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The Academic Stress between male and female teacher trainees during online teaching

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Abstract

Online teaching is a new area of teaching in the Indian context. The growing interest in online teaching can be attributed to the theories taking a broader conceptualization of teaching. The objective of the study is to measure the perception of teacher trainees' academic stress gender-wise and found that 61(40.7%) teacher trainees strongly agree that there is a perception that their parents feel that they are not serious with their studies and most female teachers think that their parents feel that they are not more serious about their studies than male teacher trainees and Most Male teachers are more stressed about studying material.

Keywords: Online teaching, Academic Stress, teacher trainees.

Online teaching became an important means of education during the pandemic. The higher academic stress among teacher trainees was probably due to greater problems in admission, a more difficult academic curriculum, the additional burden of practical courses, a higher perception of abilities, and teacher training (Raj 2013). At university, a large number of students will experience academic-related stress, which means that their bodies start to respond specifically to academic-related demands that exceed the adaptive capabilities of the student (Alsulami et al, 2018).

Online teaching

Online teaching took place easily and students and teachers didn't need to present together at a particular place (Pandey 2021). The government also tried to reduce educational inequalities during Covid 19 pandemic by making the teaching process available on a platform that can be assessed by a large number of students. For example: - Starting class lectures for secondary and senior secondary students at DOORDARSHAN television network (TOI).

Academic stress

Academic stress can affect students both physically and mentally/emotionally and perhaps in ways that you may have never considered before. Academic stress has been identified as the primary cause of these alarming figures, Lee & Larson (2000) explain this stress as an interaction between environmental stressors, students' appraisal, and reactions to the same. It has become a significant cause of concern as it is symptomatic of rising mental health concerns in India (Nakamura & Ch,2011).

Objective

The objective of the study is to measure the perception of teacher trainees' academic stress gender-wise.

Research question

1. What is academic stress in teacher trainees?
2. What is the academic stress between male and female teacher trainees?

Literature review

In studies, researchers found that the most frequently reported factors contributing to academic stress.

Anand and Devi (2012) conducted a study on academic stress concerning self-efficacy and peer relations among college students, their results said that academic stress was significantly related to self-efficacy and peer relations. Alsulami (2018) studied the perception of academic stress and found that the majority of students disclosed high and moderate satisfaction regarding their institution's quality of

teaching and also admitted low perception due to social and health problems that affect their lives. There was no correlation between gender and academic stress. Bataineh (2013) found that academic overload, inadequate time a study, workload every semester, low levels of motivation, and higher family expectations were major driving forces for stress among students. Kaur Kaur and Gosh (2016) found that in private schools' students have more academic stress than in government schools and female adolescents experienced higher levels of academic stress than male adolescent students. Pajarianto, Kadir, and Sari (2020) revealed a positive and significant relationship between religiosity, school support, teachers, and parents to academic stress.

Research Methodology

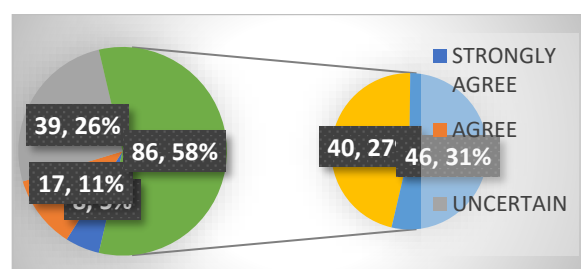
For this research Standardized tool 'Academic Stress Scale by Dr. Poorva Jain' is used the sample for the study consists of B. Ed students of H.N.B. Garhwal (A-Central) University Srinagar Garhwal Uttarakhand India. A total of 150 teachers' trainees responded to the questionnaire. Score analysis was done in terms of mean, standard deviation, and percentage T-test.

Analysis and Interpretation-

Item no.1 The content is very tough to understand.

Table no.1.1 Understanding level of content

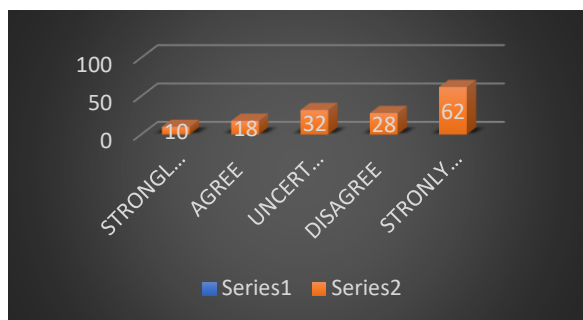
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
8	17	39	40	46	150	3.29*
5.3%	11.3%	26%	26.7%	30.7%	100	*S



The above table indicates that 46 teacher trainees (30.7%) strongly disagree to accept that the content level is tough to understand, while 40 (26.7) disagree, 39(26%) are uncertain, 17(11.3%) agree and 8(5.3%) strongly agree, and the t value is 3.29* which significant at 0.5 level. Item 2. I feel a lot of pressure as all the content is not available.

