ACADEMIC STRESS AMONG SECONDARY SCHOOL STUDENTS AFTER COVID-19 PANDEMIC IN RELATION TO THEIR GENDER AND TYPES OF INSTITUTION

A

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"ACADEMIC STRESS AMONG SECONDARY SCHOOL STUDENTS AFTER COVID-19 PANDEMIC IN RELATION TO THEIR GENDER AND TYPES OF INSTITUTION"

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TABLE OF CONTENTS

	Contents	Page No.
	Supervisor's Certificate	i
	Acknowledgement	ii
	Tables of Content	iii
	List of Tables	vi
	List of Appendices	vii
	List of Abbreviation	viii
	Abstract	ix
	CHAPTER-I	
	INTRODUCTION	
1.1	Background	1
1.2	Stress	3
1.3	Covid-19 Pandemic	11
1.4	Need and Significance of the study	16
1.5	Statement of the Problem	17
1.6	Operational Definitions	17
1.7	Objectives of the Study	17
1.8	Hypotheses of the study	18
1.9	Delimitations of the study	18
	CHAPTER-II	
	REVIEW OF RELATED LITERATURE	
2.1	Introduction	19
2.2	Reviews Related to Academic	19

2.3 Conclusions 27

CHAPTER-III

RESEARCH METHODOLOGY

3.1 Introduction 28
3.2 Design of the study 28
3.2.1 Method 28
3.2.2 Population 28
3.2.3 Sample 29
3.2.4 Variables 30
3.3 Tool Employed and its Description 30
3.4 Reliability 31
3.5 Collection of Data 32
3.6 Statistical Techniques 32

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction 33
4.2 Results 33
4.3 Conclusion 37

CHAPTER-V

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 Introduction 38
5.2 Main Findings of the Study 38

5.3 Discussion and Conclusions 40

5.4 Educational Implications of the Study 41

5.5 Suggestions for the Future Research 41

SUMMARY **43**

BIBLIOGRAPHY **57**

APPENDICES

LIST OF TABLES

Table No.	Description	Page No.
3.1	Distribution of Sample for Private and Government Schools of Rural Area of Jammu	29
3.2	Distribution of Sample for Private and Government Schools of Urban Area of Jammu	30
3.3	Distribution of items	31
4.1	Level of Academic stress among students.	34
4.2	Values N, Mean, SD df and t for scores obtained on academic stress by secondary school students.	35
4.3	*Values N, Mean, SD, SE, df and t for scores obtained on academic stress by secondary school students.*	36

LIST OF ABBREVIATIONS

APA-	American Psychological Association
BDI-	Beck Depression Inventory
COVID 19 -	Coronavirus
GOVT.-	Government
MERS-	Middle East Respiratory Syndrome
PTSD-	Post Traumatic Stress Disease
PVT.-	Private
SARS‑CoV‑2 -	Severe acute respiratory syndrome coronavirus 2
SAAS-	Scale for Assessing Academic Stress'
UDISE-	Unified District Information System for Education
US-	United States
WHO-	World Health Organization

LIST OF APPENDIX

Appendix-A Scale for Assessing Academic Stress (SAAS)

ABSTRACT

This study explores the dynamics of academic stress among secondary school students in relation to their gender and the types of institutions they attend. The pandemic has disrupted traditional learning environments, resulting in a shift to remote and hybrid education, which has had varying impacts on students' well-being. The sample of present study was 240 students studying in secondary schools of Jammu district. The sample has been selected by using Stratified Sampling technique from 6 Govt and 6 Private schools situated in Rural and Urban areas affiliated to Jammu and Kashmir State Board of School Education. A descriptive method of research has been adopted. The standardised tool 'Scale for Assessing Academic Stress' (SAAS) by Sinha (2014) was administered on students one by one by the investigator. The statistical techniques t- test, Percentage was used. The results reveal that a significant number of students fall within the range of average to extremely low level of academic stress. The result of the study reveals that females have higher levels of physical indicators as compared to male whereas male have higher levels of motivation indicators as compared to females. The findings of the result also show that the government schools have higher levels of cognitive, effective, motivational indicators as compared to private schools. Whereas the private schools show higher levels of social/interpersonal indicators as compared to government schools respectively.

CHAPTER - I

INTRODUCTION

1.1 BACKGROUND

Stress is a normal reaction the body has when changes occur. It can respond to these changes physically, mentally and emotionally. Stress is the body's reaction to any change that requires an adjustment or response. The body reacts to these changes with physical, mental and emotional responses. Stress is a normal part of life. One can experience stress from one's environment, one's body and one's thoughts. Even positive life changes such as a promotion, a mortgage or the birth of a child produce stress.

Defining stress is a very complex matter, which is the subject of different analyzers and continuous debate among experts. Beyond the details of this debate, a journal measurement can be reached about a definition of stress, which centred on the idea of a perceived imbalance in the interface between an individual, the environment and other individuals. When people are faced with demands from others or demand from the physical psycho-socio environment in which they feel unable to adequately respond, a reaction of the organism is activated to cope with the situation. The nature of this response depends upon a combination of different elements including the extent of the demand, the personal characteristics and coping resources of the person, the constraints on the person in trying to cope with and support received from others (Rani,2017).

Stress as an unpleasant state of emotional and physiological arousal that individuals experience in situations that they perceive as threatening to their well-being (Auerbach and Grambling, 1998). Stress has become part of students' academic life due to the various internal and external expectations placed upon their shoulders. Adolescents are particularly vulnerable to the problems associated with academic stress as transitions occur at an individual and social level. Depression, anxiety, behavioural problems, irritability, etc. are few of the many problems reported in students with high academic stress. Incidences of depression were also found among stressful adolescents as it is linked with inability to concentrate, fear of failure,

negative evaluation of future, etc (Reddy, Menon and Thattil, 2018). Stress refers to a negative emotional, cognitive, behavioural and physiological process that occurs as a person tries to adjust to or deal with stressors. The effect of stress is understood in many walks of life with a diverse population especially among students. Stress has lessened academic performance, hindered a student's capability to be involved in and add to campus life, and raised the probability of substance abuse and other potentially destructive behaviour. Academic Stress can occur due to the educational expectations from parents, teachers, peers and family members. Academic Stress is a mental distress with respect to some anticipated frustration associated with academic failure or even an awareness of possibility of such failure. Academic stress is very common among students and living as a student in academic institutions makes their life more memorable. But the changing environment and competitive world makes them more stressful. There is a strong relationship between the stressful life events and reduced academic performance (Richlin-Klonsky and Hoe, 2003).

Academic stress is the anxiety and stress that comes from schooling and education. It is especially hard on school students who are adolescents. Academic stress among students have long been researched on, and researchers have identified stressors as too many assignments, competitions with other students, failures and poor relationships with other students or lecturers (Fair brother and Warn, 2003). Academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it. Academic stressors include tests, grades, homework, academic and achievement expectations and parental pressure. School related stresses include inadequate instructional methods, teacher-student relationships, heavy academic workload, poor physical classroom environments, inability to balance one's leisure time with school, and disorganisation surrounding academic assignments and schedules. Additional sources consist of a struggle to meet academic standards, worries about time management and concerns over grades and scores. Students are thus seen to be affected by the negative causes of academic stress. The mental health of students, especially in terms of academic stress and its impact has become a serious issue among school and policymakers because of the increasing incidence of suicides among students across the globe. Parental pressure for better academic performance is found to be mostly responsible for academic stress. Due to the constant pushing of the student by the parents in order to perform better in both

academics and extracurricular activities, some children develop deep-rooted nervous disorders during their childhood and it continues to adolescent period (Carveth, Gesse and Moss,1996).

1.2 STRESS

Stress is any situation or event that evokes negative thoughts and feelings in a person. The same stressful situation is not stressful for all people, and all people do not experience the same negative thoughts and feelings when stressed. One of the models of stress that is useful in understanding stress among students is the person-environment model (French,1973). The fundamental premise of P-E fit theory is that stress arises from misfit between the person and environment. A critical issue concerning stress among students is its effect on learning.

1.2.1 Concept

The term stress has been derived from the Latin word 'Stringer' which means "to draw tight". The term was used to refer to hardship, strain, and adversity of affection. Stress is your body's way of responding to this kind of demand. It can be caused by both good and bad experiences. When people feel stressed by something going on around them. their bodies react by releasing chemicals into blood. These chemicals give people more energy and strength, which can be a good thing if their stress is caused by physical danger. But this can be a bad thing, if stress is in response to something emotional because there is no outlet for this extra energy and strength. Stress is experience. When demands of physical, psychological or sociological nature make a person react to it, he is under stress. Stress is a particular mental as well as physical condition in which a person suffers a lot of tensiono and worry,

The situation and pressure that causes stress are known as stressors. We usually think of stressors as being negative, such as an exhausting work schedule or a rocky relationship. However, anything that puts high demands on you or forces you to adjust can be stressful. This includes positive events such as getting married, buying a house, going to college, or receiving a promotion.

Stress in humans results from interactions with persons and their environment that are perceived as straining or exceeding their adaptive capacities and threatening their

well-being. The elements of perception indicate that human stress responses reflect differences in personalities, as well as differences in physical strength or general health. An interesting feature of stress is the wide range of physical and psychological reactions that different people have to the same event; some may interpret an event stressful whereas others simply take it in stride. Moreover, a particular person reacts quite differently to the same stressor at different points in time. Research generally agrees that a certain degree of stress is a normal part of a living organism's response to 'the inevitable changes in its physical or social environment, and positive as well as negative events can generate stress.

Definitions of stress

According to Humphrey (1992) in essence, "Stress can be considered as any factor, acting internally or externally. that makes it difficult to adapt and that induces increased effort on the part of the person to maintain a state of equilibrium both internally and with the external environment."

According to Bernik (1997) "Stress designates the aggression itself lending to discomfort, or consequences of it. It is our organism’s response to challenge, be it right or wrong"

According to Bowman (1998) "Stress is the body's automatic response to any physical or mental demand placed upon it. When pressure is threatening, the body rushes to supply protection by turning on the juices and preparing to defend itself. It's the 'flight or fight' response in action."

1.2.2 Type of Stress

According to the American Psychological Association(APA), there are three main types of stress. For a better understanding of stress and its influence on individuals, psychologists categorise stress into three different types.

Acute Stress

Sometimes stress can be brief, and specific to the demand and pressure of a particular situation, such as a deadline, a performance or facing up to a difficult event. This type of stress often gets called acute stress.

Episodic acute stress

Some people seem to experience acute stress over and over. This is sometimes referred to as episodic acute stress. These kinds of repetitive stress episodes may be due to a series of very real street challenges, for example, losing a job, then developing health problems, followed by difficulties for a child in the school setting. For some people, episodic acute stress is a combination of challenges and a tendency to operate like a 'stress machine'. Some people tend to worry endlessly about bad things that could happen, are frequently in a rush and impatient with too many demands on their time, which can contribute to episodic acute stress.

