacks personal connections and hence the students related to the ODL program are facing a *higher level of distress and stress* of the academic position and pressure. According to KANDASAMY, (2021), the pressure of assignments and the tenability of connecting with the fellow students are causing a higher level of anxiety among the students. Due to online classes, teachers tend to schedule the classes at their convenient time, and hence it is becoming difficult for the students to cope with the schedule. Oyewole, (2020) stated that a heavier load of assignments is causing *extra pressure* on the students and they tend to feel an ambiance of *emptiness and anxiety* in their carrier. The unavailability of opportunities of working in the field or getting an opportunity of working as an intern in any private MNC is causing a *lack of practical experience* among the students. This is causing a sense of *being missed out* among the students.

It can be said that the research regarding this field has satisfactory evidence that the ODL programmes are beneficial for the students. According to Karim, (2019), these programmes tend to improve the learning experience of the students and **high-quality** learning can be achieved through this mode of education. It can be said that this approach is not satisfactory for the courses served by UNIRAZAK, especially the MBA postgraduate courses offered by the university. Popoola *et al.* (2018) stated that, the students are able to gain knowledge about the terms related to this course, though they lack knowledge about how to implement the learned experiences. The approaches are found to be causing a sense of insecurity among the students related to the ODL program and hence the students are unable to develop the approach for coping with the stress level among students. The main problem in this scenario is that educators are unable to develop engaging academic resources on a daily basis. It is becoming difficult to manage the standards of academics through the ODL mode of education.

The course has a tendency to evaluate the progress of the students twice a year, the university was found to be **unhappy with the online assessment** procedure. According to Dovie, (2020), the quality of education and the **higher amount of stress** among the students are found to be affecting the performance of the students. The students are not performing up to their standards in the assignments and they are found to be violating the basic ethics of the ODL program by copying the assignments from online sites.

The Global pandemic has affected the mode of education and the educators related to the ODL programmes as well as the universities providing the ODL programmes are lenient towards the online mode of education. The UNIRAZAK has also found that the online mode of education will be a convenient one for students. The main problem in this approach is the unavailability of enough resources for practical based science programs. Tuae *et al.* (2020) stated that, the institution

is known for its MBA courses though choosing this mode of education for the ODL it is *difficult* for the organization to develop the opportunities of *field experience* for the students related to this course. According to Bingwa, (2018), the time investments in this mode of education are found to be flexible for the educators, though it is found to be difficult for the students to adjust to the time frame. The higher pressure of assignments as well as of the collection of data is causing a thought of stress across the students. They are unable to perform as they used to.

This can be said that there is not much journal available about the stress caused by the ODL programmes and even about the courses offered by the UNIRAZAK. Hence, suppose the research paper aims to apply the secondary quantitative data collection method in their research methodology; that approach will not be appropriate for this paper. Turpin, (2021), opined that, the collection and availability of data will not be appropriate for this method as there will be a tendency for data duplication. According to Dzimnenani, (2018), moreover that the data won't be relevant enough to the provided topic and the collection of data from the external database might affect the research results. The collection of data and background research are found to be one of the major problems faced during this data collection procedure. The research paper may opt for the primary quantitative method of data collection, though the availability of the interviewees is one of the major concerns in this procedure. Jauhiainen & Vorobeva, (2018) stated that, along with that the collection of data and the research results might be manipulated by the personal experiences of the interviewees. The time span of this data collection method is a long-term one and hence the researchers will have to invest a long time in this research methodology. This can be said that despite these approaches the research methodology should follow the primary quantitative method of data collection for evaluating and collecting appropriate data related to the topic.

Overall, it can be concluded that the analysis of the problem statement will be proved to be beneficial for this research paper as this will provide a deep insight about the topic. This part will help the researcher to develop appropriate coping strategy.



1.3 Research objectives

It can be said that the main objective of this report is to assess the amount of stress being developed among the postgraduates of ODL programmes. This section also aims to provide insight into the recommendation for the future assessment of the strategies for managing the level of stress and improving the quality of education. The objectives concentrate on evaluating how stress is affecting the education development of the students.

- To analyse the stress factor caused by the ODL programmes and recommend a probable solution for coping with stress
- To identify the impact of stress on the academic development of the students related to the ODL program along with suggesting a coping mechanism

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1.4 Research Questions

The main concern of this study is related to the impact of stress on the academic achievement of postgraduate students part of the ODL programme. Therefore, the objectives of the study are developed based on this concept. Certain research questions are designed with the help of these objectives. The questions are mentioned below:

- What are the difference between learning process of ODL and conventional learning ?
- What are the stress factors of ODL programme and what can be a probable solution to this issue?
- What is the impact of stress on the academic achievement of students part of the ODL programme and how the stress can be handled?

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1.5 Research Hypothesis

Stress in daily life plays a huge part as it affects most activities of an individual. The current study deals with the issues related to stress affecting the academic achievement of postgraduate students. However, there are chances that stress may not affect the academic performance of students' part of the online learning programme in the university. Stress among students has the capability to affect the lives as well as the academic achievements of students, especially those who are part of a distance learning programme. The hypotheses statements developed from the topic are:

H1: There is a strong relationship of learning process of ODL postgraduate and other conventional courses

H2: There is a strong relationship between ODL and stress

H3: There is a strong relationship between stress and academic achievement

1.6 Significance of the study

The analysis is concentrated on stress and the academic achievement factors supporting the definition of the factors of the ODL courses to increase the educational values in Malaysia. Besides, it is significant for the research due to addressing the role of the ODL instructors to upgrade the whole academic system and enhancing the capabilities of the students to receive more learning values respectively (Khairuddin et al. 2020). Likewise, the whole education system enhances the growth of the academic process by receiving high values to cooperate and aid more economic proficiency. As a result, the research objectives would be more significant for the analysis to empower the whole procedures of ODL education. Similarly, the learner's performance upgradation and increasing their interest are the major objectives for increasing the values of the research receiving the core values in the learning system to improve the educational factors respectively.

On the other side, the analysis concentrates on the stress factors of the students and the impact of the global crisis in education that reduces the ultimate outcomes of education. Moreover, complication in the academic system is observed in the entire academic system. Moreover, the above evaluation can cooperate to receive the best academic values ensuring the educational process develops the core interest among the learners. Apart from that, the research has addressed the core challenging phases of ODL education that influence the learners poorly so critical analysis is required to increase the significance of the research effectively (Nasruddin, et al. 2022). Besides, threats of the global crisis have brought about changes in the entire education system by creating extreme obstacles in achieving the best learning experience due to various technical issues raised respectively.

Moreover, the core factors of the variables ensured the highly significant values of the research effectively. Furthermore, ODL postgraduate courses are conducted both manually and virtually and receive individual results that judge the Malaysian academic process. The application of the technological pedagogy concepts can improve the academic prospects to receive more educational value increasing the productivity of learning. Thus, the multiple variables of the research enhance the whole learning process ODL and programming courses to improve the education system ensuring the achievement of the educational properties. Thus, the research is considered a highly valuable objective and assures the critical interpretation to receive the significant variable to understand the differences between the previous and after conditions of the global pandemic that influence the academic progress of Malaysia.

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CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The aim of the study is to give the solution to the problem by the student of the ODL programmes of any universities. The problem that is being progressed among the students regarding this program has been depicted here. Therefore, it can be said to depict the issue due to the education mode of ODL mode education with a notion regarding the effect of the educational performance of students. In the time period of post-graduation, it can be gained to handle difficulties between students with the help of the learning process. Thereby, one can get to understand that it is needed to handle difficult criteria for understanding and adapting tasks between students.

The process of distance learning might have created an online education system that might be the main ingredient due to physical elements during the time period of education. Distance learning might give its focus on the communication system between student-teachers. The basic traditional learning is based on those learners such as "full-time" criteria and the purpose of them progressing the criteria of the classroom. Therefore it can be said that distance learning basically has initiated a world full of education that trades regarding ongoing growth in them.

2.2 Importance of online distance learning for postgraduate students in the ODL programme

According to Sadeghi (2019), distance education might have grown and become the most popular procedure due to international students pursuing master's degrees. The following evolves the learner audience from adults that wishes to develop their careers, and some who stays away from their preferred education institute and wants to further their studies there. There are some basic importance as well as benefits of distance learning, such as:

Flexibility: It can be said that distance learning might give the allowance for the learner to gain a degree without staying nearby the college campus. The benefits of online classes are extravagant because they allow us the main flexibility to fulfill the coursework within time. It allows the student to give priority to the career and family respectively. While taking quizzes or watching a lecture, one can fulfill assignments where they can fit along with the schedule. As per the assumption of Dhawan (2020), online learning basically initiated the goal of education quite simply than the offline system. Therefore, it can be added by saying that distance education might be scored high regarding the flexibility of the students. It also can be said that having access to learning remotely might assist worldwide students to study to have comfort in their homes as well or even when they move on the road. Students basically stay empowered and independent to associate their schedule with their own assistance. They generally develop the skill of time management by handling a learner calendar.

Better career focus: Degrees that can be gained online provide opportunities to both employer and employee. People who contain a job develop their skills while not quitting the job (Baber, 2020). Therefore it helps to invest virtually in the future advancement of a career. At the

same time, the employers basically keep the employee and do not watch them go. However, they might not have the required time to give their focus on career development at the University. People who recently have begun their careers might get better knowledge that can be boosted that might assist them to have better jobs easily. A degree that is gained by online education might be a versatile tool for people who might want to change their careers. They might be able to gain and even pay for their living expenses and studies as well.

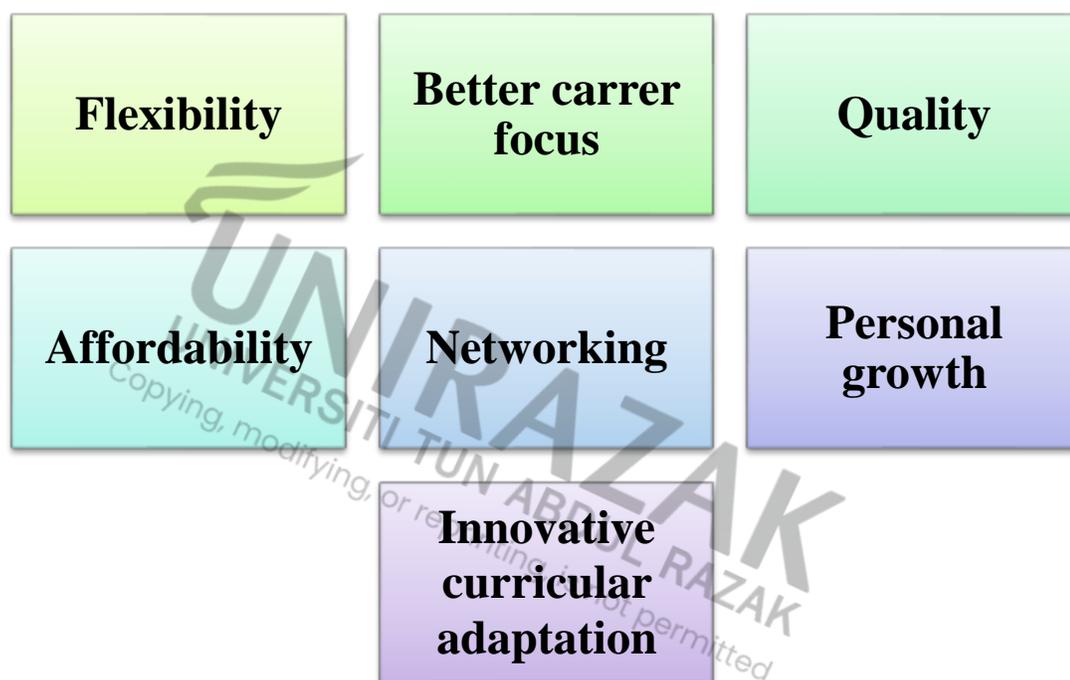


Figure 2: Importance of online distance learning

(Source: Self Created)

Quality: The colleges or universities that contain online programmes as exceptional, accessible, dynamic, and high-quality (Ali, 2020). The colleges that provide online education facilities are getting awarded due to "academic programme strength", school reputation, and university awards. Those universities or colleges have a higher commission of learning that has

good quality. The following qualities are available in the any university's ODL program as well. The learning resource of online mode and platform updates every single time of span. Quality along with instant access is vital notions due to distance learning. Students will have to be capable of accessing some information as quickly as they can and need to make better use of their time. As per the assumption of Lassouedet *al.* (2021), the platforms of online learning might have to be improved to be easy and reliable for fast use.

Affordability: It can be said that distance learning via online mode causes a lower cost to learning education. Tuition that occurs online depends on the level of the academy, be it graduate or postgraduate that is provided within several institutions. Distance learning online is therefore very much affordable for all students and even there are so many benefits of them. Lessons are basically designed to be simple to skim while effectively providing some information. Online degrees aim to stay one step ahead always so the material of the course is updated constantly to the standards of relevant industries such as universities.

Networking: The classmates of a student might evolve a diverse community for online students from all over the country. As argued by Comanet *al.* (2021), the following colleagues might enter the online classroom along with life experience and unique careers that might progress or develop learning and discussion.

Personal Growth: Knowledge can be achieved with the help of course material that can be the start of online experience of learning as well. The students that are learning from a distance might achieve other vital skills of transferable evolving research, time management, experience, leadership, written communication, and utilizing technology variety that can be used in the system of education. Lessons are initiated to fit on entire "modern devices" that enable the learners to get

to know on the go. Written, audio, and video might be connected together to initiate a better experience of learning.

Blended Study combining online and the option of on-campus: Distance learning does not need to be taught the whole lesson online. The study mode that is called a blended study in the master's degree provides classes mostly online. However, according to Aboagyeet *al.* (2021), they still need students to have on-campus classes regularly at interval sets. In this way, students who might need to have experience internationally might not miss out on it at the time while not containing something to offer a good living being in the outer country.

Innovative curricular adaptation: It can be said that to sustain a pace of faster learning while they get essential courses through, the main online degree curriculum needs to be modern as well as agile. They need to give their focus on getting to the major point via answers to the offered question in the ODL programme. The structure of the research and style of teaching is needed to be connected with the standard due the recent job market. Therefore, as argued by Fah *et al* (2021), the course of distance learning ranges from "humanities to management". The basic curricular and establishing them as accountable and applicable in the job industry are very much effective in manner.

Therefore, it can be said that in the following part, the basic importance of online learning or it can be said distance learning has been depicted thoroughly.

2.3 Stress factors in Open and Distance learning (ODL) for postgraduate students

It can be said that in the following research, a meaningful effect of academic performance regarding distance learning can be found here. The entire value of the whole stress factor is higher in boys rather than girls. Therefore, the current research found meaning in the full impact of stress on the educational performance of the learners and the students of universities. As per the assumption of Chandra (2020), it can be recommended that universities might support the learners in handling the academic industry with behavioral techniques and counseling.

Stress is a very general emotion of humans that might include uncertainty and fear respectively. Generally, it happens when a person believes that event can be a threat to self-esteem or self. The major effect of anxiety is that it blocks the basic thought procedure of human beings. Therefore, the effect of stress is quite bad for every student, here the students of universities. The distance learners fear failure, which might still be high. Not only that but also some unrealistic expectations of them accordingly.