Table No.2.1 Pressure as all the content availability

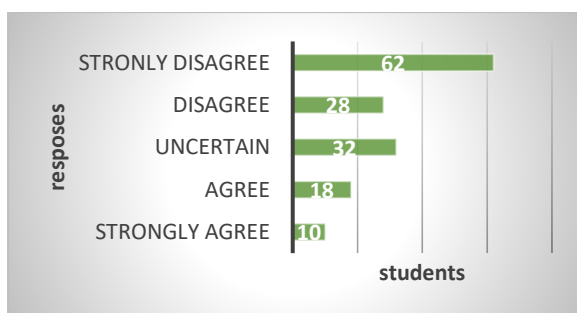
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
19	24	37	39	21	150	3.81
10%	18%	32%	28%	62%	100	



The above table indicates that 39 teacher trainees (28%) disagree with accepting pressure as all the content is not available, 37 (32%) teacher trainees are uncertain, 24 (18%) agree, 21 (62%) strongly disagree and 19 (10%) strongly agree. The t value is 3.81 Item no.3. Teachers have a lack of interest towards the student.

Table no 3.1. Interest towards student.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
10	18	32	28	62	150	5.14
6.7	12.0	21.3	18.7	41.3	100	

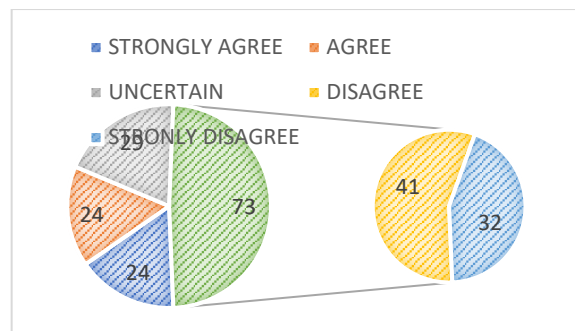


In the above table no 3.1, clearly indicates that 62 (41.3%) teacher trainee shows strongly disagree, 32 (21.3%) uncertain, 28 (18.7%) disagrees 18 (12.0%), 10 (6.7%) shows strongly agree with feeling that teachers have a lack of interest towards students and t value is 5.14. Item no.4. It is too difficult to study the entire syllabus in the due time.

Table no.4.1. Syllabus in due time

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
24	24	29	41	32	150	0.102*
16	16	19.3	27.3	21.3	100	

In the above table 4.1. indicate that 41 (27.3%) teacher trainees show disagree, 32 (21.3%) strongly disagree, 29 (19.3%) are uncertain, 24 (16%) agree, 24 (16%) strongly agree to feel it is difficult to study the entire syllabus in due time. t value 0.102* which is significant.

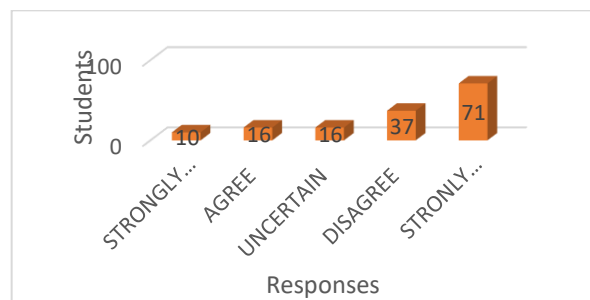


5. I often have conflicts with my parents regarding my results and studies.

Table no.5.1 Conflicts with parents

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
10	16	16	37	71	150	1.80*
6.7	10.7	10.7	24.7	47.3	100	S

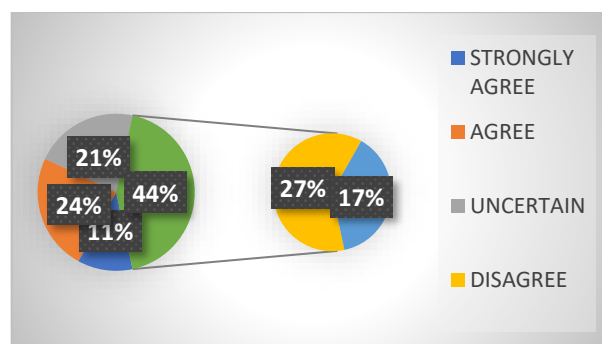
In the above table no.5.1. indicate that 71 teacher trainees (47.3%) strongly disagree to feel conflicts with their parents regarding results and studies. 37 (24.7%) disagree, 16 (10.7%) are uncertain, 16 (10.7%) agree, 10 (6.7%) strongly agree and the t value is 1.80 which is significant.