Chronic Stress

The third type of stress is called chronic stress. This involves ongoing demands, pressure and worries that seem to go on forever, with little hope of letting up. Chronic stress is very harmful to people's health and happiness. Even though people can sometimes get used to chronic stress and may feel they do not notice it so much, It continues to wear people down and has a negative effect on their relationships and health. However, there are different types of stress that is baseline, cumulative and critical incident stress.

Baseline Stress

Day-to-day living can be stressful even the best of times. Dealing with routine issues at home and on the job produce an ongoing, but usually manageable level of "baseline" or underlying stress. Baseline stress may be caused by various sources of tensions at the individual, emotional, family or social levels. It may be increased by changes in the day-to-day environment (being away from family without adequate communication, working with new people from different cultures, uncertainty about work, new information to assimilate, etc.). Staff Members need to be prepared for this and learn how to develop strategies to cope with it. Basic stress normally decreases after the first few weeks of a new assignment

Cumulative Stress

When high levels of stress are constant or ongoing, they may result in a cumulative or chronic stress response. Cumulative stress can build up, often unrecognised, over a

period of time. This type of stress can easily become uncomfortable and physically and mentally unhealthy when it occurs too often, lasts too long and is too severe. It is important to note that what is distressful for one person may not necessarily be distressful for another. Your individual perception, i.e. the degree of threat you feel and the amount of control you have over the circumstances, can affect the degree of distress you personally experience. We know from stress research that the single most stressful experience most people have is to feel that they cannot control their circumstances.

Critical Incident Stress

A critical incident is defined as an event out of the range of a normal experience — one which is sudden and unexpected, makes you lose control, involves the perception of a threat to life and can include elements of physical or emotional loss. Such incidents may include natural disasters, multiple-casualty accidents, sexual or other types of assault, death of a child, hostage-taking, suicide, a traumatic death in family, duty-related death of a co-worker and war-related civilian deaths. Although a critical incident may occur at any time, anywhere, there are certain occupational groups that are at an increased risk of exposure to traumatic events. These include fire-fighters, emergency health-care workers, police officers, search and rescue personnel, disaster relief and humanitarian aid workers, and United Nations peacekeepers, staff members, observers and monitors. Critical Incident Stress reactions are a combination of acute responses to violence, trauma and threats to life. These require immediate attention from colleagues and the organisation. Stress is a common factor in human life. Every person experiences stress. In school life students have various types of stress related to academic achievement, career development, personality development and success in future life. Sources of stress can be categorised into four categories, which are: Family, Occupational, Educational and Personal. As far as the stress related to education is concerned, the academic stress is mainly caused due to different pressures laid by different sources (Padhiar, 2019).

1.2.3 Academic Stress

Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even awareness of the possibility of such failure.

Students have to face many academic demands, for example school examinations, answer questions in the class, showing progress in school subjects, understanding what the teacher is teaching, competing with other classmates, fulfilling teachers and parents' academic expectations etc. These demands may tax or exceed available resources to the students. As a consequence, they can be under stress, since the demand is related to achievement of an academic goal. Bisht (1980) has defined academic stress as demands related to academics that tax or exceed the available resources (internal or external) as cognitively appeared by the student involved. According to her, academic stress reflects perception of individuals' academic frustration, academic conflict, academic pressure and academic anxiety. Bisht (1980) has given the definition of four components of academic stress, i.e. Academic Frustration is the quality or state of being frustrated or thoroughly upset by one or multiple things either directly or indirectly related to school, classes, homework, or other academic aspects. Academic conflict is the result of two as more quantity but incompatible response tendencies to academic goals is under heavy demands of time and energy meets academic goals. Academic Anxiety is a kind of state anxiety which relates to the impending danger from the environment of the academic institution including teachers, certain subjects like Mathematics, English, etc. Academic pressure is when the students are under heavy demands of time and energy to achieve an academic goal. In schools there is a range of academic pressure we feel, derived from a need for perfection, worry over grades, parental pressure, competition, sports, or a tough class load.

1.2.4 Symptoms of Academic Stress

Cognitive symptoms

Cognitive symptoms are subtle and are often detected only when neuropsychological tests are performed. They include the following poor 'executive functioning (the ability to absorb and interpret information and make decisions based on that information), inability to sustain attention.

Symptoms Affective

Affective symptoms are a set of psychiatric diseases, also called mood disorders. The main types of affective disorders are depression, bipolar disorder, and anxiety

disorders. Symptoms vary by individual, they typically affect mood e.g. feel inferior, lack confidence, feel under pressure, feel failure, worry about parent's expectations etc.

Physical Symptoms

These are related to physical conditions of the individuals. individuals having physical stress usually get headaches, get nervous, less desire to eat, loss of sleep. heart beats faster than normal etc.

Social/Interpersonal Symptoms

Symptoms like nobody to help, get irate with everyone, not feel like talking to, like to stay alone, nobody understands me etc. are social/interpersonal symptoms.

Motivational Symptoms

Lack of interest, no enjoyment in extracurricular activities, difficulty in completing lessons etc., are the examples of these symptoms.

1.2.5 Causes of Academic Stress on Students

There are some factors that cause the academic stress in which some are social factors and some are individual factors.

Many students experience some amount of stress in social situations they encounter in school due to teachers, friends, bullies, achievement anxiety etc. Most of the teachers do their best to provide students with a positive educational experience, some students are better suited for certain teaching styles and classroom types than others. If there is a mismatch between teachers' expectations and students' performance (i.e., simplified performance and overworking), a child forms lasting negative feelings about school or his own abilities (e.g. pessimism towards teachers and education, feelings of lack of ability to study).

Friends, concerning about not having enough friends, not being in the same class as friends, not being able to keep with friends in one particular area, interpersonal conflicts (e.g. blame others, when people use words such as, "he’s such a slob, they arc engaging in blame the other behaviour, and adopting a win-lose strategy) and peer

pressures (negative peer pressures such as underage drinking and smoking, pressure to steal, pressure to fight/physically harming someone, pressure to have sex, and positive peer pressure such as pressure to follow the roles, pressure to respect others, pressure to come to school on time) are of few of the very common ways children can be stressed by their social lives at school.

Dealing with these issues can cause anxiety in even the most secure children. Bullies, many students use the internet, cell phones and other media devices to bully students and this type of bullying often becomes very aggressive. One reason is that bullies can be anonymous and enlist other bullies to make their victims miserable. Another reason is that they don't have to face their victims, so it's easier to shed any empathy that they may otherwise feel (Scott, 2008). Examination system, the type of exams such as explanatory examinations, and strict proctors in the exam sessions can lead to academic stress. Achievement anxiety, parents worry about their child's academic performance because they believe good academic results will provide more career choices, job security and boost their reputation. Thus, lack of ability to fulfil the parent's expectations can cause academic stress.

The most common form of anxiety causing academic stress is achievement anxiety. Achievement anxiety is a fear of failure in an academic setting that arises when parents, teachers or the student's own expectations exceed what the student believes that he/she can realistically achieve. Sources of achievement anxiety include failure to satisfy ambitions or overall critical parent's expectations in early childhood as well as: early exposure to overachieving siblings or peers. Seeing others receive praise rewards for their achievements can give students a false impression of teachers and parents expect of them (Michelle, 2010)

Anxiety of the most common causes of academic stress is anxiety. (Mirza, 2004) reports that anxiety, ineffective time management ahd4ack of recreation activity outside of academia are Strong predictors of academic stress. Further, the study showed that female students experienced high Levels of stress and anxiety while they managed their time more effectively than male students.

Researchers believe that one of the main contributing factors to academic stress is sleep deprivation. A study by Yoo (2007) showed sleep deprivation alone is enough to

make the emotional brain behave as if an extreme danger were present. This reaction initiates the body's defence mechanisms and causes nausea, tension, heart palpitations and shortness of breath. anxiety and psychological stress. Over a longer duration* this state of heightened alertness may alter the neural connections in the brain and cause serious psychiatric disorders

Self-efficiency refers to a student's beliefs about their abilities to study and perform academic tasks. The Roman poet Virgil observed that "they are able who think they are able." Students with low self-efficiency may believe that academic subjects are tougher than they really are a belief that fosters anxiety, stress, depression and narrows the vision of study that in turn leads to decrease of educational motivation (Pajares, 1996)

From the above mentioned factors, one can conclude that academic stress is of different types and there are two main factors on which it mainly depends in which some are social factors and some are individual factors which are dangerous for individual because due to stress they does not perform well and also fell mental and physical problems in their life which could affects their performance in different fields of life which could affects their performance in different fields of life whether one is student, teacher or of any other profession.

1.2.6 Consequences of Academic Stress

The quality of work produced by the child in the course of his studentship can be severely affected by poor coping strategies. First, stress may produce a focus on short-term completion to long term learning. Secondly, many pressured students attempt other interests and limit their efforts to what is required solely within their field of study. This causes an unhealthy isolation. The academic goals, students often neglect their interpersonal relationships. The hindrance of time, commitments, lack of social involvement and hesitancy towards self-disclosure, prevents the natural development of rewarding support networks. Students do not benefit from the close community relationships that will help them cope with the pressures of academic life. In addition, emotional exhaustion may disengage the student from family relationships. In today's world the practice of spending quality time with one’s farming is fast disappearing, as a result of which, family members fail to meet each other's emotional needs. Students

who had to face extreme pressures in their student life are more likely to carry over this stress into their workplace, as a result of which they are able to maintain a healthy professional life. Such individuals are thus forced to give up their jobs, at least temporarily until they are able to cope with them in a more effective manner (Mello and Govindaraju, 2016).

1.3 COVID-19 PANDEMIC

Coronaviruses are a large family of viruses that are known to cause illness ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and severe acute respiratory syndrome (SARS). A novel coronavirus (COVID-19) has been supposed to be identified in 2019 in Wuhan, China. This is a new coronavirus that has not been previously identified in humans. The COVID-19 pandemic, also known as the coronavirus pandemic, is caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The novel virus was first identified from an outbreak in Wuhan, China, in December 2019. Attempts to contain it there failed, allowing the virus to spread to other areas of China and later worldwide. The World Health Organization (WHO) declared the outbreak a public health emergency of international concern on 30 January 2020 and a pandemic on 11 March 2020. As of 16 September 2022, the pandemic had caused more than 611 million cases and 6.52 million confirmed deaths, making it one of the deadliest in history. COVID-19 symptoms range from undetectable to deadly, but most commonly include fever, dry cough, and fatigue. Severe illness is more likely in elderly patients and those with certain underlying medical conditions. COVID-19 transmits when people breathe in air contaminated by droplets and small airborne particles containing the virus. The risk of breathing these in is highest when people are in close proximity, but they can be inhaled over longer distances, particularly indoors. Transmission can also occur if contaminated fluids reach the eyes, nose or mouth, and, rarely, via contaminated surfaces. Infected persons are typically contagious for 10 days, and can spread the virus even if they do not develop symptoms. Mutations have produced many strains (variants) with varying degrees of infectivity and virulence.