According to Al-Kumaimet *al.* (2021), they might have had bad experiences regarding education in previous experience and it can be assumed that the education of distance learning might offer a similar disempowering environment of learning as that can be experienced by any university. It can be said that the expectation of disempowerment might be the major issue in the stress feeling and poor confidence. The interaction of fear with some people might trigger inferiority, self-consciousness, and feelings of getting judged negatively as well as evaluated humiliation, embarrassment, and depression that might lead to ignorance from collected acts where several kinds of people are present. Here, stress has become a high concern among distance learners they might get to understand that they need to provide an oral presentation. Thereby, they

can use some modern technologies like multimedia presentation and so on. There are three types of stress that can occur in the students, such as:

Anxiety: As per the assumption of Rizun& Strzelecki (2020), anxiety is one of the stress factors that are very common in adults. The pressure of study that occurs due to not having a specific classroom as a distance learner is pretty problematic for them. Disorders of anxiety might make it tough for postgraduate students to have done study of students. It might have an effect on the relationship with the teacher as well as peers too. Anxiety might manifest as physical complaints as well. It can be said that, if any student is having nausea, stomachaches, headaches, or even vomiting all along, it can be considered that he or she might be facing the problem of anxiety.

Depression: Depression is a pretty normal stress factor in student life. It is normal that postgraduate students to feel moody, angry, or sad at some point in time. However, it is quite problematic because it leads to laziness and over thinking in the distance especially. They might have some requirements but it is not possible to ask them all online. Therefore, they get depressed as well.

Acute stress: As argued by Allamet *al.* (2020), it can be said that acute stress might occur from the reaction of the body to a current as well as challenging deadline or at that time when one narrowly ignores getting hit by a car. The following stress might classify as short-term.

Generally, the body and emotions may return to the general state soon. It can be possible to have acute stress students because making a career is the most important factor for them and that is why they fear failure.



Figure 2.1: Stress factors

(Source: Self-creation)

Episodic acute stress: Now coming to episodic acute test stress, it can occur when acute stress happens on a rapid basis. The following can occur as the reason for continuously tight-work deadlines. Not only that but also situations of high stress can be experienced by professionals as well but especially by students. Hence, it can be considered that people do not get the time to get back to a calm state and relaxed as well (Kara *et al.* 2019). The effect of larger frequency might accumulate accordingly. Therefore, in online distance learning, students cannot ask the teachers

frequently and they need to do their job on their own mostly. For that reason, this stress occurs in their academic life.

Chronic stress: The above stress might be the consequence of stressors that might continue due to a long time period. The chronic stress might have given the feeling that it will not come to an end. People sometimes feel difficulty seeing several ways to change or improve the situation that can occur for chronic stress. It can affect several notions of well-being and health in the student even if they do not realize it.

As per the assumption of Al Kurdiet *al.* (2020), Stress becomes one of the main concerns of distance learners at the time when they get to understand that they might have to provide a presentation at a particular time when they are using technologies. All of the stress problems might affect performance which can cause deterioration in studies and these are the main problems that can be faced by distance learners. Therefore, for the sake of solving the issue, the present research depicts the stress factors in students. Stress factors that have been mentioned above are one of the major problems of distance learners.

2.4 Impacts of stress factors on the academic achievement in ODL

It can be said that stress can cause suicide to some extent in students. Apart from physical health, a person might generally adapt to maintain the health condition while being stressed. As argued by Rizun& Strzelecki (2020), being at the stage of adulthood, it is very normal to have stress. There are so many problems, most especially family problems and educational problems. However, from the time when online learning started, there have been several types of stress that have had a very negative impact on their life.

Therefore, it can be said that there is an apparent difference between distance learning and face-to-face and accompanying variables in environment learning that might affect distance learners that can create a negative impact of stress as well as anxiety regarding distance learning. Stress stems from distance learning from the life of students' assumptions and experiences that might have consequences (Latip, *et al.* 2019). Thereby, it can be stated that stress affects those students through behavior, physiology, and cognition. For instance, for the sake of students with stress, large-risk testing might be quite difficult and then the reason why they suffer depression.

High pressure of study: The following research has depicted that the extravagant academic level might be the consequence of broadening psychological prevalence and physical issues such as anxiety, nervousness, stress-connected disorder, and depression. Therefore, it becomes so problematic if the student feels stressed if they have pressure regarding stress in University. However, the more stressed they are, the less they will face. Pressure might work well at universities that have been depicted to broaden the stresses on students. It might lead to emotional health and social and physical health accordingly.

Poor time management: The basic skill of study as well as any work is time management skill. According to Abd Fatah & Vasudevan (2020), poor skills in time management might affect the fact of punctuality. Students might have sought themselves arriving late or missing deadlines due to class. It is sometimes problematic to not understand technological things properly. It can take so much time for post-graduate students. It also can be possible for them to take so much stress. Poor time management means that students might not get to see the big plan as well as the picture. They will face constant rushing, frequently missing the deadlines of given projects, inability to achieve along with stress, and poor punctuality as it is mentioned.

Increase the anxiety level of students: Another negative impact of stress level is that it increases the level of anxiety in students, especially in postgraduate students who are distance learners also. As per the assumption of Al-that (2021), the anxiety scale of self-rating basically determines the level of anxiety among the respondents that are pretty much effective. The sources that might initiate as well as anxiety levels in the students in the process of study led bad impact in the student's life.

High pressure of study

poor time management

**Increase the anxiety level
of students**

Homesick

Figure 2.2: Impact of stress

(Source: Self creation)

Homesickness: Homesickness is one of the major impacts of stress in the mind of distance learners. The following fact can be caused by staying away from home. It might be the cognitive hallmark that can be preoccupied with amend and home objectives. The students who are distant learners and have their classes online might feel so lazy in the academic line. As argued by Maham& Bhatti (2019), staying home and doing classes can result in being stressed and not going out for academic purposes as well. It is the mild form; however, homesickness might prompt the main progression due to coping skills and might give motivation to the healthy behaviors respectively.

There have been stated that if stress increases, the educational performance of students generally decreases for both male and females. It has been observed that postgraduate student anxiety and their resistance to distance learning are exceeding. Therefore, as per the assumption of Lima *et al.* (2022), the focus of the research is to understand the impact as well as the relationship between academic students and their educational achievement of them. The educational performance of the post-graduate student with low and high academic stress groups of female students and the greater stress level among females and males might contain significant differentiation in educational performance accordingly (Ismail *et al.* 2022). In the end, it needs to be reflected that the impact of stress on the academic life of students, especially postgraduate students, is very problematic and effective. Therefore, pioneers needed to find the greater criteria due to the postgraduate students that might want to get to know about technology.

2.5 Strategy to reduce the stress factors for postgraduate students in academic achievement during ODL

There are certain strategies which will help the Postgraduate students to reduce the stress they face during the academic achievement (Asrifan, 2020). However, the postgraduate student's studies are based on the "online and distance learning courses (ODL)" which enables the students to get the courses done by not switching their location. Therefore, some strategies to reduce the stress factors are mentioned below:

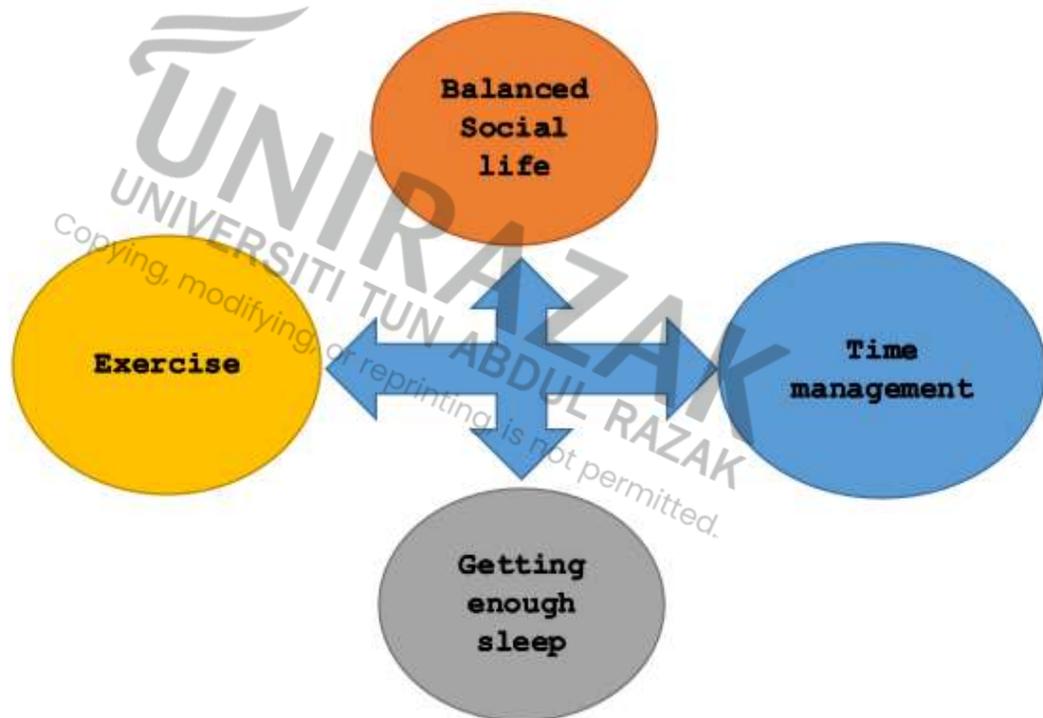


Figure 2.3: Strategy to reduce the stress factors

(Source:Self-Created)

Exercise

The term 'exercise' does not state that the students must go to the gym and carry out hardcore gym regularly, or run 10 to 15 miles. One can carry out a short walk or take a break and go for a bike ride to refresh the mind and take a break from the studies. Regular exercise helps any human being to reduce stress. Moreover, there are also some breathing-centered exercises. It include yoga and other relief exercises, which helps the students to reduce their stress. Therefore, the postgraduate students have to go through a lot of stress in their academics which makes them sick and sometimes disables them from working hard. A stressful mind does not let the student's mind function properly (Ismail *et al.* 2020). Therefore, exercises are important in a student's life. It helps them to reduce the stress and refreshes the mind so that the students can work on their studies again to their full potential.

However, a student can reduce their mind by multiple ways. One can take a break from their studies and go for a solo trip with their bike. It is one of the best possible ways to refresh a mind and reduce the stress to zero. Moreover, aerobics helps to manage the stress hormones, releases tension, and helps to increase the level of endorphins. This helps the student to feel good and doesn't let negative vibes enter their mind (Fah *et al.* 2021). Therefore, exercises are important for the postgraduate students to release their stress and release tension in order to work to their full potential.

Balanced Social Life

Managing your academic and social lives while in college is one of the most crucial skills you can acquire. Your ability to manage time, stress, and even indirectly your mental health is subsequently aided by this. You may prevent becoming overburdened by the responsibilities of school, employment, and social life by maintaining a detailed, precise schedule.

It is not necessary for you to spend all of your time studying, and that is not the goal. You need to occasionally decompress, so connecting with others is crucial. You must interact with others in order to create a positive personality. An active social life provides you time to unwind and enjoy yourself, but remember that excessive drinking and partying will lower your overall academic performance.

Proper time management

There are often situations that occur when the students think that they will not be able to complete the task within the given stipulated time, which creates a mental pressure and stress in their mind. However, there are several other students who are suffering from the same problem. The students who are completing their graduation from online distance learning, often have the issue of not completing the given work within the time, this creates massive stress on their brains, which is affecting their mental and physical health (Ibrahim *et al.* 2020). However, any student can overcome all these problems simply by the method of time management technique; this enables the work to get finished within the time and reduces the stress of the students.

A student who has extreme pressure in their studies must create a regular schedule on the basis of which they must carry out the work, which will help the students to get the work done in the proper time and will help them to reduce the stress. Therefore, the students who are pursuing a career in ODL must do proper planning and execute there. This will also allow them to enjoy

their life in the social and enjoy some fresh air (Kanapathipillai& Narayanan, 2021). The students must divide the work according to its importance and take the initiative to complete them on time. Moreover, the website provided by the institution guides the students to carry out their work with a proper routine and manage the time accordingly for executing the work on time.

Getting the required amount of sleep

Getting the proper sleep is very important for any students who are still working hard to build up their careers. The students often overlook sleep, and they do not get the proper sleep. This breaks their physical and mental condition and does not let them work properly to their full potential. The students of ODL, who are working harder day and night must at least get the proper sleep so that they can study properly without feeling tired (IRUO, 2021). It is highly recommended by the doctors that everyone should sleep at least six hours every day. This allows the human brain to work properly and execute its job to its full potential.

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2.6 Offered ODL programme for postgraduate students

Online distance learning is a program for postgraduates where the teachers and the professors provide all the students with an online platform. Moreover, the students over here do not have to travel to other locations in order to finish the course. Over here, the students can carry on their course at their own place. As per the views of the author Lai *et al.* (2021), this system provides many facilities to both students and teachers. The online platform is a flexible technique to teach students. It does not require any necessary qualification in order to get the course done in online mode. The teachers can easily connect with the students of the universities with the help of apps which help the teachers to conduct their classes to the students. This helps the students and the teachers to save a lot of time.

Moreover, carrying out the session in the online mode helps the students save more time so the students do not have to travel distances in order to reach the universities at the proper time. According to the views of the author Latipet *al.* (2020), the students can freely convey their problems regarding the studies on this platform to the teachers. Therefore, with the advanced technology, the teacher can solve the issues of the students more efficiently on the online platform, and suggests the best possible solution for them so that they can continue with their studies more efficiently.

Furthermore, carrying out classes in the online mode creates an opportunity for the students to get accustomed to the modern technology that is being introduced in today's time. It offers more networking opportunities to the students. Therefore, having a grip on the online platform helps the students to carry out their work and studies at a faster rate. This helps the students of ODL to save a lot of time. According to the views of the author (Kaur & Singh, 2022), it creates the time for

these students to perform extra activities apart from their studies in order to refresh their minds and reduce their stress.

Therefore, the students who are pursuing their careers in the online distance learning platform give them an opportunity to manage their skills accordingly so that they can manage their time accordingly and perform the task. As per the views of the author NAZRI *et al.* (2021), this saves time and creates a space for the students to carry out other works as per their choice. Moreover, carrying out classes on the online platform develops the technical skills of the students and creates an opportunity for the students to gather all the skills and knowledge to work in a field full of advanced technology. This also helps the students to get benefits in the future.

Therefore, getting accustomed with the latest technology helps the student to get a job more easily. The company selects those students for their work, who are well skilled with the latest technology. According to the views of the author Netshilinganedza *et al.* (2022), In the current situation, most of the companies have developed their workplace with the latest technology so that the work produced comes out with good quality and efficiency with the proper time management. Therefore, this gives an advantage to those students who are completing their postgraduates by ODL. Therefore, by completing their courses, the online method handles the latest technology more flexibly and attracts the company owners to select them for their work. Moreover, in today's generation, online distance learning holds the same value if compared with the graduates who take classes by visiting the universities and completing their graduation.