6. Sometimes it is difficult to understand what the teacher is teaching.

Table no.6.1 Understand the teacher is teaching.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
17	36	32	40	25	150	1.95*
11.3	18.7	21.3	26.7	16.7	100	

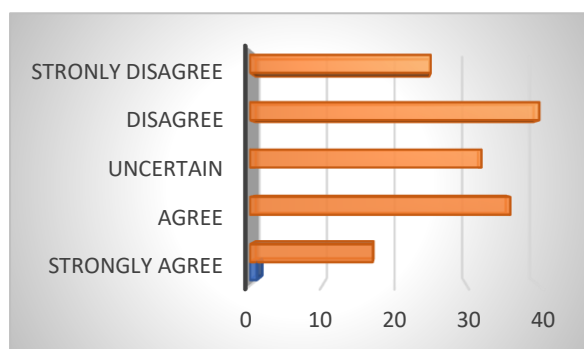


In the above table 6.1 indicates that 40(26.7%) teacher trainees show disagree with feeling difficult to understand what the teachers are teaching, 36(18.7%) agree, 32 (21.3%) uncertain, 25(16.7%) strongly disagree and 17(11.3%) strongly agree. The t value is 1.95 which is significant at 0.5 level

7. Teacher attitude towards students is very rigid.

Table no.7.1 Teacher attitude towards students

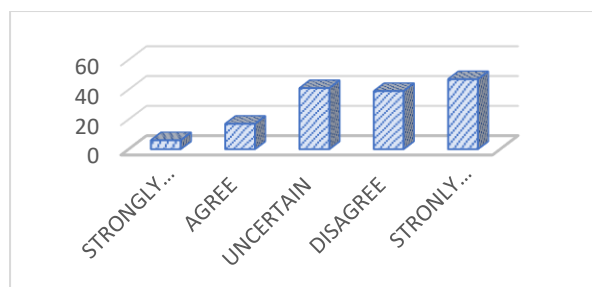
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
6	17	41	39	47	150	0.98*
4	11.3	27.3	26.3	31.3	100	



In the above table 7.1 clearly indicate that 47(31.3%) teacher trainee shows strongly disagree, 41(27.3%) Uncertain, 39(26.3%) disagree, 17(11.3%) agree, 6(4%) strongly agree, t-value is 0.98* which is significant. 8. In some of the subjects I have to spend a lot of time gathering information.

Table no.8.1 Spend a lot of time in gathering information.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
0	43	32	58	17	150	2.51*
0	28	21	38	11.3	100	

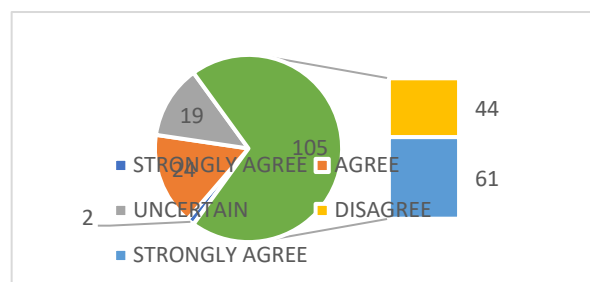


In the above table 8.1 indicate that 58(38%) teacher trainees show spending time gathering information, 43(28%) agree, 32(21%) are uncertain,

17(11.3%) strongly disagree and the t value is 2.51* which is significant. The result shows that there is a significant difference between male teacher trainees and female teacher trainees in spending time gathering information. Q.9. My parents feel I am not serious with my studies.

Table no.9.1 Parents feel I am not serious about my studies

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
61	24	19	44	2	150	1.29*
1.3	16.0	12.7	25.3	40.7	100	

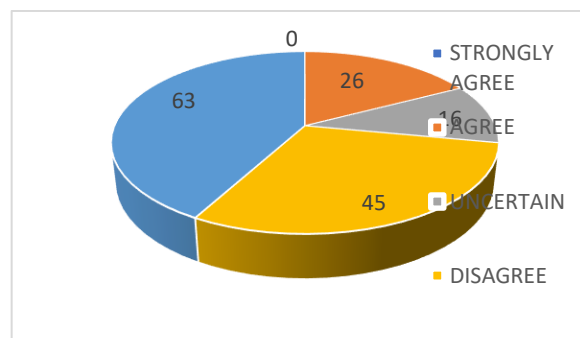


In the above table, 9.1 indicates that 61(40.7%) teacher trainees strongly agree with their perception that their parents feel that they are not serious with their studies, 44(25.3%) agree, 24(16.0%) agree, 19(12.7%) uncertain, 2(1.3%) strongly disagree and t value is 1.29* which is significant.

10. While giving presentations, I often feel my peers will make fun of me.

Table no.10.1. feeling of making fun of me by peers.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
0	63	16	45	26	150	0.05*
0	17.3	10.7	30.0	42.0	150	

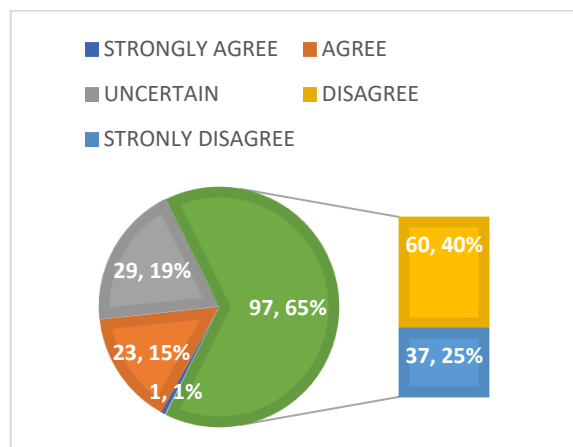


In the above table no.10.1 indicate that 63(42%) teacher trainees think that while giving a presentation, they feel that their peers will make fun of them, 45(30%) disagree, 26(17.3%) strongly disagree and the t value is 0.05 which is significant, this indicates that there is a significant difference between

male and female teacher trainees. 11. Semester exams cause too much stress.

Table no. 11.1 Semester exam stress.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
1	23	29	60	32	150	0.05*
0.67	24.0	15.33	38.67	21.33	100	

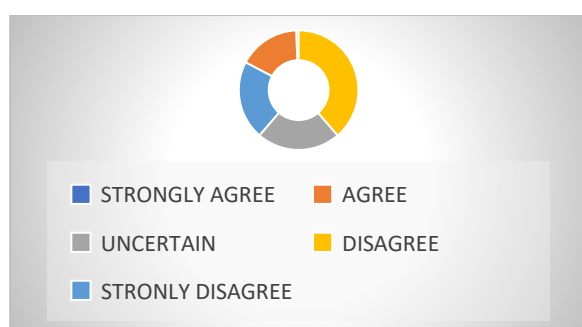


In the above table, 11.1 indicates that 60 teacher trainees disagree, 29 show Uncertain 32(22.33%) show strongly disagree, 1 shows strongly agree and the t value is 0.05* which is significant. The result indicates that there is no significant difference between male and female teacher trainees. It says that most female teacher trainees think that there is Semester exam cause too much academic stress than males.

12. No systemic procedure for the semester exam, which also causes academic stress.

Table no.12.1 Systemic procedure of semester exam

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
1	25	34	38	32	150	0.829*
0.67	16.67	22.67	38.67	22.33	100	S

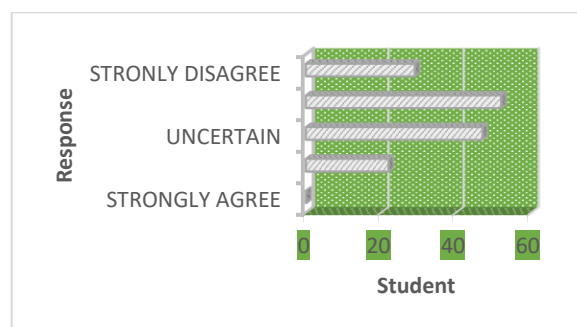


In the above table 12.1 indicate that 38(38.67%) teacher trainees show disagree, 34(22.67%) are Uncertain 32(22.33%) shows strongly disagree, 25(16.67) agree, 1 (0.67%) shows strongly

disagree and t value is 0.829* which is significant. 13. I am often worried that I have to redo the compulsory course in which I fail.

Table no.13.1 Redo the compulsory course.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
0	22	47	52	29	150	0.84*
0	14	31.33	34.33	19.33	100	S

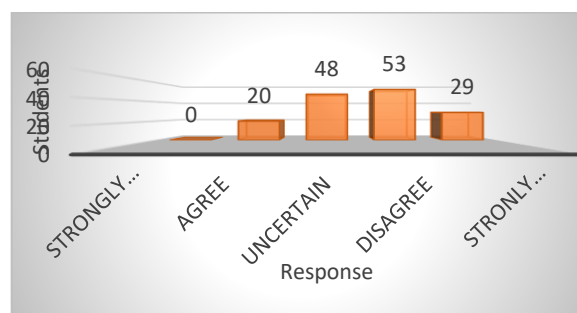


In the above table 13.1 indicate that 52(35.33%) teacher trainees show Disagree, 47(31.33%) Uncertain, 29(19.33%) strongly Disagree, 22(14%) Agree that they are am often worried that they have to redo the compulsory course in which they fail. The T value is 0.84* which is significant. This means that there is a significant difference between male and female teacher trainees.

14. Working in a group also creates problems, as I don't know how to share work.

Table no.14.1 Working in a group

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
0	20	48	53	29	150	4.29*
0	13	32.0	35.33	19.33	100	

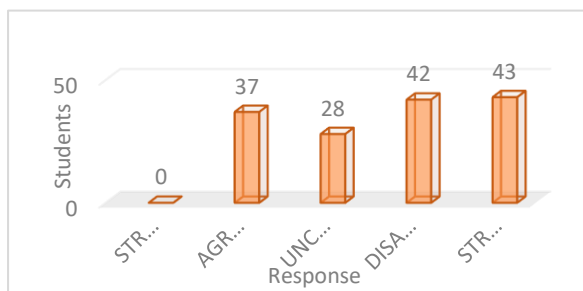


In the above table 13.1 clearly indicate that 53 (35.33%), teacher trainees show disagree, 48(32%) shows Uncertain, 29(19.33%) shows strongly disagree, 20(13%) is Agree to feel working in group also creates problem, as they don't know how to share work, and t value is 4.29* which is significant it means there is a significant difference between male and female teacher trainees.

15. The syllabus of some subjects is too lengthy.

Table no. 15.1. Syllabus of some subjects

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
0	37	28	42	43	150	0.87*
0	26.7	16.67	28	28.67	100	

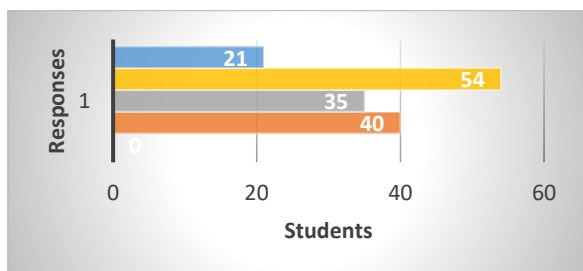


In the above table, 15.1 indicates that 43(28.67%) teacher trainees strongly disagree, 42(28%) Disagree, 37(26.7%) Agree, 28(16.67%) Uncertain and the t value is 0.87* which is significant, it means there is a significant difference between male and female teacher trainees.

16. I suffer from adjustment problems as it is difficult to find a balance between academic and social activities.

Table no.16.1. Adjustment problem between academic and social activities.

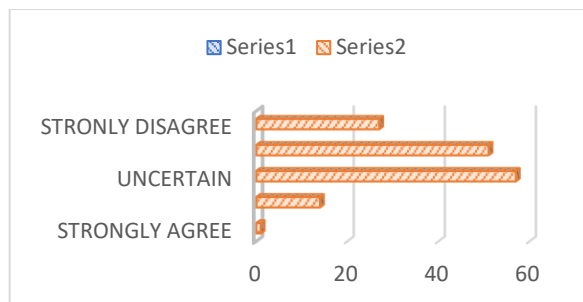
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
1	14	57	51	27	150	1.24*
0.67	9.33	38.0	34.0	24.67	100	S



In the above table no 16.1. indicate that 57(38%) teacher trainees show uncertain response 51(34%) are Disagree, 27(24.67%) is Strongly disagreed, 14(9.33%) Agree and only 1(0.67%) is strongly Agree. t-value is 1.24* which is significant. The result shows that there is a significant difference between male and female teacher trainees. 17. I do not have interest in some subjects but was forced to take them because of the subject combination framed by the institute.

Table no.17.1. Interest in some subject

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
0	6	51	47	46	150	1.40*
0	4	34	31.33	30.67	100	S

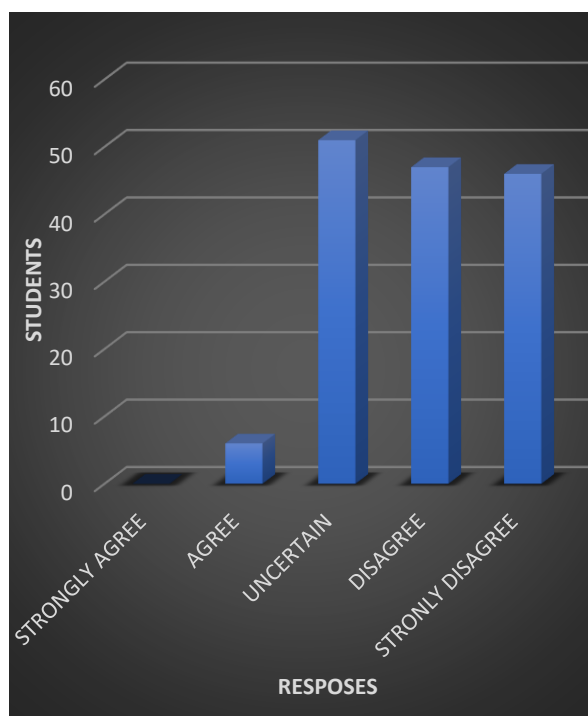


In the above table no.17.1. clearly indicate 51(34%) teacher trainees are Uncertain, 47(31.33%) Disagree, 46(30.67%) strongly disagrees, 6(4%) Agree and t value 1.40* which is significant.

18. The syllabus of some subjects is difficult to understand.

Table no.18.1. Understanding of subject

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
0	48	18	50	34	150	2.74
0	32	12	33.33	22.67	100	

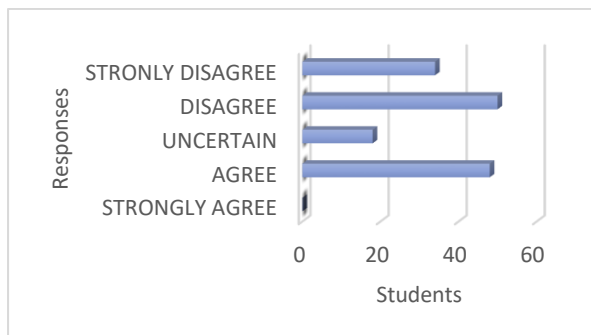


In the above table, 18.1 indicate that 50(33.33%) teacher trainees are Disagree, 48(32%) are Agree, 34(22.67%) Strongly disagree, 18(12%) Uncertain for feeling that syllabus of some subject is difficult to understand. The result says that mostly male teachers and trainees find the subject difficult to understand. The t value is 2.74. the result shows that there is no significant difference between male teacher trainees and female teacher trainees.

19. I suffer from a lack of confidence.

Table no.19.1. lack of confidence

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
0	28	19	42	61	150	1.23
0	18	13.33	28.0	40.67	100	

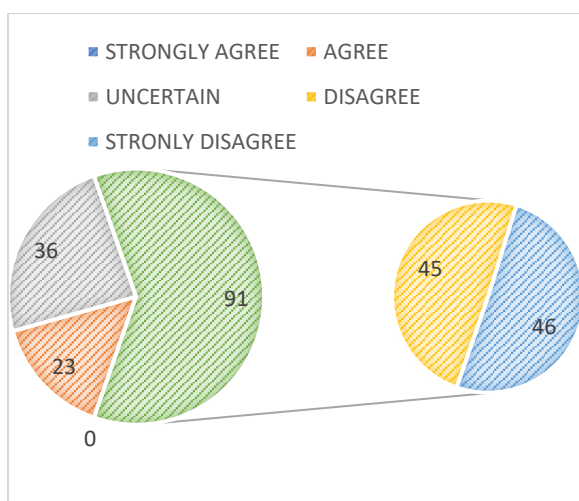


In the above table, 19.1 61(40.67%) teacher trainees strongly agree to feel a lack of confidence, 42(28%) is Disagree, 28(18%) agree and 19(13.33%) are uncertain and no one strongly agreeing. The t value is 1.23. the result says that there is no significant difference between male teacher trainee and female teacher trainees.

20. Hesitation in asking for a detailed explanation of the context.

Table no.20.1. Hesitation in asking detailed

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
0	23	36	45	46	150	4.03*
0	24	15	30	30.67	100	

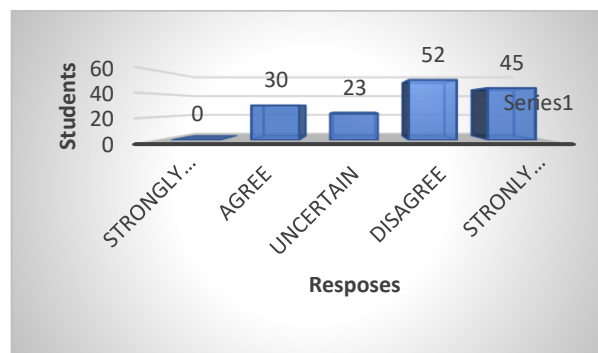


In Table 20.1, 46 teacher trainees strongly disagreed to felt Hesitation in asking for a detailed explanation of the context, 42(28%) disagreed, 28(18%) agreed 19(13.33%) were uncertain and no one strongly agreed, there is a significant difference between male teacher trainees and female teacher trainees.

21. Some teachers have biased attitudes toward students.

Table no.21.1. Teachers attitude towards students.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
0	30	23	52	45	150	3.08
0	18	16	35.3	30.0	100	

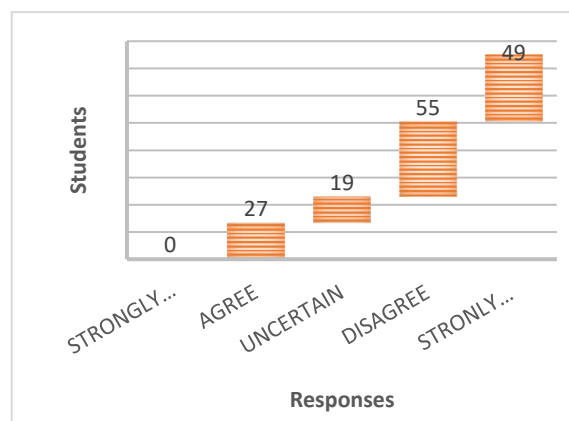


In the above table 21.1. clearly indicate that 52 teacher trainees disagreed, 45 teacher trainees Strongly disagreed, 30 agreed, and 23 gave uncertain responses to feel that Some teachers have a biased attitude towards students but male teacher trainees think that there are some teachers who have a biased attitude towards students.

22. Don't know how to prepare for exams.

Table no.22.1. Preparation for Exam.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
0	27	19	55	49	150	0.19*
0	18	12.67	36.67	32.67	100	

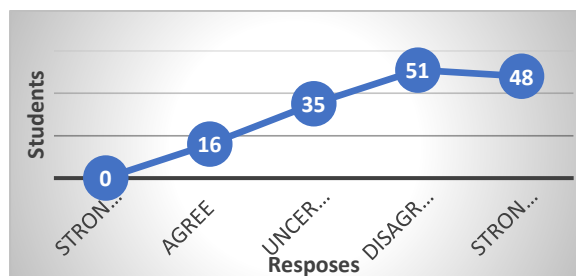


In the above table 22.1 indicate that 55(36.67%) teacher trainees Disagree, 49(32.67) teacher trainees Strongly disagreed, 27(18%) Agree and no one is strongly agreed saying that they don't know how to prepare for the exam. The T value is 0.19* which is not significant. The result says there is no significant difference between male and female teacher trainees.

23. Exam papers are not valued properly.

Table no.23.1. Paper Evaluation

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
0	16	35	51	48	150	0.57*
0	22	11	34.67	32	100	

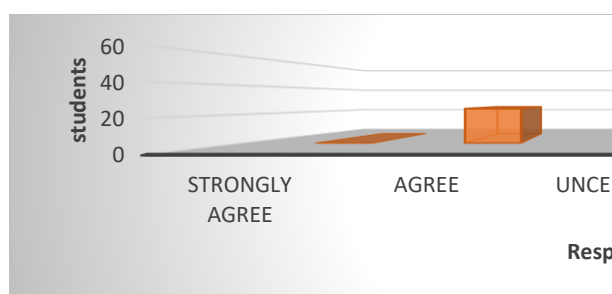


In the above table no.23.1. clearly indicate that 51(34.67%) teacher trainees Disagree, 48(32 %) is Strongly disagree, 35(11%) is Uncertain 16(22%) is Agree to feel that exam paper is not properly valued. T value is 0.57* which is significant. The result says that there is a significant difference between male and female teacher trainees. Mostly female teacher trainees feel that exam paper is not valued properly.

24. As teachers do not use blackboard, it becomes difficult to understand the topic.

Table no.24.1. Difficulty in understanding the topic.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
0	24	27	45	54	150	0.06*
0	18.67	15.33	30.00	36.00	100	



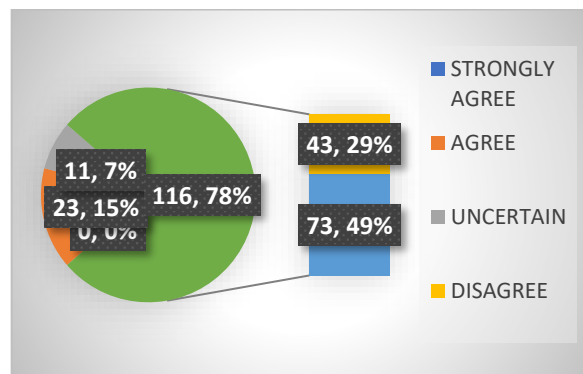
In the above table no.24.1. clearly indicate that 54 teacher trainees strongly disagree, 45 disagree, 27 are Uncertain 24 is agree to feel that if teacher trainees do not use blackboard, it becomes difficult to understand the topic. Mostly male teacher trainees accepted that if teachers do not use blackboard, it becomes difficult to understand the topic.

25. Often suffer from feelings of inferiority.

Table no. 25.1 Feeling of inferiority.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
0	23	11	43	73	150	0.25*
0	15.33	7.33	28.67	48.67	100	

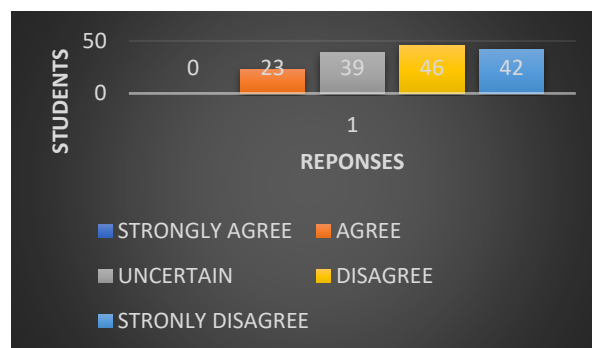
In the above table no 25.1. indicate that 73(48.67%) teacher trainees strongly agree, 43(28.67%) Disagree, 23(15.33%) Agree, 11(7.33) are uncertain and no one is strongly disagreed for often suffering from feelings of inferiority. T value is 0.25* which is significant. The result shows that there is a significant difference between male and female teacher trainees. Mostly male teacher often suffers from a feeling of inferiority than female teacher trainees.



26. Classes are over-crowded.

Table no.26.1. Over-crowded Class

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
0	23	39	46	42	150	0.60*
0	15.33	26.00	30.67	28.00	100	

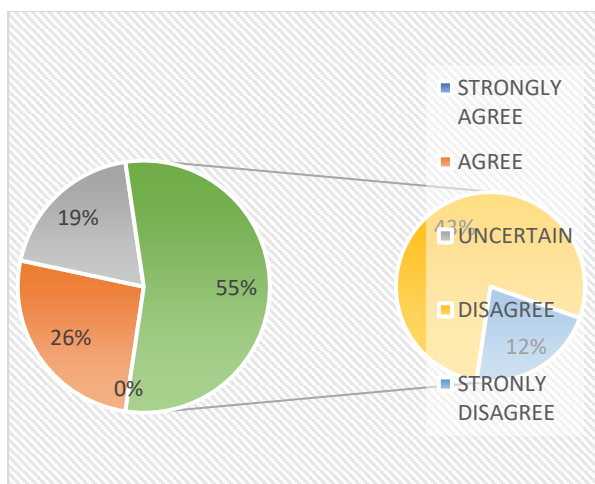


In the above table no.26.1. indicate that 46(30.67%) teacher trainees are Disagree, 42(28%) Strongly disagree, 39(26%) Uncertain ,23(15.33%) Agree about classes are over-crowded. The t value is 0.60*, which is significant. The result shows that there is a significant between male and female teacher trainees. Most female teacher trainees feel that classes are over-crowded.

27. Incomplete and confusing study material creates lots of stress.

Table no.27.1.Stress for Study Material.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
0	39	29	64	18	150	0.71*
0	26.00	19.33	42.67	12.00	100	

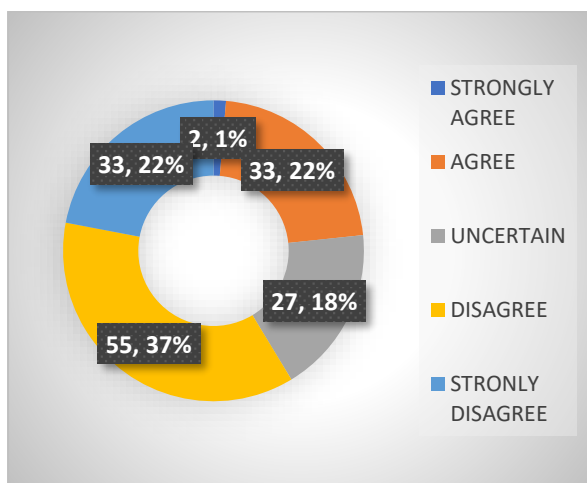


In the above table 27.1. indicate that 64(42.67%) teacher trainees are Disagree, 39(26%) Agree, 29(19.33%) Uncertain and no one Strongly agreed about stress from Study material. T value is 0.71* which is significant. There is a significant difference between male and female teacher trainees. Mostly Male teachers are more stressed about studying material than female teacher trainees.

28. What is going to be my future from the present study creates lot of pressure.

Table no.28.1. Pressure for future.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	T value
2	33	27	55	33	150	0.250*
1.33	22.00	18.00	36.67	22.00	100	



In the above 28.1 indicate that 55(36.67) teacher trainees are Disagree, 33(22%) Strongly Disagree, 33(22%) Agree, 27(18%) Uncertain and 2(1.33%) Strongly Agree for feeling their future from the present study creates lots of pressure. T value is 0.250* which is significant. there is a significant difference between male and female teacher trainees. Male teacher trainees are more under pressure for the future than female teacher trainees.

Result

Based on the above table the major findings are as follows: -

There are 71 teacher trainees strongly disagree with feeling conflicts with their parents regarding results and studies and Male teacher trainees have more conflicts than female teacher trainees. 58(38%) teacher trainees show spending time gathering information and male teacher trainees spend more time gathering information than female teachers. 61(40.7%) teacher trainees strongly agree that there is a perception that their parents feel that they are not serious about their studies and most female teachers think that their parents feel that they are not serious about their studies than male teacher trainees. 63(42%) teacher trainees think that while giving a presentation, they feel that their peers will make fun of them and most female teacher trainees feel that while presenting their peers will make them fun. 60 teacher trainees disagree with accepting the semester exam cause but mostly female teacher trainees think that there is semester exam cause too much academic stress. 57(38%) teacher trainees show uncertain responses for suffering from adjustment problems as it is difficult to find a balance between academic and social activities and male teacher trainees are more adjustable with academic and social activities than female teacher trainees. 51(34%) teacher trainees are Uncertain and most male teacher trainees think that they have an interest in some subjects but are forced to take them because of the subject combination framed by the institute. 50(33.33%) teacher trainees disagree with the feeling that the syllabus of some subjects is difficult to understand. Most female teacher trainees feel that exam paper is not valued properly. 55(36.67) teacher trainees disagreed, 33(22%) feel their future from the present study creates lots of pressure and Male teacher trainees are more under pressure for their future than female teacher trainees.

Conclusion: -

Academic stress can be defined as a state of mental tension or worry related to students' academics or education (Reena and Prof. Godiyal 2024). Researchers found that there is no difference between male and female teacher trainees' academic stress found during online classes (Reena 2024), and accepted that they are feeling more stress during online teaching in comparison to offline teaching. The result is also supported by Wecliff Yumba (200), E. Joseph Angola (2009), Husnul Azmiyaah (2021), Narasappa (2013), Olivia Burgess (2015), SK Samsul Ali (2021), Reena and Prof. Sunita Godiyal (2021), Martin Gracia Immaculada (2021), and Alison Clabaugh (2021). There is a need to focus on teacher trainees' academic stress. Due to geographical conditions, disturbing online connectivity, academic

evaluation procedures, and family and peer pressure, they were found to be stressed.

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