COVID-19 vaccines have been approved and widely distributed in various countries since December 2020. Other recommended preventive measures include social distancing, wearing masks, improving ventilation and air filtration, and quarantining

those who have been exposed or are symptomatic. Treatments include monoclonal antibodies, novel antiviral drugs, and symptom control. Governmental interventions include travel restrictions, lockdowns, business restrictions and closures, workplace hazard controls, quarantines, testing systems, and tracing contacts of the infected. The pandemic has triggered severe social and economic disruption around the world, including the largest global recession since the Great Depression. Widespread supply shortages, including food shortages, were caused by supply chain disruption. The resultant near-global lockdowns saw an unprecedented pollution decrease. Educational institutions and public areas were partially or fully closed in many jurisdictions, and many events were cancelled or postponed. Misinformation circulated through social media and mass media, and political tensions intensified. The pandemic raised issues of racial and geographic discrimination, health equity, and the balance between public health imperatives and individual rights.

1.3.1 Symptoms of SARS include:

Coronavirus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus.

Most people infected with the virus will experience mild to moderate respiratory illness and recover without requiring special treatment. However, some will become seriously ill and require medical attention. Older people and those with underlying medical conditions like cardiovascular disease, diabetes, chronic respiratory disease, or cancer are more likely to develop serious illness. Anyone can get sick with COVID-19 and become seriously ill or die at any age. The best way to prevent and slow down transmission is to be well informed about the disease and how the virus spreads. Protect yourself and others from infection by staying at least 1 metre apart from others, wearing a properly fitted mask, and washing your hands or using an alcohol-based rub frequently. Get vaccinated when it’s your turn and follow local guidance.The virus can spread from an infected person’s mouth or nose in small liquid particles when they cough, sneeze, speak, sing or breathe. These particles range from larger respiratory droplets to smaller aerosols. It is important to practise respiratory etiquette, for example by coughing into a flexed elbow, and to stay home and self-isolate until you recover if you feel unwell.

1.3.2 Causes

The virus that causes COVID-19 spreads easily among people. Data has shown that the COVID-19 virus spreads mainly from person to person among those in close contact. The virus spreads by respiratory droplets released when someone with the virus coughs, sneezes, breathes, sings or talks. These droplets can be inhaled or land in the mouth, nose or eyes of a person nearby.

- Sometimes the COVID-19 virus can spread when a person is exposed to very small droplets or aerosols that stay in the air for several minutes or hours — called airborne transmission.

- The virus can also spread if you touch a surface with the virus on it and then touch your mouth, nose or eyes. But the risk is low.

- The COVID-19 virus can spread from someone who is infected but has no symptoms. This is called asymptomatic transmission. The COVID-19 virus can also spread from someone who is infected but hasn't developed symptoms yet. This is called pre-symptomatic transmission.

- It's possible to get COVID-19 more than once.

- When a virus has one or more new mutations it’s called a variant of the original virus. The omicron (B.1.1.529) variant spreads more easily than the original virus that causes COVID-19 and the delta variant. However, omicron appears to cause less severe disease. People who are fully vaccinated can get breakthrough infections and spread the virus to others. But the COVID-19 vaccines are effective at preventing severe illness. In April, the CDC downgraded the delta variant from a variant of concern to a variant being monitored. This means that the delta variant isn’t currently considered a major public health threat in the U.S.

1.3.3 Academic Conditions after COVID 19 Pandemic

The academic landscape has seen significant changes due to COVID-19. Many educational institutions adopted remote learning and online classes during the pandemic. While some have returned to in-person classes, others continue to offer

hybrid or online options. The pandemic has also accelerated the integration of technology in education and highlighted the importance of flexible learning models. Challenges remain, including addressing learning gaps and ensuring equitable access to education.

1. Shift to Remote Learning

The onset of the pandemic, schools, colleges, and universities around the world had to quickly adapt to remote learning. This involved using video conferencing tools, online learning platforms, and digital resources to deliver classes.

2. Hybrid Learning Models

As some regions managed to control the spread of the virus, educational institutions started adopting hybrid models, where a mix of in-person and online classes were offered to accommodate social distancing measures.

3. Digital Transformation

The pandemic accelerated the integration of technology in education. Institutions invested in digital infrastructure, learning management systems, and tools to facilitate online teaching and assessment.

4. Challenges of Remote Learning

While remote learning provided flexibility, it also highlighted challenges such as unequal access to technology and the internet, which led to concerns about the digital divide and equity in education.

5. Impact on Student Engagement

Some students struggled with online learning due to distractions at home and a lack of face-to-face interaction with teachers and peers. This raised concerns about engagement and retention.

6. Assessment and Evaluation

Traditional exam formats were disrupted, prompting educators to explore alternative assessment methods such as open-book exams, projects, and online quizzes.

7. Global Collaboration

Virtual classrooms allowed for international collaboration, with guest lectures, seminars, and conferences becoming accessible to a broader audience.

8. Health and Safety

Institutions that resumed in-person classes implemented health and safety protocols, including mask mandates, social distancing, and vaccination requirements.

9. Learning Outcomes

There were debates about the effectiveness of remote learning in achieving the same learning outcomes as traditional in-person education.

10. Professional Development

Educators had to quickly adapt to online teaching methods, often requiring additional training and professional development.

11. Future of Education

The pandemic prompted discussions about the future of education, with some advocating for a permanent integration of online learning tools and flexible learning models.

12. Mental Health

The isolation and uncertainty caused by the pandemic raised concerns about the mental health and well-being of students, leading to increased focus on providing support services.

13. Research and Funding

Research projects and funding priorities shifted in response to the pandemic, with increased focus on areas like public health, epidemiology, and medical research.

1.4 NEED AND SIGNIFICANCE OF THE STUDY

The outbreak of COVID-19 pandemic was everywhere due to this pandemic situation, students are facing so many problems like stress, anxiety, depression and many more. As there are online classes, their screen time gets increased due to which they are facing health issues like headache, myopia, hypermetropia & life is becoming stressful. Numerous health-related studies (Cancello et al., 2020; Kaushal et al., 2020; Kannampallil et al., 2020) and research topics have been set in motion due to the recent COVID-19 pandemic. The potential psychological and academic impact of confinement during the COVID-19 pandemic, students' management of stress, and a possible gender modulation, among other factors, are subjects of growing interest in the most recent psycho educational research (Ahuja et al., 2020; Cao et al., 2020; Harutyunyan et al., 2020; Rogowska et al., 2020; Rodríguez et al., 2020; Ribeiro et al., 2021). There are certain disparities in the research regarding increased academic stress during the COVID19 pandemic (Capone et al., 2020; Rogowska et al., 2020), its repercussions on the well-being of students from different cultures (Rogowska et al., 2020) and the role of gender differences (Pomerantz et al., 2002; Harutyunyan et al., 2020; Rogowska et al., 2020. This study will help to uncover the effects of academic stress on school students after covid-19 pandemic, especially in the institutions selected for the study. The study will also reveal the impact of the pandemic on adolescents is significant, either due to the fear of the low academic performance or stress related to COVID-19. This study put emphasis on the impact of COVID-19 pandemic on the academic stress among secondary school students in relation to their gender and types of institution. The COVID-19 pandemic has brought widespread challenges for students, including stress and health issues due to increased screen time from online classes. Numerous studies have explored the psychological and academic impacts of confinement during the pandemic. This research aims to investigate the effects of academic stress on secondary school students in relation to their gender and school type post-COVID-19. The need to address academic stress is crucial, given the shift to remote learning, the absence of traditional support systems, and increased uncertainty caused by the pandemic. Institutions, teachers, and students all play vital roles in society's growth and development.

1.5 STATEMENT OF THE PROBLEM

“ACADEMIC STRESS AMONG SECONDARY SCHOOL STUDENTS AFTER COVID-19 PANDEMIC IN RELATION TO THEIR GENDER AND TYPES OF INSTITUTION”

1.6 OPERATIONAL DEFINITIONS

1.6.1 Academic Stress

Academic stress is defined as a student's psychological state resulting from continuous social and self-imposed pressure in a school environment that depletes the student's psychological reserves. In the present study for the measurement of academic stress has been done by using scale for assessing academic stress by Sinha 2014.

1.6.2 Gender

In the present study, gender refers to male and female secondary school students.

1.6.3 Type of Institutions

In the present study, institutions refer to the government and private secondary schools affiliated to JKBOSE.

1.7 OBJECTIVES OF THE STUDY

The following are the objectives of research study:

1. To study the level of academic stress of secondary school students
2. To find out the difference in academic stress among secondary school students after covid-19 pandemic in relation to their gender.
3. To find out the difference in academic stress among secondary school students after covid-19 pandemic in relation to their type of institution.

1.8 HYPOTHESES OF THE STUDY

The following are the hypotheses of the research study:

1. There is no significant difference between academic stress among secondary school students after covid-19 pandemic in relation to their gender.

2. There is no significant difference between academic stress among secondary school students after covid-19 pandemic in relation to their types of institutions.

1.9 DELIMITATIONS OF THE STUDY

The following are the delimitations of the research study:

1. The present study has been delimited to secondary school students studying in class 9th and 10th.

2. The present study has been delimited to 240 secondary school students only.

3. The present study has been delimited to government & private schools from one rural (Akhnoor Tehsil) and one urban (Jammu) area of Jammu District.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research. A review of related literature is a detailed review of existing literature related to the topic of a thesis or dissertation. In review of related literature, their knowledge and findings from existing literature are relevant to our topic. It involves a process of identifying, locating, organising, and analysing information about a research topic. Conducting a literature review is essential because it prevents duplication of studies and helps avoid problems that others have encountered.

2.2 REVIEWS RELATED TO ACADEMIC

Jones (1993) examined the existence of any gender specific differences in the perceived antecedents of academic stress. The academic pressure scale for adolescents was administered to 112 girls and 160 boys attending high school Significant gender-based differences were obtained on eight of the 35 questions of the3 scale. In each case girls reported greater stress than boys. This study provides strong evidence that girls and boys of high school age differentially experience the antecedents of academic stress and that adolescent's girls experience greater academic stress than boys.

Gillock and Reyes (1999) conducted a study stress, support and academic performance. The study suggested that some proportion of minority adolescents are at high risk for school failure as associated with their increased exposure to the stressors often associated with low-income status-more specifically, with their residence in resource-poor communities-including poverty, racism, conflict, and violence. However, to date, little research has documented the nature of such stress. This descriptive study attempts to begin filling this gap in the literature by examining the nature of stress in the level of urban, low-income, Mexican-American high school

sophomores. Contrary to much of the literature that establishes a relationship between stress and social support was not sufficient to offset the negative effects of stress for this urban, low-income, minority sample.