2.7 Problems in online distance learning program for postgraduate students

Online distance learning attracts many problems which stops the growth of education received by the postgraduate students. This makes the students nervous as it makes them worry about their future. This also leads to an increase in stress and anxiety for which the performance

of the students degrades. However, some problems which affect the education or academic performances of the students are listed below:

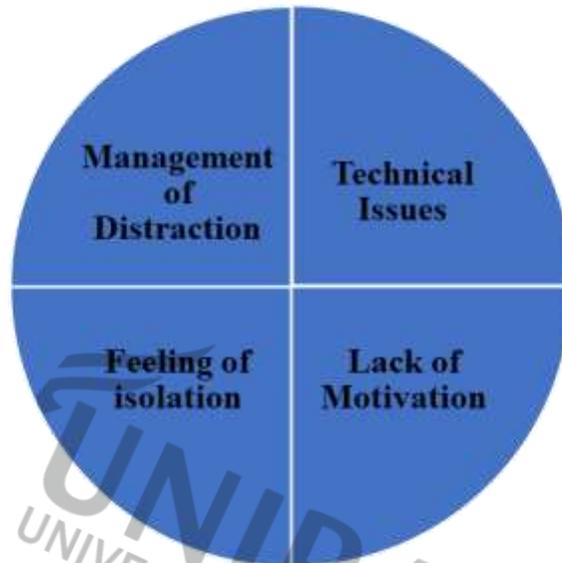


Figure 2.4: Problems in online distance learning

(Source: self-Created)

Technical issues

It is true that the postgraduate students who are pursuing their careers on the ODL get more advantage due to the utilization of the advanced and the latest technology in the university. However, it also attracts problems which might leave a student in a stressful situation. While carrying out the teachings in the online methods, the full study procedure might stop due to some

technical error (Orpina&Jalil, (2022)). As the full learning system is based on the inline method, technical; issues will not let the students get the proper education. Moreover, the students will not be able to communicate with the teachers and the professors.

Technical issues during online classes do not have a specific time, which means it can occur at any time. Therefore, due to these issues, it damages the flow of proper education provided to the students and spoils their entire day (Peljeet Kaur Dhaliwal, 2021). Therefore, the universities and the students should completely rely on the ODL and carry out classes in the offline method. This will help them to be on the right track, and will not hamper their mode of study. Therefore, carrying both the modes of study helps the students to carry out their education with full efficiency with the proper skills and management of the latest technology.

Lack of Motivation

ODL initiates all the studies and discussions to be held on the online platform. Therefore, in the online platform, the students do not get the proper motivation to carry out their work efficiently. Offline classes involve the engagement of the teacher with the students. Therefore, the teachers and the professors get the opportunity to rectify the mistakes of those students in front of them and motivate them to carry out the study which will be instructed by the teachers (Ribeiro *et al.* 2021). This motivates the students and makes a clear view for them to carry out the task properly with the proper guidance.

Feeling of isolation

Students who are carrying out their studies in the form of ODL have to always sit at home and carry out the sessions on the computer or laptop. Therefore, every day the students need to isolate themselves in a room and carry out a long session of 6 to 8 hours. This brings a feeling of isolation as the students lock themselves in a room and cannot communicate with friends during

the session. This reduces the interest of the students to stay active in the session all throughout the day (Septriyana, (2022)). Moreover, staying isolated in one place throughout the day loses the interest of the students on the topic the teachers are providing valuable lectures.

Therefore, online classes should not be held on a daily basis, as this system brings a feeling of locking the student in one place for days. The universities must also carry out sessions in a mixed way so that the students can also breathe the fresh air by stepping outside their houses and attending offline classes. This does not bring the feeling of staying isolated in the house and makes the student encouraged to carry on with their studies with full force.

Management of Distraction

Therefore, taking education on ODL also attracts many kinds of distractions which do not let the students work with their full concentration. Students while carrying out their studies, there are many activities which are held in the house which also attract the attention of the students. Therefore, the students also try to involve their interest in house-related activities (Subramaniam, 2021). This distracts the interest of the students from their studies and degrades their level of performance. Therefore, the university must take initiative to manage the distraction of the students towards other areas by giving them tasks to perform.

2.8 Impacts of the Covid-19 pandemic on ODL for postgraduate students

However, there are many advantages and disadvantages to the ODL platform. Therefore universities, schools and colleges have taken the initiative to carry out education in the form of a mixed strategy which enables both online and offline modes of education (Netshilinganedza *et al.* (2022)). However, all these strategies were destroyed with the introduction of Covid-19. Due to the emergence of this pandemic, the education department has taken the decision to carry out all forms

of education in the online mode. Therefore, all the education that is provided by the professors and the teachers is given to the students by the online mode.

Therefore, due to this pandemic, the students were not getting the proper level of education and motivation that is required for them to pursue their careers. Moreover, as the whole educational system is carried out in the online platform, there are many gaps in the education of the students as the students are not paying attention to the online classes and submitting their educational work and assignment by copy-pasting from the internet (Ribeiro *et al.* 2021). Therefore, due to these actions, the students are utilizing their brain and for this, the skills and knowledge that is required by the company are not met. The student's education is getting reduced and they are not getting jobs in the desired places where they wish to admit themselves in the future to achieve their goals.

Moreover, due to the pandemic, the whole education system has been shaken. There were students who lost their lives during the pandemic as they were infected by the dangerous virus. Therefore, due to this pandemic, the students got scared and a panicking situation was created for which all the interest of the students disappeared from their studies. According to the views of the author Septriyani, (2022), they were rather conscious of saving themselves from the pandemic situation. The food chain also got changed; people were dying because of not getting the proper food. Therefore, studies no longer became the main concern of the students. Their main concern was to survive the pandemic situation and then go after their career if they are able to survive the vast pandemic situation created by the corona virus.

However, it is necessary that the students do not stay uneducated, and get the proper educational facility so that the students again get the courage to shift their interest from the pandemic to the educational system. It is very important for them as if the students do not complete their studies they will remain unemployed, and they will not have the proper funding to survive in

the pandemic situation (UTAMININGTYAS, 2021). Therefore, the students by themselves regained their interest in education and started attending online classes conducted by the university, schools and colleges. Moreover, due to this pandemic, all the routines that are created by the students, depending on which they carry out their work, have been destroyed.

The management of the educational system also took different types of methods to teach the students in the ODL so that the students get encouraged by the form of education that they receive from the universities. As per the views of the author Subramaniam, (2021), this increases the level of commitment provided by the students to their education. Therefore, the students take the initiative to build a new strategically routine for themselves. This enables them to again get a strong grip on the educational field and gather all the skills and knowledge so that they can complete their studies with good scores and get admitted to the desired company they wish to go and fulfil their goals which they wished to have in their life.

2. 9 Impacts of stress factors in changing student behavior in ODL

Increased scope of career counseling opportunities and digital innovative practices of the learner-centric digital development of the learning materials are developed according to the requirements of the cross-cultural students of the online learning platforms. Moreover, the challenging mindset up and the mental turbulence of the previously encountered failure are solved

by the testing and digital screening or rank booster programmers of the online learning platforms. The impacts of the stress factors in challenging student behavior during ODL are as follows:

Reinforcement force creation

The positive mindset to the accomplishment of the reinforcing paradigms is the innovative sustaining paradigms of developing the scope of remunerations and the rewards acknowledgement scopes of the learning environment (Browning *et al.* 2021). Moreover, the rational interpretation of the data mindset and the rational significance of the data reinforcement paradigm are rationally interlinked to the reinforcement-related motivations are interlinked in the case of developing high achievement. The high achievements and the remedial teaching scopes are increasing the reinforcement mind-setup of the post-graduate students.

Emotional and cognitive validity creation

Emotional intelligence and stress endurance levels are increased by the sharing the knowledge among distant and online learning platforms. The innovative practices of inductive reasoning based on quizzes and the contents regarding online participation are involved in the case of rationally interpreting the contradictions faced by the students. Moreover, students' collaborative performance management reacted contradictions are solved through the digital association creation with the different languages spoken by students (Savage *et al.* 2020). The geographic segmentations nada the GPS servers related navigation toolbars related symmetry is created through the development of cognitive speculation among the students. Moreover, the critical aspects of emotional congruencies-related issues are also solved through the incurred group learning and the webinars solicited through the involvement of online and distant learning platforms.

Problem-solving approaches development

The problem-solving mindset and the innovative active listening habit are created through the regeneration of online and distant learning platform creation. The development of the teaching and the lesson planning-related circular paradigms are reinvigorated. The circularization of the heuristic way of solving the issues of the online group meeting and the sound quality-related issues are solved through the regenerative online campaigning scope formation. The hands-on experience-based approaches are facing some problems of on-spot visualization (Al-Omiri *et al.* 2021). Moreover, the positive mindset up and divergent intelligence factors namely the theoretical paradigm of Gardner's multi-factorial intelligence features are associated with the enhanced paradigms of the online and distant learning environment creation. The deployment of the problem-solving essentialities is tethered with the consignment of the digital learning environment creation.

Collaborative mind-setup creation

Time and work stress-related constraints and limited deadlines-related interruptions are included in the case of enhancing the stress level of the students. Moreover, the technical aspects of the data reliance and the impacts of stressful attitudes can gain the competitive advantage of universities for creating positive cognitive attitude development among post-graduate students (Pandey *et al.* 2021). The collaborative way of enhancing the knowledge acquisition paradigms is

the positive impacts of the stress regenerated through the facilitation of the online and distant learning environment creation.

Different agile software namely Scrum and Kanban are vigorously used due to increased workloads imposed upon the higher study authorities. Moreover, the collaborative approaches of the distant learning paradigms and the enhanced proliferation of data retrieval and sprinted workload management are linked to the regenerative and spontaneous resource allocation committee formed in this case (Bhat & Bhat, 2019). Moreover, the digital personification and the solidification of the data backup and emergency backup planning of the team agility corresponds with the increased work pressure created in the long run of the profitability scope creation. The digital entrepreneurship-related challenging factors are evident among the distant learners evident in the work environment of the high technical glitches are solved through digital database creation. Tangible and intangible resource-related scarcities are solved in the case of emerging technical depiction. Moreover, the rational significance of the optimum data acquisition and the digital interrelationship-related joint ventures are needed in the case of associating the supremacy and the high organizational flexibility measurement.

Licensing and the clear communicative mind setup creation

Licensing and business agreement-related disputes are solved through the adjusted parameter development of the online campaigning. The online feedback resolution and demonstrative knowledge database and online library creation are depicted through the data distribution techniques of these platforms. Moreover, the nonsense conspiracies and workplace harassment and negative connect-related risks are also minimized by the implication of ICT-

empowered teaching-learning environment accomplishment. Blacked mind setup creation in the long run of the association among the cross-cultural contradiction set up are aligned in this case of the immersive technical depiction of the close association creation with the executive and non-executive authorities of the universities.

The balanced mind setup of democratic and autocratic mind setup is solved through the data adjustment properties shown by the digital licensing and the emotional stability created in the long run of the high order of these creations. The cited and peer-reviewed journal materials and the digital databases are adjusted through the clear augmentation of the data validity paradigms.



2.10 Impacts of formative and summative assessment of online distance learning on the stress level of students

The Scholastic achievement testing and the immersive technical achievement are encountered through the emerging digital and Integrated Communication aspects of development in the online and distance learning environment. Moreover, the periodical formative assessment aspects and annual or summative assessments related to cognitive motives can be solicited through the regeneration of stress level analytics (Cardozo *et al.* 2020). The test stress during the online

campaigns and online testing or retesting coordination level is integrated within the consignment of the periodical judgments. Moreover, comparative testing is the main reason for comparing post-graduate students' self-performance with peer groups. Moreover, the peer discussion groups and the constructive and testing or retesting type of validity areas checked by the framing of the formative and summative questionnaires facilitated by the professors (Alexander Owen & Thames, 2020). Moreover, the innovative sustainability-related towards the pioneering attitude creation and the reinvigorated aspects of the heuristic conceptualization is the logical way of combating the stress level. Moreover, integrating the Software installation programmers during the online learning environment is critical in this case.

Cost reduction of the pen-paper tests and increased scalability and the credibility of the clear augmentations of decentralized teaching-learning environment creation are the added impacts of the formative and summative assessment. Moreover, the reliability and validity indexes of the formative and summative assessments are solved through the numerical and cognitive stability adjusted by the periodical rewards system encouraged through the data solicitation. Apart from these, the increased credibility and the logistics of the Distributed knowledge technological applications are integrated into the case of enhancing the scope of increased performance-related assurance creation in the long run profitability creation (Eddy Herman & Reinke, 2019). Increased ROI (Returns on the Investments) measurements are linked with the case of summative assessments and formative assessments scope measured by the scholastic achievements scopes regenerated through the virtual video-conferencing the online symposium development of the e-learning platforms. Moreover, the clear data stratifications and the technical implementation of the team agility and the segmented depictions of the problem faced by the venture capitalists of the higher authorities are improved by these programmers.



2.11 Advantages of online distance learning in managing stress and maintaining student satisfaction

The advantages of online learning in managing the stress level of post-graduate students are as follows:

Creating emotional resilience in the long run of the career progressive aptitude development is important. Moreover, the innovative entrepreneurship related critical aspects of the high-resolution-based teaching-learning environment creation are the latest development of the

learner-centric environment creation (Jowsey *et al.* 2020). Moreover, the innovative outlining and the external or internal level of the stress level or anxiety solicitations are solicited through the achievement of the online query resolution depiction creation in the long run of academic achievement creation. Moreover, the creative learning environment creation and the enhanced capacity development of heuristic thinking capacities are integrated within the paradigms of the essential experiential learning theory. The inconvenience level of the individual students is solicited through the involvement of the online survey or Lickert scale-based learning aspects. The teaching-learning environment and the virtual hand-raising and recording facilities of the video lectures and animated spectrums of the different subjects can be depicted through the utilization of online learning platforms (Guiamalon & Boquia, 2022). This can be influential in the case of reducing the risks of online interruptions faced by digital entrepreneurs. The technical departments of subscribers-based modification of the hidden and extra-curricular programmers of the online and distant learning environment are effective in this aspect.

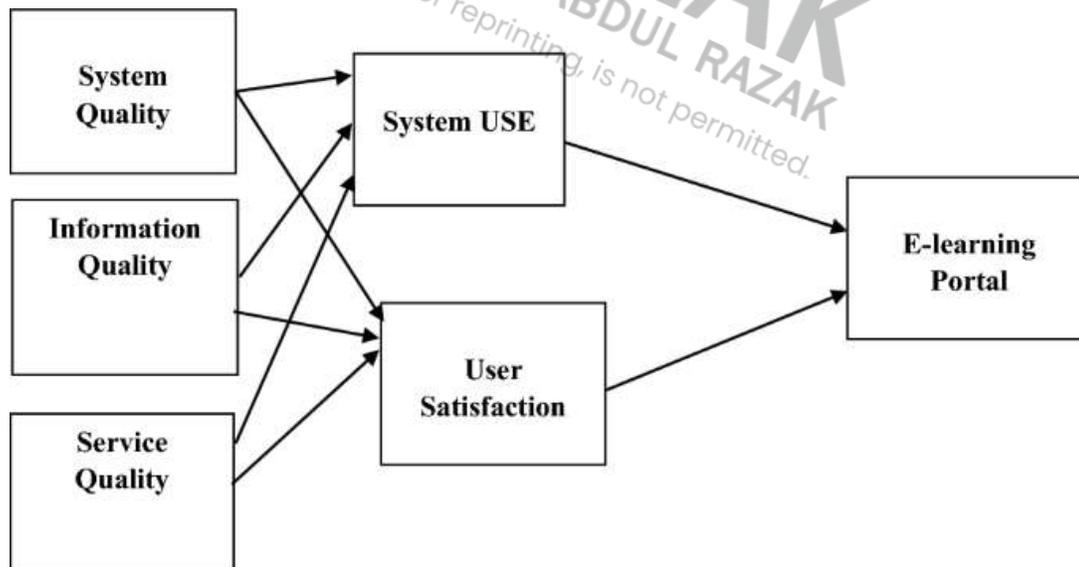


Figure 2.5: Advantages aspects of e-learning platforms

(Source: Shahzad *et al.* 2021)

The IT supports given by the distant and online learning environment and the federation of the agile performance and data retrieval of the unsaved data or credential reports of the post-graduate students are added advantages of the online and distant learning platforms of high studies (I-Chen Balan & Saeed, 2019). The half-yearly or annual programmers of the lectures and the individual portal-related glitches can be solved through the involvement of the ICT in the case of long-run profitability creation of the online and distant learning platform-related co-creation. The software programming and coding language compatibility factors of oracle and Moodle or the encountered versions of the learning materials are the added advantage of this medium. The categorized paradigms of subject-wise lesson plans are integrated into the case of managing the innovative entrepreneurship ethics of the long-term succession planning of the distant and online learning platform creation. Moreover, the logical boundary-specific analytics and the rational interpretations of the cost-effective leadership or transactional accountability paradigms are the added advantage of the e-learning platforms.

The maintenance of authenticity and data infringement-related issues are contradictory from the point of view of the innovative and transparent communicative platform creation is the added advantage of the online and distant learning platform (Al-Fraihat *et al.* 2020). The technical disparity and the logical association of the Deep learning networks-based behavioral augmentation through the technical integration of AI sensors are the added advantage of the e-learning platform only. The challenging aspects of assignment-related plagiarism are detected through the plagiarism checking facilities incorporated within the portal system of the virtual learning platform only.

The generation of any-time accessibility paradigms of digital learning experience and Search Engine based learning course-related automatic up-to-date notifications are the advantageous aspects of online and distant learning platforms (Nambiar, 2020). Moreover, the enhanced digital participation committee and the periodical seminars and the artistic collaborative performance management-related educational speculations are geared within the consignment of the ICT-empowered distance and the online learning platforms. Digital libraries and the unit or subunit-related time scheduling and date of dispatch of the online learning materials to the doorsteps of the learners are the added features of the online and distance learning programmers. The huge lesson planning and the navigation tool-related learning matrices and the online learning improvement or the video quality or audio quality related adjustments are included in the advantageous aspect of the online learning platforms. These stresses of data computation and the high lesson planning matrices burdens or the individual stress levels of the students are solved through the inclusion of technical features into the virtual learning platforms.

The solidification of the learning materials and inquiry-based analysis of the innovative entrepreneurship-related ethics are regenerated through the digital data encryption policies adjusted within the consignment of the "*Learning Content Management System (LCMS)*", and "*Learning Support System (LSS)*". Learners' active participation and feedback analysis or interactive learning sessions are included in the case of deploying the technical advantages of the online learning platform creation (Stecula & Wolniak, 2022). The cross-cultural issues of the stakeholders and the peer discussion group of the higher universities are solved through the data solidification aspect of the online and distant learning platforms.

2.12 Theoretical underpinning

Community of Inquiry Model

The community of Inquiry model is evolved by Garrison, Anderson & Archer (Fiock, 2020). Moreover, the critical boundary of supporting and main discourse analytics development of the professional teacher and mentor spectrum creation are aligned within the case of academic achievement records establishment.

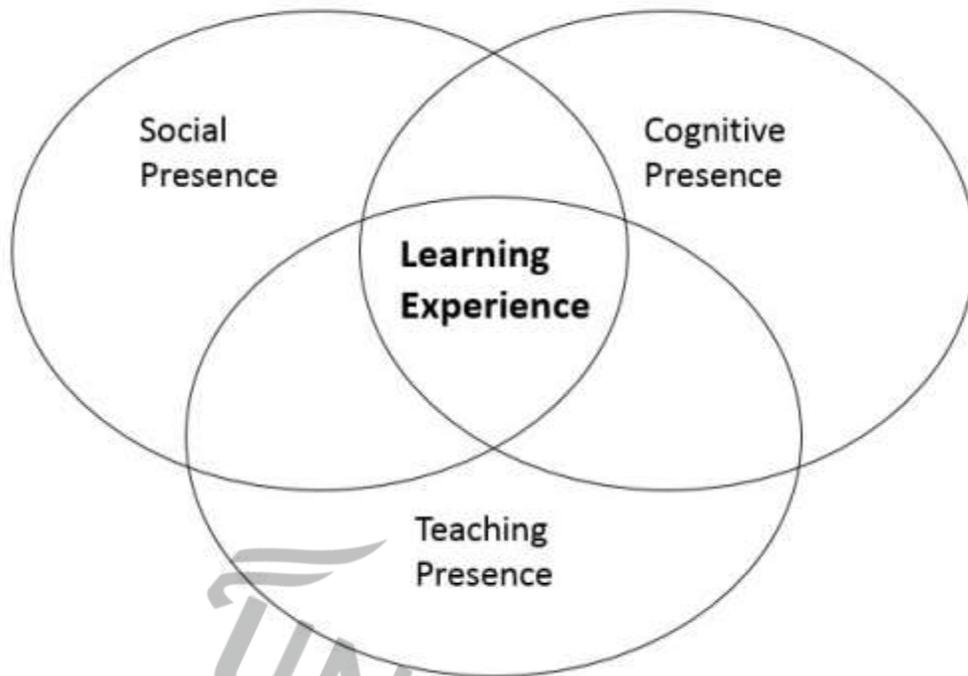


Figure 2.6 : Theoretical aspects of the Community of Inquiry Model

(Source: Picciano, 2021)

Social presence, cognitive appreciation committee and teaching aptitude level are incurred within the case of facilitating the developed intention mapping creation in the online and distance learning environment creation. Moreover, the clear depiction of the teaching-learning environment and learner-centric environment creation are validated during the development of cognitive apprenticeship training opportunities. Besides that, the agility and the performance related to the critical educational experience creation of a learner-centric teaching-learning environment can be created through abstract idea generation the critical step in this regard (Picciano, 2021). Moreover, the logical interpretation of the digital glitches and technical coordination-related issues are

interpreted through teaching, cognitive and social presence creation. Moreover, the setting of the learning conditions and negotiating behavioural depictions are aligned in the case of individualized web content development in the online learning environment creation.

Social Presence paradigm

The interpersonal level of mental coordination levels and the Integrated communication system management among the students, colleagues and technical team of the post-graduate department of the university is needed in the case of highlighting the key stress-related factors responsible for the low academic achievement level of the students (Lee *et al.* 2021). The insightful learning capacity development and creation of instructor-based community outreach programs are solicited through online platforms during the pandemic and post-pandemic period. Moreover, the clear-cut adjustments of the negotiation and language incompatibility-related theories are the critical domain consideration of developing the performance efforts among the post-graduate students of universities.

Cognitive presence paradigm

It is the presence of mind and the decision-making or problem-solving aptitude developed across different social communities of the learning environment accomplishment. Moreover, the learning disputes and the spontaneous enthusiasms for creating exceptional or outstanding performance perspectives are essential considerations of the teaching-learning association creation.

Teaching presence paradigm

The blog writing, dialectic questioning and pragmatic points of view of e-learning paradigms are interpreted as consignment within the idea of divergent thinking capacity development. Teaching presentation, the technicality of creating the projector based methods and encountering the heuristic way of combating the teaching-learning environment creation is the logical any of creating the grounded principle of generating the highest ranking and higher achievement motives among the postgraduate students. The semester-related assessments the critical micro-teaching and meta-cognitive validity-related regenerative forces are also included in the case of reducing the emotional stress level of these students of universities.

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Theory of ERI (Effort-reward Imbalance model)

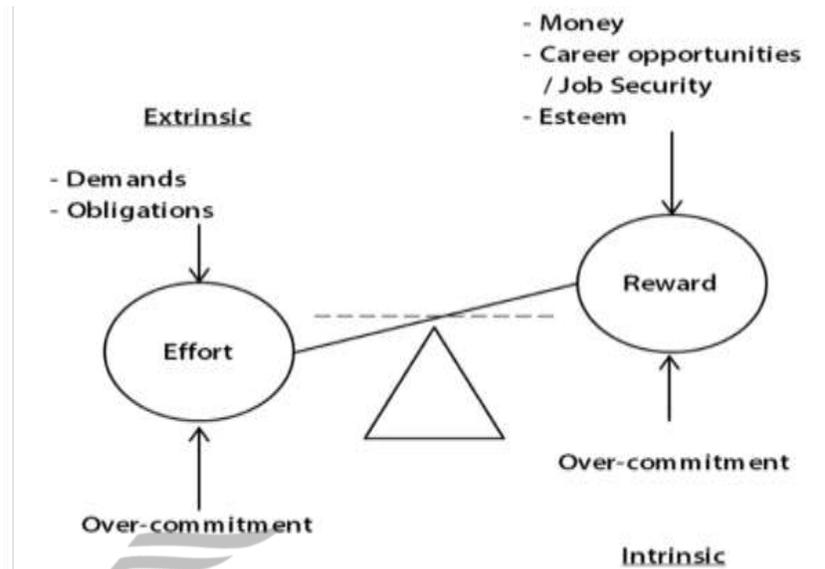


Figure 2.7: Theoretical concepts of ERI model

(Source: Kunz, 2019)

The extrinsic and intrinsic motivational factors soliciting the mental and academic achievement level related highest co relational perception creation in the online and distant learning environment of the postgraduate courses of the university. The mental stress and the research or development-related high ranking and the Interim projects or distant project-related stress are sustaining among the post-graduate students of the university. Moreover, the clear-cut estimation of the demands of the post-graduate training programs and the rewards systems related to critical interpretations of the job security and employability skill management aspects will be proficient in the case of removing the extra mental burdens of career improvements mainly seen among post-graduate students (Ren *et al.* 2019). The adverse impacts of the social-constructive backgrounds and the external rewards specific analysis of the commitments given by the students and the consequential achievement they are creating in their professional career are the main causative

factors accounting for the mental stress level. Low job recruitment chances despite the hard work given by the post-graduate students are the main analyzing perspectives of creating the obligatory paradigms of enhancing the scope of the reward systems sustaining in the long run.

Social-constructivism theory of Vygotsky

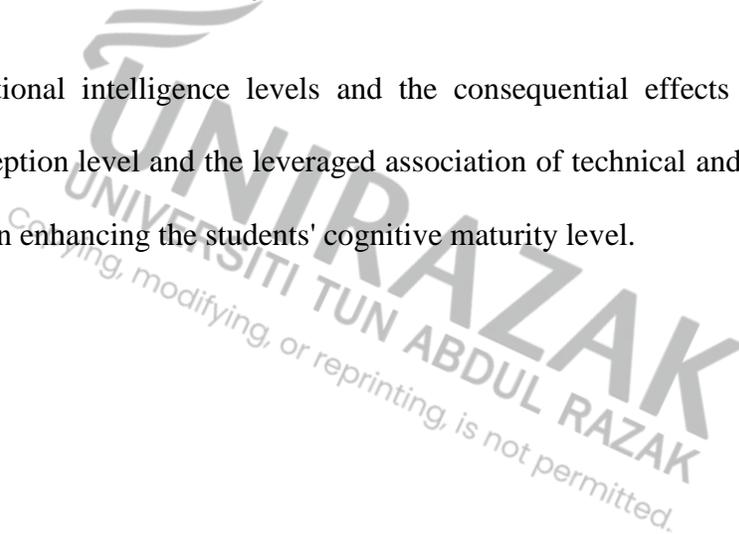
It is the possible implication of the socio-constructivism and social perception upon the development of the online and distance learning platforms of universities. Moreover, the unprecedented risk of mental turbulence and test anxiety levels and the impactful analysis of the social stresses are the largest consignment of developing the empathetic online and distance learning platform. Apart from these, the consequences of mental congruencies and the social burdens over the logic-mathematical, psychological and mental stability-related perspectives need to be analyzed by the online learning coordinators (Alkhudiry, 2022). During the audio-visual learning platform-related default working environment creation, the social support and the emotional intelligence-related perception creation are integrated with the logical interpretation of the mental stress level sustaining among the students belonging to the postgraduate level.

Moreover, the innovative entrepreneurships and peer discussions group formation among the social learning platform related to collaborative performance management can be influential in this regard. Moreover, the conceptualization of Scaffolding or giving half-solved questionnaires to discuss the Intelligence quotient and self-esteem or stress level of the students are the main considerations for developing cognitive maturity among online students. The face-to-face social coordination making is not possible in the distance learning platform.

Hence, it is critical to determine the prospects of mental stability creation in the progressive learning environment of the online and distance learning platform. Besides that, the concepts of

making the social coordination level and social support for generating the importance of online and distance learning among the new internship is the highly solicited domain of cognitive validity creation. The concept of the Zone of Proximal Development is the tactics of involving advanced or experienced peers in the online and distance learning platforms is the critical perception propounded by Vygotsky (Villegas Varona & Sanchez, 2020). The peer groups and the advancement of the mental stress level combating implication of the trainees or apprenticeship trainers solicited online and distance learning environment is the important paradigm is the logical way of mitigating the mental stress level interrupting the academic achievement of the postgraduate students in the university.

The emotional intelligence levels and the consequential effects of the tests anxiety, cognitive apperception level and the leveraged association of technical and professional aptitude are encountered in enhancing the students' cognitive maturity level.