Ranganathan (1999) attempted to understand the phenomenon of children's stress. The sample was drawn from 8 different schools in Delhi, Both boys and girls at class 1 and 2 Levels were taken. The tools consisted of a behaviour check-list to measure stress and school organisational climate. Description Questionnaire of Sharma, M.L. was used to collect data, data was analysed using factor analysis, multiple regression analysis, ANOVA, 't' Test and Pearson's correlations. The major findings were (i) the factors in stress constituted psychomotor symptoms, mental symptoms. low self esteem and anger symptoms. (ii) In general the children in government run schools were found to have a higher degree of stress than children in other schools. (iii) Boys were found to have a higher degree of stress than girls. (iv) The standard in which a child studied was not found to influence stress. (v) Stress was negatively related to academic performance, in general. (vi) Academic performance varies as a function of type of school. (viii) Stress was positively and significantly correlated with the organisational climate in the schools.

Misra and McKean (2001) conducted a study at midwestern university and investigated the interrelationships among academic stress, anxiety, time management, and leisure satisfaction among 249 university undergraduates by age and gender. The study showed that time management behaviour had a greater buffering effect than leisure satisfaction activities. Significant gender differences existed among all the measures. Females had more effective time management behaviour than males, but also experienced higher academic stress and anxiety. The study also revealed that males benefitted more than females from leisure activities. Anxiety reduction and time management in conjunction with leisure activities may be an effective strategy for reducing academic stress in college students.

Torshein and Wolf (2001) investigated the relationship between shared psychosocial school environment and subjective health complaints, A representative sample of 1585 Norwegian grade 8 students(mean age 13-15 years) from 82 school classes completed scales on health complaints, academic stress, the teacher and classmate support scale, decision control, and noise and disturbance in class. Multilevel analysis

revealed that level of health complaints varied across school classes. School class differences in psychosocial environment.

Hussain, Kumar and Hussain (2008) examined the level of academic stress and overall adjustment among public and Government high school's students and also to see the relationship between the two high school variables, academic variables, academic stress and adjustment. For that purpose 100 students of class IX were selected random two different schools out of which 50 were taken from public and the remaining 50 were taken from Government school Sinha and Sinha scale for measuring academic stress was used to see the magnitude of stress and Sinha and Singh Adjustment Inventory for school students was used to examine level of adjustment among the students. Results indicated that the magnitude of academic stress was significantly higher among the Public school students whereas Government School students were significantly better in terms of their level of adjustment. However, inverse but significant relationships between academic stress and adjustment were found for both the group of students and for each type of school.

Gupta, Sharma and Gupta (2011) conducted a study on gender difference on the measure of academic stress in adolescent students. A sample of 600 IX class students (300 males & 300 Females) of UP was taken for the study. Data collection was done by using Bisht's Inventory (1987) of Academic Stress. For calculation of data statistical technique Test was used. Results indicated that female students are comparatively more predisposed for academic stress and its three constituents namely frustration, conflict and pressure than their male counterparts. These results have been discussed to address the need for greater attention to the harmful psycho-somatic effects of academic stress in adolescents, especially girls.

Strodl and Sun (2012) investigated academic related stress among private secondary school students in India. The purpose of this study is to examine the prevalence of academic stress and exam anxiety among private secondary school students in India as well as the associations with socio-economic and study related factors participants were 400 adolescent students (52% male) from five private secondary schools in Kolkata who were studying in grades 10 and 12. Participants were selected using a Study-Specific Questionnaire. Findings revealed that 35 and 37 percent reported high and very high levels of academic stress but those who had lower grades reported

higher levels of stress than those with higher grades. Students who engaged in extracurricular activities were more likely to report exam anxiety than those who did not engage in extracurricular activities.

Thwahich and Qaisy (2012) assessed the levels of stress experienced by university students. A Quantitative Approach has been undertaken to assess students' stress . The sample consisted of 471 students from Tafila Technical University. The results indicated that the students experienced a moderate level of stress and that female students had more stress than males. Their main findings were that the students' experiences were social. a moderate level of stress and that the main factors associated with stress Pearson's Product Moment Coefficient of Correlation was used to analyse the data. Negative and significant correlation was found between protectiveness and reward of home environment with most of the factors of academic stress. While positive and significant correlation was found between deprivation of privileges and rejection dimensions of home environment and cognitive and motivational factors of academic stress of adolescents.

Bataineh M.Z (2013) investigated the academic stressors experienced by the students at King Saud University. A total sample of 232 subjects participated in this study were obtained from the Faculty of Education at KSU. Data were collected through a Self Administered Questionnaire which was randomly distributed to the students during lecture time. Data obtained was analysed using Descriptive Statistics, Correlation and Analysis of Variance (ANOVA). The results showed that academic overloads, course awkwardness, inadequate time to study, workload every semester, exams awkward, low motivation and high family expectations were driving moderate stress among students. It was also found that fear of failure is the major source of stress among undergraduate students. Moreover, the study found that there was a positive correlation between religiosity sources and academic stress. Lastly, the study found that there were no significant differences in academic stress among students with different levels of study and specialisation.

Deb, Strodl and Sun (2014) examined academic related stress among private secondary school students .The purpose of this study is to examine the prevalence of academic stress and exam anxiety among private secondary school students in India as well as association with social-economic and study related factors participants were

400 adolescents students (52% male) from five private secondary schools in Kolkata who were studying in grade 10 and 12. Participants were selected using a study-specific Questionnaire. Findings reveals that 35 and 37 percent reported high and very high levels of academic stress but those who have lower grade reports higher levels of academic stress than those who have higher grades. Students who engaged in extracurricular activities were more likely to report exam anxiety than those who did not engage in extracurricular activities.

Jayanthi, et al (2014) conducted a cross-sectional study on Academic Stress and Depression among adolescents. The study examined the relationship between academic stress and depression among adolescents. The sample of 1120 adolescents from classes 9 to 12" from Higher Secondary Schools of Tamil Nadu were screened by MINI-kit tool. The tools used for collecting data were Modified Educational Stress scale for adolescents and Beck Depression Inventory (BDI). Results indicated that a moderate positive relationship was found between the level of depression and the level of academic stress. Adolescents who had academic stress were at 2.4 times higher risk of depression than adolescents without academic stress.

Keshi (2015) examined the effectiveness of cognitive behaviour therapy on academic stress among high school students. Depression and poor academic performance are related to academic stress. The effect of cognitive behaviour therapy on these variables is studied. The study was attempted to study whether CBT is effective in decreasing academic stress, depression and increasing self-efficiency and academic performance. The sample for study included 60 girls and boys of high school students selected randomly based on inclusion and exclusion criteria from a large pool of students. All the subjects meeting exclusion and inclusion criteria were assessed using a scale for assessing academic stress, children depression inventory and general self-efficiency scale.

Prabhu (2015) conducted a study on academic stress among higher secondary students. The study consisted of 250 students studying in 11th standard in higher secondary schools situated in Namakkal District of Tamil Nadu, India. The sample was selected by using Simple Random Sampling Technique. A standardised tool namely Academic Stress Scale by R.Balaji Rao was used for data collection. Analysis of the data was done by using Descriptive analysis (t-test). The study revealed that

higher secondary school students have moderate levels of academic stress and sub samples taken also have moderate levels of academic stress.

Sonali (2015) conducted a study on academic stress among higher secondary students. The study consisted of a sample of 160 students from class XI and XII of CBSE and BSEB affiliated two senior secondary schools of Samastipur (Bihar) viz. Holy Mission Senior Secondary School, Samastipur and Model Senior Secondary school, Samastipur. The method used was Simple Random Sampling Method and the data was collected by using Academic Stress Questionnaire developed by Akram, Khan and Baby. The findings revealed that no significant difference exists in the academic stress of students in relation to gender, while significant differences exist with regards to class and type of school organisation. Students of class XII of both CBSE and BSEB affiliated schools had more academic stress than that of class XI. Students studying in a CBSE affiliated school had more academic stress than a BSEB affiliated school. It was concluded that academic stress has not any impact upon gender while has significant impact upon class and type of school organisation.

De and Kushal (2017) Investigated the relationship among locus of control academic stress and academic performance of secondary school students from Kolkata the sample consisted of 593 male students and 317 female secondary school students. Descriptive method of survey was used. Anova used statistical techniques. The analyses of data were done through Statistical Package was Social Science (SPSS).The survey results when integrated and interpreted in light of objectives and hypothesis for the study show that there is statistically significant difference in mean score of Academic Performance of secondary school students on the basis of their gender and locality of school.

Ganesh and Magadalin (2017) conducted a study to compare children from disrupted families and children from non-disrupted families in terms of academic stress and perceived problems. A sample of 80 boys (40 from disrupted and 40 from non disrupted families) were matched in their age and socio-economic status. Tools used Were Mooney 's Problem Check list and Rajendran's Academic Stress Questionnaire. Results indicated that children from non- disrupted families have higher academic stress than children from disrupted families similarly with regard to perceived problems significant difference was found between the two groups.

Subramani and Kadhiravan (2017) conducted a study to explore the academic stress and its relationship with mental health among high school students. A sample of 200 high school students from government and private schools in and around Salem city, Tamil Nadu was selected through Stratified Random Sampling. Data was collected by using Educational Stress Scale for adolescents by Sun, Jinadong (2012) and Positive Mental Health Scale Vaingankar (2012). The results revealed that students from private school experienced higher academic stress than that of government school students, and private school students have higher mental health status than their counterparts. It was also found that academic stress had a significant relationship with the mental health of school students.

Ganesh and Magadalin (2017) conducted a study to compare children from disrupted families and children from non-disrupted families in terms of academic stress and perceived problems. A sample of 80 boys (40 from disrupted and 40 from non disrupted families) were matched in their age and socio-economic status. Tools used Were Mooney 's Problem Check list and Rajendran's Academic Stress Questionnaire. Results indicated that children from non- disrupted families have higher academic stress than children from disrupted families similarly with regard to perceived problems significant difference was found between the two groups.

Nada and Akanksha (2020) conducted a comparative study of academic performance anxiety study habits and attitude among high school and intermediate students in pre Covid-19 condition from LRP colony of District Bahraich. The sample consisted of 100 Students (50 High School and 50 Intermediate). Experimental method of survey was used. T-Test was used as a Statical Technique. The results reveal a significant difference in Academic, Anxiety and study behaviour of students.

Xueyan Li et al (2021) examined a study on COVID-19 stress and mental health of students in lockdown colleges & this study aimed to explore influencing factors for the psychological impact of COVID-19 on Wuhan college students. It was a cross-sectional study conducted through an online survey method where X2 tests were used & data were analysed using SPSS 21.0. In total, 4355 participants from 13 universities and colleges in Wuhan completed the survey in this study & the data revealed socio demographic features of the whole sample and compared 4285 non infected students with infected 70 students. The findings suggested the severity of the psychological

impact of COVID-19. Mental health services reducing PTSD (Post Traumatic Stress Disease) should be provided. Students who have lost loved ones and suffered family financial loss should be given particular care.