2.13 Conceptual framework

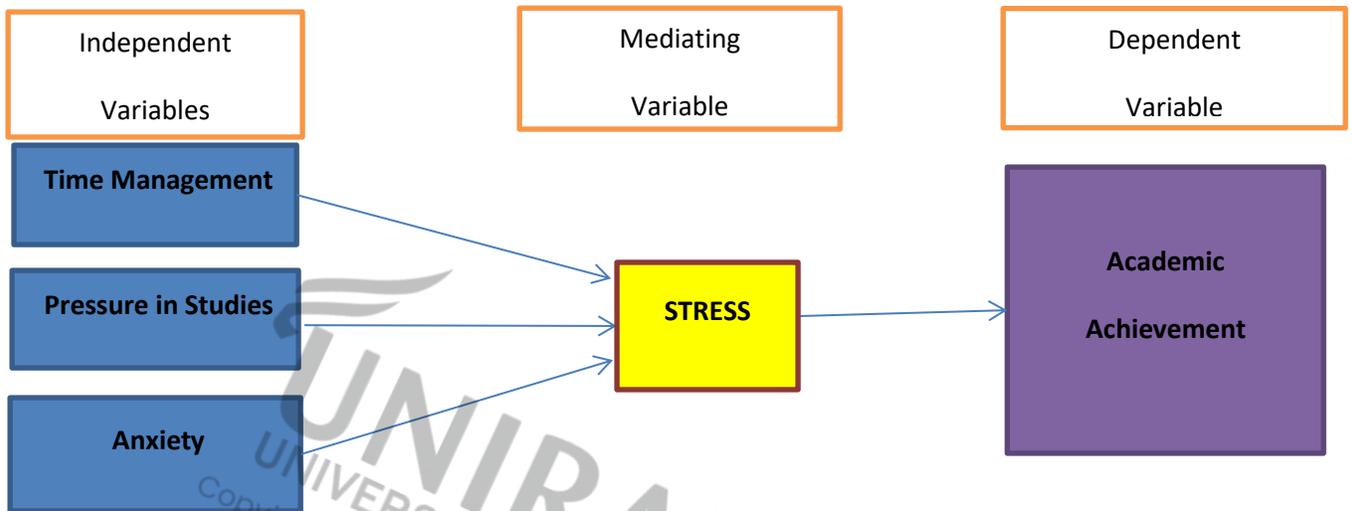


Figure 2.8: Conceptual Framework

(Source: Self-created)

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The demographic, sampling strategy, and sample size are all covered in this chapter of the thesis. In this chapter, many data collection tools or instruments were covered. The chapter also examined more closely at how data were gathered, analysed or treated. This chapter three ends with the overall summary.

3.2 Research Design

How we carry out a certain investigation is known as the research design in general. It seems to help a researcher at different stages of their research as well as in problem-solving. The most significant aspect of a research is its design because it takes important factors into account, like data elements, data collection, measurement using the appropriate techniques, and data interpretation.

The majority of research may be divided into three types of designs: exploratory, descriptive, and causal. Each serves a different function and can only be applied in specific circumstances. By identifying connections between many parts of the phenomenon, exploratory research designs aim to give evidence to either prove or deny a phenomenon. The course of the investigation may alter frequently in exploratory research, therefore acquiring evidence is important (Strydom H, 2014). It is also said descriptive and explanatory method have more similarities. When a dependent variable is clear, the researcher needs to determine what factors caused it to happen (Pawar N, 2020). In other words, the purpose of the causal research design is to identify the origin, or even the pre-existing individual differences (Pawar N, 2020).

For this study, causal method will be used to clarify or identify the cause-and-effect bonds with all the dependent and independent variables involved which includes testing the hypotheses developed to understand the bonds between factors that causes stress and its impact on Academic achievement of Postgraduates in UNIRAZAK by investigating appropriate number of samples.

3.3 Target Population and Sampling

3.3.1 Target population

The population of interest is comprised of the study's intended target audience, which consists of individuals, small groups, and organisations (Casteel, A., & Bridier, N. L., 2021). A population could be homogeneous or diversified. Homogeneous elements share comparable qualities across all of their attributes, whereas heterogeneous components do not. This is the distinction between homogeneous and heterogeneous elements (Alvi M.H., 2016). Populations aims to define a study's scope in order to prevent presenting a homogeneous set of results, which by default delimits the research on which the researcher's concentration is more necessary (Casteel, A., & Bridier, N. L., 2021).

The targeted population for this research study is 150 current ODL Postgraduate students from UNIRAZAK, Kuala Lumpur. The population is chosen because of diversity of backgrounds, education, employment, and salary which will be helpful on this study.

3.3.2 Sampling technique

For this survey research, Simple Random Sampling (SRS) from the category of probability-based sample is used as the sampling strategy. With this sampling technique, any groups of the same size are equally likely to be chosen from the frame population. This means that anyone in the selected sampling location who is easily accessible and available will receive the questionnaire. The method is quick and cost effective.

3.3.3 Sampling Size

The sample size for this study will be determined by the number of responders.

In this study, a web-based self-administered questionnaire (SAQ) that was made using Google Form was sent to 150 randomly chosen participants. The SAQ was expected to receive responses from at least 70% of the participants.

150 distributed questionnaire URL links yielded 122 responses, or an 80% response rate. The sample size of a study, according to Hair et al. (2010), should be at least the quantity that is derived by multiplying the number of questionnaire items by five. Since the questionnaires for the current study only had 18 items, a sample size of at least 90 should be used. The target respondent had so been attained by this point.



3.4 Data Collection Method

Data gathering is an essential component of any research projects (Ajayi VO, 2017). Inaccurate data collection will unquestionably affect the study's conclusions and produce erroneous results. There are numerous methods for gathering data, depending on the researcher's research strategy and design. The most popular techniques are telephone and in-person interviews, published literature sources, surveys (by mail and email), documents and records, observations, and experiments, which fall under the categories of primary and secondary data.

Researchers mostly rely on primary data as a source of data gathering according to the aim of this study. In order to gather the primary data for this study, questionnaires will be used.

The term "secondary data" refers to information gleaned from already-existing sources from records and utilised for a different purpose than what they were initially collected for.

For the purposes of this study, secondary data will be gathered from published sources and electronic sources such as Government reports, published research papers, internet information and etc. According to Abdalla BO (2018), secondary data has the following advantages and downsides.

The following are some benefits of using secondary data. It is less expensive than using primary data, it saves the researcher time and it helps the researcher understand the study's topic better.

3.5 Questionnaire Design

The primary research tool used to measure the study's variables was a web-based self-administered questionnaire (SAQ) created with Google Forms. The SAQ must be properly designed in order to be an effective instrument for data collection, as the validity and reliability of the data are affected by the design of the questionnaire. When creating the SAQ, brief, basic, and easily understandable language was chosen in an effort to encourage the participants to cooperate better. The introduction page of the study's questionnaire promises participants that their information will be kept private and describes the study's objectives.

The three parts of the web-based self-administered questionnaire (SAQ which includes Parts I, II, and III—each comprise a set of questions that have already been reviewed. (Appendix 1). The first part of the questionnaire looked at the participants' demographic detail such as gender, age and educational background. The second part would be covering the independent variable which is factors of stress and third part on its impact on academic achievement. The participants were questioned on their perceptions of the aforementioned qualities using a five-point Likert scale.

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| Questionnaire Items | No of items |
|---|-------------|
| Part I Respondents Demographic | 3 |
| Part II Online Learning Procedure | 4 |
| Part III Stress Factors Among ODL Postgraduates | 5 |
| Part IV Impact of Stress On ODL Postgraduate's Academic Achievement | 5 |
| TOTAL | 17 |

Table 3.1: Questionnaire items and number of items in Appendix 1

Below are the likert scale used in the questionnaire as in Appendix 1.

Likert Scale

1----- 2----- 3-----4-----5

1- Strongly Disagree

2- Disagree

3- Neutral

4- Agree

5- Strongly Agree

3.6 Pilot Test

By analysing the question flow and ensuring that the question is capturing the data it is intended to measure and that it should match the study's objectives, a pilot test is performed to assess the validity of each question.

The pre-testing demonstrated that it took the average respondent 5 minutes to finish the survey. Following the pilot, changes were made to the phrasing of each item in Parts II, III, and IV to improve participant comprehension. On the condition that the same methodology had been used, these pre-test individuals were subsequently included in the final survey as well as the meaning of the questions.

SAQ items were given to the pilot group of fifteen (15) participants which is 10% of 150 respondents as a face validity check and to solicit feedback on how to improve the SAQ items. The content and construct validity of the questionnaires were also guaranteed by consulting the professors regarding their acceptability.

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3.7 Data Analysis

The process of coding the data involves creating and labelling codes, preferably a number to categorise data extraction (Carelse B, 2017). The purpose of coding is to improve the quality of the analysis and findings that can be entered and read by a statistical analysis software package while also making the retrieved data conveniently accessible for study (Linneberg MS & Korsgaard S, 2019). The items of the questionnaire have been pre-coded so that information can be taken directly from it (refer Appendix 1)

The statisticians' tools of frequency and percentage are used to create a quantitative description of the data. The profile of the respondents in terms of age, gender, and educational attainment was displayed using this descriptive analysis. Additionally, it served to clarify how one element connected to another.

The mean and the standard deviation- This was presented as an illustration of how respondents commonly reacted to the stress element and how it affected their academic performance.

Variance Analysis in One Way (ANOVA)-This was done to evaluate the relevance of variances in the respondents' demographic features, stress-inducing factors, and their effects on postgraduates' academic achievement.

Test for Chi-Square Independence- This test is conducted to determine if categorical variables are connected or separate, as well as whether there is a relationship between them.

Pearson, R-This is done to demonstrate the correlation between stress factors and how stress affects academic achievement.

3.7.1 Data Processing

Statistical Package for Social Science (SPSS) version 26 was used to handle and statistically analyse the data for this study. The data processing included checking the validity and reliability of the questionnaire as well as the correlations between the different variables.

Validity and reliability are essential components of every research, but they play a crucial role in qualitative studies.

Careful consideration of these two factors can have a substantial impact on a research project and ensure that colleague researchers regard the findings as reliable and credible (Brink, H., 1993).



3.8 Conclusion

The research techniques used in this study were reviewed in this chapter, along with the survey's objectives, sample plan, and design. The explanation of data coding, processing, and analysis is added to these. The importance of validity and reliability, which can lower the risk of errors, is discussed.

The results of this study will be described in Chapter 4 and a special focus will be placed on the input from responders to the web-based, self-administered questionnaire (SAQ).



CHAPTER 4

FINDINGS AND ANALYSIS

4.1 Introduction

This chapter describes the collected data from the questionnaire and detailed analysis are made based on these feedback and report generated. The analysis part of a dissertation helps to obtain a conclusion and understand the factor of stress discussed in this paper. This chapter mainly focuses on statistical tests and a conclusion statement of stress management made through the reports achieved. Data collection processes that are mentioned in the chapter 3 Research Methodology which is data collection through primary quantitative data collection process are mentioned in the following section. Data from the questionnaire are run through Statistical tool ,SPSS to achieve the aimed result for this research. About 150 google form questionnaire which is the web-based self-administered questionnaires (SAQ) were sent through online platform such as E-mail and Whatssap to respective respondents to collect necessary data and about 122 respondents participated in this process. There were 14 questions asked not including questions based on demographic.

The demographic data based on the respondents age, gender and education level was measured in a effective way. Moreover, this chapter also focuses on reliability and the correlation factor which helps in making the final conclusion on this research. The hypothesis are tested and an analysis for improvisation are discussed and provided in this chapter.

4.2 Demographic analysis

Demographic analysis has highlighted the matters of the collection and appropriate analysis of the characteristics of groups which shows the quantity of population to measure the personal information of the participants (Saeed & Ahmad, 2020). Besides, data is precious for understanding the ultimate purpose of the research is to address the population's features for estimating the research objectives of stress factors and their impact on achieving academic success in ODL Postgraduates. Moreover, demographic analysis is required to measure the dataset of the population as respective to the research context. In this survey work, the demographic components such as age, gender, and education level cooperate in estimating the impact of stress factors.

Statistics

| | | Age_group | Gender | Education_Le vel |
|---|---------|-----------|--------|---------------------|
| N | Valid | 122 | 122 | 122 |
| | Missing | 0 | 0 | 0 |

Table 4.1 Frequency Statistic

(Source :Created by SPSS)

| Age group | | | | | |
|-----------|---------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 22 - 25 years | 12 | 9.8 | 9.8 | 9.8 |
| | 26 - 29 years | 34 | 27.9 | 27.9 | 37.7 |
| | Above 29 | 76 | 62.3 | 62.3 | 100.0 |
| | Total | 122 | 100.0 | 100.0 | |

Table 4.2: Age Group

(Source: Created by SPSS)

The above-demonstrated table is considered as the demographic analysis where the appointed 122 participants for this survey work relating to the context of impact on academic achievement among ODL Postgraduates. Besides, Age factors can provide a unique perspective on the random experience of selected participants in this context. Some participants have equal experiences with the demographic age-related information to mitigate future trouble (Zhang & Liang, 2022). Consequently, the age factor is prominent in this position to define the age group of the population.

Moreover, the analysis requires the rates of the frequencies to be proper interpretation and also receive the apt information through the end of the research. Based on the previous data in the table, the three responses and their frequency rates address the minimum and maximum age limitation to conduct the systematic survey. The age group 22-25 years, 26-29 years, and above 29 years where frequencies rated are 12, 34, and 76 for assuring the success factors of this survey respectively.

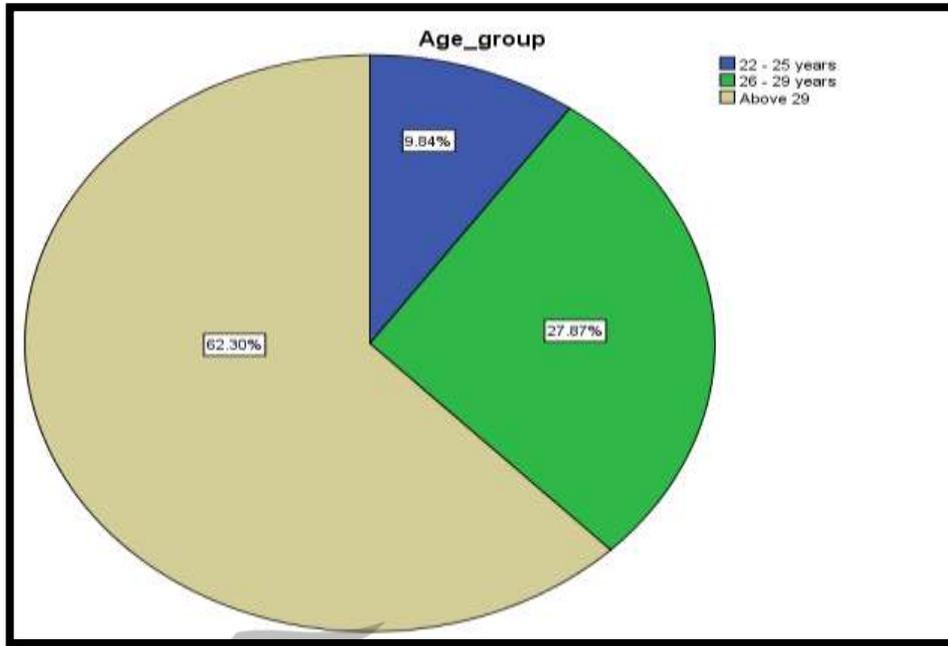


Figure 4.1 Pie chart showing percentage of responses for the demographic- Age Group

Source: SPSS

RESULT

The above figure represents the different age groups of people participating in the survey. 9.84% of participants belong to the age group of 22-25 years, whereas 27.87% of participants are between 26 to 29 years of age. On the other hand, the most number of participants are from the age group of above 29 years, the percentage of which is 62.30.

| Gender | | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|--------|-----------|---------|---------------|--------------------|
| Valid | Female | 61 | 50.0 | 50.0 | 50.0 |
| | Male | 61 | 50.0 | 50.0 | 100.0 |
| | Total | 122 | 100.0 | 100.0 | |

Table 4.3: Gender

(Source: Created by SPSS)

In this particular study, there are only two types of common options which are female and male. Besides, the total number of participants in this study is 122 making their responses and calculated by using SPSS software to get a systematic survey report. The gender measurement in this survey is important to evaluate the different opinions of the respondents and values their perspective to address the effect of ODL on academic achievement among postgraduates. Apart from that, it can be noted that out of 122 participants, 61 women received feedback on the causes of stress and their impact on academic success. Similarly, 61 men provided their responses to this study. Furthermore, it is understood that female and male participants provide similar responses by observing through the frequencies.

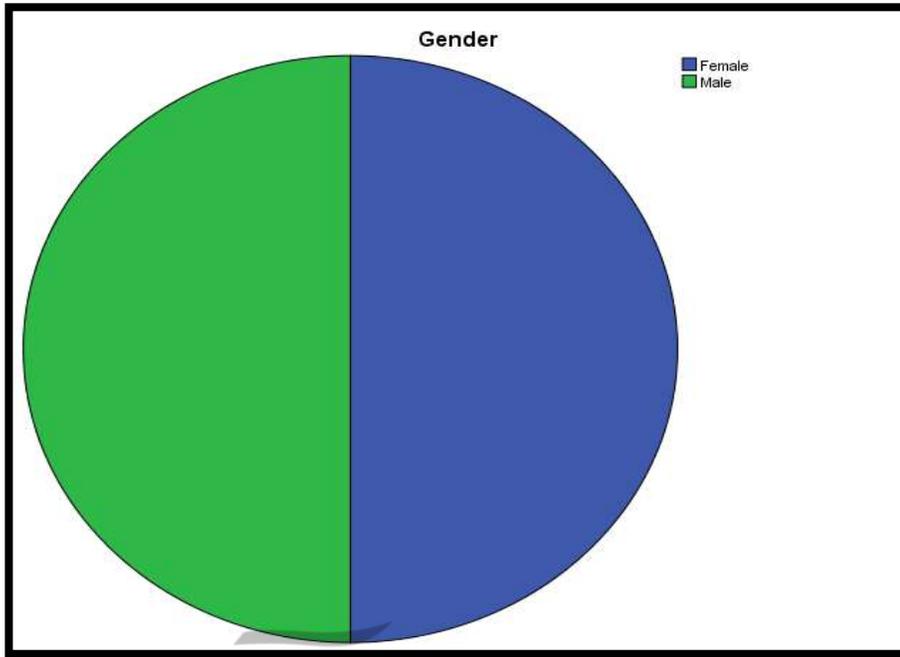


Figure 4.2. Pie chart showing percentage of responses for the demographic- Gender
Source: SPSS

RESULT

The figure shows that there are an equal percentage of 50% of male and female respondents taking part in the survey. This equal participation from both age groups indicates that the survey is free of any gender bias.

| Education Level | | | | | |
|-----------------|--------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Bachelor | 47 | 38.5 | 38.5 | 38.5 |
| | Postgraduate | 39 | 32.0 | 32.0 | 70.5 |
| | Diploma | 35 | 28.7 | 28.7 | 99.2 |
| | Certificate | 1 | .8 | .8 | 100.0 |
| | Total | 122 | 100.0 | 100.0 | |

Table 4.4: Education Level

(Source: Created by SPSS)

One of the significant demographic components is the educational level that can satisfy the purpose of the stress factors of the ODL Postgraduates to measure its impact also. The education level can cooperate to evaluate the stress factors of the students valuing the responses of the respondents respectively. In this survey among 122 participants from various educational background such as Postgraduate, bachelor, diploma and certificate holders are the variables where their frequencies are 47, 39, 35 and 1 respectively which is capable to address the ultimate perspective of the demographic analysis in SPSS. As a result, it is highly capable to satisfy the purpose of this survey regarding ODL Postgraduates and their stress factors respectively (Maqableh et al. 2021). The highest frequency is notified in bachelor defining the understanding and experiences on the stress factors of education that would be useful for the interpretation respectively.

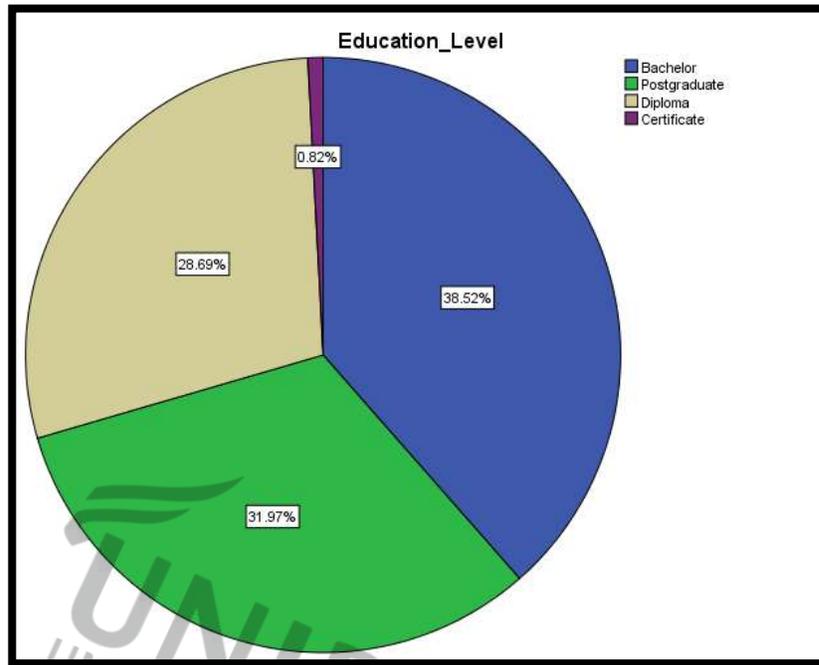


Figure 4.3 : Pie chart showing percentage of responses for the demographic-

Education Level

Source: SPSS

RESULT

It can be seen from the above figure that the participants here have five different educational backgrounds. 38.52% have a bachelor's degree, whereas 31.97% and 28.69% have a post-graduate or diploma degree respectively. On the other side, the rest 0.82% of the participants are in the category of the certificate.

4.3 Frequency Analysis

Online learning process allows majority of students to take part in learning courses

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 3 | 2.5 | 2.5 | 2.5 |
| | Disagree | 4 | 3.3 | 3.3 | 5.7 |
| | Neutral | 33 | 27.0 | 27.0 | 32.8 |
| | Agree | 49 | 40.2 | 40.2 | 73.0 |
| | Strongly Agree | 33 | 27.0 | 27.0 | 100.0 |
| | Total | 122 | 100.0 | 100.0 | |

Table 4.5: Frequency analysis

(Source : Created by SPSS)

Apart from that, the correlation between multiple courses and the online learning process is strong that measured through the sig values .711 addressing the strong relationship between the variables understanding the core success factors, and getting the ultimate learning achievements to support the minimum impacts of the stress factors respectively.

Taking part and introducing multiple courses is the key factor for making online education a success among Malaysian students

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 2 | 1.6 | 1.6 | 1.6 |
| | Neutral | 39 | 32.0 | 32.0 | 33.6 |
| | Agree | 44 | 36.1 | 36.1 | 69.7 |
| | Strongly Agree | 37 | 30.3 | 30.3 | 100.0 |
| | Total | 122 | 100.0 | 100.0 | |

Table 4.6: Frequency analysis

(Source : Created by SPSS)

Besides, learning through online and being physically in class variables has a highly valued connection that estimates through the variable measurements considering sig values rated .991. In this way, the sig values assured the extreme connections among the variables that influence the research objectives respectively. Moreover, the correlation can satisfy the concepts of the stress factors to achieve the best academic deal for ODL postgraduates (Graham, et al. 2021). In this regard, the reverse sig values have an overview that measures the poor connection between the variables respectively.

Learning is the same in class and at home using internet

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 40 | 32.8 | 32.8 | 32.8 |
| | Disagree | 46 | 37.7 | 37.7 | 70.5 |
| | Neutral | 28 | 23.0 | 23.0 | 93.4 |
| | Agree | 4 | 3.3 | 3.3 | 96.7 |
| | Strongly Agree | 4 | 3.3 | 3.3 | 100.0 |
| | Total | 122 | 100.0 | 100.0 | |

Table 4.7: Frequency analysis

(Source : Created by SPSS)

Online learning with factor of reduced motivation, and poor communication with Lecturers and friends during online class have a poor connection that overviews through the relationship with the variables that affect the ultimate purpose of the research objectives. The sig values .351 which also indicated the worst connection among the variables that affect the ultimate path of getting academic success factors evaluating the learning session and the matters of the stress factors respectively.

The stress associated with factor of reduced motivation, and poor communication with Lecturers and friends during class variables have the advantage of connection that can cooperate to meet the ultimate purpose of the research through evaluating the prospects of the variables. The sig value is .500 and other values are .000 hampering the ultimate purpose of the achieving academic values through reducing the stress factors of the students in their ODL post-graduation degrees.

The stress factors for achievement of the effective learning sense for ODL and the variable of reduced motivation, and Poor communication with Lecturers and friends during class have a good connection estimated through the sig values of .582. Moreover, the connection of the variable states that the probability of achieving productive academic goals mitigating the poor factors of stress management that empowers the learning goal achievement speed.

Which of the following do you think affects the academic achievement of the 2s the most?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | Mental health, Reduced motivation, Homesick, Poor communication with Lecturers and friends during class and after class | 17 | 13.9 | 13.9 | 13.9 |
| | Mental health, Poor communication with Lecturers and friends during class and after class | 6 | 4.9 | 4.9 | 18.9 |
| | Mental health, Reduced motivation, Poor communication with Lecturers and friends during class and after class | 66 | 54.1 | 54.1 | 73.0 |
| | Mental health, Reduced motivation, Homesick | 13 | 10.7 | 10.7 | 83.6 |
| | Mental health, Reduced motivation | 4 | 3.3 | 3.3 | 86.9 |
| | Reduced motivation, Poor communication with Lecturers and friends during class and after class | 8 | 6.6 | 6.6 | 93.4 |
| | Mental health, Homesick, Poor communication with Lecturers and friends during class and after class | 4 | 3.3 | 3.3 | 96.7 |
| | Poor communication with Lecturers and friends during class and after class | 2 | 1.6 | 1.6 | 98.4 |
| | Mental health | 1 | .8 | .8 | 99.2 |
| | Reduce motivation, home sick, Poor communication with Lecturers and friends during class and after class | 1 | .8 | .8 | 100.0 |
| | Total | 122 | 100.0 | 100.0 | |

Table 4.8: Frequency analysis

(Source : Created by SPSS)

There has been an optimized strong co-relationship between the two variables of online causes mental struggle and online causes learning course opportunities that can serve both the benefits of academics and stress to the students. The sig values .636 address the positive impact for the students and increase the learning adaptability through reducing the psychological malfunction respectively. Apart from that, the other sig values of other variables also served both positive and negative effects on the matters of stress factors and academic achievements for ODL Postgraduates.

Do you think online classes causes mental struggles for students such as anxiety and depression

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 3 | 2.5 | 2.5 | 2.5 |
| | Neutral | 16 | 13.1 | 13.1 | 15.6 |
| | Agree | 44 | 36.1 | 36.1 | 51.6 |
| | Strongly Agree | 59 | 48.4 | 48.4 | 100.0 |
| | Total | 122 | 100.0 | 100.0 | |

Table 4.9: Frequency analysis

(Source : Created by SPSS)

High pressures of studies and online classes have the reverse correlation that serves the poor results to meet the ultimate perspective of the research. Besides, the sig value is .293 indicated the reverse effects to get the academic values. Moreover, the high-stress factors are experienced by the students that measures positive impact of stress factors on the academic achievements among ODL postgraduates. Similarly, it is complicated for learners to get a more flexible learning experience to achieve their ultimate academic goals respectively.

High pressure in studies such as never ending workloads and meeting deadline causes stress among ODL 2s

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 1 | .8 | .8 | .8 |
| | Neutral | 4 | 3.3 | 3.3 | 4.1 |
| | Agree | 58 | 47.5 | 47.5 | 51.6 |
| | Strongly Agree | 59 | 48.4 | 48.4 | 100.0 |
| | Total | 122 | 100.0 | 100.0 | |

Table 4.10: Frequency analysis

(Source : Created by SPSS)

The strong relationship between the two variables of the stress factor due to poor time management skills and mental health, has a key link of low motivation affecting academic achievement; it is estimated by the sig value .832 and the importance of time through assessment. Besides, the stress is high because the students have not measured the factors of the time in their learning session. As a result, it makes barriers to getting more sustainability and success factors in education (Tan et al. 2021). As a result, the complication, stress, and mental pressures of the learners are increased due to poor time management capabilities.

**Poor time management are one of the stress factor among ODL
2s**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Neutral | 5 | 4.1 | 4.1 | 4.1 |
| | Agree | 50 | 41.0 | 41.0 | 45.1 |
| | Strongly Agree | 67 | 54.9 | 54.9 | 100.0 |
| | Total | 122 | 100.0 | 100.0 | |

Table 4.11: Frequency analysis

(Source : Created by SPSS)

Students feel less motivated during the study and this is affected by the online learning process. Based on the correlation it can be said that there is a negative poor relationship between online courses and multiple factors in the educational sector. The relation between these two factors is .116 and this becomes a low relation in this sector. Moreover, introducing multiple courses that help to improve the education sector in the Malaysian sector is poorly related to students' feelings in this sector. Learning from home and less motivation in this sector make a poor relationship and this increases stress. Besides this stress management and achieving the ODL goal makes a limitation in the research process.

Students feel demotivated to study(lack of confidence)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Neutral | 6 | 4.9 | 4.9 | 4.9 |
| | Agree | 48 | 39.3 | 39.3 | 44.3 |
| | Strongly Agree | 68 | 55.7 | 55.7 | 100.0 |
| | Total | 122 | 100.0 | 100.0 | |

Table 4.12: Frequency analysis

(Source : Created by SPSS)

Stress increases the anxiety level and this is poorly correlated with the online learning sector and this creates a stressful situation among Postgraduate. Using the internet at home has been linked to higher levels of anxiety and difficulty achieving goals. Besides this, there is a low relation between anxiety level and stress risk factor, stress management, and mental struggle factor that hinder the situation to achieving a goal in a way. Poor time management among ODL students increased their stress levels because this increases anxiety levels among them.

Stress increases anxiety level among students

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Neutral | 6 | 4.9 | 4.9 | 4.9 |
| | Agree | 43 | 35.2 | 35.2 | 40.2 |
| | Strongly Agree | 73 | 59.8 | 59.8 | 100.0 |
| | Total | 122 | 100.0 | 100.0 | |

Table 4.13: Frequency analysis

(Source : Created by SPSS)

Strained relationship with the lecturer is another factor that causes stress among ODL students. The online learning process and the relationship between teachers and students impact stress because they present a poor correlation. Online education sector that provides education through online sector and other strained relations with students increased stress among students and hampers the management system. Moreover, learning from class and online portals makes a low relation between them and this increases anxiety levels among students. Pearson's correlation

between stress management and the risk factor is .526 which says that there is a good correlation between these two factors. Besides this higher pressure among students and strained relationship with lecturers refer to a less relation as .470 and this tells us that there is a moderate relation between these two sectors.