Mukhopadhyay and Kumar (2022) covered only 3 variables i.e locus of control, academic stress, and academic achievement. Descriptive Survey method is used for this study. Purposive Sampling technique was used, and then Simple random sampling technique was applied. Data were collected from 378 subjects. Data was collected from the undergraduate students. The result of the study shows no significant difference between Locus of Control and academic stress in relation to academic achievement of athletes in West Bengal.

Robledillo (2022) investigated the impact of Covid-19 pandemic on academic stress and perceived classroom climate in Spanish university students in spain. A Sample of 135 Students (97 females and 38 males) from the Gastronomy (n=31) and criminology (n = 104) degrees) were evaluated before and after the Covid-19 lockdown in Spain. The Study was based on an observational research method. The obtained results point out a significant increase of academic stress in university students due to the COVID-19 pandemic in Spain. The implemented educational changes and the uncertainty that resulted from the pandemic could have a significant negative impact on mental health in this population, resulting in higher levels of academic stress, especially in females and final year students.

Singh et.al (2023) examined a study on academic stress and emotional adjustment : a gender based post COVID study. A sample of 500 students from various schools in Uttar Pradesh pursuing high school were included in the study.The Scale.The Scale for Assessing Academic Stress and the Adolescents Emotional Adjustment Inventory were used to assess the academic stress and emotional adjustment of secondary school students post-COVID-19 pandemic lockdown. The results of the study revealed that there was a significant difference in academic stress and emotional adjustment between male and female secondary school students. A significant positive relationship between academic stress and emotional adjustment was found, which indicates a high level of academic stress perpetuates emotional maladjustment. Furthermore, it was found that the level of academic stress and emotional adjustment were higher among females as compared to males.

2.3 CONCLUSIONS

The review of related literature has delved into the existing body of knowledge on the topic, offering insights into key theories, methodologies, and findings from previous research. By synthesising this information, it becomes evident that there are specific gaps and areas where further investigation is needed. This analysis not only contextualises the upcoming research but also highlights the significance of the study within the broader academic discourse. As we move forward, building upon these foundations, it is essential to address these gaps and contribute valuable insights to the field. A total of 24 studies were referred for the present study. Most of the studies highlighted that a significant relationship between academic stress and adjustment were found for both the group of students and each type of school. (Hussain, Kumar and Hussain 2008, Sonali 2016, De and Kushal 2017, Singh et.al 2023).

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology is a way of explaining how a researcher intends to carry out their research. It's a logical, systematic plan to resolve a research problem. A methodology details a researcher's approach to the research to ensure reliable, valid results that address their aims and objectives. It encompasses what data they're going to collect and where from, as well as how it's being collected and analysed. The present study throws the light on the research methodology being adopted for the present research study.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blueprint of the procedure for the execution of various research steps and thus to reach valid conclusions. As research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purposes with economy in procedure.

3.2.1 Method

In the present study, a descriptive method of research has been adopted.

3.2.2 Population

Population refers to any collection of specified groups of human beings or non-human entities such as objects, educational institutions, time units and geographical areas. Population for the present study comprises students studying in government & private secondary schools from one rural (Akhnoor Tehsil) and one urban (Jammu) area of Jammu District.

The population of the present study is 48695 (UDISE,2022).

3.2.3 Sample

The process by which a relatively small number of individual objects or events are selected and analysed in order to find out something about the whole population from which they selected is called sampling. The sample of present study was 240 students studying in secondary schools of Jammu district. The sample has been selected by using Stratified Sampling technique by selecting 10 students each from 12 Govt and Private schools situated in Rural and Urban area and affiliated to Jammu and Kashmir State Board of School Education affiliated schools has been given in the Table 3.1 and 3.2

Table 3.1

Distribution of Sample for Private and Government Schools of Rural Area of Jammu

S.No.	Name of School	No. of Students		Total
		Boys	Girls	
1	S.Universal Higher Secondary School Shame Chak, Jammu	10	10	20
2	Manik Public School Shame Chack, Jammu	10	10	20
3	Bhardwaj Academy Buri ,Akhnoor	10	10	20
4	Govt. Girls Higher Secondary School Shame Chack, Jammu	10	10	20
5	Govt. Boys Higher Secondary School Jhiri Jammu	10	10	20
6	Govt. Girls Higher Secondary School Baru,Akhnoor	10	10	20
	Total			120

Table 3.2

Distribution of Sample for Private and Government Schools of Urban Area of Jammu.

S.No.	Name of School	No. of Students		Total
		Boys	Girls	
1	R.S Public High School Krishna Nagar Dogra Mohalla Jammu	10	10	20
2	Shining Star Academy Muthi,Jammu	10	10	20
3	Nand Public Higher Secondary School Shanti puram Roop Nagar,Jammu	10	10	20
4	Govt. Girls Higher Secondary School, Muthi ,Jammu	10	10	20
5	Govt. Girls Higher Secondary School, Bakshi Naga , Jammu	10	10	20
6	Govt.High School Muthi, Jammu	10	10	20
	Total			120

3.2.4 Variables of the Study

Variables are those which may vary or change from person to person or situation to situation. In the present study, two independent variables and one dependent variable were taken for the study.

Independent Variables

1. Gender:(Boys and Girls)
2. Type of institution (Private and Government)

Dependent Variables

1. Academic Stress

3.3 TOOL EMPLOYED AND ITS DESCRIPTION

For the present study, the investigator has examined the academic stress among secondary school students after covid-19 pandemic in relation to their gender and

types of institution through a standardised tool namely Scale for Assessing Academic Stress [SSAS] by Sinha (2014) .It consists of 30 items.The scale measures five aspects/reaction i.e, Cognitive reaction, Affective reaction, Physical reaction Social/Interpersonal reaction and Motivational reaction towards different types of academic stressors.

Table 3.3

Distribution of items.

Dimensions	Name of the Factors	No of Items
1	Cognitive	7
2	Affective	6
3	Physical	3
4	Social/ Interpersonal	5
5	Motivational	7

3.4 RELIABILITY

The test-retest reliability of SAAS over the period of one month has been reported to be 0.88 and split half reliability is 0.75 indicating adequate reliability of the scale. Reliability Internal consistency of the scale is also adequate being in a range of 0.30 and 0.81. The correlation coefficient of SAAS with and BDI were found to be 0.54 & 0.43 respectively. Its correlation is statistically significant at 0.05 levels, however with BDI (Beck Depression Inventory) it is not statistically significant.

With all its psychometric properties and simplicity the scale (SAAS) can be used in various setting including clinical, educational, and guidance and counselling for different purposes like identifying and estimating academic stress among students, planning and monitoring intervention strategy, developing research in the area of

academic stress evaluating the efficacy of counselling for coping with academic stress, and sensitising students, parents and teachers with academic stress.

3.3.3 Administration of the Questionnaire

The SAAS is designed to be administered by a trained professional/psychologist with the help of a teacher who can provide answers with respect to particular children in the school. In absence of a teacher, the parents or any other family member can also be asked to provide information. Specific set of instructions are given to the respondents which says;

3.3.4 Scoring

Initially, a 45-item scale was prepared on yes and no (yes=1,No=0) after reviewing literature on academic stress and consulting exports in this area. Items of the scale were written in simple English language that can be easily understood by the student and 30 items from 45 were finalised for the tool.

3.5 COLLECTION OF DATA

A sample of 240 secondary school students of 9th and 10th class from 12 high and higher secondary schools of one rural and one urban area of Jammu and Akhnoor tehsil was involved in the present study. The standardised tool 'Scale for Assessing Academic Stress' (SAAS) by Sinha (2014) was administered on students one by one by the investigator. Investigators personally visited each school to collect relevant data. First of all general instructions were given to the students and then investigators gave them instructions concerned with a particular test before its administration. After ensuring that the students have followed the instructions, the investigator administered the test. While conducting the test if any students had a difficulty in understanding any item, the investigator readily explained the meaning of items**.**

3.6 STATISTICAL TECHNIQUES

In order to analyse the data following statistical techniques have been employed.

1. Percentage

2. t-Test

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Data analysis refers to the process of generating values from the raw data. About the development of the intervention and its performance. Collection of data has no meaning unless it is tackled properly, analysed and interpreted by sophisticated statistical techniques. According to Burns & Grove (1998**),** data analysis is a mechanism for reducing and organising data to procedure findings that require interpretation by the researcher.

4.2 RESULTS

For the present study data has been analysed using SPSS version 14 and results obtained have been presented objective- wise.

4.2.1 Research Objective 1

To study the level of academic stress of secondary school students.

For achieving Objective 1, investigators computed Z-scores for the data obtained and class intervals were formed as per guidelines given in the manual of SAAS (2014). The results are given in the Table 4.1

Table 4.1

Level of academic stress among students.

S.No	Range of Z-Score	Level of academic stress of secondary school students.	Frequency of students	Percentage of students (N=240)	
1	+2.01 and above	Extremely High	6	2.5%	5%
2	+1.26 to +2.00	High	6	2.5%	
3	+0.51 to +1.25	Above Average	66	27.5%	65%
4	-0.50 to +0.50	Average	90	37.5%	
5	-0.51 to -1.25	Below Average	45	18.75%	30%
6	-1.26 to -2.00	Low	20	8.3%	
7	-2.01 and above	Extremely low	7	2.95%	

Table 4.1 it is evident that 6 (2.5%) students have an extremely high level of academic stress, 6 (2.5%) students have an high level of academic stress, 66 (27.5%) students have an above average level of academic stress, 90 (37.5%) students have an average level of academic stress, 45 (18.75%) students have below average level of academic stress, 20 (8.3%) students have low level of academic stress and 7 (2.95%) students have extremely low level of academic stress of the students selected for the study.

Research Objective 2

To study the overall academic stress among secondary school students after covid-19 pandemic in relation to their gender.

For achieving objective 2, investigator computed Mean, Standard Deviation (SD), df and t values for the data obtained. The results for five dimensions and overall academic stress are given in Table 4.2.

Table 4.2

Values N, Mean, SD df and t for scores obtained on academic stress by secondary school students.

Dimensions	Sex	N	Mean	Std. Deviation	df	t	Level of Significance
Cognitive Indicator	Male	120	4.40	1.61	238	1.70	NS
	Female	120	4.75	1.58			
Affective Indicators	Male	120	3.49	1.30	238	0.18	NS
	Female	120	3.52	1.30			
Physical Indicators	Male	120	1.50	.85	238	2.33	0.05
	Female	120	1.75	.81			
Social/Interpersonal Indicators	Male	120	2.56	1.14	238	0.31	NS
	Female	120	2.51	1.36			
Motivational Indicator	Male	120	4.00	1.44	238	2.92	0.01
	Female	120	3.42	1.63			
Total	Male	120	17.22	4.33	238	0.39	NS
	Female	120	17.45	4.75			

Table 4.2 shows that t-values (2.33, 2.92) for differences in academic stress among male and female secondary school students with respect to Physical Indicators and Motivational Indicators on *Assessing Academic Stress Scale* have been found to be significant at 0.05 and 0.01 levels of significance respectively. However, for the Cognitive, Affective, Social/Interpersonal and Overall scores on all dimensions t-value (1.70, 0.18, 0.31, 0.39) have not been found to be significant at a 0.01 and 0.05 levels of significance respectively.

Hence, Hypothesis No. 1 stating no significant difference in the academic stress of secondary school students in relation to gender has been accepted for Cognitive, Affective, Social/Interpersonal Indicators and overall scores on all dimensions of SAAS. It has not been accepted for the dimension Physical Indicators as well as Motivational Indicator of SAAS.

Research Objective 3

To study the academic stress among secondary school students after covid-19 pandemic in relation to their types of institutions

For achieving Objective 3, investigator computed Mean, Standard Deviation (SD), Standard error, df and t for the data obtained .The results for five dimensions and overall academic stress are given in the table 4.3

Table 4.3

Values N, Mean, SD, SE, df and t for scores obtained on academic stress by secondary school students.

Dimensions	Type of school Private/Govt	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of Significance
Cognitive Indicator	Private	119	4.29	1.60	0.15	238	2.74	0.01
	Government	121	4.85	1.57	0.14			
Effective Indicators	Private	119	3.33	1.37	0.12	238	2.17	0.01
	Government	121	3.69	1.20	0.11			
Physical Indicators	Private	119	1.57	0.86	0.08	238	1.11	NS
	Government	121	1.69	0.81	0.07			
Social/Interpersonal Indicators	Private	119	2.80	1.24	0.11	238	37.22	0.01
	Government	121	2.27	1.21	0.11			
Motivational Indicator	Private	119	3.42	1.59	0.14	238	33.22	0.01
	Government	121	4.00	1.49	0.13			
Total	Private	119	16.83	4.90	0.45	238	18.82	0.01
	Government	121	17.83	4.11	0.37			

From Table 4.3, shows that t-values (2.74, 2.17, 37.22, 33.27, 18.82) for difference in academic stress among private and government secondary school students with respect to Cognitive, Effective, Social/Interpersonal , Motivational dimensions and overall scores on all dimensions of *Assessing Academic Stress Scale* have been found to be significant at 0.01 level of significance. However, for the Physical Indicators, t-value (1.11) has not been found to be significant .

Hence, Hypothesis No. 3 stating no significant difference in the academic stress of secondary school students in relation to the type of institution has been not accepted for the dimension Cognitive, Effective, Social/Interpersonal, Motivational as well as for overall score of academic stress of SAAS. Whereas, it has been accepted for the dimension Physical Indicators of SAAS.

4.3 CONCLUSION

In conclusion, the findings from the study have shed light on the academic stress levels of secondary school students, particularly in the context of the COVID-19 pandemic. The study revealed a diverse range of stress levels, with a substantial number of students experiencing above-average to average levels of academic stress. However, a significant percentage of students fall into the below-average and low categories, highlighting variations in stress experiences. The gender-based analysis showed that there were significant differences in academic stress, particularly in the Physical Indicators and Motivational Indicators, Females exhibit higher physical indicators of stress, while males show greater motivation. Government schools excel in cognitive, effective, and motivational aspects, whereas private schools shine in social/interpersonal dimensions. It's a nuanced landscape suggesting that academic stress is not a one-size-fits-all experience, with each gender and school type.

CHAPTER-V

FINDINGS, CONCLUSIONS AND DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the results in the previous chapter, the findings have been delimited and discussed in the present chapter. These findings can be generalised to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the studies already conducted in the field. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the concerns of study.

As such some suggestions have been given for the further research. This chapter is therefore devoted to focusing the findings, conclusions, discussions of results of the study and for indications of their implications and suggestions for further studies or research. These are presented below in the same sequence.

- Main Findings
- Conclusions and Discussions
- Educational Implications
- Suggestions for Further Research

5.2 MAIN FINDINGS OF THE STUDY

The main findings of the present study are reported in the following subsections:

5.2.1 Research Objective 1

To study the level of academic stress of secondary school students.

In the present study it is evident that 6(2.5%) students have an extremely high level of academic stress, 6(2.5%) students have an high level of academic stress, 66(27.5%) students have an above average level of academic stress, 90(37.5%) students have an average level of academic stress, 45(18.75%) students have below average level of academic stress, 20(8.3%) students have low level of academic stress and 7(2.95%) students have extremely low level of academic stress of academic stress of the students selected for the study.

5.2.2 Research Objective 2

To study the overall academic stress among secondary school students after covid-19 pandemic in relation to their gender.

The present study shows that t-values (2.33, 2.92) for differences in academic stress among male and female secondary school students with respect to Physical Indicators and Motivational Indicators on *Assessing Academic Stress Scale* have been found to be significant at 0.05 and 0.01 levels of significance respectively. However, for the Cognitive, Affective, Social/Interpersonal and overall scores on all dimensions t-value (1.70, 0.18, 0.31, 0.39) have not been found to be significant at a 0.01 and 0.05 levels of significance respectively. The findings of the study reveals that females have higher levels of physical indicators as compared to male whereas male have higher levels of motivation indicators as compared to females.

5.2.3 Research Objective 3

To study the academic stress among secondary school students after covid-19 pandemic in relation to their types of institutions.

The present study shows that t-values (2.74, 2.17, 37.22, 33.27, 18.82) for difference in academic stress among private and government secondary school students with respect to Cognitive, Effective, Social/Interpersonal , Motivational dimensions and overall scores on all dimensions of *Assessing Academic Stress Scale* have been found to be significant at 0.01 level of significance. However, for the Physical Indicators, t-value (1.11) has not been found to be significant . The findings show that the government schools have higher levels of cognitive, effective, motivational indicators

as compared to private schools. Whereas the private schools show higher levels of social/interpersonal indicators as compared to government schools respectively.

5.3 DISCUSSION AND CONCLUSIONS

1. The study shows that 6(2.5%) students have an extremely high level of academic stress, 6(2.5%) students have an high level of academic stress, 66(27.5%) students have an above average level of academic stress, 90(37.5%) students have an average level of academic stress, 45(18.75%) students have below average level of academic stress, 20(8.3%) students have low level of academic stress and 7(2.95%) students have extremely low level of academic stress. These findings are similar with the findings of study by Prabhu (2015). However, Strodl and Sun (2012) findings contradict the findings of the current study.

2. The findings show a significant difference exists between means of Academic Stress among male and female Secondary School Students After covid-19 pandemic in relation to their gender. Further, male Secondary School Students have obtained significantly higher mean scores for the motivation indicators dimension physical indicators of Assessing Academic Stress while female Secondary School Students have obtained significantly higher mean scores for the dimension physical indicators of Assessing Academic Stress. The present study verifies the findings of the study by Jones (1993), Misra and McKean (2001), Thwahich and Qaisy (2012), Robledillo (2022). However, Strold and Sun (2012), Ranganathan (1999), Deb et al.(2014) findings contradict the findings of the current study.

3. The findings show a significant difference exists between means of Academic Stress among private and government Secondary School Students after covid-19 pandemic in relation to their type of institutions. Further government secondary school students have obtained significantly higher levels of cognitive, effective, motivational indicators as compared to private schools. Whereas the private schools show higher levels of social/interpersonal indicators as compared to government schools respectively. The present study verifies the findings of Hussain et al.(2008). However, Subramani and

Kadhiravant (2017) findings contradict the findings of the current study.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings of the present research showed that the male students were found to have higher levels of stress than female students. The Principal and the teachers should make an attempt to find out the probable reasons of the higher level of stress among the male students and chalk out the planning of activities that may reduce the stress level among the male students. The findings indicate that gender plays a role in academic stress levels. Schools and policymakers should adopt gender-sensitive approaches to teaching and assessment. This may involve re-evaluating teaching methods, assignment types, and evaluation criteria to ensure they don't disproportionately impact one gender over the other.

Result of the study states that the students of the govt. schools have more stress levels as compared to private schools. The steps should be taken to reduce stress of the government school students. Different types of institutions can collaborate to share best practices for addressing academic stress. This collaboration can lead to innovative solutions that benefit students across the educational spectrum.

The data suggests that academic stress levels vary among students based on gender and the type of institution they attend. Educational institutions should consider implementing tailored support programs that address the specific stressors faced by male and female students. Given the increased academic stress post-pandemic, institutions should prioritise mental health resources and services. Data-driven decisions can help allocate resources efficiently, ensuring that students have access to counselling, stress management programs, and mental health professionals when needed.

5.5 SUGGESTIONS FOR FUTURE RESEARCH

1. The present study has been conducted only from 240 Secondary School Students. It is suggested that the study can be conducted on large samples as well.

2. The study can also be conducted on Secondary School Students of other States

and Districts also.

3. A similar Study can also be conducted to Compare the Academic Stress of students of different States and different districts.

4. Similar studies can be conducted at the college level.

5. This study is only based on students. Similar studies can be conducted on teachers, educators and other staff of the institutions.

6. Experimental study can also be conducted on the present study, as it is descriptive in nature.

SUMMARY

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A. INTRODUCTION

Stress is a normal reaction the body has when changes occur. It can respond to these changes physically, mentally and emotionally. Stress is the body's reaction to any change that requires an adjustment or response. The body reacts to these changes with physical, mental and emotional responses. Stress is a normal part of life. One can experience stress from one's environment, one's body and one's thoughts. Even positive life changes such as a promotion, a mortgage or the birth of a child produce stress.

Defining stress is a very complex matter, which is the subject of different analyzers and continuous debate among experts. Beyond the details of this debate, a journal measurement can be reached about a definition of stress, which centred on the idea of a perceived imbalance in the interface between an individual, the environment and other individuals. When people are faced with demands from others or demand from the physical psycho-socio environment in which they feel unable to adequately respond, a reaction of the organism is activated to cope with the situation. The nature of this response depends upon a combination of different elements including the extent of the demand, the personal characteristics and coping resources of the person, the constraints on the person in trying to cope with and support received from others (Rani,2017).

Stress as an unpleasant state of emotional and physiological arousal that individuals experience in situations that they perceive as threatening to their well-being (Auerbach and Grambling, 1998). Stress has become part of students' academic life due to the various internal and external expectations placed upon their shoulders.

Adolescents are particularly vulnerable to the problems associated with academic stress as transitions occur at an individual and social level. Depression, anxiety, behavioural problems, irritability, etc. are few of the many problems reported in students with high academic stress. Incidences of depression were also found among stressful adolescents as it is linked with inability to concentrate, fear of failure, negative evaluation of future, etc (Reddy, Menon and Thattil, 2018). Stress refers to a negative emotional, cognitive, behavioural and physiological process that occurs as a person tries to adjust to or deal with stressors. The effect of stress is understood in many walks of life with a diverse population especially among students. Stress has lessened academic performance, hindered a student's capability to be involved in and add to campus life, and raised the probability of substance abuse and other potentially destructive behaviour. Academic Stress can occur due to the educational expectations from parents, teachers, peers and family members. Academic Stress is a mental distress with respect to some anticipated frustration associated with academic failure or even an awareness of possibility of such failure. Academic stress is very common among students and living as a student in academic institutions makes their life more memorable. But the changing environment and competitive world makes them more stressful. There is a strong relationship between the stressful life events and reduced academic performance (Richlin-Klonsky and Hoe, 2003).

Academic stress is the anxiety and stress that comes from schooling and education. It is especially hard on school students who are adolescents. Academic stress among students have long been researched on, and researchers have identified stressors as too many assignments, competitions with other students, failures and poor relationships with other students or lecturers (Fairbrother and Warn, 2003). Academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it. Academic stressors include tests, grades, homework, academic and achievement expectations and parental pressure. School related stresses include inadequate instructional methods, teacher-student relationships, heavy academic workload, poor physical classroom environments, inability to balance one's leisure time with school, and disorganisation surrounding academic assignments and schedules. Additional sources consist of a struggle to meet academic standards, worries about time management and concerns over grades and scores. Students are thus seen to be affected by the negative causes of academic stress.

The mental health of students, especially in terms of academic stress and its impact has become a serious issue among school and policymakers because of the increasing incidence of suicides among students across the globe. Parental pressure for better academic performance is found to be mostly responsible for academic stress. Due to the constant pushing of the student by the parents in order to perform better in both academics and extracurricular activities, some children develop deep-rooted nervous disorders during their childhood and it continues to adolescent period (Carveth, Gesse and Moss,1996)

STRESS

Stress is any situation or event that evokes negative thoughts and feelings in a person. The same stressful situation is not stressful for all people, and all people do not experience the same negative thoughts and feelings when stressed. One of the models of stress that is useful in understanding stress among students is the person-environment (P-E) model (French,1973). The fundamental premise of P-E fit theory is that stress arises from misfit between the person and environment. A critical issue concerning stress among students is its effect on learning. The term stress has been derived from the Latin word 'Stringer' which means "to draw tight". The term was used to refer to hardship, strain, and adversity of affection. Stress is your body's way of responding to this kind of demand. It can be caused by both good and bad experiences. When people feel stressed by something going on around them. their bodies react by releasing chemicals into blood. These chemicals give people more energy and strength, which can be a good thing if their stress is caused by physical danger. But this can be a bad thing, if stress is in response to something emotional because there is no outlet for this extra energy and strength. Stress is experience. When demands of physical, psychological or sociological nature make a person react to it, he is under stress. Stress is a particular mental as well as physical condition in which a person suffers a lot of tension and worry.

Types of Stress

According to the American Psychological Association (APA), there are three main types of stress. For a better understanding of stress and its influence on individuals, psychologists categorise stress into three different types:

1. Acute Stress
2. Episodic acute stress
3. Chronic Stress
4. Baseline Stress
5. Cumulative Stress
6. Critical Incident Stress

Academic Stress

Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even awareness of the possibility of such failure. Students have to face many academic demands, for example school examinations, answer questions in the class, showing progress in school subjects, understanding what the teacher is teaching, competing with other classmates, fulfilling teachers and parents' academic expectations etc. These demands may tax or exceed available resources to the students. As a consequence, they can be under stress, since the demand is related to achievement of an academic goal. Bisht (1980) has defined academic stress as demands related to academics that tax or exceed the available resources (internal or external) as cognitively appeared by the student involved. According to her, academic stress reflects perception of individual

COVID-19 PANDEMIC

Corona viruses are a large family of viruses that are known to cause illness ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and severe acute respiratory syndrome (SARS). A novel coronavirus (COVID-19) has been supposed to be identified in 2019 in Wuhan, China. This is a new coronavirus that has not been previously identified in humans. The COVID-19 pandemic, also known as the coronavirus pandemic, is caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The novel virus was first identified from an outbreak in Wuhan, China, in December 2019. Attempts to contain it there failed, allowing the virus to spread to other areas of China and later

worldwide. The World Health Organization (WHO) declared the outbreak a public health emergency of international concern on 30 January 2020 and a pandemic on 11 March 2020. As of 16 September 2022, the pandemic had caused more than 611 million cases and 6.52 million confirmed deaths, making it one of the deadliest in history.

B. NEED AND SIGNIFICANCE OF THE STUDY

The outbreak of COVID-19 pandemic was everywhere Due to this pandemic situation, students are facing so many problems like stress, anxiety, depression and many more. As there are online classes, their screen time gets increased due to which they are facing health issues like headache, myopia, hypermetropia & life is becoming stressful. Numerous health-related studies (Cancello et al., 2020; Kaushal et al., 2020; Kannampallil et al., 2020) and research topics have been set in motion due to the recent COVID-19 pandemic. The potential psychological and academic impact of confinement during the COVID-19 pandemic, students' management of stress, and a possible gender modulation, among other factors, are subjects of growing interest in the most recent psycho educational research (Ahuja et al., 2020; Cao et al., 2020; Harutyunyan et al., 2020; Rogowska et al., 2020; Rodríguez et al., 2020; Ribeiro et al., 2021). There are certain disparities in the research regarding increased academic stress during the COVID19 pandemic (Capone et al., 2020; Rogowska et al., 2020), its repercussions on the well-being of students from different cultures (Rogowska et al., 2020) and the role of gender differences (Pomerantz et al., 2002; Harutyunyan et al., 2020; Rogowska et al., 2020. This study will help to uncover the effects of academic stress on school students after covid-19 pandemic, especially in the institutions selected for the study. The study will also reveal the impact of the pandemic on adolescents is significant, either due to the fear of the low academic performance or stress related to COVID-19. This study put emphasis on the impact of COVID-19 pandemic on the academic stress among secondary school students in relation to their gender and types of institution.The COVID-19 pandemic has brought widespread challenges for students, including stress and health issues due to increased screen time from online classes. Numerous studies have explored the psychological and academic impacts of confinement during the pandemic. This research aims to investigate the effects of academic stress on secondary school students in relation to

their gender and school type post-COVID-19. The need to address academic stress is crucial, given the shift to remote learning, the absence of traditional support systems, and increased uncertainty caused by the pandemic. Institutions, teachers, and students all play vital roles in society's growth and development.

C. STATEMENT OF THE PROBLEM

The problem proposed by the investigator reads as under:

"ACADEMIC STRESS AMONG SECONDARY SCHOOL STUDENTS AFTER COVID-19 PANDEMIC IN RELATION TO THEIR GENDER AND TYPES OF INSTITUTION."

OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

The variables have been operationally defined as under:

Academic Stress

Academic stress is defined as a student's psychological state resulting from continuous social and self-imposed pressure in a school environment that depletes the student's psychological reserves. In the present study for the measurement of academic stress has been done by using scale for assessing academic stress by Sinha 2014.

Gender

In the present study, gender refers to male and female secondary school students. studying in the institution selected for the study.

Type of Institutions

In the present study, institutions refer to the government and private secondary schools affiliated to JKBOSE.

D. OBJECTIVES OF THE STUDY

The following are the research objectives for the present study :-

- To study the level of academic stress of secondary school students.
- To find out the difference in academic stress among secondary school students after covid-19 pandemic in relation to their gender.
- To find out the difference in academic stress among secondary school students after covid-19 pandemic in relation to their type of institution..

E. HYPOTHESES OF THE STUDY

The following are the hypothesis for the present study:-

- There is no significant difference between academic stress among secondary school students after covid-19 pandemic in relation to their gender.
- There is no significant difference between academic stress among secondary school students after covid-19 pandemic in relation to their types of institutions.

F. DELIMITATIONS OF THE STUDY

Following were the delimitations of present study: -

1. The present study has been delimited to secondary school students only.
2. The present study has been delimited to 240 secondary school students only.
3. The present study has been delimited to government & private schools of Jammu and Akhnoor Tehsil.

G. METHOD USED

Descriptive survey method was used for the present study.

POPULATION OF THE STUDY

Population refers to any collection of specified groups of human beings or non-human entities such as objects, educational institutions, time units and geographical areas. Population for the present study comprises students studying in government & private secondary schools from one rural (Akhnoor Tehsil) and one urban (Jammu) area of Jammu District.

The population of the present study is 48695 (UDISE,2022).

SAMPLE AND SAMPLING TECHNIQUES

The process by which a relatively small number of individual objects or events are selected and analysed in order to find out something about the whole population from which they selected is called sampling. The sample of present study was 240 students studying in secondary schools of Jammu district. The sample has been selected by using Stratified Sampling technique from 12 Govt and Private schools situated in Rural and Urban area affiliated to Jammu and Kashmir State Board of School Education has been given in the Table 3.1 and 3.2

Table 1

Distribution of Sample

S.No.	Name of School	No. of Students		Total
		Boys	Girls	
1	S.Universal Higher Secondary School Shame Chak	10	10	20
2	Manik Public School Shame Chack ,Jammu	10	10	20
3	Bhardwaj Academy Buri , Akhnoor	10	10	20
4	Govt. Girls Higher Secondary School, Shame Chack, Jammu	10	10	20
5	Govt. Boys Higher Secondary School Jhiri Jammu	10	10	20
6	Govt. Girls Higher Secondary School Barui.	10	10	20
	Total			120

H. RESULTS

For the present study data has been analysed using SPSS version 14 and results obtained have been presented objective- wise.

Research Objective 1

To study the level of academic stress of secondary school students.

For achieving Objective 1, investigators computed Z-scores for the data obtained and class intervals were formed as per guidelines given in the manual of SAAS (2014).

The results are given in the Table 1

Table 2

Level of academic stress among students.

S.No	Range of Z-Score	Level of academic stress of secondary school students.	Frequency of students	Percentage of students (N=240)	
1	+2.01 and above	Extremely High	6	2.5%	5%
2	+1.26 to +2.00	High	6	2.5%	
3	+0.51 to +1.25	Above Average	66	27.5%	65%
4	-0.50 to +0.50	Average	90	37.5%	
5	-0.51 to -1.25	Below Average	45	18.75%	30%
6	-1.26 to -2.00	Low	20	8.3%	
7	-2.01 and above	Extremely low	7	2.95%	

Research Objective 2

To study the overall academic stress among secondary school students after covid-19 pandemic in relation to their gender.

For achieving objective 2, investigator computed Mean, Standard Deviation (SD) ,df and t values for the data obtained. The results for five dimensions and overall academic stress are given in Table 2.

Table 3

Values N, Mean, SD df and t for scores obtained on academic stress by secondary school students.

Dimensions	Sex	N	Mean	Std. Deviation	df	t	Level of Significance
Cognitive Indicator	Male	120	4.40	1.61	238	1.70	NS
	Female	120	4.75	1.58			
Affective Indicators	Male	120	3.49	1.30	238	0.18	NS
	Female	120	3.52	1.30			
Physical Indicators	Male	120	1.50	.85	238	2.33	0.05
	Female	120	1.75	.81			
Social / Interpersonal Indicators	Male	120	2.56	1.14	238	0.31	NS
	Female	120	2.51	1.36			
Motivational Indicator	Male	120	4.00	1.44	238	2.92	0.01
	Female	120	3.42	1.63			
Total	Male	120	17.22	4.33	238	0.39	NS
	Female	120	17.45	4.75			

Research Objective 3

To study the academic stress among secondary school students after covid-19 pandemic in relation to their types of institutions

For achieving Objective 3, investigator computed Mean, Standard Deviation(SD) , Standard error, df and t for the data obtained . The results for five dimensions and overall academic stress are given in the table 3

Table 4

Values N, Mean, SD, SE, df and t for scores obtained on academic stress by secondary school students.

Dimensions	Type of school Private/Govt	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of Significance
Cognitive Indicator	Private	119	4.29	1.60	0.15	238	2.74	0.01
	Government	121	4.85	1.57	0.14			
Effective Indicators	Private	119	3.33	1.37	0.12	238	2.17	0.01
	Government	121	3.69	1.20	0.11			
Physical Indicators	Private	119	1.57	0.86	0.08	238	1.11	NS
	Government	121	1.69	0.81	0.07			
Social/Interpersonal Indicators	Private	119	2.80	1.24	0.11	238	37.22	0.01
	Government	121	2.27	1.21	0.11			
Motivational Indicator	Private	119	3.42	1.59	0.14	238	33.22	0.01
	Government	121	4.00	1.49	0.13			
Total	Private	119	16.83	4.90	0.45	238	18.82	0.01
	Government	121	17.83	4.11	0.37			

I. MAJOR FINDINGS

In the present study it is evident that 6(2.5%) students have an extremely high level of academic stress, 6(2.5%) students have an high level of academic stress, 66(27.5%) students have an above average level of academic stress, 90(37.5%) students have an average level of academic stress, 45(18.75%) students have below average level of academic stress, 20(8.3%) students have low level of academic stress and 7(2.95%) students have extremely low level of academic stress of academic stress of the students selected for the study.

The present study shows that t-values (2.33, 2.92) for differences in academic stress among male and female secondary school students with respect to Physical Indicators and Motivational Indicators on *Assessing Academic Stress Scale* have been found to be significant at 0.05 and 0.01 levels of significance respectively. However, for the Cognitive, Affective, Social/Interpersonal and overall scores on all dimensions t-value (1.70, 0.18, 0.31, 0.39) have not been found to be significant at a 0.01 and 0.05 levels of significance respectively. The findings of the study reveals that females have higher levels of physical indicators as compared to male whereas male have higher levels of motivation indicators as compared to females.

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J. DISCUSSION AND CONCLUSIONS

The study shows that 6(2.5%) students have an extremely high level of academic stress, 6(2.5%) students have an high level of academic stress, 66(27.5%) students have an above average level of academic stress, 90(37.5%) students have an average level of academic stress, 45(18.75%) students have below average level of academic stress, 20(8.3%) students have low level of academic stress and 7(2.95%) students have extremely low level of academic stress. These findings are similar with the findings of study by Prabhu (2015). However, Strodl and Sun (2012) findings contradict the findings of the current study.

The findings show a significant difference exists between means of Academic Stress among male and female Secondary School Students After covid-19 pandemic in relation to their gender. Further, male Secondary School Students have obtained significantly higher mean scores for the motivation indicators dimension physical

indicators of Assessing Academic Stress while female Secondary School Students have obtained significantly higher mean scores for the dimension physical indicators of Assessing Academic Stress. The present study verifies the findings of the study by Jones (1993), Misra and McKean (2001), Thwahich and Qaisy (2012), Robledillo (2022). However, Strold and Sun (2012), Ranganathan (1999), Deb et al.(2014) findings contradict the findings of the current study.

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K. EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings of the present research showed that the male students were found to have higher levels of stress than female students. The Principal and the teachers should make an attempt to find out the probable reasons of the higher level of stress among the male students and chalk out the planning of activities that may reduce the stress level among the male students. The findings indicate that gender plays a role in academic stress levels. Schools and policymakers should adopt gender-sensitive approaches to teaching and assessment. This may involve re-evaluating teaching methods, assignment types, and evaluation criteria to ensure they don't disproportionately impact one gender over the other.

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and the type of institution they attend. Educational institutions should consider implementing tailored support programs that address the specific stressors faced by male and female students. Given the increased academic stress post-pandemic, institutions should prioritise mental health resources and services. Data-driven decisions can help allocate resources efficiently, ensuring that students have access to counselling, stress management programs, and mental health professionals when needed.

L. SUGGESTIONS FOR FUTURE RESEARCH

- The present study has been conducted only from 240 Secondary School Students. It is suggested that the study can be conducted on large samples as well.
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- A similar Study can also be conducted to Compare the Academic Stress of students of different States and different districts.
- Similar studies can be conducted at the college level.
- This study is only based on students. Similar studies can be conducted on teachers, educators and other staff of the institutions.
- Experimental study can also be conducted on the present study, as it is descriptive in nature.

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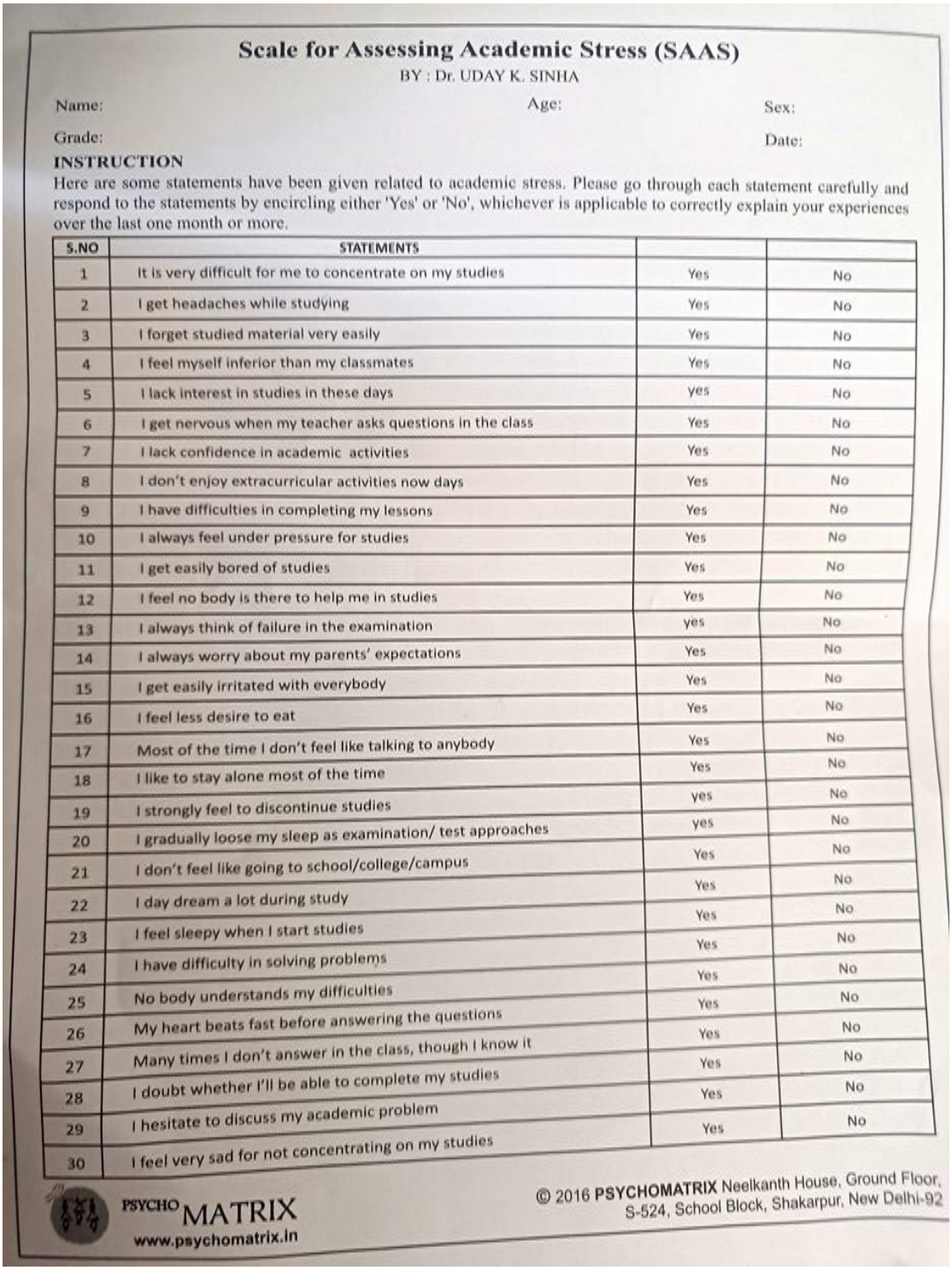
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Appendix-A



Scale for Assessing Academic Stress (SAAS)

BY : Dr. UDAY K. SINHA

Name: Age: Sex:

Grade: Date:

INSTRUCTION

Here are some statements have been given related to academic stress. Please go through each statement carefully and respond to the statements by encircling either 'Yes' or 'No', whichever is applicable to correctly explain your experiences over the last one month or more.

S.NO	STATEMENTS		
1	It is very difficult for me to concentrate on my studies	Yes	No
2	I get headaches while studying	Yes	No
3	I forget studied material very easily	Yes	No
4	I feel myself inferior than my classmates	Yes	No
5	I lack interest in studies in these days	yes	No
6	I get nervous when my teacher asks questions in the class	Yes	No
7	I lack confidence in academic activities	Yes	No
8	I don't enjoy extracurricular activities now days	Yes	No
9	I have difficulties in completing my lessons	Yes	No
10	I always feel under pressure for studies	Yes	No
11	I get easily bored of studies	Yes	No
12	I feel no body is there to help me in studies	Yes	No
13	I always think of failure in the examination	yes	No
14	I always worry about my parents' expectations	Yes	No
15	I get easily irritated with everybody	Yes	No
16	I feel less desire to eat	Yes	No
17	Most of the time I don't feel like talking to anybody	Yes	No
18	I like to stay alone most of the time	Yes	No
19	I strongly feel to discontinue studies	yes	No
20	I gradually loose my sleep as examination/ test approaches	yes	No
21	I don't feel like going to school/college/campus	Yes	No
22	I day dream a lot during study	Yes	No
23	I feel sleepy when I start studies	Yes	No
24	I have difficulty in solving problems	Yes	No
25	No body understands my difficulties	Yes	No
26	My heart beats fast before answering the questions	Yes	No
27	Many times I don't answer in the class, though I know it	Yes	No
28	I doubt whether I'll be able to complete my studies	Yes	No
29	I hesitate to discuss my academic problem	Yes	No
30	I feel very sad for not concentrating on my studies	Yes	No

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CHAPTER-I

INTRODUCTION

CHAPTER-II

REVIEW OF

RELATED LITERATURE

CHAPTER-III

RESEARCH METHODOLOGY

CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

CHAPTER-V

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

SUMMARY

REFERENCES