Strained relationship with lecturers is another impact of stress in students

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Neutral | 3 | 2.5 | 2.5 | 2.5 |
| | Agree | 44 | 36.1 | 36.1 | 38.5 |
| | Strongly Agree | 75 | 61.5 | 61.5 | 100.0 |
| | Total | 122 | 100.0 | 100.0 | |

Table 4.14: Frequency analysis

(Source : Created by SPSS)

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The last date that is based on the achievement of academic success through online learning is measured in this section. Multiple courses in Malaysia's education sector and their effect on academic achievement is very less in this sector. Besides this, learning from the same class and from the online sector with the academic achievement sector makes a hindrance situation in the education sector. There is a lesser relation between these factors in academic achievement. Stress risk factor and education achievement have a better correlation that represents a .500 and things represent that there is a significant relation between these two factors. Stress management with good achievement through implementing strategies helps to overcome stress and this is known from the correlation that represents .582. Anxiety and depression that present among ODL students with academic achievement play a better relation and this brings improvement in the education level in this sector. Hence, this above factor helps to determine the various factors that improve achievement levels by reducing stress from the academic field.

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4.4 Descriptive analysis

| Descriptive Statistics | | | | | | Descriptive Statistics | | | | | |
|---|-----|---------|---------|------|----------------|--|-----|---------|---------|------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation | | N | Minimum | Maximum | Mean | Std. Deviation |
| Online learning process allows majority of students to take part in learning courses | 122 | 1 | 5 | 3.66 | .839 | Strained relationship with lecturers is another impact of stress in students | 122 | 3 | 5 | 4.99 | .540 |
| Taking part and introducing multiple courses is the key factor for making online education a success among Malaysian students | 122 | 2 | 5 | 3.94 | .836 | Which of the following do you think affects the academic achievement of the students the ... | 122 | 1 | 10 | 3.36 | 1.720 |
| Learning is the same in class and at home using internet | 122 | 1 | 5 | 2.07 | .994 | In your opinion which would reduce stress and its impact on students to achieve good academic performances | 122 | 1 | 12 | 3.11 | 2.235 |
| Online learning or remote learning is highly associated with the availability of technology | 122 | 1 | 5 | 4.38 | .742 | Valid N (listwise) | 122 | | | | |
| Stress is the risk factor associated with ODL students | 122 | 3 | 5 | 4.42 | .828 | | | | | | |
| Stress management is important to achieve good academic achievement in ODL ... | 122 | 2 | 5 | 4.51 | .833 | | | | | | |
| Do you think online classes causes mental struggles for students such as anxiety and depression | 122 | 2 | 5 | 4.30 | .800 | | | | | | |
| High pressure in studies such as never ending workloads and meeting deadline causes stress among ODL students | 122 | 1 | 5 | 4.43 | .842 | | | | | | |
| Poor time management are one of the stress factor among ODL students | 122 | 3 | 5 | 4.51 | .578 | | | | | | |
| Students feel demotivated to study (lack of confidence) | 122 | 3 | 5 | 4.51 | .593 | | | | | | |
| Stress increases anxiety level among students | 122 | 3 | 5 | 4.54 | .591 | | | | | | |

Table 4.15: Descriptive statistics

(Source: SPSS)

RESULT

Multiple questions were asked to participants in the survey, which are related to the subject matter of the study and can give a good insight into the perception of participants. The first question asked is to know whether they think the online learning process can help most students take part in learning courses or not. In response, it can be seen that most participants agreed with the fact as the mean and standard deviation values of the question are derived as 3.86 and 0.939 respectively. The next question is associated with the fact of the introduction of multiple courses to make online education a success in Malaysia. In response, the respective mean and standard deviation values of the question derived as 3.94 and 0.836 suggest that the majority of participants agreed with it. The third question deals with the concept of the similarity of learning between home and class. 2.07 and 0.994 have been the values of the mean and standard deviation of this question respectively, indicating that most respondents disagreed with the fact.

The question after that reflects the fact that remote learning is highly dependent on technology. Most respondents in this case either agreed or strongly agreed with it. It is represented by the mean value of 4.38 along with the standard deviation of 0.742. In case, stress is among the risk factors of ODL students was the topic of the fifth question in the survey. Most respondents agreed in response to this question as the mean value is 4.42 and the standard deviation value is 0.628. The next question sheds light on the importance of stress management in ODL students to achieve good achievements. It is seen that the majority of respondents agreed with the fact that it is important. The statement is supported by a standard deviation value of 0.633. The subject matter highlighted in the seventh question is mental struggles caused by online classes. In response, it is observed that most respondents think online can cause anxiety and depression among students.

The mean value of 4.30 and standard deviation value of 0.800 also support the nature of the response.

The eighth question is related to the topic of high pressure in studies causing stress among ODL students. Most respondents agreed with the fact in response as 4.43 and 0.642 have been calculated as the mean and standard deviation respectively. Whether poor time management is one of the stress factors among ODL students or not was the fact highlighted in the next question. The mean value of 4.51 suggests that most participants agreed with it. The response is further supported by the Sd. value of 0.578. The tenth question in the survey deals with the lack of confidence among students due to online classes. In response, it is seen that most respondents think there is a chance of students feeling demotivated due to online class. The calculated standard deviation and mean values of this question are 4.51 and 0.593 respectively. The mean and standard deviation values of the rest survey questions further suggest that participants either stayed neutral or agreed with the facts reflected in the questions.

The above descriptive table is actually provides some useful and effective descriptive statistics that includes standard deviation, mean, and at the same time 95% confidence intervals especially regarding the dependent variables . The mean, median value of all the variables has been found out through the descriptive analysis. The very average mean value which has been found from this above mentioned table is 0.786 which clearly demonstrate the very fact regarding the respondents' reaction that is helpful to analysis all the stress factors as well as its impact regarding the academic achievement.

4.5 Multiple Regression analysis

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .509 ^a | .260 | .155 | 1.582 | 1.940 |

Table 4.16 Model summary

(Source: SPSS)

The strength of the correlation between the model and the dependent variable is reported in the model summary table. The linear correlation between the dependent variable's observed and anticipated values is known as the multiple correlation coefficient, or R. Its high value suggests a solid connection.

R-square displays the overall variation for the dependent variable that the independent factors may account for. A number higher than 0.5 indicates that the model is capable of identifying the relationship.

A model is generally worth your attention if its R-Squared is more than 0.6, but there are additional factors to take into account as well: Psychology is one example of a field that tries to predict human behaviour and often has R-squared values below 0.5. Humans are notoriously challenging to forecast.

RESULT

The table above represents that the actual R square value is derived as 0.119, while the same value for the adjusted R square is 0.104, indicating that the variables are valid and related to the research model.

In this case ,R square is .119 which means that this model has a very weak effect on the dependent variable.

(Values of 0.3 indicate a minor influence, 0.3 to 0.5 indicate a moderate effect, and > 0.7 indicates a large effect on the dependent variable.)



ANOVA^a

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|----------------|-----|-------------|-------|-------------------|
| 1 Regression | 67.755 | 2 | 33.878 | 8.049 | .001 ^b |
| Residual | 500.868 | 119 | 4.209 | | |
| Total | 568.623 | 121 | | | |

a. Dependent Variable: Online_learning_process

b. Predictors: (Constant), Academic_achievement, Stress_management

Table 4.17: Two way ANOVA

(Source: SPSS)

SPSS enables you to provide many models in a single regression operation. Anova Table tells us the number of models being reported. The difference between the mean of all the data points and the projected value is calculated as the sum of the squares of this difference.

RESULT

The above table of ANOVA suggests that the sig. value is calculated as 0.001, which is more than 0 and therefore, indicates that the variables are closely related to each other and contribute to the success of the research.

| Coefficients ^a | | | | | | | | |
|---------------------------|----------------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 7.989 | 1.626 | | 4.913 | .000 | | |
| | Stress_management | .154 | .070 | .199 | 2.192 | .030 | .901 | 1.110 |
| | Academic_achievement | .141 | .056 | .227 | 2.501 | .014 | .901 | 1.110 |

Table 4.18: Coefficients

(Source: SPSS)

RESULT

The sig. values of "stress management" and "academic achievement" are calculated as 0.030 and 0.014 respectively, suggesting that they are efficient and related to one another. The reason for this interpretation is the actual value, which is considered 0.00.

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| Collinearity Diagnostics ^a | | | | | | |
|---------------------------------------|-----------|------------|-----------------|----------------------|-------------------|----------------------|
| Model | Dimension | Eigenvalue | Condition Index | Variance Proportions | | |
| | | | | (Constant) | Stress_management | Academic_achievement |
| 1 | 1 | 2.975 | 1.000 | .00 | .00 | .00 |
| | 2 | .018 | 13.016 | .10 | .16 | .99 |
| | 3 | .008 | 19.625 | .90 | .84 | .01 |

Table 4.19: Collinearity Diagnostics

(Source: SPSS)

The table of collinearity diagnostics represents that the values of the variables are not multicollinear as all the values are below 10. The three values of stress management are calculated as 0.00, 0.16, and 0.84 respectively. Subsequently, the values for academic achievement are derived as 0.00, 0.99, and 0.01. 0.16 in stress management suggests that 16% of stress management is not explained by academic achievement, whereas 0.99 values suggest that 99% of academic achievement is not explained by stress management.

4.6 Chi-Square Test

| KMO and Bartlett's Test | | |
|--|--------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .827 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 938.211 |
| | df | 78 |
| | Sig. | .000 |

Table 4.20: Chi-Square Test

This test mainly conducted mainly determining the very fact of connection or separation of categorical variables and at the same time the very relationship among them. From the above table it has been found that the very Sig. value is below the 0.05 which is .000 and therefore it can be well mentioned that all the variables were very much appropriate and relevant for this study.

4.7 One way ANOVA Test

| ANOVA | | | | | | |
|---|----------------|----------------|-----|-------------|--------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| Taking part and introducing multiple courses is the key factor for making online education a success among Malaysian students | Between Groups | 49.019 | 4 | 12.255 | 40.986 | .000 |
| | Within Groups | 34.684 | 116 | .299 | | |
| | Total | 83.702 | 120 | | | |
| Learning is the same in class and at home using internet | Between Groups | 5.432 | 4 | 1.358 | 1.393 | .241 |
| | Within Groups | 114.044 | 117 | .975 | | |
| | Total | 119.475 | 121 | | | |
| Online learning or remote learning is highly associated | Between Groups | 9.895 | 4 | 2.474 | 5.099 | .001 |
| | Within Groups | 56.761 | 117 | .485 | | |

| | | | | | | |
|---|----------------|--------|-----|-------|-------|------|
| with the availability of technology | Total | 66.656 | 121 | | | |
| Stress is the risk factor associated with ODL postgraduate | Between Groups | 3.070 | 4 | .767 | 2.090 | .086 |
| | Within Groups | 42.583 | 116 | .367 | | |
| | Total | 45.653 | 120 | | | |
| Stress management is important to achieve good academic achievement in ODL | Between Groups | 4.932 | 4 | 1.233 | 3.312 | .013 |
| | Within Groups | 43.560 | 117 | .372 | | |
| | Total | 48.492 | 121 | | | |
| Do you think online classes causes mental struggles for students such as anxiety and depression | Between Groups | 3.164 | 4 | .791 | 1.265 | .288 |
| | Within Groups | 72.522 | 116 | .625 | | |
| | Total | 75.686 | 120 | | | |
| High pressure in studies such as never ending workloads and meeting deadline | Between Groups | 6.599 | 4 | 1.650 | 4.464 | .002 |
| | Within Groups | 43.237 | 117 | .370 | | |

| | | | | | | |
|--|----------------|--------|-----|------|-------|------|
| causes stress among ODL postgraduate | Total | 49.836 | 121 | | | |
| Poor time management are one of the stress factor among ODL postgraduate | Between Groups | .710 | 4 | .178 | .522 | .720 |
| | Within Groups | 39.782 | 117 | .340 | | |
| | Total | 40.492 | 121 | | | |
| Students feel demotivated to study(lack of confidence) | Between Groups | 1.863 | 4 | .466 | 1.341 | .259 |
| | Within Groups | 40.629 | 117 | .347 | | |
| | Total | 42.492 | 121 | | | |
| Stress increases anxiety level among students | Between Groups | 3.182 | 4 | .795 | 2.377 | .056 |
| | Within Groups | 38.818 | 116 | .335 | | |
| | Total | 42.000 | 120 | | | |
| Strained relationship with lecturers is another impact of stress in students | Between Groups | 2.098 | 4 | .524 | 1.836 | .126 |
| | Within Groups | 33.410 | 117 | .286 | | |
| | Total | 35.508 | 121 | | | |

| | | | | | | |
|--|----------------|---------|-----|-------|-------|------|
| Which of the following do you think affects the academic achievement of the postgraduate the most? | Between Groups | 23.423 | 4 | 5.856 | 2.047 | .092 |
| | Within Groups | 334.708 | 117 | 2.861 | | |
| | Total | 358.131 | 121 | | | |

Table 4.21: One Way ANOVA Test

The ANOVA test is also very effective one as this is mainly done regarding evaluate all the relevance variances especially in the demographic features of respondents' the stress-inducing factors, as well as the effects especially on the postgraduates' very academic achievement which has already done. From the above table, it also has been found that the Sig value is all below 0.05 and henceforth, there exists the statically differences in this mean length of the timing.

4.8 Correlations Analysis

Correlation analysis is essential for determining the prevalence and connection between variables for predicting the outcomes of the values measuring current data and knowledge. Besides, this correlation analysis considered the sigma (sig) values to estimate their positive and negative impact on this research context of analysis of the stress factors of the ODL postgraduates to receive the academic success factors respectively (Emamian et al. 2019). Moreover, the ultimate purpose of this correlation analysis is to address the core factors and relationship of the two variables that measure through the sig values and evaluate its impact on ODL postgraduates.

The correlation between the online learning procedure and student taking part in learning courses is .992 addressing the good connection and satisfying the purpose of the survey in this context. The sig value is sufficient to handle the fundamental elements of home tuition and online learning, allowing for increased academic achievement and increased educational value. Aside, from the other sig values observed almost .636 highlighting the anxiety and depression of the students through evaluating the correlations between the online learning process and the struggle of the students that has a high possibility of creating barriers in getting academic success factors.

| Correlations | | | | |
|-------------------------|---------------------|-------------------------|-------------------|----------------------|
| | | Online_learning_process | Stress_management | Academic_achievement |
| Online_learning_process | Pearson Correlation | 1 | .270** | .289** |
| | Sig. (2-tailed) | | .003 | .001 |
| | N | 122 | 122 | 122 |
| Stress_management | Pearson Correlation | .270** | 1 | .314** |
| | Sig. (2-tailed) | .003 | | .000 |
| | N | 122 | 122 | 122 |
| Academic_achievement | Pearson Correlation | .289** | .314** | 1 |
| | Sig. (2-tailed) | .001 | .000 | |
| | N | 122 | 122 | 122 |

Table 4.22: Pearson Correlations analysis

(Source: SPSS)

The correlation analysis table is represented above. It can be seen from the table that the Pearson Correlation value of stress management is positively correlated at 0.270 with online learning process. The academic achievement is also positively correlated at 0.289 with online learning process.

Partial correlation

| Correlations | | | Stress_management | Academic_achievement |
|-------------------------|----------------------|-------------------------|-------------------|----------------------|
| Control Variables | | | | |
| Online_learning_process | Stress_management | Correlation | 1.000 | .256 |
| | | Significance (2-tailed) | . | .005 |
| | | df | 0 | 119 |
| | Academic_achievement | Correlation | .256 | 1.000 |
| | | Significance (2-tailed) | .005 | . |
| | | df | 119 | 0 |

Table 4.23: Partial correlation analysis

(Source: SPSS)

The above represents the partial correlation analysis of the research variables in this study. The correlation value for stress management with academic achievement is positive at 0.256 whilst controlling for online learning process.

4.9 Statistics analysis for reliability

The core purpose of the reliability test is to satisfy the key intention of the research using the path of statistical analysis to get quality outcomes through the research respectively (Sürücü & MASLAKÇI, 2020). Similarly, this test can be measured by the reliability and accuracy of data to get the alpha values for judging the positive and negative factors of the research respectively.

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .677 | .838 | 14 |

Table 4.24: Reliability Test

(Source: Created by SPSS)

The reliability tests in statistics are highly significant for getting appropriate information that is justified, accurate, and reliable to address the research context respectively. Aside, the reliability test is highly valuable for integrity and checking quality for measuring instrument settings (Graham et al. 2021). In this context, the reliability test is valuable to serve accurate representation based on the responses and performances of the participants. In this concept, Cronbach's Alpha value is .677 indicating the positive impact of the survey that reflects through outcomes of the research. It is above the average mark so that no doubt it would be served the positive results evaluating the research objectives critically. The alpha value is developed based on variables so that the positive impact of stress factors on the academic achievements

among ODL postgraduates. As a result, the stress factors can serve better outcomes in education to get more relatable values in their degree achievements path.

The reliability statistics analysis can cooperate to get more affirmative values in this study to get more facilities in the achievements of the academic sectors (Abd Aziz et al. 2021). The ODL Postgraduates can receive the best educational features that are convenient to gather more valuable outcomes while participating in multiple learning courses. Additionally, estimations from this statistical research assessing the primary stress-related elements favourably affecting academic achievement are also welcomed by the online educational factors.

Moreover, the alpha value addresses the affirmative direction of the research that satisfies the research prospective to open up the wide path for the ODL Postgraduates to get more flexibility in education. The home-based learning through the internet can serve as a valuable opportunity for students to receive ultimate flexibility in education and get positive outcomes staying the matters of stress factors respectively (Vilaplana-Pérez et al. 2021). Apart from that, the positive vibes are received through the technological implementation in studies getting more facilities to reduce the side effects of stress factors. As a result, the ultimate values of the statistical analysis show the good impacts of stress factors.

In this prospect, it is superior for the learners to achieve the best results in the achievement of the success factors to complete the educational path and secure the ultimate values in education (Tan et al. 2021) Similarly, the core positive values can be received through valuing the affirmative components of the stress factors that influence the process of academic achievement as respective learning training and experiences of the ODL Postgraduates. Moreover, the alpha value has an extreme value to determine the positive or negative effects of the survey that determines the

ultimate progression of the research getting more exclusive information and evaluating the major purpose of the research context respectively.



4.10 Conclusion

Based on this chapter it can be said that there is a significant positive relationship between stress and academic achievements. The data analysis is based on the collected data through the SPSS software and helps to find statistical data in this sector. This chapter described different factors and made a conclusion sentence that helps to improve data quality in the present duration of time. The stress factor and changes in this factor in the demographic base among ODL postgraduate students helps to determine differentiation in this section. The quality of the data obtained is improved by using the standard deviation and data analysis to discover the tendencies of the objectives in this field.

Analyzing categorical variables and improving analytical performance as a result and correlation analysis aids in determining the relationship between variables, enhances the discovery process, and aids in achieving research goals. The data helps to find that there is a positive relation between the factor that causes stress among ODL postgraduate students. Besides this, the relation between the factor and its affects on students is found in a better way. Therefore, the relation between the factor and its affect in the different demographic sectors is getting in better way through the above data analysis that is collected through SPSS software.

CHAPTER 5

CONCLUSION

5.1 Introduction

Based on the data that was gathered and supplied in the study's preceding chapter, this chapter offers a specific indications. Academic success is impacted by the stress element, which exacerbates the issue in the educational sector. Stress prevents ODL postgraduate students from reaching their academic goals. The main focus of this chapter is to provide the relation between stress and education achievements based on analysis data. Moreover, the best recommendations that can help to determine this stress factor among students in UNIRAZAK are going to be described in the following. The limitation in the processing of the research and the significance of this study is provided in the below section.

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5.2 Discussion of the study

The factor stress is viewed as a cognitive, negative emotional, behavioral, and psychological process and this factor brings hinders situations among students of UNIRAZAK in their academic achievements. As per the views of authors Pascoe, Hetrick & Parker (2020), the stress factor can affect the achievement of future goals if this factor is not mitigated in a systematic way. This aspect makes it difficult for ODL postgraduate students to reach this goal by creating an unpleasant scenario. Lack of information and expertise results in an inability to reach their goal in a methodical manner. This academic stress has an impact on both academic performance and demographic subgroups including gender, age, and educational attainment. The stress level among females and males in the educational sector is affected differently and this act on them in a different way. The study finds that there is a high stress works among young students compare to older students. According to the author Daniel (2019), performance in the educational and work sectors is hampered by increasing stress among employees and students. The senior postgraduate students in UNIRAZAK are facing more stress than in comment in this sector. Moreover, the number of stress influences the level of adjustment and this makes them feel a high level of stress in this sector.

ODL students experience stress because they cannot measure their education level precisely and because they do not receive a clear response in a crucial area. According to Gustems-Carnicer, Calderón, and Calderón-Garrido (2019), stress is managed in the education sector with the use of coping mechanisms. Students are under a great deal of stress as a result, which has psychological impacts like anxiety, concern, and fear. The quality of education affected by distance learning varies greatly, which makes it difficult to meet educational goals. Because there is a scarcity of this sector, ODL postgraduate students are under more stress to understand the

crucial component of the educational sector. ODL students experience significant levels of stress as a result of inadequate academic stress management and its adaptation in the educational system. Another element that raises stress levels and makes it harder to reach academic goals is self-efficacy. According to Browning & Rigolon (2019), greater stress causes performance levels to drop in the educational sector. The students' ability to meet their academic goals is complicated by their degree of stress, which has a negative impact on their performance in this area. In order to overcome this stress and reach the goal in the educational sector, it is necessary to identify this stress element at a specific time and put methods into place.



5.3 Implication of findings

This study gathered information from respondents using quantitative data gathering techniques based on factors and their impact on academic achievement. According to the author Gao, Ping, and Liu (2020), gender differences in anxiety levels in the education sector exist. After the questions based on this was distributed on the web platform, the data surrounding this was successfully completed. The participant's opinions on how the education sector is impacted and how it affects achieving academic goals were collected. In this stage, the respondents submit their feedback, which aids the researcher in gathering these components and determining these through success advancement. The review was based on this factor collected via an online platform and considered this collected data through statistical analysis. The analysis made by implementing those data on the SPSS software and finding the output from this section. Moreover, The formality test provides statistical value and helps to get the significance value of the factor that hampers the achievement process. The values that are found through this progress are considered significant values and helps in proceeding with the next step. Besides this, it can be said that stress factors hinder ODL postgraduate students making a limitation on the way of their achievement academically. As argued by author Chandra (2020), emotional intelligence and coping with stress among postgraduate students improve stress levels. This increases the stress level and students got anxious and they affected psychologically and emotionally.

5.4 Contribution of the research

This research helps to determine the factors that are mainly responsible for increased level of stress among ODL postgraduate students. The study helps to improve strategy that makes limitations in academic achievements and the way to improve this stress level. This research has a huge impact on this field since it shows the relationship between stress levels and academic achievement and its impact on academic achievements. Students might overcome this academic stress level with the aid of stress reduction techniques. The consequence of taking classes online is to comprehend a significant issue and the stress that results from it, as this aspect is known from this research. This study provides all the information on the connection between stress and anxiety, poor time management, and elevated stress levels. Future researchers will get quantitative data regarding this sector and this helps them to proceed with knowledge and help them to complete their work. As opined by the author Adams & Blair (2019), poor time management behavior makes an impact on student's performance in the education sector. This exploration helps to understand the factor and help them to take strategies that help to overcome stress and reduce anxiety levels among ODL postgraduate students.

5.5 Recommendation

- The researcher needs to collect more data by increasing the number of respondents and this helps to get a variation of data. More data in a research process helps to bring variation and diversification to the collected data (Ferrari Dacrema, Cremonesi & Jannach, 2019). Explorers need to follow the aim and objectives in the research progress that helps to determine the factor.
- Researchers need to increase the journal and books on this topic that help to determine more factors in the education sector.
- In order to conduct the research in an appropriate manner, more funding for research is required. A primary quantitative data gathering approach can be made better with more resources and time (Wang et al. 2019).
- The researcher needs to collect data through secondary quantitative data that help to determine more factors and limitations in this sector and this increases diversification in this sector.
- Students need to follow the strategies that help them to reduce academic stress and help to achieve achievement. Implementing strategies and following them in a systematic way help individual to overcome issues in the academic sector (Abe *et al.* 2019).
- Researchers need to increase more questions and based on this data collection improved exploration quality in the research process.

5.6 Research limitation

Each research proceeding must be carried out using a variety of procedures, and this sector's management places restrictions on the progress of the research. The main limitation in the research progress is that this study only focuses on the primary quantitative data collection method. This data collection method needs to have high trust and the lack of knowledge among participants regarding the topic makes a limitation in this progress. Few data collected based on the stress factor among ODL postgraduates makes another limitation in this sector (Tue, 2020). Data showing as a proof of academic progress was achieved among the postgraduates after the research was conducted to support the research Dependent variable could not be retrieved since the academic data was highly private and confidential in UNIRAZAK. The mixed method in a research process in place of the primary data collection method improves the quality of exploration. The authenticity of collected data and analysis in a proper way makes a limitation in the exploration process.

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5.7 Conclusion

The research finds that there has a significant relationship between stress management and academic performance. This study finds the stress factor that makes hinders situation in the achievement of the educational sector. Based on the study this can be said that counseling among students needs to be improved that helps to manage stress in the academic sector. Counseling and management training help to improve the experience in the academic sector and this improves performance in this sector. The study finds that there is a positive relationship between stress and academic performance. The researcher uses a primary quantitative data collection method and implements various strategies that help to find the value from this sector that is measured from this sector. Moreover, research significance, limitation, and based on this a recommendation are provided in the above section that helps to get a better result in the future exploration process. Therefore, stress factors and their impact on academic performance and stress management ways that help to achieve academic targets are described in this study.

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APPENDICES

Appendix 1: Questionnaires

Part 1: Demographic

Age: Below 21, 22 to 25, 26 to 29, Above 29

Gender: Male, Female

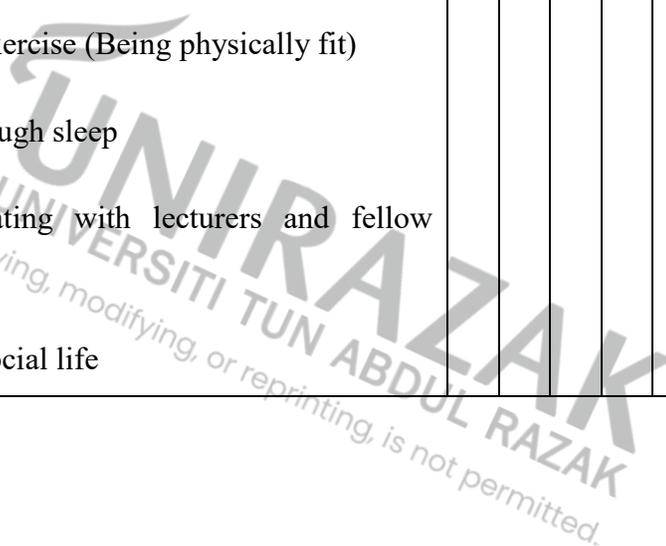
Education level: Postgraduate, Bachelor , Diploma, Certificate

Responses: 1= Strongly disagree, 2= Disagree, 3= Neutral, 4=Agree, 5= Strongly agree

| Q no. | Questions | Scales | | | | | Resource |
|--|---|--------|---|---|---|---|----------|
| <i>Part 2: Online learning procedure</i> | | | | | | | |
| 1. | Online learning process allows majority of students to take part in learning courses | 1 | 2 | 3 | 4 | 5 | |
| 2 | Taking part and introducing multiple courses is the key factor for making online education success among Malaysian students | 1 | 2 | 3 | 4 | 5 | |
| 3. | Learning is the same in class and at home using internet | 1 | 2 | 3 | 4 | 5 | |
| 4. | Online learning or remote learning is highly associated with the availability of technology | 1 | 2 | 3 | 4 | 5 | |
| <i>Part 3: Stress factor among ODL Postgraduate</i> | | | | | | | |

| | | | | | | |
|---|--|---|---|---|---|---|
| 5. | Stress is the risk factor associated with ODL Postgraduates | 1 | 2 | 3 | 4 | 5 |
| 6. | Stress management is important to achieve good academic achievement in ODL Postgraduate | 1 | 2 | 3 | 4 | 5 |
| 7. | Do you think online classes causes mental struggles for students such as anxiety and depression? | 1 | 2 | 3 | 4 | 5 |
| 8. | High pressure in studies such as never ending workloads and meeting deadlines causes stress among ODL Postgraduates | 1 | 2 | 3 | 4 | 5 |
| 9. | Poor time management are one of the stress factor among ODL Postgraduates | 1 | 2 | 3 | 4 | 5 |
| Part 4 : Impact of Stress on ODL Postgraduate's Academic Achievement | | | | | | |
| 10. | Students feel demotivated to study(lack Of confidence) | 1 | 2 | 3 | 4 | 5 |
| 11. | Stress increases anxiety level among students | 1 | 2 | 3 | 4 | 5 |
| 12. | Strained relationship with lecturers is another impact of stress in students | 1 | 2 | 3 | 4 | 5 |
| 13. | Which of the following do you think affects the academic achievement of the Postgraduates the most. You can choose more than one answer ■ Mental Health | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| | <ul style="list-style-type: none"> ■ Reduced motivation ■ Homesick ■ Poor communication with lecturers and friends during class and after class | | | | | |
| 14. | <p>In your opinion which would reduce stress and its impact on Postgraduates to achieve good academic performances</p> <p>You can choose more than one answer</p> <ul style="list-style-type: none"> ■ Workout/Exercise (Being physically fit) ■ Getting enough sleep ■ Communicating with lecturers and fellow classmates ■ Balanced social life | | | | | |



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APPROVAL PAGE

**TITLE OF PROJECT PAPER: ANALYSIS OF FACTORS OF STRESS AND ITS
IMPACT ON ACADEMIC ACHIEVEMENT AMONG
ODL POSTGRADUATE**

NAME OF AUTHOR : SUMATHI SURIYAH TANIMALAY

The undersigned certify that the above candidate has fulfilled the condition of the project paper prepared in partial fulfillment for the degree of Master of Business Administration.

SUPERVISOR

Signature : _____

Name :

Date :

ENDORSED BY:

Dean

Graduate School of Business

Date:

