Project Report

ASSESSMENT AND ANALYSIS OF FACTORS IMPACTING STRESS IN HIGHER EDUCATION

(COE Project: 207)

Project undertaken under the aegis of

Centre of Excellence, Sri Guru Gobind Singh College of Commerce, University of Delhi

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CERTIFICATE OF ORIGINALITY

This is to certify that the project research work report titled "Assessment and Analysis of Factors Impacting Stress in Higher Education" submitted to the Centre of Excellence, Sri Guru Gobind Singh College of Commerce, University of Delhi is the original work of the team of faculty investigators and students involved in the Project. Any plagiarism or academic dishonesty reported at any stage is our responsibility.

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Education must be student-centric

KAJLEEN KAUR HARPREET KAUR

Education must enhance the well-being of students and it must also take into account their psychological and emotional state

Well-being is an essential component of happiness and a better-quality life. Due to workload challenges, responsibilities and complexity, psychological stress has become an inevitable part of our lives. Teaching-learning environments are also becoming extremely demanding and complex. Students face academic-related stress whether on account of their ability to secure higher marks, better employment, or meet other expectations. Increased emphasis on competition and performance-oriented results or targets has been breeding grounds for rising anxieties.

According to National Crimes Records Bureau, at least one student commits suicide every day in India, and between 1995 to 2019, India has lost more than 1,70,000 students to suicide. This terrifying number seems to be getting worse with every passing year, painting a bleak picture of India's education system. As per a 2021 UNICEF Report, lockdowns made children more vulnerable to mental and health issues. Non-existent social interaction, heavy dependence on gadgets, absence of practical knowledge, and monotony of life led to withdrawal symptoms with many students becoming reluctant to interact and learn.

Stress is not only confined to the learners. The teaching fraternity is also overworked. The administrative job burden on the faculty is increasing and to a considerable extent is producing unhappiness connected to the nature of work. Teachers' lives have become more difficult and stressful by the recently implemented system of grading educational institutions, which requires them to showcase research and participation in various activities and events.

The sector is on the verge of a revolutionary change with the introduction of the National Education Policy (NEP) promising aspirational benefits. The policy aims to transform the process of acquiring knowledge moving from textbook-constrained resources to more practical, specialized, and skill-based learning. The policy with an emphasis on learning, critical thinking, passion, practicality, and performance is deemed to help de-stress the learning environments and also lead to holistic learning approaches.

No doubt, such reform was long-awaited, but the government and policymakers must also pay attention to the student's time management and relaxation aspect. Addressing the root cause of academic pressure may be the most efficient way to alleviate stress and create a more inclusive and healthier environment for learning. The State of the World's Children Report 2021 said most children and teens with mental health disorders go undiagnosed because they are reluctant to seek help. The teachers should be trained to understand any psychological issues faced by students and should be given special time slots to deal with such students regularly. The Union Education Ministry's Manodarpan initiated in Covid times is a step in the right direction and should be further strengthened.

> TEACHERS SHOULD BE TRAINED TO UNDERSTAND ANY PSYCHOLOGICAL ISSUES FACED BY STUDENTS AND SHOULD BE GIVEN SPECIAL TIME SLOTS TO DEAL WITH SUCH STUDENTS REGULARLY

Studies have reported that simple measures like later start times in schools have a positive impact on lowering the stress level of students. The adoption of a "Happiness Curriculum" in 2018 in government schools run by the Aam Aadmi Party also appears to be a step in the right direction. The curriculum with inputs from teachers, psychologists, education consultants, volunteers, senior officials from the Directorate of Education, Government of Delhi, non-governmental organisation employees, and the State Council of Educational Research and Training appears to be effective and other states are also developing parallel programs. India does not have a uniform policy in this regard. There was no relaxation during online classes as well, when the world was complaining of increasing screen time and its harmful effects on the eyes, mind, and behaviour of children.

To this day, and for the foreseeable future, the educational system stands as a solid pillar of our economic and social infrastructure. As a major employer, it ranks among the top five in the country. A policy change in terms of social well-being by improving the working hours, amount of work, and working conditions to enhance the quality of life in terms of proper sleep, relaxation, quality family, and personal time could help in reducing stress.

Finnish Prime Minister, Sanna Marin, is of the view that flexible working arrangements could be the "next step" in contemporary, healthy living. So wherein, it may take years of policy-building in setting guidelines for social well-being, immediate action on a mandatory two-day weekend off at least in the education sector can certainly help. While the education sector is on the brink of reforms with the introduction of National Education Policy, we certainly expect, that it will cater to this basic and essential component of the well-being of our upcoming generations.

(Kajleen is an assistant professor and Harpreet is an associate professor in economics at Sri Guru Gobind Singh College of Commerce, University of Delhi. The views expressed are personal)

Op-ed-by Project Investigators: Dr. Kajleen Kaur and Dr. Harpreet Kaur appeared in the Pioneer on September 14, 2022

Available online at https://www.dailypioneer.com:443/2022/columnists/education-must-be-student-centric.html

List of Students Involved in Data Collection

The following students, worked on the Centre of Excellence, Sri Guru Gobind Singh College of Commerce, University of Delhi, sponsored Project titled "Assessment and Analysis of Factors Impacting Stress in Higher Education" under the mentorship of faculty investigators, Dr. Harpreet Kaur, Dr. Kajleen Kaur, Ms. Jasmit Kaur and Prof (Dr.) Yogieta S Mehra.

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CHAPTER 1

Stress: Prevalence and Rising Concern Amongst Students and Faculty at Higher Education Institutes

1. Introduction

Well-being is crucial to a happy, good-quality life (Diener, 2000). Due to workload, challenges, responsibilities, and complexity, stress these days has become an inevitable part of our lives. Demanding work culture, sustaining growth and personal needs to thrive for a better social and economic position all add to complexities and anxieties. These in turn lead to various health hazards. In India alone, 56 million people suffer from some form of serious mental disorder (WHO, 2017). The National Health Survey of 2016 showed that one in 20 people suffered from depression in India. Brouwers et al. (2016) conducted a cross-sectional study across 35 countries including India and reported that about two-thirds of employees who had suffered from depression, either faced discrimination at work or faced discrimination while applying for new jobs. These health issues often lead to diminishing productivity of workers, thereby affecting the performance of the organisation.

The education sector chosen for the study lies at the root level of a strong pillar of current and future economic and social infrastructure. It is one of the top 5 employment providers in the country. All macroeconomic growth models find growth rate as a function of high contribution to technological development, research and increasing share of the population to research, all of which are dependent on the quality of education and future human resource development. However, with the increasing pressure of competition and performance-oriented results or targets, there are increasing cases of rising stress, anxiety and even severe depression amongst students and faculty. According to Abdul Mabood, director of Snehi, a non-profit organisation, there is a lack of Equalised Education System. According to him, “Right now, the whole focus of teaching is just to cover the syllabus. If at all we want to do something good, this education system must be bulldozed first. There should be a mix of cultural, social, and interdisciplinary education that can really suit individuals’ needs. Why should there be 50 IITs and 1 JNU? A fair balance of technical and social science education should be emphasized, and only that will help reduce stress on students”. Students and mental healthcare workers alike say one of the main drawbacks of the Indian education system is its single-minded focus on STEM (science, technology,

engineering, and maths) careers. Parents also many times pressurize their children to opt for the science stream to have a stabilized career.

The advent of the pandemic further added to the woes of students because of the absence of social interaction, heavy dependence on gadgets, absence of practical knowledge and monotony of life. It led to withdrawal symptoms in many students and they are becoming reluctant to interact, and learn, facing academic and social setbacks, thus affecting overall performance. According to the National Crimes Register Bureau (NCRB), at least one student commits suicide every day in India, and from 1995 to 2019, India has lost more than 170,000 students to suicide. This terrifying number seems to be getting worse with every passing year, painting a bleak picture of India's education system. Addressing the root cause of academic pressure may be the most efficient way to alleviate stress, and Indians must start uplifting and listening to students' voices in order to create a more inclusive and healthier environment for learning.

Similarly, ***teachers are complaining about the rather increasing burden of work***, as they are expected to be present any hour of the day virtually. Moreover, the ***administrative work burden on the faculty*** is also increasing, which to a considerable extent is causing dissatisfaction related to the nature of work. The ranking and grading system of colleges by the National Assessment and Accreditation Council (NAAC) and National Institutional Ranking Framework (NIRF) has contributed exorbitantly to an increase in administrative work where long reports as per the ranking bodies' requirements are to be made. This requires long working hours without any additional compensation***. It is affecting both the quantity and quality of teaching and research, dissolving the main purpose of education.*** The teachers must frequently carry this work to homes, and this affects their personal time and life.

The Education sector thus offers ample evidence for the study of stress vis-à-vis work and the resultant diminishing impact on performance/productivity and overall well-being.

To understand the subject matter in detail, this chapter introduces and helps us understand the concept of stress, its components, features, reasons, and its impact on health both among students and teachers.

1.1 Stress: Definition, Symptoms and Scope

According to the World Health Organization (2014) mental health is viewed as "a condition of well-being in which individuals realise their own potential, can cope with the usual stresses of life, can work productively and fruitfully, and are able to make a contribution to community". Mental health is a dynamic state of internal equilibrium that allows people to use their skills in accordance with society's core principles. One's overall mental health is influenced by a variety of factors, including basic cognitive and social skills, the ability to comprehend, control, and express one's own emotions as well as those of others, adaptability, and the ability to deal with difficult life circumstances and fulfil social obligations, as well as a positive interaction between the body and the mind.

The stress, although a mental state is reflected in emotional, physical, and social behaviours as shown in Figure 1.1.

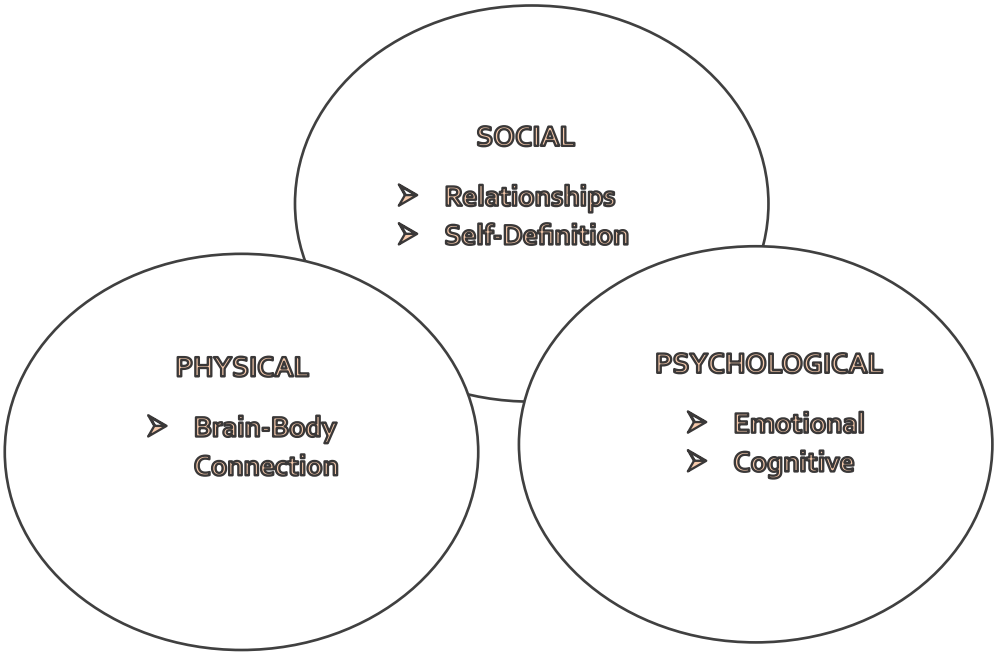

Figure 1.1 Stress in Various Forms

Stress is a negative physiological process that takes place when a person tries to compromise with stressors. According to the UNDP Human Development Report, stress, sadness, anger and worry levels have been rising over the past ten years and are currently at all-time highs. Stress is the body's response to risky situations, whether they are actual or only perceived as such. During the stress response, heart rate increases, breathing quickens, muscles tighten, and blood pressure rises. Stress can affect all parts of one’s life, including one’s emotions, behaviours, thinking ability, and physical health.

Emotional symptoms of stress include: becoming easily agitated or frustrated or moody, feeling overwhelmed, having a tough time relaxing, having poor self-esteem, and feeling alone or unimportant. On the other hand, physical symptoms include headaches, upset stomach, insomnia, aches, pains, and muscle tension.

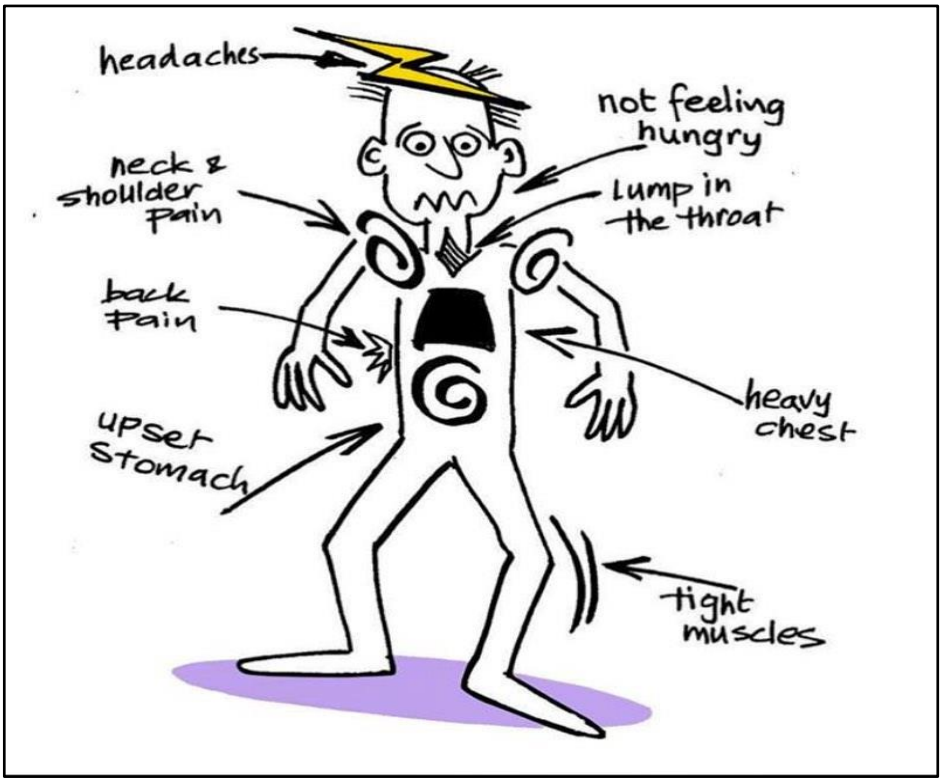

Figure 1.2 Physical Signs of Stress

Source: https://www.facebook.com/WHO/photos/a.750907108288008/3113271725384856/

According to the 2016 Mental Health Survey, more than one in three Indians between the ages of 18 and 29 experience depression. The fact that students experience the highest levels of stress is not a coincidence; a survey reveals that the ***most common causes of worry are studies, followed by exams and results*** and that this anxiety increases as students pursue higher education.

1.2 Academic Stress: Definition, Cause, and Impacts

Academic stress is often defined as a crucial stress-inducing factor for students across a wide range of disciplines. The manifestations of academic stress are not only psychological such as depression and anxiety but also run the risk of developing into physical ailments like stomach aches, nausea and insomnia. The most ***drastic impact of stress induced by a***

rigorous and competitive academic environment is perhaps suicide, a shocking outcome that students resort to ***when institutional support and interventions fail to provide relief***. It was also found that while academic stress arises from high expectations to perform well, it may reduce overall academic performance due to impacts of anxiety and depression i.e., there is a vicious cycle of heightened stress and reduced performance. Due to the many implications that academic stress entails, it is imperative to better understand the nature and scope of this and propose preventative measures.

Teenagers in a developmental stage between childhood and adulthood need to contend with a range of challenges. Yumba (2008) examined the perceptions of major sources of academic stress among male and female undergraduates. According to the results, a variety of personal, familial, and social stressors were likewise found to be the least stressful stressors, whereas academic causes of stress appeared to be the most stressful for all the students.

Academic stress is an inevitable and frequently disregarded aspect of many students' lives. It is a type of psychological anxiety brought on by the pressure to succeed academically, whether that performance takes the form of studying for examinations or writing papers. It can have an impact on students at all academic levels, including elementary school, university, and even professional settings. NCERT report on 'Mental Health and well-being of School Students' states that 81% of school students find studies, examination, and results as a major cause of anxiety.

Teenagers are particularly susceptible to academic stress since they are going through a lot of psychological and social transformations. The ***increasing competitiveness*** among students has emerged as one of the most significant factors of stress in the academic world because of globalisation and deregulation. In the academic realm, exams represent the gold standard for evaluation. Exams, on the other hand, could cause students to feel anxious. Performance pressure may lead to overly competitive behaviour, which worsens the situation. Even for children who perform well under pressure, handling academic disappointments can be difficult. They believe getting good grades will get them better treatment than not receiving any

Given the crowded lecture halls, inadequate facilities, massive syllabus, excessive concept cramming, etc., the ***educational system is also somewhat to blame***. In their study, Deb et al. (2014) discovered that students with lower grades experienced higher levels of stress

than those with higher scores. The study also highlighted the stress experienced by students participating in extra-curricular activities tends to be higher.

Stress is often exacerbated by monetary issues, parental anxiety, and unreasonable expectations. Section 1.3 examines each of these causes in detail.

1.3 Socio-Economic Aspects of Stress: Finance, Caste and Gender

In addition to the pressure to succeed, academic stress can also be caused by external factors such as family, culture, and religion. Studies show that ***low-income students usually experience higher levels of stress*** than their peers due to the additional limitations of poverty, such as financial difficulties and a lack of resources. Additionally, students from cultures could feel more pressure to adhere to ***societal standards, such as gender roles or traditional values, which can lead to an increase in academic stress.***

For outstation students who move to metropolitan cities like Delhi to pursue ***their higher education, additional expenses of accommodation, food and travel are stressors with added cultural insecurity in a new city***. Similar experiences are shared by students who in their schooling years move to intense preparation centres like Kota in Rajasthan to completely focus on cracking entrance examinations and securing admissions into India's best technical universities. With horrifying incidents of student suicides, caste discrimination and safety threats experienced by young students away from their native homes, anxiety and depression need to be carefully examined for such populations.

According to studies**, *girls have higher levels of anxiety and depression*** *than* their male counterparts. Female students typically face higher levels of stress ***due to perfectionism, self-doubt, failure anxiety,*** and the need to manage academic and personal obligations. Due to gender-based cultural norms, such as the need to be a "perfect" mother or student, female students may also experience added stress. Female students are expected to fulfil household responsibilities while managing the academic expectations of their parents. In a resource-strapped family, with a strong prevalence of gender norms, ***the male child is likely to acquire more education at the behest of the female child's education***. Hence, female students are under extreme stress to coordinate their familial expectations with professional goals.

According to a 2018 poll conducted on the IIT campus, ***caste discrimination against SC/STs*** is unquestionably the worst. The survey also highlighted the education disparity in

the caste system. Last but not least, religious convictions might influence how much students are stressed in school. For instance, students from more conservative homes might be more stressed out than other students because of certain expectations.

Figure 1.3 shows the number of suicide cases in technical institutes, where we also find that there was a fall in the number during lockdown due to pandemic in 2020-21. According to a recent report in Times of India, dated 24th July, 2023, in the wake of a suicide of a first-year reserved category student in IIT-Bombay, the institute suggested the students to refrain from disclosing their GATE or JEE Advanced scores or any other information reflecting their caste.

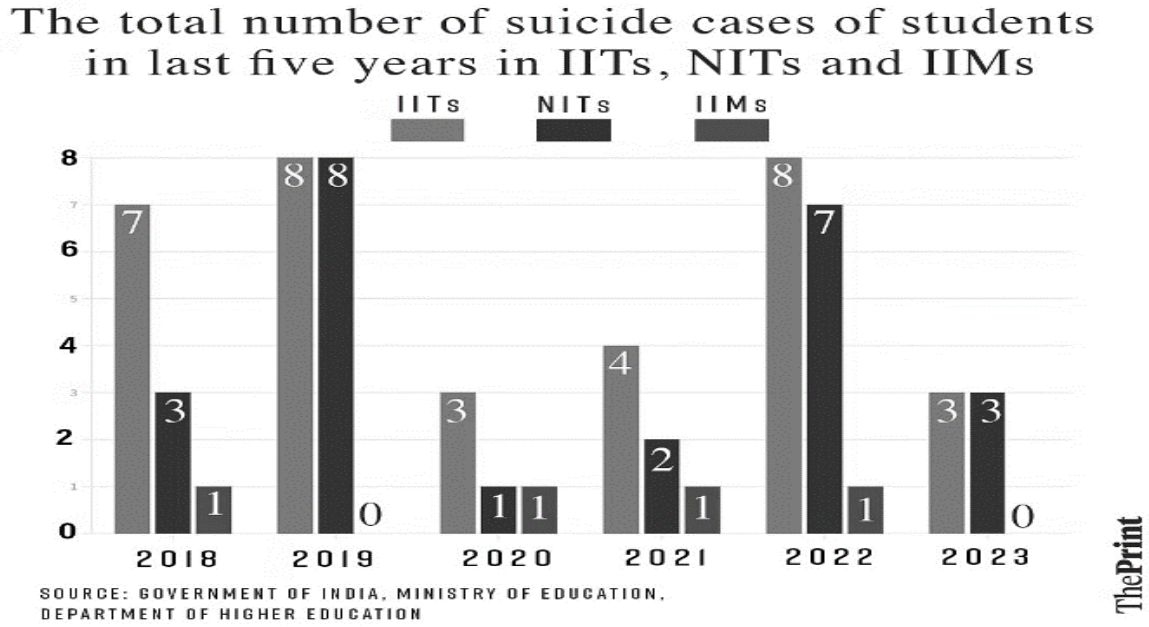

Figure 1.3 Number of suicides in technical institutes

With the entry of **deregulated private coaching institutions**, competition has become fiercer as the culture of learning with self-study is gradually eradicated. Private coaching institutions personalise exam preparation materials, mock examinations, counselling sessions and academic guidance for privileged students. Middle-class parents are also expected to enrol their children into these elitist institutions, charging an exorbitant fee of approximately 3-4 lakhs for entrance exams such as a two years IIT-JEE/NEET preparation programmes. This levies greater stress on relatively economically weaker students, who are to fulfil their parents' expectations. Largely, it worsens the academic and digital divide that already exists between rich and poor students, who must bridge greater foundational and technical gaps to compete in classrooms.

Hence, there is a worrying trend in academic institutions of greatly ascribing value to students' grades, while neglecting the significant mental health challenges they face. Dimitrov (2017) corroborated that the educational system places greater emphasis on academic achievement than on the holistic development of students. Furthermore, there are not many courses available that are employment centric.

1.4 Scarce Placement Opportunities

The purpose of higher education is to equip students with critical thinking skills while improving their cognitive abilities. To use these skills in demand for creating employment opportunities and contributing to the workforce becomes essential for a large student body. This means a better standard of living, comfort, and socio-economic standing is achieved via better employment opportunities.

However, the Indian economy has been in a slow recovery since the pandemic, with the global recession resulting in freezing hiring opportunities and very limited onboarding for semi-skilled or unskilled undergraduates. Even for students pursuing professional courses like a Master's in Business Administration, employment prospects have reduced. This is a major stressor as students have large educational loans to pay off, parental expectations and a career trajectory that is well aligned with their personal goals. Students need to feel optimistic about their future outcomes in the job market in order to stabilise them. A rising trend of educated unemployment is worryingly visible in the country as unsatisfactory packages and perks, limited flexibility, poor working conditions and hours and undesirable profiles are resulting in the educated youth rather opting out of the job sector.

As per a UNICEF report, in 2021, although the employability rates of college students have improved over the years, it remains under 50% and as low as 30% for graduates in arts and commerce. Nearly half of all undergraduate students – who make up 80% of the total number of students – are enrolled in the least employable disciplines. The result is that many college graduates end up enrolling for advanced and/or additional degrees, taking up lesser jobs or remaining unemployed while they wait for something worthwhile in terms of employment.

1.5 Role of Parents: Critical Analysis and Counselling

Parents are under constant pressure to provide their children with higher education so that they can compete in the global job market. As a result, students experience a lot of academic stress. As per UNICEF, a survey concluded that as many as 71 per cent of Indian parents are willing to even borrow money for their children's education.

Since educational institutions in our country are continually looking for the best students to maintain their reputation, parents feel under pressure to raise the bar too high for their children to live up to the requirements. Nowadays, parents worry too much about how the outside world will view their children, which leads to parental pressure.

India's increasing middle class often pursues education to achieve its goals for a better standard of living, security, and stability in the country and abroad. Children are expected to compete in an extremely rigorous environment to perform well, either percentile-wise or rank-wise. With the entry of greater private institutions in the market, the cost of education has drastically risen for parents. Additional costs incurred on private tuition, extra-curricular activities and counselling sessions are generally out-of-pocket expenses for the parents apart from school and transportation fees.

The academic stress experienced by students is also a result of institutional failure to establish greater well-sourced and nationally acclaimed universities in the country. With a large student population competing for a limited number of seats in prestigious higher education institutions, the selection rate is extremely low. This is particularly bad for marginalised and economically vulnerable populations that are otherwise unable to afford private education and thereby, can only rely on public education to attain formal degrees.

The persistent pursuit of approval, validation, and assurance that they are not squandering their parents' money is what keeps them from progressing. Students try to live independently without their parent's help, but this is initially impossible without a job, which adds stress to their lives.

1.6 Impact of Stress on Students

The effects of academic stress can be far-reaching, ranging from feelings ***of anxiety and depression to physical symptoms such as headaches, stomach aches, and insomnia***.

According to a study conducted by the American Psychological Association, more than 75% of students in the United States report experiencing moderate to severe levels of academic stress. The study also found that academic stress can have a wide array of negative effects on students, including decreased academic performance, feeling overwhelmed and unmotivated, and difficulty concentrating.

Academic problems, interpersonal problems (family and peer pressure), low self-esteem, ideological disagreements, communication difficulties with parents, and overly critical body image all contribute to students' declining mental health. All these factors have the potential to ***lead to severe mental illnesses including sadness and feelings of failure and loneliness.*** The same leads to issues ***like disturbed sleep patterns, increased blood pressure, weight gain, weight loss etc.*** Concerns about ***excessive internet use have also been identified as main stress*** contributing to children's short attention spans, poor self-control, and impaired executive functions. All of this has significantly decreased our nation's productivity as more millennials choose higher leisure time over employment.

1.7 Impact of Stress on Teachers

Stress affects not just pupils but also teachers. Teaching can be extremely stressful, which can lead to undesirable emotions including ***rage, anxiety, tension, irritation, and despair***. Even though each teacher faces a unique set of pressures, workload and time constraints tend to come up frequently. Other causes of stress can be low and differentiated salaries, strained working relationships with co-workers and the principal, unethical projects, low student engagement, issues with behaviour management, and friction.

The nature of teachers' job requires them to deal with their own emotions as well as those of students, parents, colleagues, and administrators. According to Stevenson and Harper (2006), 50 per cent of their respondents were found to be ***teaching to a "below par" level because of professional stress***. Distress has a negative effect on people's personal lives, which could cause a decline in life satisfaction, as well as their professional careers. According to Kundaragi and Kadakol (2015), employee distress destroys their ability to have a good attitude, leading to ***unethical behaviour, absenteeism, anxiety, sadness, and hostility.***

The health of teachers is negatively impacted by stress, which raises their vulnerability to psychiatric and developmental issues. Even though they place a high emphasis on both family and work commitments, women are more prone than men to have problems with work-life balance. Career stress is generally brought on by time and workload constraints, but family stress is primarily brought on by the need to care for children. ***Women are more likely than males to endure work-related stress, and as they age, their quality-of-life declines.*** Figure 1.4 comprehensively covers all aspects of stress including causes, symptoms, impact, and suggestions to counter it.

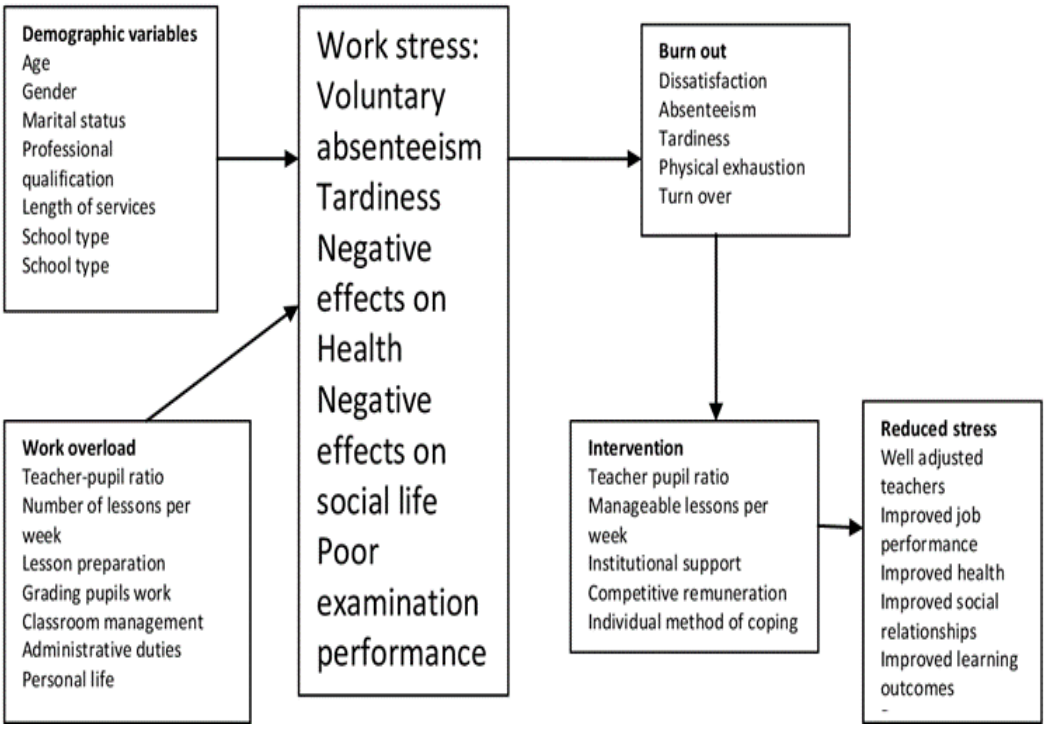

Figure 1.4 Causes and Impact of Stress among Teachers and Suggestions to Counter

1.8 Emotional Intelligence of Teachers

Research has found that ***teachers are among the groups displaying the highest levels of occupational stress.*** Teachers experience a wide range of emotions in the workplace and afterwards, as a result of their profession. Their job is extremely rigorous due to extensively interacting with students, parents, fellow colleagues, and administrators. In this context, ***teachers need to learn how to deal with their emotions effectively to achieve stability.***

Anand (2017) explains that “Emotional intelligence involves competencies related to understanding and managing one’s own emotions, understanding others' emotions, developing and maintaining satisfying relationships with others and channelling one’s emotional energy to create a positive self”.

Emotional intelligence is crucial for teachers as it leads to better personal well-being for teachers who tend to have trouble in regulating their negative and positive emotions. It also translates into a better compassionate and empathetic outlook for students thereby, students are more likely to feel heard and seen in class.

Positive Education allows emotionally intelligent teachers to address the mental health issues of their students and ensures personal well-being. It also leads to teachers generally adopting a more positive outlook i.e., focusing on students’ strengths and imbibing these qualities in the classroom.

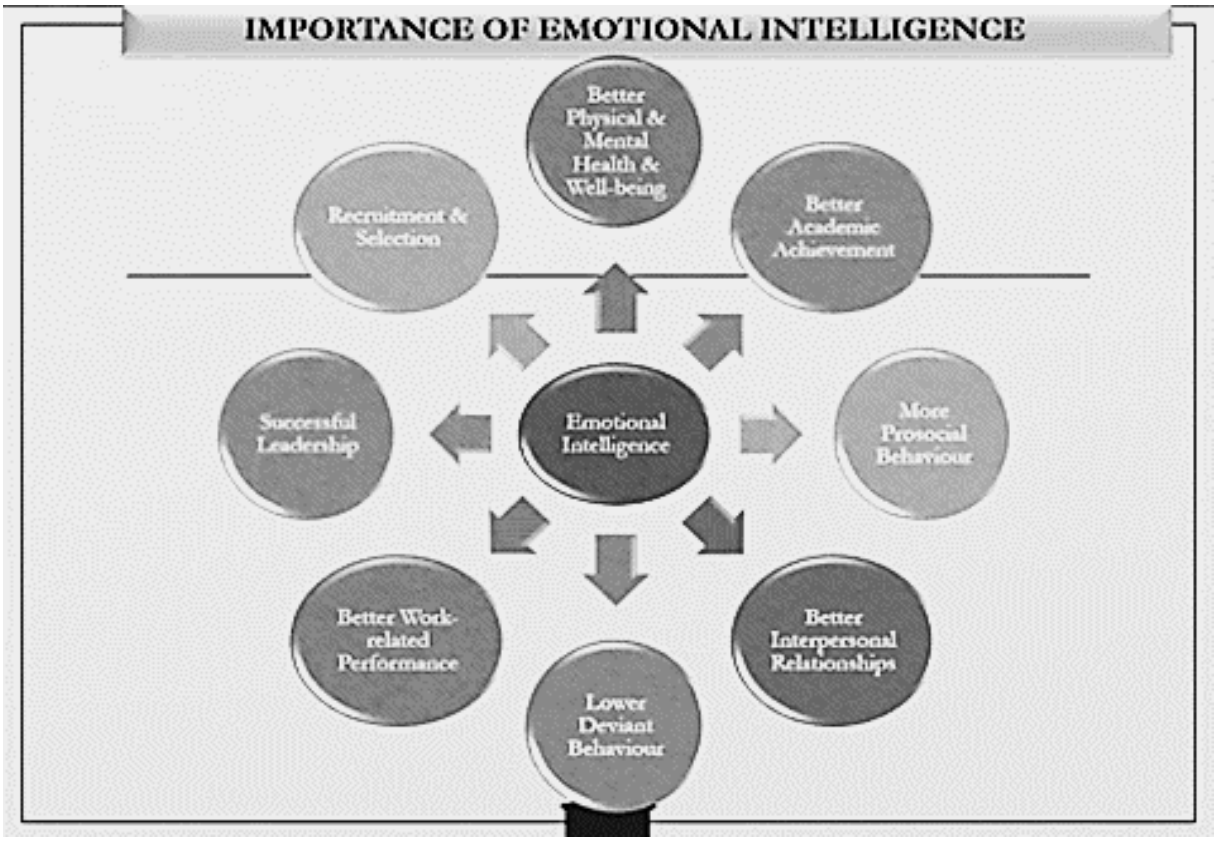

Figure 1.5 Benefits of Emotional Intelligence for Teachers and Students

Emotional Self-Awareness is crucial for teachers to adopt better introspection. It helps them understand their emotional state and correctly term the emotions they experience. An

accurate self-assessment involves recognising one's potential, curating a personalised goal for oneself and garnering the motivation to achieve it. Teachers can begin to make a **SWOC (Strengths, Weaknesses, Opportunities, Challenges)** list for their emotional state, create an emotional journal to introspect effectively and seek valuable feedback from individuals in their proximity.

Teachers can introspect better and effectively understand their unique emotional state by asking a few of the **'I'- messages**. For example, teachers could ask themselves what concretely affects them, their feelings about a particularly overwhelming incident and what they would like the person to do if there is a conflict of interest.

Emotional Self-Management is the act of managing one's overwhelming emotions and ability to think clearly under pressure to navigate challenges. Teachers can try to enhance their emotional self-management by adopting a positive mindset, creating spaces for venting, journaling, and doing activities that they enjoy. Self-motivation creates a sense of purpose and leads to an intrinsic achievement-oriented mindset for teachers. This mindset is likely to improve the performance of teachers and positively impact students.

Empathy is the capacity to understand the emotions, needs and concerns of others. It involves the ability to recognise others' nonverbal cues such as facial expressions and body language. For teachers, empathy essentially translates into actively listening to their students and colleagues, understanding the unique perspectives of their students, and adopting a non-judgemental attitude towards them***. Empathy manifests in better relationship management*** i.e., building and maintaining healthy relationships, developing existing relationships positively, communicating effectively and engaging in conflict resolution. The blocks to communication as interrupting, advising, judging, interpreting, dominating, probing, accusing, and criticising.

These prosocial skills allow teachers to create a holistic classroom environment for their students while dealing effectively with their own emotional challenges. Moreover, to build more interpersonal relationships teachers should reflect on the value of relationships and enhance their communication skills.

1.9 Rising Academic Stress: Analysis through Newspaper Reports

An assembly of news related to stress among students in daily newspapers is presented below.

UNDP Human Development Report highlights that stress, sadness, anger, and worry have been increasing over the last decade, and now reaching record levels. Further, the National Crime Records Bureau data shows that there has been a 4.5% rise in student suicides in 2021. As per the statistics available, 13,089 students died by suicide in India at the rate of 35 every day.

Some of the most common issues students face include ideological differences, communication challenges with parents, peer pressure, and personality changes. All this leads to increased aggression, sleep and appetite loss, anxiety, panic, and difficulty in attention and concentration. Also, the sudden change from online to offline classes post-Covid-19 has increased stress among students (Times of India, September 18, 2022).

NCERT report on 'Mental Health and Well-being of School Students' states that 81% of school students find 'studies, examination, and results as a major cause of anxiety. Further, 36% of students agreed to do well in studies only for social approval and value seeking. They surveyed 3.8 lac students from 36 states and union territories between January 2022 and March 2022. The information was collected on 'understanding of one's self' concerning being able to adapt, confidence level, physical appearance, and satisfaction with personal and school life. The survey finds a decline in satisfaction levels in personal life and school life, as the students move from the middle to secondary stage of education. On average, 14% of students experienced extreme emotions such as an emotional breakdown.

With rising awareness regarding mental health, various steps have been initiated at the national and international levels. For example, the Delhi government has issued new assessment norms for happiness and other curricula. A three-mindset curriculum has been thought of, comprising happiness, entrepreneurship, and *desh bhakti*. Students will be evaluated on their ability to apply their understanding in a variety of real-life situations. More and more measures will also be taken to ensure that there are no chances of copying, favouritism, and injustice (Times of India, July 2022).

There are still a range of problems that we need to deal with in our education system. The recent NAAC assessment of 2022 has shocked academicians across the country, as a record

number of institutions have secured A++ this year. The current NAAC input-driven approach is based on what is easily measurable. Further, there have been several allegations of corruption, including 'regal treatment' for visiting NAAC teams. A higher NAAC grade brings rewards like increased autonomy, UGC funds, and foreign collaboration. They also pave the way to start distance learning and online courses. Thus, ensuring transparency, accountability, and honesty of NAAC scores is an urgent task, because every year more and more young Indians will depend on these to make informed choices (Times of India, October 13, 2022).

An interesting study by Bain and Company states that in the wake of 'great resignation' the younger generations are looking for flexibility and choices. 58% of workers (out of 20000 surveyed) across 10 major economies feel that the pandemic has forced them to rethink work-life balance. While the millennials are looking for work-life balance (which involves job stability, reducing debt, and stable future savings) Gen Z is looking for work-life integration. If work-life integration is achieved, one would not differentiate much between so-called work time and personal time (Times of India, February 2022).

Hence while there have been increasing debates regarding mental health, we need to come up with more and more measures to reduce the stress level among students. Mental health needs to be prioritized and integrated into the education system not just in India but worldwide. There's a need for counsellors at schools and universities to increase awareness around the same (Times of India, September 2022).

Since the advent of a Global epidemic, the socio-economic and political structures of the world take a hit. While the world has started getting back to the “new normal”, the latest Human Development Report by UNDP highlights that stress, sadness, and anger have reached record levels globally. This, coupled with countries spending less than 2% for aiding mental health keeps this “epidemic” at loose.

Over 1 in 3 individuals in India suffer from depression in the ages of 18-29 as per the Mental Health Survey 2016. This is not a coincidence that the highest stress levels are found amongst the student population as the survey also shows that the most frequently cited reasons for anxiety are *studies* followed by *examinations and results,* which get worse as students’ progress towards higher education. As per National Crime Records Bureau, there has been an alarming 4.5% rise in student suicides in 2021 (Times of India, September 2022).

The mental health of students deteriorates due to academic issues, relationship issues (family and peer pressure), low self-esteem, ideological differences and communication challenges with parents, and over-critical body image. Excessive internet usage concerns have also been acknowledged as one of the major stressors which result in poor attention span, poor self-regulation, and poor executive functions among children. All this has diminished the productivity of our country greatly with more and more millennials opting for higher leisure time instead of work (Times of India, February 2022).

To counter this, India needs measures that are both inclusive and wide-ranging. However, over the past few decades, we have done poorer in terms of gender-inclusive growth due to many stereotypes and stigmas in the sub-continent. Research has shown that women leaders exhibit higher levels of strategic thinking, empathy, agility, and ability to influence in comparison to their counterparts. Therefore, there is a need to involve females in higher decision-making roles to produce comprehensive results (Times of India, May 2022).

There have been many guidelines issued by NCERT to make schools a safer environment for children as well as train teachers to identify the mental health triggers like attachment issues, separation anxiety, depression, etc (Times of India, September 2022). Supplementing this, we need to introduce a culture of resilience-building, positivity, and well-being into the classroom which should be integrated with skill development for the children.

Commendable steps have already been taken by the Delhi Government as they introduced assessment guidelines based on 3 fundamental mindset curricula: *happiness, entrepreneurship, and desh bhakti.* In this, students would be evaluated through multiple internal assessments, personal development, and annual exams based on real-life situational learning and not just curriculum-driven knowledge (Times of India, July 2022). University of Delhi has undertaken similar initiatives to improve upon the practicality of subjects by introducing 24 value-based skill enhancement courses on various subjects in its new 4 years degree with the advent of the NEP (Times of India, July 2022)

Stress at large has huge externalities so government intervention in it is prudent. Countries like Finland have introduced reforms to shorten the working hours as well as introducing a bill for a “4-day work week” to destress individuals (Business Today, January 2020). While such harsh steps might not be required, counsellors are a must for all learning institutions and we need to take up steps to spread awareness about mental health issues as well as

normalize the “art of seeking-out help”. We must set up committees of national and international experts for transparent and accountable processes of the rankings given by different recognized institutions to reward better-performing institutes with higher autonomy as well as collaborations (Times of India, September 2022). Finally, our reforms in the educational field must be student-centric that combines both; students’ time management and relaxation aspects (Daily Pioneer, September 2022).

CHAPTER 2

Review of Literature

Stress is an inevitable part of human existence, affecting individuals from all walks of life. In the modern world, stress has become increasingly prevalent due to the fast-paced nature of society and the numerous demands placed on individuals. While some stress can be motivating and help us perform better, chronic, and overwhelming stress can have detrimental effects on our physical, mental, and emotional well-being. Stress management plays a crucial role in maintaining a balanced and healthy life.

University life is often seen as an exciting chapter of personal growth and academic exploration. However, it also brings with it significant challenges and pressures that can lead to stress among students. The combination of academic responsibilities, social expectations, financial constraints, and future uncertainties can create an overwhelming environment.

At the same time, university faculty members play a vital role in shaping the academic environment and guiding students' intellectual growth. However, the responsibilities and demands associated with their roles can lead to significant stress and burnout. Stress management is essential for supporting faculty well-being, enhancing job satisfaction, and promoting effective teaching and research.

We present a chronological review of stress among university students and faculty-based empirical studies in Section 2.1. In Section 2.2, we give a synoptic overview of all the factors that emerge to be significant in terms of factors affecting stress and suggestions to counter it and conclude the chapter.

2.1 Empirical Studies Examining Stress

2.1.1 Studies on University Students

In a study by **Fernández-Castillo (2021),** the ***relationship between anxiety and burnout*** is analysed among students at the University of Spain by conducting a descriptive, frequency & correlation analysis of their responses filled out in online questionnaires. Findings showed a clear positive & significant relationship between burnout and anxiety levels among students. The study also states that dealing with high-stakes ***examinations***

and tests contributes to higher levels of anxiety among students. Finally, the spread of ***COVID-19, lockdown & post-lockdown have had adverse effects*** on the health of students by intensifying their anxiety levels.

Zhan et al. (2021) evaluated the ***psychological effects of stress, anxiety, and depression among university students during COVID-19.*** Data was collected from 1586 students in China through demographic-based questionnaires, perceived stress scale questionnaires, patient health questionnaires & self-rating anxiety scales. ***Results stated that the psychological quality, as well as workload capacity, was poor amongst students.***

Findings showed that college students have a ***high detection rate of stress, anxiety and depression and a significant relationship between the COVID-19 pandemic and mental health factors.*** The stress levels among students were found to be high during both periods: before and after COVID when students rejoined schools and colleges.

Anxiety and stress levels were found to be higher in female students than male while no significant differences in stress, anxiety, or depression were found among the graduates and non-graduates. There were no significant differences found amongst different grades and professional groups however high correlation was stated in levels of stress, anxiety & depression to non-resumption of universities and schools. Lastly, the author ***highlights the need for psychological counselling centres within the university*** and for them to have timely and accurate psychological interventions when necessary.

In a paper by, **Clabaugh et al. (2021)** descriptive analysis was used to study academic ***stress and emotional well-being in United States College students following the onset of the Covid-19 pandemic***. The findings revealed that approximately one-third of the students perceived their academic future to be highly at risk due to the pandemic.

Additionally, around 30% of the students expressed a likelihood of reducing or withdrawing from classes in the fall of 2020, when the classes were conducted primarily online. It is important to note that the study focused on students' perceptions rather than their actual academic decisions. Furthermore, the study indicated that there were no significant ethnic differences observed in terms of stress levels, coping with COVID-19 disruptions, or the two personality variables examined.

In another important study by **Ahmad et al. (2021)** the level of stress among college students was assessed to find out the association between ***the level of stress and gender the***

selected demographic variable (gender). A quantitative approach and descriptive research with a post-test-only design were used to determine the level of stress among college students. In the process of data collection, the Perceived Stress Scale (PSS) was distributed to 30 students of a college in Jammu and Kashmir, India in their classrooms. The study found that most of the students (63.4%) reported a moderate level of stress, 3.3% high level of stress, and 33.3% low level of stress. The frequency distributions of ***males and females indicated that they had a similar level of stress.***

Ma et al. (2020) conducted a thorough statewide survey to ***assess mental health problems among college students during the COVID-19 pandemic in China.*** Their research used self-administered surveys and a variety of analytical methodologies such as univariate and hierarchical logistic regression analyses. ***During the pandemic, there was a considerable prevalence of acute stress, anxiety, and depressive symptoms among college students, according to the findings.*** The researchers also discovered several epidemiological and psychological factors that were linked to an elevated incidence of mental health problems. These indicators included infected family members, heavy media attention, a lack of social support networks, being in senior year of college, and pre-existing mental health difficulties. This study ***emphasizes the critical importance of providing at-risk college students with psychosocial assistance and mental health services.*** Universities and mental health experts can help lessen the negative impacts of the pandemic on students' psychological well-being by addressing these risk factors and providing appropriate treatment.

Thomas and Zolkoski (2020) ***tested if "resilient" learners are better able to manage common academic stressors***; if the use of effective emotion regulation strategies (i.e., cognitive reappraisal) supports resilience, and whether the relationship between emotional intelligence, cognitive reappraisal, suppression, and perceived stress will be fully mediated by resilience. ***The results revealed emotional intelligence shared a positive association with both reappraisal and resilience.***

Qahtani and Alsubaie (2020), in their paper studied ***levels and primary sources of stress and its possible correlation with academic performance*** in the preclinical female health profession at a Saudi University by collecting data from over 260 students. They used a cross-sectional design using stratified random sampling and the Medical Student Stressor Questionnaire (MSSQ) to collect the research data. The study showed that ***academic***

performance and age were insignificantly associated with stress among the students and the study also showed that 50.8% of the students were experiencing high stress levels. The authors ***further suggested considering sociodemographic variables like students' marital status, family background, and economic status, which might impact stress levels in university students.***

Ramón-Arbués et al. (2020) used cross-sectional data to estimate ***the prevalence of symptoms of depression, anxiety, stress, and other associated factors*** in a population of 1074 college students by using Depression, Anxiety, and Stress Scale (DASS-21). The study revealed a moderate prevalence of depression (18.4%), anxiety (23.6%) and stress (34.5%) symptoms in the examined population of college students. Factors such as age, smoking, alcohol consumption, low self-esteem, poor nutritional habits, and lack of a stable partner were also linked to stress, depression, and anxiety. ***The findings underscore the importance of implementing interventions to promote mental health among college students.***

Singhai (2019) in his study, aimed to ***examine the degree of academic and environmental stress among college students and the stress reduction techniques used by the students.*** Most college students were found to be under moderate to high levels of academic and environmental stress. Factors like gender and CGPA had no statistically significant relationship with the levels of academic and environmental stress, other than a very slight relationship between CGPA and the level of environmental stress. ***Students have been found to reduce their feelings of stress through a variety of activities like playing sports, reading, watching movies, chatting with friends, and other similar activities.***

In a paper by **Tessema et al. (2019)** a sample of 280 students was investigated ***to assess the prevalence of the factors associated with mental distress among college students*** in Southern Ethiopia. Their study found Female students were 2.08 times more likely to have mental distress as compared to male students. Moreover, students who had a Grade Point Average of below 60% were 4.69 times more likely to be mentally distressed as compared to those students who scored a Grade Point Average greater or equal to 60%. The ***findings suggest the importance of providing mental health counseling support for students as part of the teaching and learning process.***

In another paper by **Jain and Singhai (2018)** a ***conceptual framework for stress, as well as the reasons why students experience stress and strategies for dealing with it were explored.*** The findings showed that the ***lack of appropriate assistance, career counsellors, and the high peer pressure (rat race) are the biggest causes of stress for students.*** The study ***recommended time management, physical activity, self-awareness, and engaging in one's passions as the main ways to reduce academic stress.***

Haq et al. (2018) analysed the ***relationship between stress, depression, anxiety, and socio-demographic characteristics among university students***. A sample of 361 students from Punjab University, Lahore was selected and data was collected through questionnaires. The results showed that male university students have higher levels of anxiety, stress, and depression than their female counterparts. However, depression, stress, and anxiety levels have been the same for students from urban and rural areas. Amongst the three, ***the occurrence of stress and depression is normal while anxiety prevalence is severe amongst university students. Lastly, educated parents contributed to lower levels of depression, stress, and anxiety*** among the students.

In a study conducted by **Ganesan et al (2018)** the ***level of stress and coping strategies among undergraduates, and then its relationship with gender and ethnicity was taken.*** The authors used a quantitative study utilizing a cross-sectional non-probability sampling research design to gather data from eighty-six Cognitive Science undergraduates in a public university in Malaysia. The study found that ***there are no significant differences between male and female conditions***, and there is no significant difference between the stress levels of each ethnic group.

Reddy et al. (2018) made an extremely relevant study for the students of Christ University, Bengaluru for a sample of 334 students, with threefold objectives. It explored the possible sources of ***stress among students on the four dimensions of personal inadequacy, fear of failure, teacher-pupil relationship, interpersonal difficulties, and inadequate study facilities*** using based on the Academic Stress Scale developed by Rajendran and Kaliappan (1991). It also tested if there was a ***prevalence of any gender and stream-wide differences in terms of scores***. The study found no significant differences in terms of gender-based scores but ***found science background students to be highly stressed, while humanities to be the least stressed*** based on four chosen parameters of stress. The study used Random sampling, multivariate tests, and ANOVA techniques to test across the factors.

Yikealo et al. (2018) conducted a study to measure the overall stress level among college students, to ***analyse the level of academic, social, psychological, physiological, and environmental stress among college students***, and to identify the relationship between the ***level of stress and students' gender, and academic performance.*** Descriptive research in which quantitative data were collected using a survey method from 123 students at Eritrea Institute of Technology, Eritrea, Africa. The study concluded that most of the students (71%) reported a moderate level, 13% high level, and 16% low level of academic stress; ***both male and female students had a similar level of stress; and stress level is high among students with high academic performance.***

In a study based on the Indian state of Kerela, **Pullokaran (2018)** found that ***college students are stressed by their study workload and the completion of assignments and seminars within a limited span of time. Financial difficulties, parental pressure, and unrealistic expectations also cause stress among students***. Some of the students are also stressed by responsibility due to work and study. Academic Stress causes certain ***psychological problems like feelings of isolation, hopelessness, and finally depression.*** Stress also creates physiological problems like changes in sleeping patterns, increased blood pressure, weight gain or weight loss, etc. Students mentioned that ***involving in social media is one of their stress relief factors.***

The study by **Reddy et al (2018)** sought to investigate the ***causes and consequences of stress in academic contexts among college students.*** Their research design was quantitative, with the Academic Stress Scale used to assess stress levels across diverse student fields. ***Personal inadequacies, fear of failure, challenges in teacher-student connections, teacher-pupil interactions, and insufficient study materials were identified as stress factors.*** Furthermore, the study investigated ***gender differences in academic stress.*** The data revealed that academic stress is a widespread issue that crosses countries, cultures, and races. The highlighted stressors were found to contribute considerably to the overall academic stress faced by college students. The study emphasized the significance of putting in place effective intervention measures and counselling programs to help students manage their academic stress. ***Biofeedback, yoga practices, life-skills training, mindfulness meditation, and psychotherapy have all been suggested as effective stress-reduction techniques for students.*** Addressing ***academic stress at the individual, social, and institutional levels*** was thought ***necessary to increase students' holistic well-being.***

The study conducted by **Bhat et al. (2018)** explores the ***association of various educational streams, age, living arrangements, and gender of students in psychological distress.*** A Self-Reporting Questionnaire was used to identify probable depressive, anxiety, and somatic symptoms (psychological distress) that 4839 students at Mangalore, Karnataka experienced in the past month. The study concluded a high prevalence of psychological distress and suicidal ideation among college students, ***non-medical students had higher psychological distress in comparison to health and allied sciences, and the students who were residing with their families and younger age had higher psychological distress.***

Sebastian (2018) sought to analyse ***how much stress*** college students perceive that they are experiencing, what are the ***most common sources of stress,*** and the ***effects on their lives*** for an Indian university using data collected through questionnaires. The study found that a major part of the respondents (approximately 68%) feel stress in their college life. While the ***reason for stress for more than half of the respondents is the academic factor,*** 36% of them feel stress due to ***personal factors.*** Other reasons for stress include the ***college rules and regulations*** and, the ***first time studying in a mixed college*** for female students. More than three-fourths of the population (79%) works well under stress and thus it is also necessary in some situations. Students use different ways to deal with stress; ***while some talk to their friends*** (38%), others prefer to ***listen to music*** (32%) as a stress releaser. More than half of the ***respondents suffer headaches and upset stomachs and are also unable to concentrate due to stress.***

Denovan & Macaskill (2017) analyse the relationship of ***psychological strengths to stressor exposure, subjective well-being, and academic performance of students.*** The study was carried out in two time periods with 306 first-year students from a university in the UK. Amongst the co-vitality factors, ***academic self-efficacy and optimism showed the predicted negative relationship with stress whereas hope, self-control and resilience were not significantly associated with stress.*** Findings also point out that the prediction of co-vitality factors mediating the relationship between stress and social well-being (life satisfaction, positive effects, and negative effects) is also not supported. However, the stress levels have remained stable over both time frames while self-efficacy reduced and academic alienation increased. Optimism amongst students was the major driver which helped students in coping with the stress of transitioning to the universities. Lastly, the ***author highlights the importance of stress management and holding interventions to***

boost and develop self-belief in students in order to lessen the impacts of stress amongst students over time.

This cross-sectional study by **Patil, et al. (2017)** sought after the stressors among undergraduate medical students of a teaching ***medical institution.*** This study was conducted on 205 medical students of Lokmanya Tilak Municipal Medical College, Mumbai. The MSSQ-20 analysis disclosed that academics, social-related and group activities were the major sources of stress in the descending order of occurrence. Whereas, ***listening to music, physical activity, and sharing with friends were the major outlets for stress relief.***

Dimitrov (2017) conducted a study to learn about the ***components of academic stress, the relationship between stress and academic performance, and the further impact of academic stress among college students*** in India. The study came to several astounding conclusions, including the notion that the educational system places greater emphasis on academic achievement than on the holistic development of students. Furthermore, there are not many courses available that are employment-centric.

Sharma et. al (2016) claim that the prevalence of ***academic stress and anxiety is due to excessive competition, the study of new subjects, and changes in the environment*** as one comes far from their home to study at university.

Rehman (2016) used exploratory research design for qualitative analysis to know the ***factors that lead higher education students towards severe academic anxiety and the preventive measures available*** to deal with it. There are, in general, five factors - ***personal, familial, institutional, social, and political, that lead students to severe anxiety*** disorders, which sometimes lead to further ***medical complications like cognitive distortions, dysfunctional schema, etc.*** Severe state anxiety works as a hindrance to students' academic performance***. Organizing seminars and workshops can help spread awareness among students*** so that they can seek professional help when needed.

Sharma, et al. (2016) examined the relationship between academic performance and anxiety among ***students pursuing nursing.*** The study corroborates that the most frequent form of stress emerges from ***financial depravity, gender biases, rigorous schedules, and a highly competitive environment.*** Further, it elaborated that female students suffer a greater degree of self-imposed stress than male students while using better measures to cope in a classroom environment through better note-taking skills and the ability to retain

more information. It was found that there is a ***negative correlation between anxiety and academic performance, especially during times of examination.*** Certain remedial measures such as ***pursuing physical exercises, spiritual activities and seeking mentor support*** along with practices of ***better time management*** were recommended to reduce stress.

In another relevant paper, **Karaman et al. (2016)** examined the factors predictive of academic stress in college students using bivariate correlations and regression analyses in a sample of 307 students. The study revealed that the ***prevalence of academic stress in female college students was more than that in male students.*** Apart from gender, life satisfaction and locus of control were significant predictors of academic stress. The study suggests future research directions in the field of academic stress. This includes exploring ***effective counselling approaches*** to help students manage stress and comparing different formats and styles. Qualitative studies can provide insights into students' experiences and guide tailored treatment strategies. Additionally, investigating how counselors can promote overall well-being through campus-wide programs, given resource limitations, is important.

Lee & Jang (2015) explored the nature of stress among students and its impact on their college life satisfaction. 177 students from a university in South Korea responded to the survey which comprised demographic questions, stress measures, and dependent measures. Results showed that among the stress measures, ***academic and interpersonal stressors had a significant relationship with college students' stress levels*** however no association between stress and social stressors. On the dependent measure, stress exerted a negative influence on the satisfaction levels of students in college. Furthermore, none of the stressors (academic, interpersonal, and social) alone had influence over the students' satisfaction levels but it was the overall stress measures that had indirect influences on satisfaction. Lastly, the ***paper highlights the importance of college administrators & staff in developing plans, holding student interventions, monitoring the hosts of stressors burdening students, providing social support, and care experts*** and maintaining flexibility in their stress management programs for helping the students.

Sarkar and Saha (2015) conducted a study to determine the prevalence of stress in first-year ***medical students*** at Pt Jawahar Lal Memorial Medical College Raipur, to explore the sources and levels of stress in these students, and to compare the ***stress levels between***

students from English medium backgrounds and non-English medium backgrounds. In this study, the Medical Students Stressor Questionnaire was used to identify sources of stress. The items on the medical student's stress questionnaire represented 40 events that have been reported to be possible sources of stress in medical students. Respondents were asked to rate each event by choosing from five responses: causing no stress at all, causing mild stress, causing moderate stress, causing high stress, and causing severe stress. The questions were based on academic, social, intrapersonal, interpersonal, and teaching-related factors and were asked of 148 students of Chhattisgarh. The study found that medical students have ***high-stress levels*** due to academic pressure, and a ***higher percentage of non-English medium students confessed to having more stress*** compared to their counterparts belonging to English medium background.

Rahim et al. (2015) aimed to assess the relationship between academic workloads and stress levels among ***biomedical science undergraduates*** according to gender and year of study at a University in Kuala Lumpur. The study reported more than 80% of students had stress. It was also deducted that third-year students were under the maximum stress, even though the difference between first and second-year students was not significant. The report also established that credit hours were directly correlated to higher stress levels.

In an interesting paper, **Gbettor et al. (2015)** identified the sources of stress within the area studied, to examine whether there are significant differences between stress among participants based on ***gender, the program of study, workload, and level of education***, and to explore the relationship between stress and students' performance. A structured self-administered questionnaire was used to collect primary data from 375 students of Ho Polytechnic of Ghana for the study. Overall, ***the level of stress was found to be significant for all demographic variables*** evaluated.

Sunni and Latif (2014) conducted a cross-sectional comparative study to evaluate the level of perceived stress among Saudi ***medical students*** in preclinical years. The research relied on statistical and descriptive analysis. An Independent t-test was used to compare stress scores for males and females. It was observed that approx. 72% of students suffered from some degree of stress and ***did not have any significant variation for males and females.*** Thus, the study concluded that the students were ***highly vulnerable to stress in the preclinical years of medical study.***

Pariat et al. (2014) in an interesting study of Shillong of a sample size of 537 students found that ***academic stress was highly correlated with social and financial stress.*** Positive coping strategies like ***meditation, prayer, and sleep*** were found to be very helpful.

Bataineh (2013) in his study showed that there is an ***unreasonable academic overload*** and not enough time to study due to the vast course content being covered. Further, ***high family expectations, fear of failure and low motivation levels are some of the reasons for the stress.*** Students are found to follow ***religious orientation to cope with such stress.***

In a study based on a ***medical college*** in Korea***,* Jaekul et al. (2013),*** using descriptive statistics and self-rating surveys, they tried to identify the factors that affect depression in college students and the correlation of depression with self-esteem and academic stress. Logistic regression analysis indicated that ***self-esteem, academic stress, academic major satisfaction (positive affect), and home income level (negative affect) significantly influenced the level of depression.*** To promote a healthier emotional and academic experience, it is recommended to develop and implement ***specialized programs that focus on enhancing self-esteem*** and provide practical strategies to manage academic stress.

Using descriptive research, **Kumaraswamy (2013)** tried to briefly describe the research carried out regarding stress, anxiety, and depression in the last three decades among college students. It was found that a ***warm and effective learning environment for students should be encouraged, and support and mentorship be provided.*** It also revealed that the psychological well-being of students needs to be addressed, attention be paid to the educational processes and appropriate support systems be provided for the students and trainers. The study suggested that ***counseling centres and a health committee must be set up for the students*** and ***regular workshops on stress management*** be conducted.

Rajasekar (2013) sought to find out the components of academic stress experienced by ***management students*** and examine the relationship between ***stress and academic performance*** using descriptive research on a sample of hundred students of a university in Chennai. The results revealed that ***stress can have both negative and positive impacts***. Academic and non-academic institutions differ in work settings; thus, the symptoms causes and consequences of stress also differ. This study suggests that students should pay attention to their physical and mental health and always examine their emotions. They should manage stress by learning different stress-coping measures and enhancing their emotional management abilities. The ***students should seek their family and friends'***

support and look out for healthy diversions like workouts and yoga. In general, they should maintain a positive outlook and a confident self-image.

Amin, et al. (2013), assessed the stress levels among 1696 students of King Faisal University, Saudi Arabia. The ***criteria*** under consideration for the study were the type ***of college, gender and personal or family problems.*** Furthermore, PHQ (patient health questionnaire) was administered anonymously for the assessment of anxiety and depression. Multivariate regression logistic models revealed that major depression could be predicted with the assistance of crucial problems like the type of college (nature of received education), female gender, and financial and personal problems.

In a study by **Kwan et al. (2012),** with a sample size of 8,182 undergraduate students. The researchers used a detailed NCHA questionnaire with 60 items to assess students' health conditions and participation in various health behaviours. The findings highlighted the importance of ***targeted health promotion initiatives addressing specific issues such as sleep patterns, fruit and vegetable consumption, and physical activity levels.*** To improve postsecondary students' overall well-being, ***it is critical to address these health-risk behaviours.*** The assessment of the literature suggests implementing interventions and methods to promote optimal sleep duration, increase fruit and vegetable intake, and encourage increased engagement in physical activities. These activities have the potential to significantly influence the health behaviours of Canadian post-secondary students while also adding to their overall health and welfare. More studies and focused health promotion activities are needed to effectively counteract these health-risk behaviours in this population group.

Mahmoud et al. (2012) explored the ***relationship between stress, anxiety and depression over various demographic indicators*** as well as determining the predictors of three mental health factors. The study was carried out with 508 full-time undergraduate students in a large public university in the USA. Results found that there was a significant positive association between stress and coping strategies i.e., both adaptive and maladaptive. The usage of ***maladaptive coping strategies like self-blaming, denial, etc. was the key driver of the higher levels of stress***, anxiety, and depression among students. Findings also showed that sophomores had higher levels of depression among the class standings. No significant relationship was found between the mean scores of depressions and gender, however, females had higher levels of anxiety than male students which results in higher

usage of coping strategies by females as compared to their male counterparts. Adaptive coping strategies however was not a significant predictor of the three mental health factors. ***Students who were a part of social organisations or religious had lesser levels of stress, anxiety, and depression levels.*** Lastly, the author recommends organizing mental health awareness programs as well as building interventions that would help students in their academic and social life.

Hamaideh et al. (2011) explored the types of stressors; their response to experienced stressors and what are the relationships between stressors experienced and some ***academic, health-related, and socio-demographic variables*** in their study of 877 students of Jordon University. The results revealed that the participants responded (reacted) to the experienced stressors in different ways, including cognitive and emotional responses. ***Cognitive responses were found to be the most prevalent reactions*** among the students. The study suggested orientation of university students should ***incorporate stress management training and specific coping strategies.*** Also, students should be informed of the resources available to help them manage these stressors.

Nandamuri & Gowthami's (2011) study tries to identify the sources that resulted in stress ***for management students*** in various institutions spread across the Warangal District of the state of Andhra Pradesh for a sample size of 500 postgraduate students. They make an in-depth investigation into each component of academic stress such as curriculum and instruction, ***teamwork-related issues, assessment, and placement,*** to identify the micro issues that are causing stress. The analysis revealed ***that curriculum and instruction aspects were the primary sources of stress*** among management students, affecting 86% of the students followed by placement-related issues which caused stress in 63% of students. Additionally, assessment-related matters were reported as a source of stress for 41% of students, while teamwork issues accounted for 24% of the reported stress levels.

Abdulghani et al. (2011) in a cross-sectional study, conducted on a sample of 775 medical students at a college of medicine in Saudi Arabia. It aimed to find out the effects of stress on ***medical students.*** A variety of criteria were used to examine psychological morbidity. However, we cannot neglect that the instrument was self-administer, hence, there is a potential for personal bias or inaccuracies of responses. A fascinating finding of the mentioned study was that the ***level of stress decreased as the year of study progressed.*** The present study did not show any link between stress with academics or regularity of

attendance in the courses. However, ***stress was significantly associated with the student's perception of physical problems.***

In a quantitative research paper by **Elias et al. (2011),** containing both descriptive as well as inferential analysis - aimed to study stress and academic achievement among Undergraduate Students at University Putra, Malaysia. Correlation analysis was used to conduct this study. It was deduced that the students were exposed to a moderate level of vulnerability towards the street. Academic stressor was ranked one on the list of sources of stress. Furthermore, it was established that ***medical students and final-year students were most vulnerable to the succumb to stress.***

Kai-Wen (2010), using convenience sampling and Likert scale questionnaires, investigated the sources of stress among college students in Taiwan. The findings of the study indicated that the ***family factor causes more stress in male students as compared to female students.*** The students who are in a higher grade and take loans feel more stress from physical/ mental, school, and emotional factors. The study also gave some suggestions for the schools and students which included ***providing support and care to help students cope with stress and incorporate career development into formal curricula. Students should try to increase their stress management abilities, manage emotions by developing a positive outlook and release stress through communication.***

Benette (2010) conducted a study to explain ***students' decisions to withdraw from their degree courses*** in the Business Studies Department of a new university in the United Kingdom. The responses to each set of items for the commitment, satisfaction, and self-esteem constructs were factor analysed for 377 students. The estimated model confirms the ***critical importance of teaching quality as a determinant of student satisfaction and hence of commitment and staying at the university, sound lecturer–student relationships also contributed significantly to student motivation,*** underscoring the vital role of the individual lecturer in discouraging student withdrawal, self-esteem was a significant determinant of student motivation and affected the likelihood of ***withdrawal of students who were experiencing low grades or financial hardship, stress-induced by poor academic performance was a major influence on motivation.*** The author further suggested that further research should be carried out on the very powerful relation between motivation and students' beliefs that their degree courses enjoyed a high reputation in the outside world.

Yumba (2010) examined the ***perceptions of major sources of academic stress among male and female undergraduates.*** According to the results, a variety of personal, familial, and social stressors were likewise found to be the least stressful stressors, whereas ***academic causes of stress appeared to be the most stressful for all the students.*** The study revealed that ***first-year undergraduate students, particularly female students, reported feeling more stressed than their male counterparts.*** The author suggested that ***workshops should be organised*** on "coping with the academic stress, how to manage it, and to learn some effective time management and adapted study techniques", at the beginning of each semester.

A Turkish study of undergraduate students by **Bayram and Bilgel (2008)** investigated the prevalence of elevated psychological distress by using the DASS-42 instrument and compared the findings with international studies, especially with those that used the same instrument to describe differences in elevated psychological distress concerning the demographic variables of age, gender, parents' economic situation, studied major and residence. DASS, a self-administered instrument with well-established psychometric properties in clinical and community samples has been used to differentiate between the three states of depression, anxiety, and stress for 1617 students of Uludag University, Turkey. The study found that ***first and second-year students had higher depression, anxiety, and stress scores than third, fourth and fifth-year students and students from families with poor economic conditions*** had higher depression and stress scores than students from families with moderate or good economic conditions.

Awino & Agolla (2008) sought to determine the ***measurement-based assessment of learning*** at the university level for a sample of randomly selected 176 lecturers at the University of Botswana. Using descriptive analysis, it was found that 73% of respondents were ***dissatisfied with the student-to-lecturer ratio***, indicating a scarcity of resources while the courses were considered relevant and 85% of respondents tend to agree that ***students need to take an active role in their learning***. The study emphasized that ***there is a low level of commitment to it in terms of funding as it is very crucial for improving the quality of research and 56% of the respondents feel that students are not exposed to an excellent organizational climate for enhancing quality learning.*** The study also gathered valuable suggestions from respondents for improving educator effectiveness and quality.

Dixon and Kurpius (2008), conducted a survey among 455 students to study the ***interrelationships between depression and college stress***, major concerns among undergraduates, which are potentially related to self-esteem and mattering. Significant differences were found with women reporting greater depression, college stress, and mattering. Sex, self-esteem, and mattering accounted for 13.8% and 39.4% of the variance in stress and depression, respectively. Accounting for 49.1 % of the variance, the full model including sex, self-esteem, and mattering enhanced the ability of stress to predict depression.

Abdulghani et al. (2008) in a cross-sectional study was conducted to determine the prevalence of stress among ***medical students*** and to observe an association between the levels of stress and their academic performance, including the sources of their stress. A wide range of different measures has been used for addressing psychological distress and depressive symptomatology among 892 students at King Saudi University, Saudi Arabia. The study concluded that the ***presence of physical problems had a significant association with a higher level of stress among the students, and the level of stress decreased as the year of study progressed.***

Darling et al., (2007) investigated the stress levels of college students, the coping strategies adopted, and the ***impact of interpersonal relationships on the sense of coherence.*** The study consisted of 596 undergraduate students who responded to the questionnaire consisting of information about demographics and major stressors in the ABC-X model: stress from various relationships (A), level of coping (B), emotional, and physical health stress, and quality of life (C), and sense of coherence (X). The results indicated that the major stressor was grades followed by financial woes and uncertainty about the future.

Significant gender differences were revealed where ***females had higher levels of stress from relationships with friends, parents, and loved ones.*** A positive association was found between physical, emotional health and quality of life to the sense of coherence within the student. An inverse relationship was also proved between the sense of coherence to parental and friendship stress on students. Across genders, parental and family stress had an inverse relationship with family coping strategies implying both genders preferred to cope individually. Lastly, the author recommends having supportive and meaningful interpersonal relationships which would help in reducing stress and would impact student's sense of coherence so that they can easily adapt to the transition into college life. The author

also highlights the ***importance of college authorities in spreading awareness and knowledge about a sense of coherence and stress amongst students*** to help them in coping effectively.

Sreeramareddy et al. (2007) used cross-sectional data and a questionnaire-based survey to examine the prevalence of psychological morbidity, the sources and severity of stress, and coping strategies among ***medical students*** enrolled in an integrated problem-stimulated undergraduate medical curriculum at Manipal College of Medical Sciences in Pokhara, Nepal. According to the study, the total frequency of psychological illness was 20.9%, and it was greater among students of basic sciences, Indian nationality, and medical doctors' parents. Furthermore, logistic regression analysis found a link between GHQ-caseness (showing psychological distress) and the existence of academic and health-related stressors. Also, the coping strategies commonly used by students at the institution included ***positive reframing, planning, acceptance, active coping, self-distraction, and seeking emotional support & the use of alcohol or drugs as coping mechanisms was the least common.*** The study suggested the need for ***interventions like social and psychological support to improve the quality of life*** for medical students who experience higher levels of psychological morbidity.

Nerdruma et al. (2006) in a study of 1750 Norway students explored the prevalence of elevated psychological distress among Norwegian undergraduate students and compared the findings with international studies of other student populations. The study further also described differences in elevated psychological distress with respect to the demographic variables of age, gender, being married/cohabiting or living alone, parents' educational level, and being born in or outside Norway. It was found that ***women reported a significantly higher level of psychological distress than men***. Those born outside Norway reported a significantly higher level of distress compared to those who were born in Norway.

Bostanci, et al. (2005), determined the overall and subgroup prevalence of depressive symptomatology among university students in Denizli, Turkey, and investigated ***whether sociodemographic factors were associated with depressive symptoms*** in university students. The prevalence of depressive symptoms increased to 32.1% among older students, 34.7% among students with low socioeconomic status, 31.2% among seniors, and 62.9% among students with poor school performance. The participants identified several problem

areas: ***lack of social activities and shortage of facilities on the campus, poor quality of the educational system, economic problems, disappointment with the university, and friendship problems.***

Guthrie et al. (1998), conducted a longitudinal study to assess psychological stress and burnout in ***medical students*** of Manchester University. The 12-item GHQ (General Health questionnaire) was used because of its well-established validity. A forward surprise regression analysis was carried out on 204 final-year undergraduate students, to identify the baseline factors (from year 1 of the course) that predict psychological morbidity in the sample. It was found that the psychological distress was not related to scores on the burnout questionnaire, except for the emotional exhaustion subscale of the Maslach Burnout Inventory.

Abouserie (1994) explored on ***the relationship between sources and levels of stress as against important personality variables i.e. locus of control and self-esteem amongst students.*** A sample of 675 students from the University of Wales College of Cardiff, United Kingdom responded to the separate questionnaires on academic stress and life stress. Locus of control and self-esteem data was also recorded through different instrument scales. Results revealed that the most significant stressor for students was from ***examination and examination results, followed by studying too much*** or too much amount to learn. Social-related stressors like ***financial situations and family-related matters*** are also important sources of stress but second to academic stressors. Findings also revealed that 1 in 10 students require professional support to cope with academic stress in universities amongst the sample. A significant positive relationship was found between locus of control and academic stress, ***meaning students with external beliefs had more stress levels than those having self-belief and self-efficacy*** characteristics. A negative relationship emerged between self-esteem and stress (both academic and life). Lastly, ***female students had higher levels of stress*** than their male counterparts.

Firth (1986) used data obtained through questionnaires of 318 medical students spread across three British universities to assess the stress levels in medical students. ***Medical students had higher mean scores of emotional disturbances compared to the general population,*** with an estimated prevalence of 31.2%, like that of US medical students. ***No differences in the prevalence of stress were found between the sexes. Common sources***

of stress included interactions with psychiatric patients, personal life effects, presenting cases and coping with death and suffering.

2.1.2 Faculty based Studies

Arrona-Palacios et al. (2022) explored the ***impact of COVID-19 on burnout symptoms, sleep quality & habits in higher education institutes in Mexico.*** They conducted a cross-sectional study involving participants from different universities using a snowball procedure. A questionnaire was developed for a sample of 214 faculty members of higher education & tools like descriptive analysis and binary logistic regressions were applied to the results. Findings have shown that the COVID-19 lockdown has lengthened the sleep duration & has shifted late bedtimes & waking times. They also found that the duration of sleep during the weekend has shortened significantly during the pandemic. All this is indicative that ***distance learning has the increased academic workload of teachers and has left less time for them for rest & family time due to its requirement for the adoption of new methods & technologies.*** The study also indicates lower sleep quality was prevalent, and feelings of ***depersonalization & lack of accomplishment in teachers during COVID-19 affected their physical, mental & sleep health.*** Lastly, the authors recommend the development of a framework in higher educational institutes that offers ***psychological support as well as forming committees to educate educators on the importance of sleep, healthy sleeping habits & getting adequate rest during their daily routine.***

In an interesting study by **Parte & Herrador-Alcaide (2021)**, ***burnout syndrome, isolation feeling and the measure of sense of belonging*** amongst a sample of 28 accounting tutors engaged in e-learning at Universidad Nacional de Educación a Distancia, Spain is studied. Online questionnaires were floated to assess the parameters & draw out ***results for pre-COVID & post-COVID periods.*** Findings state that ***tutor burnout was not at significantly high levels during the periods.*** The author justifies these results by highlighting the ***ease of teaching in distance learning with new technological methods as well as support from the university for reducing the stress levels of teachers.*** Results also state that feelings of isolation are not significantly higher post-COVID-19. This can be traced to the high levels of flexibility and adaptation in the online mode of education that has kept the depersonalisation feeling similar in both periods. The study also shows that there is a collective feeling of a high sense of belonging among the tutors in both periods. The paper recommends ***comprehensive training of teachers for emergencies like COVID-19 &***

development of self-regulation, collaboration & co-regulation strategies to deal with the major stressors. Teachers' motivation, strengthening their learning communities & flexibility in adapting new technological methods and innovation also play a fundamental role in mitigating stress-related factors.

Areekkuzhiyil (2014) explored the various factors influencing the levels of organization stress in higher education institutes. An exploratory factor analysis was carried out over the responses of 200 teachers working in the higher education institutes of Kerala. There were nine factors that had a significant relationship with organizational stress. Bad interpersonal relationships (leadership style, attitude, lack of teamwork, inequality, etc.), lack of professionalism and competence development (lack of opportunities, hindered personal growth, etc.), lack of recognition within the organisation, poor social work environment, absence of autonomy at work, work-life imbalance, role conflicts & ambiguity, the feeling of job insecurity & inadequate remuneration and non-academic clerical works are all the major stressors identified in this research. Out of these, ***interpersonal relationships were the major factor for the origination of stress whereas clerical works and remuneration were the least important factors.*** Finally, the author recommends that policymakers before drafting strategies should consider all these factors to promote dynamism and efficiency within any organisation.

Yusoff & Khan (2013) explored the relationship between ***stress and burnout in the higher educational institutes*** of Pakistan. Historical aspects of political instability, natural disasters, and military operations have complemented the internal job-associated factors causing burnout and stress. The paper uses a cross-sectional study to conduct a systematic review of the literature of 26 research papers from 1991 to 2012. Findings highlight the ***major stressors include the role of administration, interpersonal relationships, role ambiguity, fewer salaries, homework interface, dearth of physical resources, teachers' experience, academic problems, teachers' performance & number of students in class.*** The authors also reflect on how ***technology increases efficiency while reducing the burden on teachers.*** Finally, the author ***recommends raising awareness amongst the academic staff over the stressors and their impact on their performance*** so that they can appropriately redesign the framework of every role in the organisation.

Bhatti et al. (2011) investigated the relationship between ***job stress and various associated variables*** among the staff and faculty at the University of Pakistan. A total of 400

respondents were sampled and data was collected through a questionnaire on the determinants of job stress i.e. workload, role conflict, role ambiguity, performance pressure, role of management and job satisfaction. Out of these, a significant relationship was found between ***workload pressure, homework interface (extra-organisational stress due to family and finances), role ambiguity, peer performance pressures and job satisfaction with organisational stress.*** Results also reflected that job stress had a negative impact on the health of the respondents. Finally, the authors recommend that ***constant appraisal and appreciation programs should be organised which helps in motivating the employees and mitigating job stress.***

In a study by **Watts & Robertson (2011)** analysed the ***burnout levels and variables associated with the staff working in university*** settings using a sample size of 48 to 1076 participants from countries across the globe: Canada, USA, Turkey, Spain, the UK, South Africa, and the Netherlands. Findings in all papers were based on the use of the Maslach Burnout Inventory and showed significant evidence of burnout within the faculty and staff due to variables like student interaction, youth, and gender. Most of the papers pointed out the ***higher emotional exhaustion within women while a greater feeling of depersonalization within the men.*** However, the gender differences were not apparent in all studies. Role conflict, the volume of students taught, role ambiguity, time pressures and increased interpersonal workload were among the leading stressors among the University teachers.

Zhang (2009) aimed to investigate ***how occupational stress relates to teaching approaches.*** The study involved 246 faculty members from a large university in Guangzhou, China. These participants completed various assessments, including the Approaches to Teaching Inventory, four scales from the Occupational Stress Inventory-Revised (which measured role overload, role insufficiency, psychological strain, and cognitive coping), and the Self-rated Ability Scale. The findings indicated that when considering the participants' self-rated abilities, a combination of role overload and the use of cognitive coping was positively associated with the conceptual-change teaching approach (both in terms of intention and strategy). On the other hand, role insufficiency had a negative impact on the conceptual-change teaching strategy. Additionally, ***rational/cognitive coping and psychological strain together influenced the adoption of an information-transmission teaching strategy.*** The study's implications for university academics and senior managers are also discussed.

In another study conducted by **Viljoen et al. (2009)** examines the relationship between ***occupational stress, ill health, and organizational commitment*** at a university of technology. A sample comprising 353 individuals, including 132 students and 221 support staff members was adopted. The Organisational Stress Screening Tool (ASSET) and biographical questionnaire were administered to conduct the study. The five stressors, namely - ***work-life balance, overload, control, job aspects, and pay*** were used to find a correlation between stress and ill health, and stress and organizational commitment. It was concluded that ***stress about limited resources and control contributed to low commitment and increased psychological and physical ill health***.

Biron et al. (2008) investigated ***occupational stress among university employees.*** The questionnaires and semi-structured interviews were used in the study, which included 1086 employees from a Quebec institution. The findings emphasized a variety of stressors, such as ***large workloads, restricted job control, interpersonal problems, and organizational constraints.*** Understanding the scope and causes of occupational stress is critical for developing and implementing effective interventions and support systems. To reduce occupational stress and ***increase employee well-being, targeted solutions such as stress management programs, improved communication, and building a good work environment are required.*** More research is needed to investigate additional elements that contribute to occupational stress and to assess the efficacy of remedial programs. ***Universities may establish a supportive work environment*** for their employees by prioritizing employee mental health and productivity.

Stevenson and Harper (2006) sought to investigate the possible effects of workplace stress in academics on the student learning experience. Questionnaires were designed and distributed to all academic staff at a Scottish Higher Education Institute***. The study revealed that stress can be seen to impact both negatively and positively on the student learning experience.*** However, more than half of those surveyed said they were "considerably" or "extremely" stressed, and a comparable number believe that ***stress makes their teaching "below par,"*** which has a detrimental impact on how well students learn.

Lackritz (2004) investigated the levels of ***burnout concerning variables of demographics, job conditions, workload, accomplishments, and factors affecting the general workforce.*** A survey instrument collected data from 265 faculty members on the west coast of the United States. Results showed ***that female faculty members had significantly higher mean***

levels of emotional exhaustion but significantly lower mean levels of depersonalization feeling when compared to their male counterparts. Age was found to be negatively correlated to the extent of emotional exhaustion however years of service had no significant relationship. No significant differences were found across race/ethnicity to any of the factors of burnout due to job stress. The study also found that tenured and on-probation staff members experienced higher burnout levels than full-time lecturers. ***Depersonalization and emotional exhaustion were positively related to the total number of students, workload due to teaching, long working hours, time pressures, number of activities and services assigned, and financing through grants.*** Results also showed student evaluations, productivity, and years of service as positive predictors of personal accomplishment. Lastly, the author draws upon the importance of administrators in helping faculty members with the help of periodic assessments to measure burnout levels.

Byrne (1991) investigated the impact of background variables i.e., ***gender, age, years of experience, marital status, grades taught and types of students, on the burnout levels of elementary, intermediate, secondary and university educators.*** A sample of 642 teachers from Canada was taken and a survey based on three components: emotional exhaustion, depersonalization and reduced personal accomplishment was floated. Results revealed that ***female educators at universities and elementary levels had higher levels of emotional exhaustion than their male counterparts.*** Female professors also had higher levels of feelings of reduced personal accomplishments than their male colleagues however, ***the male professors had a greater sense of depersonalisation.*** Younger teachers also had more emotional exhaustion than older teachers and types of students, especially those requiring special attention, contributed to higher levels of stress amongst the educators. Along with this, ***common stress factors like time pressures, lack of administrative support, role ambiguity*** etc. were found across all the educators. ***Major contributors to stress*** at schools were related to students and parents while at ***universities was linked to administrative and research tasks.***

2.2 Conclusion: Critical Factors Affecting Stress Among University Students and Faculty

As per the review of the literature undertaken, most of the studies are focused on studying academic stress for students. The main factors affecting stress and anxiety seem to be

examination and its preparation, course stream where science or medical background students experience higher stress due to course curriculum, and gender differences where female students, in general, are found to be more stressed due to society discrimination or even personal insecurities, academic performance and peer pressure, and emotional weakness.

Among the faulty the most important factor is the heavy workload pressure including the high and rising administrative work pressure. Here also, females are found to be more stressed than their male counterparts due to family obligations. For them, emotional exhaustion is prominently found; while for males, it is the depersonalization feeling which causes stress.

Most of the studies recommend an increase in physical activities, exercise, yoga, sports, or other related activities to counter stress. Another important suggestion is to introduce student counselling at the institute level, higher emotional support by means of higher teacher-student interaction, and conduct seminars and workshops for stress management. For the teachers, it is a conducive work environment with the help of the administrator and rationalization of work which can help in reducing stress.

The next chapter discusses our empirical model considering the literature suggested and other factors as determinants of stress and anxiety.

CHAPTER 3

Empirical Methodology

3.1 Introduction

There exist studies that have examined the predictors of perceived stress amongst university students as well as analysed the factors leading to stress amongst faculty members. if we are to develop programs to assist students in their scholastic activities and to minimize their anxiety and decrease their distress, one should develop a reliable tool to measure the sources of their stress and its associated causes. Likewise, it is imperative to effectively harness the potential of teachers and to identify and mitigate the issues that impede the maximisation of their productivity. In the present setting, it is crucial to comprehend the factors that contribute to heightened levels of perceived stress among faculty members and to implement effective strategies for mitigating this stress.

The objectives of the study are:

Firstly, to assess the extent of stress amongst learners and faculty in higher education institutions.

Secondly, to examine the factors impacting perceived stress amongst learners and faculty in higher education institutions.

Thirdly, to suggest policies and help suggestive guidelines for working conditions/changes in education sector and overall well-being based on the analysis undertaken.

For analysing the various concerns, the study reviewed the existing literature and based on insights from the same, primary data was collected from students and faculty of Higher Education Institutions in Delhi-NCR .

Questionnaire survey contained different parts. For students, the first part asked about demographic questions pertaining to gender, stream of education, monthly family incomes, year of higher education, past academic performance. The second part in the context of students gathered information about the academic expectations of students, perception regarding workload and examinations as well as academic self-perceptions. Learner assessment of stress perception was based on their current situation and feelings about prospects. 25 items with responses on a 5-point scale going from strongly agree to strongly

disagree were used. Additionally, to measure apparent impact of stress on health and productivity of learners-7 items were considered with responses on five-point Likert Scale Demographic questions. For faculty the first part of the questionnaire collected demographic information pertaining to gender, age, qualification, nature of job, designation, monthly family incomes and years of experience. The second part analysed faculty assessment of stress perception based on their current situation. 20 items with responses on a 5-point scale going from strongly agree to strongly disagree were considered. Finally, there was also a section examining apparent impact of stress on health and productivity considering 7 items with responses five-point Likert Scale. In both cases a final descriptive question pertaining to possible solution for relieving perceived stress was also posed.

In total, data was collected from 747 respondents, out of which 633 were students and 114 were teachers.

Following appropriate statistical and econometric tools have been adopted to analyse the data:

- Cross Tabulations
- ANOVA
- Factor Analysis
- Ordered Logit Regressions

3.2 Exploratory Factor Analysis

In order to understand the underlying factors influencing the perception of stress amongst students and faculty, Exploratory Factor Analysis (EFA) has been carried out. Exploratory factor analysis is a data reduction technique with an aim to extract factors underlying a theory. It is an interdependent multivariate technique. Items measured on the metric scale are analysed for the extraction of variances and arrive at a smaller number of factors. These items are rated on a scale and input in the form of a correlation matrix. Kaiser–Meyer–Olkin (KMO) and Bartlett's test of sphericity is a measure to check sampling adequacy, which is recommended to check the data to variable ratio for the analysis being conducted. In most studies, KMO and Bartlett's test play an important role for accepting sample

adequacy. Bartlett's test of sphericity assesses the hypothesis that the correlation matrix is an identity matrix. Therefore, it is important for this test to be significant (i.e. have a significance value <0.05). For our dataset, KMO analysis and Bartlett's test revealed that factor analysis is suitable.

3.3 Ordered Logistic Regression

Logistic regression analysis studies the association between a categorical dependent variable and a set of independent (explanatory) variables. Logistic regression is generally used when the dependent variable is binary or dichotomous. That is, it can take only two possible values such as 'Yes' or 'No'.

Logistic regression is an effective and reliable way to obtain the estimated probability of belonging to a specific category. Here, the net effects of a set of explanatory variables on the categorical dependent variable can be obtained. In logit model, the log odds of an outcome are modelled as a linear combination of the predictor variables. The logit model assumes that the probability distribution of μ_i follows the logistic probability distribution.

Given that $\boldsymbol{Z_i = \alpha + \beta X_i + \mu_i}$, ---------- (1), $\boldsymbol{P_i = \frac{1}{1+e^{-Z_i}}}$ ---------- (1)

To estimate (1), a transformation is used.

In other words, we have $\boldsymbol{\frac{P_i}{1-P_i} = \frac{1+e^{Z_i}}{1+e^{-Z_i}} = e^{Z_i}}$

Correspondingly, $\boldsymbol{L_i = ln\left(\frac{P_i}{1-P_i}\right) = Z_i = \alpha + \beta X_i + \mu_i}$ is to be estimated.

An ordered logit model is a special case of regression where the dependent variable is ordered such that one category of dependent variable is higher/lower in order than the other one. It is an extension of the binary logit model. In this case the estimates of Ordinary Least Squares regression may fail to provide exact estimates of association between the dependent and independent variables.

The ordered logit model estimates the effects of a set of independent variables (scale or categorical) on the log of probability that the dependent variable assumes low values relative to high values (Eboli and Mazzulla, 2009). The model is suitable for dependent

variables whose ordinality is based on an underlying continuous dimension which is unobserved (Cainarca and Sgobbi, 2006). If Y is expressed on an ordinal scale of (say) four points, there will be three corresponding models such that value 1 will be assigned to each variable with presence of the attribute and 0 will be assigned in its absence (Eboli and Mazzulla, 2008). According to this model, the vector of beta parameters is same for all models and the only difference in the models is given by intercept.

If the ordinal dependent variable Y assumes J distinct values, its relation with X_n independent variables can be explained as follows:

$$\boldsymbol{log}\frac{[\boldsymbol{p}(\boldsymbol{Y} \leq \boldsymbol{j}/\boldsymbol{X}]}{[\boldsymbol{p}(\boldsymbol{Y} > \boldsymbol{j}/\boldsymbol{X}]} = \boldsymbol{\alpha_j} - \sum_{\boldsymbol{k=1}}^{\boldsymbol{K}} \boldsymbol{\beta_k X_k} = \boldsymbol{\alpha} + \boldsymbol{X\beta}$$

Here α_j are the intercepts of the model and β_j shows the log odds change with a corresponding unitary increase in the values of $\boldsymbol{X}_k$ variables. In case the values for β_k values are positive (+), it signifies that dependent variable assumes high values and vice-versa. The dependent variable in the present analysis are the different categories of 'perceived stressed behavior'. That is, the value of dependent variable is 1 if the respondent reports 'Low Levels of Perceived Stressed Behavior'. Similarly, the value will be 2 if the respondent reports 'Medium Levels of Perceived Stressed Behavior' and 3 if the respondent reports 'High Levels of Perceived Stressed Behavior'.

The next Chapter discusses the results from our Primary Survey.

CHAPTER 4

Empirical Analysis: Stress Perception Amongst Students and Faculty and Factors Aggravating Stress

4.1 Introduction

The primary aims of this study are twofold: firstly, to evaluate the magnitude of stress experienced by students and staff members inside higher education establishments.

Furthermore, the aim of this study is to investigate the various elements that influence the perception of stress among both students and faculty members inside higher education establishments.

Thirdly, this study aims to propose policies and provide suggestive recommendations for improving working conditions and implementing changes in the education sector, with the goal of enhancing general well-being. This will be achieved through the analysis conducted in this research.

To examine the multiple concerns, this study conducted a review of the current literature. Drawing from the knowledge gained through this review, primary data was obtained from students and faculty members of Higher Education Institutions in the Delhi-NCR region.

The questionnaire survey comprised various sections. The initial section of the survey inquired about demographic information relevant to students, including gender, educational stream, monthly family income, year of higher education, and previous academic achievements. In the subsequent section, within the framework of student participants, data was collected pertaining to their academic expectations, views of workload and examinations, and self-perceptions in an academic context. The assessment of stress perception among learners was predicated upon an evaluation of their present circumstances and their subjective appraisal of future opportunities. A total of 25 items were utilised in the study, each accompanied with a 5-point Likert scale ranging from "strongly agree" to "strongly disagree" for participants to provide their opinions. In addition, a study was conducted to assess the perceived influence of stress on the well-being and productivity of students. The study utilised a questionnaire consisting of seven items, with participants providing replies on a five-point Likert scale. The questionnaire also included demographic questions to gather relevant background information. The initial

section of the questionnaire aimed to gather demographic data from the faculty members, including information on gender, age, qualifications, job nature, job designation, monthly family income, and years of professional experience. The subsequent section examined the evaluation of stress perception among faculty members, considering their present circumstances. A total of 20 questions were evaluated using a 5-point Likert scale, ranging from "strongly agree" to "strongly disagree." Lastly, the study also included a segment that analysed the perceived influence of stress on both health and productivity. This analysis involved seven specific issues, and participants were asked to rate their responses on a five-point Likert scale. In all instances, a further inquiry was made on potential strategies for alleviating the perceived stress.

A total of 747 respondents participated in the data collection process, with 633 identified as students and 114 identified as teachers.

4.2 Profile of Student Respondents

The respondents primarily comprised of students from the University of Delhi and other Universities located in Delhi NCR.

Table 4.1 gives an outline of the demographic profile of our 633 student respondents. Females comprised 53 per cent of the sample and the male respondents were 298 in number. The largest number of respondents – 238, belonged to Management & Other Professional Courses, followed by a marginally smaller number from Humanities. 171 respondents were from the field of Commerce. 32 per cent of the student respondents came from families with monthly family incomes of between ₹100,000 to ₹300,000, 30 per cent of the student respondents came from families with monthly family incomes of between ₹50,000 to ₹100,000, 21 per cent of the student respondents came from families with monthly family incomes of more than ₹300,000 and about 17 per cent of the student respondents came from families with the lowest monthly family income category of less than ₹50,000 per month. Nearly 40 per cent of the student respondents belonged to the second year of study. 36 per cent belonged to the first year and the remaining 24 per cent were in their third year or at a higher level in their respective course of study. We also collected information on Class XII percentage (as a proxy for past academic performance). 42 per cent of the respondents scored more than 85 but lower than 95 per cent in their Class XII exams. 239 or 38 per cent of the student respondents had scored more than 95 per cent in their class XII exams and about 20 percent of the student respondents had class XII scores of less than 85 per cent.

Table 4.1: Profile of Student Respondents based on Select Demographic Parameters

Gender	
Males	298
Females	335
Stream of Study	
Commerce	171
Humanities	234
Management & Other Professional Courses	238
Monthly Family Income	
Less than ₹50,000	106
Between ₹50,000 to ₹100,000	187
Between ₹100,000 to ₹300,000	206
More than ₹300,000	134
Year of Study	
First Year	**227**
Second Year	253
Third Year & Higher	153
Class XII Percentage (Proxy for Past Academic Performance)	
Less than 85 per cent	**127**
Higher than 85 but lower than 95 per cent	267
More than 95 per cent	239

Source: Estimates based on survey data collected

4.3 Profile of Faculty Respondents

The questionnaire for faculty was shared with University of Delhi faculty as well as with faculty from other Universities located in Delhi NCR. Table 4.2 gives an outline of the demographic profile of our 114 faculty respondents.

Table 4.2: Profile of Faculty Respondents based on Select Demographic Parameters

Gender	
Males	29
Females	85
Highest Qualification	
PhD	63
MPhil	18
Master's	33
Nature of Job	
Permanent	72
Adhoc	36
Guest	6
Designation	
Assistant Professor	66
Associate Professor	38
Professor	10
Monthly Family Income	
Less than ₹100,000	7
Between ₹100,000 to ₹300,000	51
Between ₹100,000 to ₹300,000	56

5 Source: Estimates based on survey data collected

Females comprised 75 per cent of the sample and the male respondents were 29 in number. The largest number of respondents – 63 or about 55 per cent were PhD holders while 18 of the faculty respondents had completed their MPhil. About 29 per cent of the faculty respondents had only completed their Master's Degree. 72 respondents were faculty with permanent tenures.32 per cent of the faculty respondents were hired as ad hoc faculty and only 6 of the faculty respondents were guest faculty appointments. 58 per cent of the faculty respondents were Assistant Professors, 33 per cent were Associate Professors and 10 were Professors.

6 per cent of the faculty respondents came from families with monthly family incomes of less than ₹100,000. 49 per cent of the faculty respondents came from families with monthly family incomes of between above ₹300,000 and 45 per cent of the faculty respondents came from families with monthly family incomes of between ₹100,000 and ₹300,000.

4.4 Analysis of Student Responses

The study focused on the development and the psychometric assessment of a scale to measure the perceived sources of stress among undergraduate university students. Stress perception was measured based on the following 25 items.

Table 4.3: Items Used to Measure Student Stress Perception

v1	Competition with my peers for grades is quite intense.
v2	My parents are critical of my academic performance
v3	Over-expectations of my teachers stress me out
v4	Biased /critical nature of my teachers stress me out
v5	My family has huge expectations of me
v6	The size of the curriculum is excessive
v7	I am able to manage extracurricular activities with my course work
v8	I cannot afford to miss classes
v9	The examination questions are too lengthy
v10	The examination questions are usually difficult
v11	I am worried about failing in my final exams
v12	I do not get sufficient personal/family time

v13	I do not get sufficient recreational breaks
v14	There are too many assignments to be submitted
v15	Feel frustrated due to limited choice in course curriculum
v16	Feel stressed out due to social media addiction
v17	Financial cost of studies is a cause of stress
v18	I face gender-discrimination at home/college
v19	Feel stressed due to fear of not being selected for higher studies
p1	I will be a successful student
p2	I will be successful in my career
p3	I fear not being able to get in to a Higher Education programme of my choice
p4	I am worried about getting a job of my expectation
p5	I will have to do an additional course to increase my employability prospects
p6	Experiencing Mental health issues (anxiety or depressive thoughts)

Source: Authors based on Literature Review

The responses were collected on a 5-point Likert scale. The respondents were asked whether they "Strongly agree", "Agree", are "Neutral" about, "Disagree", or "Strongly disagree" with these statements. The respective responses were given numerical values of 5, 4, 3, 2 and 1. The scores were added, with higher scores reflecting higher level of stress perception[1]. The stress perception scores were divided in three categories-*low levels of perceived stress* (respondents with the cumulative 25 item scores for stress perception less than or equal to 75), *medium levels of perceived stress* (respondents with the cumulative 25 item scores for stress perception more than 75 but less than 90), and *high levels of perceived stress* (respondents with the cumulative 25 item scores for stress perception more than 90). The distribution of the 633 student respondents as per their respective stress perception is given in Table 4.4. 40 per cent of the student respondents reported having *medium levels of perceived stress*, 34 per cent of the student respondents reported having *low levels of perceived stress* and 26 per cent of the student respondents reported having *high levels of perceived stress.*

[1] The two negatively worded items p1 and p2 were reverse quoted

Table 4.4: Distribution of Student Respondents with respect to Stress Perception

Low Levels of Perceived Stress	Medium Levels of Perceived Stress	High Levels of Perceived Stress
218	255	160

Source: Estimates based on survey data collected

In addition to stress perception, we also measured the perceived stressed behavior of students based on 6 items given in the subsequent Table 4.5.

Table 4.5: Items Used to Measure Perceived Student Perceived Stressed Behaviour

o1	Lack of Sleep
o2	Irritating behaviour
o3	Lack of concentration, understanding and retaining power
o4	Rude behaviour with parents/siblings/peers
o5	Experiencing diminishing work efficiency/productivity
o6	Lack of sports activities affects my productivity

Source: Authors based on Literature Review

Table 4.6: Difference in Stress Perception Based on Gender

Two-sample t test with equal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf.	Interval]
Male	298	80.34228	.8299408	14.327	78.70897	81.97559
Female	335	80.62687	.7243721	13.25819	79.20196	82.05177
combined	633	80.49289	.5469677	13.76143	79.4188	81.56698
diff		-.2845838	1.096618		-2.438047	1.868879

diff = mean(**Male**) - mean(**Female**) t = **-0.2595**
Ho: diff = 0 degrees of freedom = **631**

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
Pr(T < t) = **0.3977** Pr(|T| > |t|) = **0.7953** Pr(T > t) = **0.6023**

Source: Estimates based on survey data collected

To examine if there exist any gender differences in stress perception, we undertook a paired (or "dependent") t-test. The results are reported in Table 4.6. The t-statistic is -0.2595 with 631 degrees of freedom. The corresponding two-tailed p-value is 0.7953, which is greater than 0.05. The results indicate that there is no statistically significant difference between the average stress perception for males and females.

To examine if there exist any difference in stress perception based on the course of study of the student respondents, we undertook one-way analysis of variance (ANOVA) as there are three groups, in this case. The ANOVA results are reported in Table 4.7. As is evident, mean of perceived stress score differs significantly among the courses of study.

Table 4.7: Difference in Stress Perception Based on Course of Study

Course of Study	Mean	Std. Dev.	Freq.
Commerce	82.96491	13.90256	171
Humanities	80.73077	13.4726	234
Professional & Other Courses	78.39474	13.6789	228

Source	SS	DF	MS	F	Prob > F
Between groups	2061.916	2	1030.958	5.52	0.0042
Within groups	117624.3	630	186.7052		
Total	119686.2	632	189.3769		

Source: Estimates based on survey data collected

In fact, there appears to be a significant difference in stress perception between students pursuing professional & other courses vs commerce.

Table 4.7a: Difference in Stress Perception Based on Course of Study-Groups Comparison

		Tukey				
Stress Perception	Contrast	Std. Err.	t	P>t	[95% Conf.	Interval]
Humanities vs Commerce	-2.23414	1.374674	-1.63	0.236	-5.46361	0.995327
Professional & Other Courses vs Commerce	-4.57018	1.38229	-3.31	0.003	-7.81754	-1.32281
Professional & Other Courses vs Humanities	-2.33603	1.271522	-1.84	0.158	-5.32317	0.651106

Source: Estimates based on survey data collected

We also examined if there exist any difference in stress perception based on monthly family income of the student respondents. As exhibited in Figure 4.1 the stress perception of the

least income category is the highest while that of the highest monthly income category is the lowest. In fact, the stress perception score falls for higher income slabs.

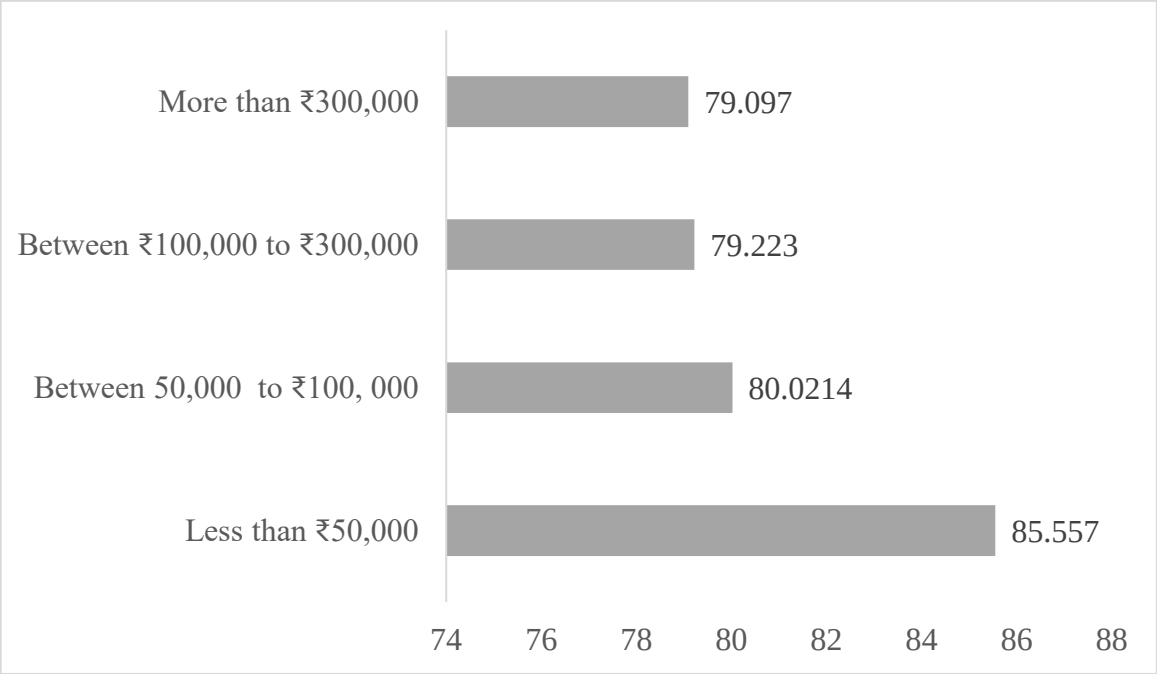

Figure 4.1: Difference in Stress Perception Based on Course of Study-Groups Comparison

Source: Estimates based on survey data collected

Further, based on one-way ANOVA ((F (3,632) = 5.62, p = .0008) the mean of perceived stress score differs significantly among the levels of monthly family incomes. A Tukey post-hoc test revealed that perceived stress was statistically significantly higher in the less than ₹50,000 monthly income category compared to all the other income categories.

4.4.1 Exploratory Factor Analysis-Students

As previously stated, the present study focused on the development and the psychometric assessment of a scale to measure the perceived sources of stress among undergraduate university students. Stress perception was measured based on the 25 items listed in Table 4.3.

The reliability of any given measurement refers to the extent to which it is a consistent measure of a concept, and Cronbach's alpha is one way of measuring the strength of that consistency. Cronbach's alpha is a measure used to assess the reliability, or internal consistency, of a set of scale or test items. It is based on the number of the variables in a

questionnaire as well as on the correlations between the variables. As per Nunnally (1978), Cronbach's α is the most important measure to account reliability. The Cronbach's Alpha Index for our study is 0.873 and is statistically acceptable (refer Table 4.8).

Kaiser–Meyer–Olkin (KMO) and Bartlett's test of sphericity is a measure to check sampling adequacy, which is recommended to check the data to variable ratio for the analysis being conducted. In most studies, KMO and Bartlett's test play an important role for accepting sample adequacy. Bartlett's test of sphericity assesses the hypothesis that the correlation matrix is an identity matrix. Therefore, it is important for this test to be significant. For this dataset, KMO analysis has revealed that the KMO measure of sampling adequacy value is 0.873 (refer Table 4.8) has also been estimated to be highly significant ($p < 0.001$) and, therefore, factor analysis is found to be suitable.

Table 4.8: Reliability and Sampling Adequacy Tests

Cronbach's Alpha Index	0.873	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.865	
Barlett's Test of Sphericity	Approx. Chi^2	5450.76^{***}
	DF	300

Source: Calculations based on data collected

Several exploratory principal component analyses were conducted on the 25-item scale. Based on the Kaiser rule (eigenvalues>1.0), the percentage of variance accounted for, and the cohesiveness of the factors (i.e. patterns of loadings), a five-factor solution appeared optimum. The five factors that were constructed are-Examination, Curriculum & Time Pressures (Factor 1), Future Uncertainties (Factor 2), Hostile Home & Institution Environment (Factor 3), Parental, Peer & Teacher Pressures (Factor 4) and Self Perception (Factor 5).

4.4.2 Ordinal Regression Analysis-Students

To analyse whether there exists some degree of association between stress perception and several independent variables, such as gender, stream of education, monthly family incomes, year of higher education, past academic performance the present study employs the ordered logit model. An ordered logit model is a special case of regression where the dependent variable is ordered such that one category of dependent variable is higher/lower in order than the other one. It is an extension of the binary logit model.

We considered Perceived Stress Behaviour as the dependent variable in our regression analysis. The variable was constructed based on the 6 items given in Table 4.5. The variable was constructed as a categorical ordered variable. The stress behavior scores were divided in three categories-*low levels of perceived stressed behavior* (respondents with the cumulative 6 item scores for stressed behavior less than or equal to 17), *medium levels of perceived stressed behavior* (respondents with the cumulative 6 item scores for stressed behavior greater than 17 and less than or equal to 24), and *high levels of perceived stressed behavior* (respondents with the cumulative 6 item scores for stressed behavior more than 24).

If the ordinal dependent variable Y assumes J distinct values, its relation with X_n independent variables can be explained as follows:

$$\boldsymbol{log\frac{[p(Y \leq j/X]}{[p(Y > j/X]} = \alpha_j - \sum_{k=1}^{K} \beta_k X_k = \alpha + X\beta}$$

Here α_j are the intercepts of the model and β_j shows the log odds change with a corresponding unitary increase in the values of $\boldsymbol{X}_k$ variables. In case the values for β_k values are positive (+), it signifies that dependent variable assumes high values and vice-versa. The dependent variable in the present analysis are the different categories of 'perceived stressed behavior'. That is, the value of dependent variable is 1 if the respondent reports 'Low Levels of Perceived Stressed Behavior'. Similarly, the value will be 2 if the respondent reports 'Medium Levels of Perceived Stressed Behavior' and 3 if the respondent reports 'High Levels of Perceived Stressed Behavior'.

The results of our Ordinal Regression Analysis based on analysis of student responses are given in Tables 4.9 and 4.10.

Table 4.9: Ordered Logit Regression (Log-Odds)- Student Responses

Stress Perception/Perception of Stressed Behavior	(1)	(2)	(3)
Female (Base Category: Males)	-0.0893 (-0.58)	0.0441 (0.28)	0.0894 (0.52)
Humanities	-0.186 (-0.96)	-0.108 (-0.55)	0.0331 (0.15)

Professional & Others (Base Category: Commerce)	-0.265 (-1.19)	-0.0358 (-0.16)	0.129 (0.51)
Between 50,000 to ₹100,000	**-0.677***** **(-2.96)**	**-0.605***** **(-2.60)**	-0.177 (-0.68)
Between ₹100,000 to ₹300,000	**-0.906***** **(-3.92)**	**-0.828***** **(-3.56)**	**-0.447*** **(-1.72)**
More than ₹300,000 (Base Category: Less than ₹50,000)	**-0.916***** **(-3.60)**	**-0.839***** **(-3.27)**	-0.439 (-1.54)
Second Year	**1.060***** **(5.59)**	**0.793***** **(4.10)**	0.196 (0.90)
Third Year or Higher (Base Category: First Year)	0.269 (1.27)	**0.615***** **(2.90)**	0.488** (2.05)
Higher than 85 but lower than 95 per cent	-0.189 (-0.89)	-0.273 (-1.27)	-0.278 (-1.15)
More than 95 per cent (Base Category: Less than 85 per cent)	0.0389 (0.17)	0.188 (0.81)	0.174 (0.67)
Examination, Curriculum & Time Pressures			**1.196***** **(11.05)**
Future Uncertainties			**0.871***** **(9.13)**
Hostile Home & Institution Environment			**0.695***** **(7.28)**
Parental, Peer & Teacher Pressures			**0.252***** **(2.83)**
Low Self Perception			**0.457***** **(5.12)**
cut1			
Constant	-1.179*** (-3.91)	-1.327*** (-4.30)	-1.604*** (-4.48)
cut2			
Constant	0.707** (2.36)	0.951*** (3.11)	1.688*** (4.70)
N	633	633	630

Source: Calculations based on data collected

Table 4.10: Ordered Logit Regression (Odds Ratio)- Student Responses

Stress Perception/Perception of Stressed Behavior	(1)	(2)	(3)
Female (Base Category: Males)	-0.0893 (-0.58)	0.0441 (0.28)	0.0894 (0.52)
Humanities	-0.186 (-0.96)	-0.108 (-0.55)	0.0331 (0.15)
Professional & Others (Base Category: Commerce)	-0.265 (-1.19)	-0.0358 (-0.16)	0.129 (0.51)
Between 50,000 to ₹100,000	**-0.677*** (-2.96)**	**-0.605*** (-2.60)**	-0.177 (-0.68)
Between ₹100,000 to ₹300,000	**-0.906*** (-3.92)**	**-0.828*** (-3.56)**	**-0.447* (-1.72)**
More than ₹300,000 (Base Category: Less than ₹50,000)	**-0.916*** (-3.60)**	**-0.839*** (-3.27)**	-0.439 (-1.54)
Second Year	**1.060*** (5.59)**	**0.793*** (4.10)**	0.196 (0.90)
Third Year or Higher (Base Category: First Year)	0.269 (1.27)	**0.615*** (2.90)**	0.488** (2.05)
Higher than 85 but lower than 95 per cent	-0.189 (-0.89)	-0.273 (-1.27)	-0.278 (-1.15)
More than 95 per cent (Base Category: Less than 85 per cent)	0.0389 (0.17)	0.188 (0.81)	0.174 (0.67)
Examination, Curriculum & Time Pressures			**1.196*** (11.05)**
Future Uncertainties			**0.871*** (9.13)**
Hostile Home & Institution Environment			**0.695*** (7.28)**
Parental, Peer & Teacher Pressures			**0.252*** (2.83)**
Low Self Perception			**0.457*** (5.12)**
cut1			
Constant	-1.179*** (-3.91)	-1.327*** (-4.30)	-1.604*** (-4.48)

cut2			
Constant	0.707** (2.36)	0.951*** (3.11)	1.688*** (4.70)
N	633	633	630

- The **monthly family income** is a significant factor effecting the intensity of perceived stress perception as well as perceived stress behavior.
- **Year of Study** is also a significant factor effecting the intensity of perceived stress perception as well as perceived stress behavior.
- **Examination, Curriculum & Time Pressures, Future Uncertainties, Parental, Peer & Teacher Pressures and Low Self Perception** also are significant factors increasing the intensity of perceived stress perception as well as perceived stress behavior. The largest impact is of Examination, Curriculum & Time Pressures.

4.5 Analysis of Faculty Responses

The study focused on the development and the psychometric assessment of a scale to measure the perceived sources of stress among higher educational institute faculty.

Table 4.11: Items Used to Measure Faculty Stress Perception

vf1	Time-Table is long and stressful
vf2	Class size is huge and difficult to manage
vf3	Course syllabus is extensive
vf4	Continuous assessment of students is stressful
vf5	Examination duties are stressful
vf6	Inadequate support from junior colleagues
vf7	Frequent staff-meetings bother me
vf8	Preparing students for other activities is burdensome
vf9	Salary and benefits are inadequate
vf10	I feel stressed due to job insecurity
vf11	Excessive administrative work is stressful
vf12	My college is understaffed

vf13	Long working hours bother me
vf14	FDPs, Orientation and workshops are stressful
vf15	Online education mode was burdensome
vf16	Bringing work home disrupts personal life
vf17	Very little time to pursue own studies/research
vf18	Senior faculty is dominating
vf19	Peer-pressure is a source of stress
vf20	Institute accreditations (NAAC, NIRF, etc.) work is burdensome

Source: Authors based on Literature Review

Stress perception was measured based on the following 20 items (table 4.11). The respondents were asked whether they "Strongly agree", "Agree", are "Neutral" about, "Disagree", or "Strongly disagree" with these statements. The respective responses were given numerical values of 5, 4, 3, 2 and 1. The scores were added, with higher scores reflecting higher level of stress perception.

The stress perception scores were divided in three categories-*low levels of perceived stress* (respondents with the cumulative 20 item scores for stress perception less than or equal to 54), *medium levels of perceived stress* (respondents with the cumulative 20 item scores for stress perception more than 54 but less than 71), and *high levels of perceived stress* (respondents with the cumulative 20 item scores for stress perception more than 71). The distribution of the 114 faculty respondents as per their respective stress perception is given in Table 4.12. 53 per cent of the faculty respondents reported having *medium levels of perceived stress*, 23 per cent of the faculty respondents reported having *low levels of perceived stress* and 24 per cent of the faculty respondents reported having *high levels of perceived stress.*

Table 4.12: Distribution of Faculty Respondents with respect to Stress Perception

Low Levels of Perceived Stress	Medium Levels of Perceived Stress	High Levels of Perceived Stress
26	60	28

Source: Estimates based on survey data collected

In addition to stress perception, we also measured the perceived stressed behavior of faculty based on 9 items given in the subsequent Table 4.13.

Table 4.13: Items Used to Measure Perceived Faculty Perceived Stressed Behaviour

b1	Anxiety issues
b2	Lack of sleep
b3	Irritating behaviour
b4	Lack of concentration
b5	Rude behaviour with family members
b6	Diminishing work efficiency
b7	Family time is suffering
b8	Deteriorating health
b9	Lower Self-esteem due to staff behaviour

Source: Authors based on Literature Review

To examine if there exist any gender differences in stress perception, we undertook a paired (or "dependent") t-test. The results are reported in Table 4.14. The t-statistic is 0.7911 with 112 degrees of freedom. The corresponding two-tailed p-value is 0.4306, which is greater than 0.05. The results indicate that there is no statistically significant difference between the average stress perception for male and female faculty members.

Table 4.14: Difference in Stress Perception Based on Gender (Faculty)

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf.	Interval]
Male	29	64.31034	2.602624	14.01556	58.97911	69.64158
Female	85	61.98824	1.466956	13.52466	59.07103	64.90544
combined	114	62.57895	1.276232	13.62643	60.0505	65.10739
diff		2.32211	2.935257		-3.493727	8.137946

diff = mean(**Male**) - mean(**Female**) t = **0.7911**
Ho: diff = 0 degrees of freedom = **112**

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
Pr(T < t) = **0.7847** Pr(|T| > |t|) = **0.4306** Pr(T > t) = **0.2153**

Source: Estimates based on survey data collected

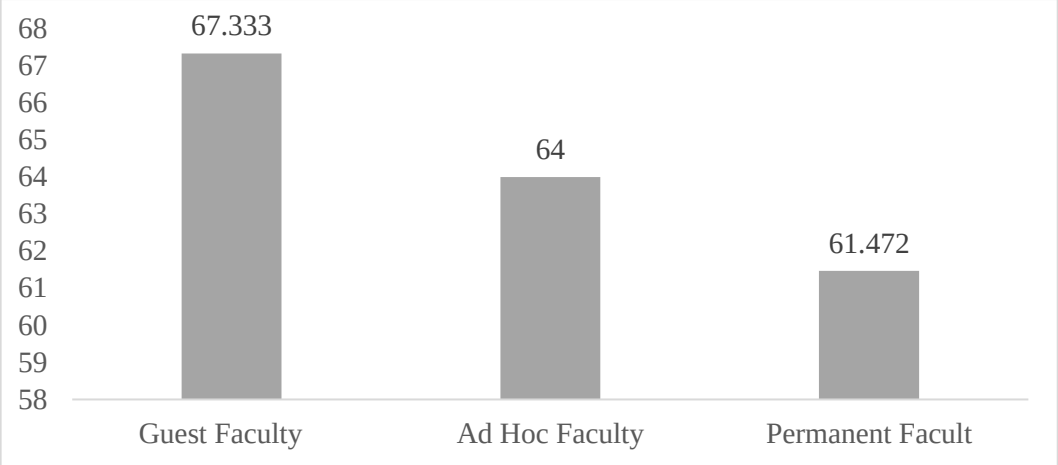

Figure 4.2: Difference in Stress Perception Based on Nature of Job

Source: Estimates based on survey data collected

Perceived stress scores for the different job categories are shown in Figure 4.2. As is apparent the perceived stress scores are the highest-67.333 for guest faculty followed by 64 for the ad hoc faculty and 61.472 for the permanent faculty with the relatively most secure jobs.

To examine if there exist any difference in stress perception based on the nature of job of the faculty respondents, we undertook one-way analysis of variance (ANOVA) as there are three groups, in this case. The ANOVA results are reported in Table 4.15. As is evident, mean of perceived stress does not differ significantly across nature of job for faculty.

Table 4.15: Difference in Stress Perception Based on Nature of Job

Nature of Job	Mean	Std. Dev.	Freq.
Guest	67.333	24.9853	6
Ad hoc	64	9.38387	36
Permanent	61.472	4.2818	72

Source	SS	DF	MS	F	Prob > F
Between groups	296.5116	2	148.255848	0.8	0.4539
Within groups	296.511696	111	186.353854		
Total	20685.2778	113	185.679553		

Source: Estimates based on survey data collected

We also examined if there exist any difference in stress perception based on monthly family income of the faculty respondents. As exhibited in Figure 4.3 the stress perception of the least income category is the highest while that of the highest monthly income category is the lowest. In fact, the stress perception score falls for higher income slabs.

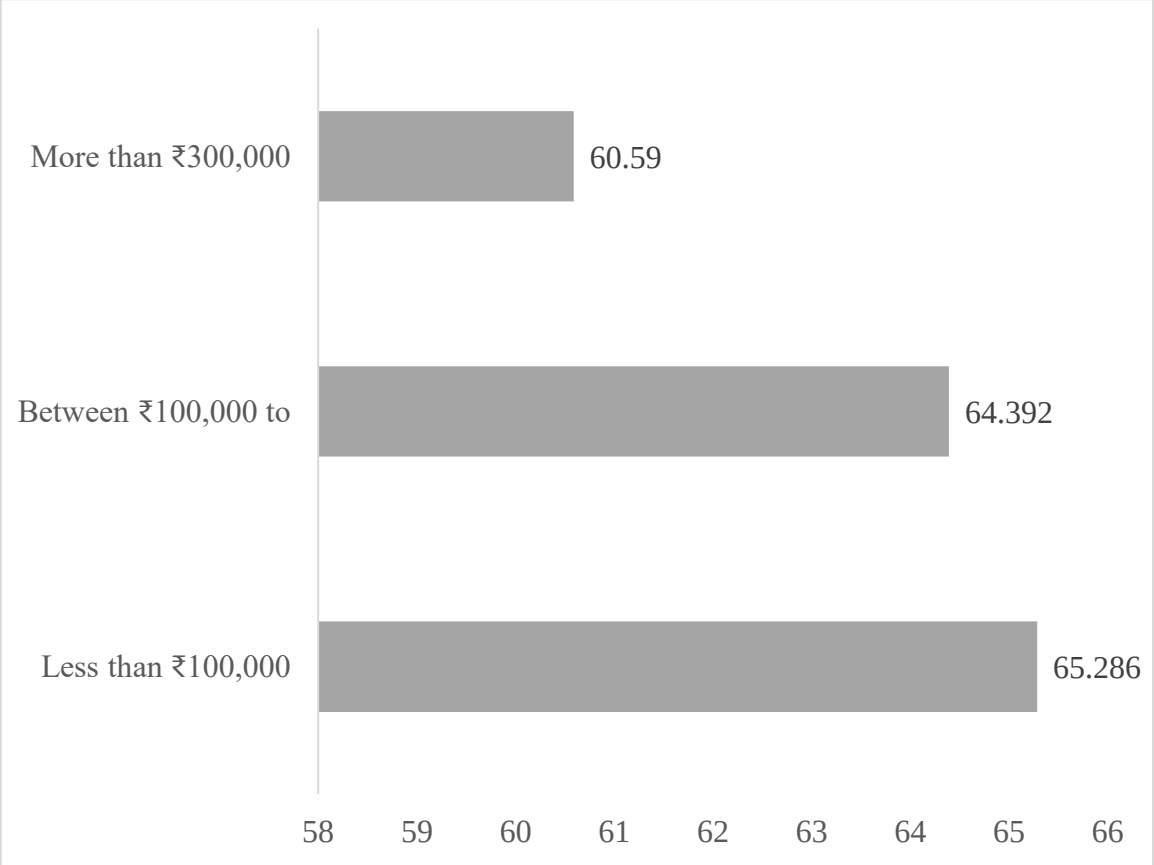

Figure 4.3: Difference in Stress Perception Based on Monthly Family Incomes (Faculty)

Source: Estimates based on survey data collected

Assistant Professors tend to have higher perceived stress scores compared to Associate Professors as well as Professors. However, it is interesting to note that the perceived stress scores of Professors are higher than those of Associate Professors implying that higher designation appears to bring in greater responsibility and thereby higher perceived stress. To examine if there exist any difference in stress perception based on the designations of the faculty respondents, we undertook one-way analysis of variance (ANOVA) as there are three groups, in this case. The ANOVA results are reported in Table 4.16. As is evident, mean of perceived stress does not differ significantly across nature of job for faculty.

Table 4.16: Difference in Stress Perception Based on Faculty Designations

Nature of Job	Mean	Std. Dev.	Freq.
Assistant Professor	64.257576	12.241555	66
Associate Professor	59.736842	15.307	38
Professor	62.3	15.195	10

Source	SS	DF	MS	F	Prob > F
Between groups	493.699	2	246.8499	1.34	0.2667
Within groups	20488.0896	111	184.577384		
Total	20981.7895	113	185.679553		

Source: Estimates based on survey data collected

4.5.1 Exploratory Factor Analysis-Faculty

As previously stated, the present study focused on the development and the psychometric assessment of a scale to measure the perceived sources of stress among university faculties. Stress perception was measured based on the 20 items listed in Table 4.11.

Cronbach's alpha (to measure reliability) and Kaiser–Meyer–Olkin (KMO) and Bartlett's test of sphericity (to check sampling adequacy) were undertaken to measure the applicability of factor analysis. The Cronbach's Alpha Index for our study is 0.9046 and is statistically acceptable (refer Table 4.17). Kaiser–Meyer–Olkin (KMO) and Bartlett's test of sphericity is a measure to check sampling adequacy, which is recommended to check the data to variable ratio for the analysis being conducted. In most studies, KMO and Bartlett's test play an important role for accepting sample adequacy. A rule of thumb for interpreting the statistic: KMO values between 0.8 and 1 indicate the sampling is adequate. Bartlett's test of sphericity assesses the hypothesis that the correlation matrix is an identity matrix which would indicate that your variables are unrelated and therefore unsuitable for structure detection. The null hypothesis is that the variables are not intercorrelated. For this dataset, KMO analysis has revealed that the KMO measure of sampling adequacy value is 0.874 (refer Table 4.17) has also been estimated to be highly significant ($p < 0.001$) and, therefore, factor analysis is found to be suitable.

Table 4.17: Reliability and Sampling Adequacy Tests (Faculty Responses)

Cronbach's Alpha Index	0.9046	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.874	
Barlett's Test of Sphericity	Approx. Chi^2	961.844^{***}
	DF	300

Source: Calculations based on data collected

Several exploratory principal component analyses were conducted on the 25-item scale. Based on the Kaiser rule (eigenvalues>1.0), the percentage of variance accounted for, and the cohesiveness of the factors (i.e. patterns of loadings), a five-factor solution appeared optimum. The five factors that were constructed are- Demanding Administrative & Other non-essential Work (Factor 1), Lack of Job Security & Inadequate Commensurate Benefits (Factor 2), Disruptions in Home & Personal Life due to Work (Factor 3), Time & Management Issues (Factor 4) and Peer Relations (Factor 5).

4.5.2 Ordinal Regression Analysis

To analyse whether there exists some degree of association between stress perception and several independent variables, such as gender, nature of job, monthly family incomes, year of higher education, age, years of experience, designation of faculty the study employed the ordered logit model. An ordered logit model is a special case of regression where the dependent variable is ordered such that one category of dependent variable is higher/lower in order than the other one. It is an extension of the binary logit model.

We again consider two dependent variables in our regression analysis- Perceived Stress Level and Perceived Stress Behavior.

Stress perception was measured based on the 20 items in Table 4.11. The respective responses were given numerical values of 5, 4, 3, 2 and 1. The scores were added, with higher scores reflecting higher level of stress perception. The stress perception scores were divided in three categories-*low levels of perceived stress* (respondents with the cumulative 20 item scores for stress perception less than or equal to 54), *medium levels of perceived stress* (respondents with the cumulative 20 item scores for stress perception more than 54 but less than 71), and *high levels of perceived stress* (respondents with the cumulative 20 item scores for stress perception more than 71).

Perceived Stress Behaviour was constructed based on the 9 items given in Table 4.12. The variable was constructed as a categorical ordered variable. The stress behavior scores were

divided in three categories-*low levels of perceived stressed behavior* (respondents with the cumulative 9 item scores for stressed behavior less than or equal to 22), *medium levels of perceived stressed behavior* (respondents with the cumulative 6 item scores for stressed behavior greater than 22 and less than or equal to 34), and *high levels of perceived stressed behavior* (respondents with the cumulative 6 item scores for stressed behavior more than 34).

The results of our Ordinal Regression Analysis based on analysis of faculty responses are given in Tables 4.18 and 4.19.

Table 4.18: Ordered Logit Regression (Log-Odds)- Faculty Responses

Stress Perception/Perception of Stressed Behavior	(1)	(2)	(3)	(4)	(5)
Female (Base Category: Males)	-0.246 (-0.52)	-0.157 (-0.33)	0.0890 (0.19)	0.179 (0.37)	0.481 (0.87)
Age	-0.0471 (-1.35)		**-0.079**** **(-2.08)**		
Years of Teaching		-0.0559 (-1.53)		**-0.0697*** **(-1.92)**	-0.0313 (-0.70)
M.Phil	0.747 (1.19)	0.702 (1.13)	0.887 (1.37)	0.756 (1.20)	0.633 (0.82)
Ph.D (Base Category: M.A./M.Sc.)	0.346 (0.69)	0.243 (0.50)	0.604 (1.17)	0.433 (0.86)	0.249 (0.41)
Ad Hoc Faculty	**-1.967*** **(-1.83)**	**-1.858*** **(-1.74)**	-1.432 (-1.39)	-1.350 (-1.30)	-1.338 (-0.91)
Permanent Faculty **(Base Category: Guest Faculty)**	-1.846 (-1.64)	-1.774 (-1.59)	**-2.014*** **(-1.83)**	**-1.981*** **(-1.80)**	-1.597 (-1.02)
Between ₹100,000 to ₹300,000	1.063 (1.23)	0.969 (1.12)	-0.189 (-0.22)	-0.309 (-0.36)	-1.195 (-1.14)
More than ₹300,000 (Base Category: Less than ₹100,000)	0.504 (0.56)	0.427 (0.48)	0.434 (0.48)	0.321 (0.36)	0.289 (0.27)
Associate Professor	0.157 (0.21)	0.464 (0.55)	0.250 (0.33)	0.444 (0.52)	0.747 (0.76)
Professor (Base Category: Assistant	0.945 (0.99)	1.311 (1.24)	0.237 (0.25)	0.477 (0.46)	0.0276 (0.02)

Professor)					
Demanding Administrative & Other non-essential Work					**0.500**** **(1.97)**
Lack of Job Security & Inadequate Commensurate Benefits					**1.501***** **(4.55)**
Disruptions in Home & Personal Life due to Work					**0.815***** **(3.27)**
Time & Management Issues					**0.912***** **(3.66)**
Peer Relations					**1.084***** **(4.23)**
cut1					
Constant	-4.106*** (-2.70)	-2.925*** (-2.70)	-5.246*** (-3.45)	-3.358*** (-3.09)	-3.375** (-2.12)
cut2					
Constant	-1.571 (-1.07)	-0.379 (-0.36)	-2.647* (-1.82)	-0.772 (-0.74)	0.634 (0.41)
N	114	114	114	114	114
r2					

Source: Calculations based on data collected

Table 4.19: Ordered Logit Regression (Odds Ratio)- Faculty Responses

	(1)	(2)	(3)	(4)	(5)
Female	0.782 (-0.52)	0.855 (-0.33)	1.093 (0.19)	1.197 (0.37)	1.618 (0.87)
Age	0.954 (-1.35)		**0.930**** **(-2.08)**		
Years of Teaching		0.946 (-1.53)		**0.933*** **(-1.92)**	0.969 (-0.70)
M.Phil	2.111 (1.19)	2.018 (1.13)	2.427 (1.37)	2.131 (1.20)	1.883 (0.82)

Ph.D	1.413 (0.69)	1.276 (0.50)	1.829 (1.17)	1.542 (0.86)	1.282 (0.41)
Ad Hoc Faculty	**0.140* (-1.83)**	**0.156* (-1.74)**	0.239 (-1.39)	0.259 (-1.30)	0.262 (-0.91)
Permanent Faculty	0.158 (-1.64)	0.170 (-1.59)	**0.134* (-1.83)**	0.138* (-1.80)	0.202 (-1.02)
Between ₹100,000 to ₹300,000	2.894 (1.23)	2.636 (1.12)	0.828 (-0.22)	0.734 (-0.36)	0.303 (-1.14)
More than ₹300,000	1.656 (0.56)	1.533 (0.48)	1.543 (0.48)	1.378 (0.36)	1.335 (0.27)
Associate Professor	1.170 (0.21)	1.590 (0.55)	1.284 (0.33)	1.558 (0.52)	2.110 (0.76)
Professor	2.574 (0.99)	3.710 (1.24)	1.268 (0.25)	1.612 (0.46)	1.028 (0.02)
Demanding Administrative & Other non-essential Work					**1.648** **(1.97)**
Lack of Job Security & Inadequate Commensurate Benefits					**4.486*** **(4.55)**
Disruptions in Home & Personal Life due to Work					**2.260*** **(3.27)**
Time & Management Issues					**2.490*** **(3.66)**
Peer Relations					**2.956*** **(4.23)**

N	114	114	114	114	114

Source: Calculations based on data collected

- **Age** and **years of teaching** are significant factors effecting the intensity of perceived stress behavior.
- **Nature of Employment** is also a significant factor effecting the intensity of perceived stress perception as well as perceived stress behavior.
- **Demanding Administrative & Other non-essential Work, Lack of Job Security & Inadequate Commensurate Benefits, Disruptions in Home & Personal Life due to Work, Time & Management Issues and Peer Relations** also are significant factors increasing the intensity of perceived stress perception as well as perceived stress behavior. The largest impact is of Examination, Curriculum & Time Pressures.

CHAPTER 5

Conclusion and Policy Implications

5.1 The Importance of Stress and Human Function Curve

The concept of stress presents challenges in its definition due to its subjective nature, making it arduous to quantify. Furthermore, understanding the specific stressors that elicit distinct reactions in individuals is a complex task, impeding the development of precise strategies for managing and treating stress. When alterations occur within an environment, it necessitates that everyone within said environment either comply or possess the ability to adapt accordingly. The environmental pressures placed upon humans are comprised of distinct elements, yet typically involve a confluence of many causes over an extended duration. These circumstances elicit physical, psychological, and emotional responses from individuals that are indeterminate and cannot be quantified through scientific means.

The Human Function Curve developed by Peter Nixon (1979) (Figure 1), illustrates the correlation between stress, encompassing both positive and negative aspects, and performance in terms of both physical and mental capacities. There are different levels of stress that one may experience and the stress level affects the level of performance.

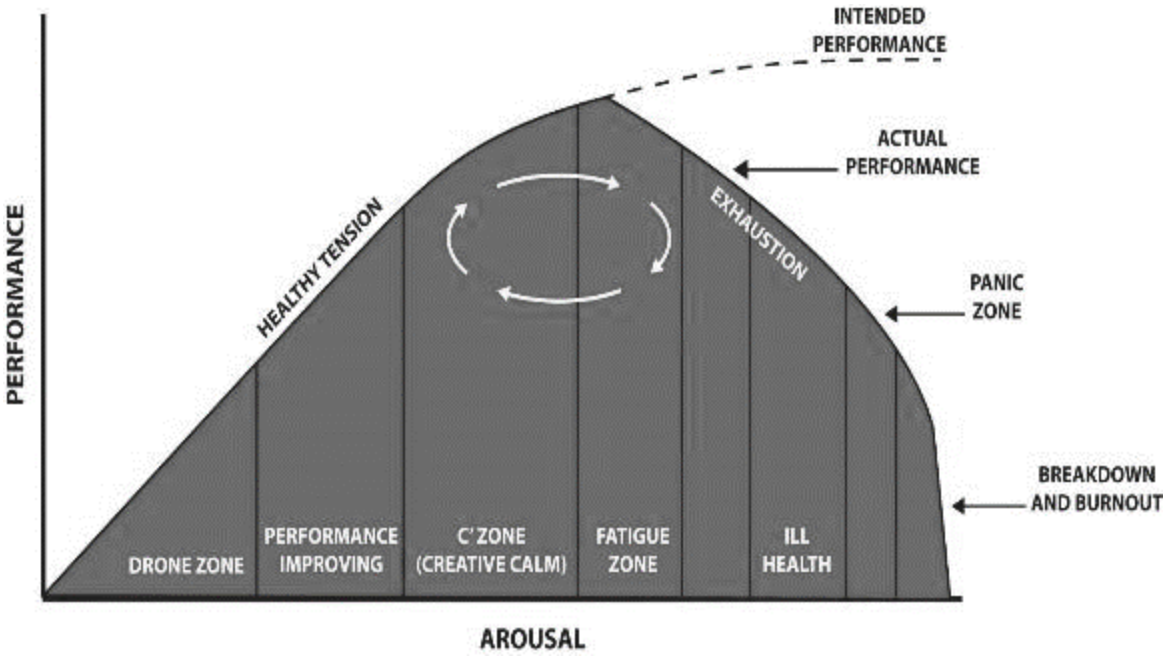

Figure :Human Function Curve

Source: Adopted from Nixon p, 1979

An arousal state can be defined as any condition in which an individual is awake and responsive to external stimuli, such as being engaged in work-related activities. When examining the correlation between stress levels and performance, it is evident that performance tends to enhance in the presence of eustress (low levels of stress) as it provides a gentle push to be more alert, focused, and motivated. Eustress can lead to improved performance, especially in tasks that require concentration and attention. For many people, a moderate level of stress can lead to peak performance. This is often called the "optimal level of arousal". The depicted curve demonstrates that up to a certain threshold, the presence of stress can enhance an individual's performance in various aspects. Nevertheless, based on this theoretical framework, there exists a threshold beyond which persistent stress can hinder our cognitive abilities and rapid deterioration occurs due to burnout and the individual's inability to effectively manage the demands associated with stress-related issues and situations. One notable attribute of stress is its inherent variability between individuals, as each person possesses a distinct threshold for tolerating stress.

5.2 Stress Amongst University Students and Faculty: Underlying Causes and Strategies for Mitigation

5.2.1 Stress Amongst University Students: Sources and Assuagement Strategies

The issue of stress among university students is a matter of great importance on a global scale. Many students frequently encounter a multitude of demands and obstacles that might result in the experience of stress. Several significant elements that contribute to stress among university students include:

- The phenomenon of ***academic pressure*** is prevalent among university students, who encounter a multitude of demanding academic requirements such as substantial course loads, assignments, examinations, and time constraints. The societal expectation to achieve high academic performance might result in heightened levels of stress and anxiety.
- The ***financial burden*** experienced by several students encompasses various challenges such as the payment of tuition fees, covering living expenses, and managing student loans. The presence of financial stress has the potential to significantly influence a student's holistic state of well-being and their academic achievements.

- ***Time management*** is a complex task that involves effectively balancing academic responsibilities, social activities, part-time employment, and personal commitments. This can provide a significant challenge for individuals. Inadequate time management has the potential to result in emotions of being overwhelmed and experiencing stress.
- ***Social challenges*** are a common occurrence among students, since they frequently encounter pressures to conform, establish social connections, and participate in extracurricular pursuits. Experiencing social isolation can be a contributing factor to heightened levels of stress and a sense of loneliness.
- The ***uncertainty surrounding the future*** might elicit feelings of anxiety among university students, particularly in relation to their career prospects and the level of competitiveness within the job market. The apprehension regarding the inability to secure a suitable employment opportunity after the completion of one's academic studies might induce significant levels of stress.
- The ***presence of pre-existing mental health conditions*** or the emergence of mental health disorders during the university years can intensify stress levels experienced by students.

To ***mitigate the impact of stress on university students***, educational institutions have the capacity to deploy a range of support methods.

- The provision of easily accessible counselling services and mental health support on campus can facilitate students in managing stress and addressing emotional difficulties.
- Time management seminars can be implemented to provide students with the necessary skills to successfully balance their duties through the acquisition of time management and study techniques.
- The provision of financial help and scholarships can alleviate the financial strain experienced by students, hence mitigating their stress levels.
- Establishing a Supportive Environment: Cultivating a collegiate community that promotes open dialogue and empathy can mitigate feelings of isolation and stress among students.
- The implementation of stress management programmes and the incorporation of mindfulness practises have the potential to facilitate the acquisition of effective coping strategies among students in managing stress.

- The provision of academic support, such as tutoring, study groups, and access to academic resources, can assist students in properly coping with the stresses associated with their academic pursuits.

To effectively treat stress among university students, it is imperative to adopt a comprehensive approach that encompasses the promotion of academic and emotional well-being. This method aims to cultivate a positive and supportive environment that facilitates the flourishing of students.

The prevalence of stress among university students is a significant concern that can have substantial impacts on their academic achievements and general welfare. Through an understanding of the underlying factors and subsequent outcomes of stress, educational establishments have the capacity to design efficacious approaches aimed at assisting students in effectively managing and navigating these difficulties. By fostering an atmosphere that promotes open communication, prioritises a balanced approach between work and personal life, offers mental health resources, and provides academic support, an environment can be established that is conducive to the academic and emotional well-being of students. By providing appropriate assistance and implementing effective coping strategies, university students can successfully handle the various pressures associated with academic life. This process enables them to develop a sense of confidence and resilience, ultimately equipping them with the necessary skills to confront and overcome future problems.

5.2.2 Stress Amongst University Faculty: Foundations and Alleviation Strategies

The issue of stress among university teachers is becoming increasingly prominent due to the demanding and stressful nature of academic work environments. There are several reasons that contribute to stress among university faculty.

- ***Substantial Workload Demands****:* One of the challenges faced by university faculty members is the substantial workload they encounter, which encompasses several responsibilities such as teaching, conducting research, fulfilling administrative obligations, and providing guidance to students. The allocation of various obligations within constrained time periods can result in heightened levels of stress.
- ***Enduring Publication Requirements***: The prevalence of a "publish or perish" culture is observed at numerous academic institutions, where faculty members face considerable pressure to produce and disseminate their research findings through

publication in esteemed scholarly journals. The persistent demand to achieve publication goals can result in elevated levels of stress and exhaustion.

- ***Pressure of Acquiring Grants for Research***: It is frequently necessary for faculty members to get research grants and secure money for their initiatives. The intense level of competition inherent in grant applications might induce feelings of tension and apprehension regarding the provision of financial backing for research endeavours.
- ***Additional Administrative Responsibilities***: Faculty members frequently engage in diverse administrative and committee responsibilities inside the academic institution. The inclusion of these further obligations has the potential to augment both the workload and stress levels experienced by individuals.
- ***Challenges of Student-Related Stress***: Faculty members often face emotional strain when confronted with various student-related concerns, including academic performance, disagreements, and student expectations.
- ***Work-Life Balance***: One significant issue faced by faculty members is the absence of a proper equilibrium between work and personal life. This is mostly attributed to extended working hours, unpredictable schedules, and the obligation to be accessible outside of regular working hours. Consequently, these factors can have detrimental effects on faculty members' work-life balance, resulting in heightened levels of stress and eventual burnout.
- ***Job Insecurity***: In certain instances, professor posts may be subject to the condition of funding or characterised by short-term contracts, hence engendering job insecurity and inducing stress pertaining to employment stability.

Through the identification and mitigation of the above-mentioned stress-inducing factors, higher education institutions have the potential to cultivate a work milieu that promotes enhanced well-being and increased productivity among their academic staff. Consequently, this can have a beneficial effect on the broader academic community and enhance the calibre of teaching and research offered by the school. To ***mitigate stress levels among university faculty***, academic institutions can use the subsequent strategies:

- The establishment of a ***supportive work environment***, characterised by a good atmosphere and a recognition of faculty contributions, can effectively mitigate stress levels.

- The ***implementation of workshops and resources*** focused on stress management, time management, and work-life balance can enhance faculty members' ability to effectively manage stress.
- The ***provision of resources and assistance*** in acquiring research funds can effectively mitigate the stress associated with grant applications and research obligations.
- The ***provision of mental health resources and counselling services*** is crucial in facilitating faculty members' ability to manage stress and address mental health issues.
- One potential strategy for mitigating stress associated with performance expectations is the ***implementation of transparent promotion and tenure criteria***. By establishing clear and easily understandable guidelines for promotion and tenure, individuals can have a better understanding of the expectations placed upon them, hence reducing stress levels.
- The ***promotion of collaboration*** among faculty members can serve to foster the sharing of tasks and mitigate individual pressures.
- The ***implementation of flexible work arrangements*** and equitable allocation of workload might positively impact the achievement of a satisfactory work-life balance among faculty members.

Effective stress management has a vital role in promoting the overall well-being and job satisfaction of university faculty employees. Educational institutions can enhance their work environment and mitigate stress by recognising the obstacles they encounter and implementing efficacious methods. By placing emphasis on effective time management, promoting collaborative efforts, and offering training and mental health resources, faculty members can be empowered to effectively handle stress. The cultivation of teacher resilience and well-being has the potential to not only bolster their productivity and academic achievements, but also foster healthy and flourishing academic communities.

5.2 Bringing back the Joy in Learning and Teaching Environment’s

Maintaining a healthy and fulfilling life is crucial to experiencing joy and fulfilment. The constant rush to accomplish goals, finish assigned tasks, meet increased demands placed by families as well as complex social environments have resulted in stress and anxiety becoming common phenomena in young lives. It's no secret that today's classrooms are more challenging than ever before. Whether it's the pressure to succeed in class, finding a

job, or living up to other social standards, school and college are stressful for students. Understanding the psychological, physical, environmental, and other causes leading to these pressures in the first place is crucial for ensuring effective and efficient learning environments.

Jack would be a very bored boy if he had to work all the time and never had any fun. But the fun seems to be lost. Children, irrespective of their interests and talent are expected to be superheroes, and to be able to do everything ranging from studies, sports, extra-curricular activities and even being socially presentable and confident. Parents today have considerably higher expectations from their kids and are involved with practically every aspect of their lives in the name of a better-rounded upbringing.

The increasing pressure from schools for children has become breeding grounds for stress. With emphasis on competition spirit and performance-oriented results or targets, there are increasing cases of rising stress, anxiety, and even severe depression amongst students. According to National Crimes Register Bureau (NCRB), at least one student commits suicide every day in India, and between 1995 to 2019, India lost more than 170,000 students to suicide, out of which 75,000 cases were reported between 2007 and 2016. This terrifying number seems to be getting worse with every passing year, painting a bleak picture of India's education system.

The advent of the pandemic further added to the woes of students. Non-existent social interaction, heavy dependence on gadgets, absence of practical knowledge and monotony of life have led to withdrawal symptoms in many students and they are becoming reluctant to interact, learn, facing academic and social setback, thus affecting overall performance. According to a 2021 UNICEF Report[2], lockdowns made children more vulnerable to mental and health issues.

The aspirational National Education Policy has now been adopted in several universities and states. The policy with an emphasis on learning, critical thinking, passion, practicality and performance is deemed to help de-stress the learning environments. Adoption of holistic learning approaches and adoption of practical based hands-on learning instead of conventional cramming-based learning is intended to boost confidence and facilitate better life decisions. Adoption of measures such as introduction to coding from age 6 will

[2] https://www.unicef.org/press-releases/least-1-7-children-and-young-people-has-lived-under-stay-home-policies-most-last

empower students and assist in developing enabling skill sets for tomorrow. Accentuating participation in regular physical activity is also an important step that will help build self-esteem, confront let-downs and reduce anxiety.

Another step in this direction has been the adoption of a "Happiness Curriculum" in 2018 in response to the growing awareness of the need of stress reduction for students in grades 1 through 8, in the Delhi government schools run by the Aam Aadmi Party. Teachers, psychologists, education consultants, volunteers, senior officials from the Directorate of Education of the Government of Delhi, non-governmental organisation (NGO) employees, and the State Council of Educational Research and Training were among the forty professionals who contributed to the curriculum's development. As a result of its effectiveness, other states including Andhra Pradesh and Uttarakhand are developing parallel programmes. Afghanistan, Nepal, and the United Arab Emirates are among the countries responding favourably and planning their own versions of the initiative.

The stress is not only confined to the learners. The teaching fraternity is also overworked because of the expectations from them. They are supposed to undertake a multitude of tasks not constrained to the working hours of the educational institutes. The administrative job burden on the faculty is also increasing and to a considerable extent is producing unhappiness connected to nature of work. Teachers' lives have been made more difficult by the recently implemented system of grading educational institutions, which requires them to showcase research and take part in extracurricular activities that may not add anything to their teaching but do take time away from their primary responsibility of instructing students. Increased competition as well as augmented accent on performance-based outcomes and key performance indicators have taken away the pleasure from teaching and research reducing the latter's role to an obligatory exercise to be undertaken to showcase in appraisal forms at the end of the academic year. The competitive work culture and environment are impacting the health of the work force and declining productivity of workers, consequently hurting the organisation performance.

5.3 Recommendations and Conclusion

Despite stress being an inherent component of human existence, it possesses the potential to motivate individuals towards constructive and flexible behaviours. A moderate level of stress can serve as a positive motivator, encouraging individuals to surmount obstacles and progress in their personal and professional endeavours. To sustain engagement and

motivation in their academic pursuits, students must encounter a requisite degree of stress. The impact of stress is not universally detrimental, as it can also serve as a source of motivation in certain circumstances. Excessive stress can have detrimental effects on an individual's well-being.

By implementing a comprehensive approach to stress management that integrates social support networks, self-care practises, cognitive and behavioural therapies, as well as lifestyle modifications, individuals in the academic community, including university professors and students, can optimise their overall well-being and cultivate resilience. It is imperative for universities to allocate resources towards the implementation of preventative and early intervention initiatives aimed at effectively addressing stress-related concerns. By cultivating a supportive and nurturing atmosphere, individuals may facilitate the prioritisation of mental well-being for all. By providing students with practical techniques for reducing stress, we have the potential to cultivate a cohort of resilient individuals who possess the necessary tools to effectively navigate the demands of higher education and the subsequent stages of their lives. Just as stress management techniques can support instructors in sustaining their passion to teach, exerting their utmost effort, and fostering student improvement and success daily.

In order to develop effective counselling practises aimed at mitigating stress levels among students, it is imperative to gain a comprehensive understanding of the underlying factors contributing to stress. Various techniques, including as biofeedback, yoga, life-skills training, mindfulness meditation, and psychotherapy, have been found to be effective in addressing stress among students. Rajeskar (2013) asserts that it is imperative for families to endeavour to comprehend their child's interests, talents, and specialities as a means of facilitating the cultivation of a constructive self-image. It is recommended that students actively participate in extracurricular activities and employ diverse time management strategies. One potential strategy for mitigating stress involves engaging in various activities such as participating in sports, reading literature, watching films, engaging in social interactions with friends, and partaking in other similar endeavours. Therefore, it is imperative to implement preventative measures, such as the incorporation of guidance and counselling services, to address melancholy among students. Additionally, providing instruction on life skills and employing various therapeutic strategies can be beneficial in mitigating the effects of depression. Enhancing academic achievement and mitigating the potential impact of depression on the academic performance of young individuals are

plausible outcomes. The current demand necessitates the implementation of student counselling and informal mentorship. Establishing attainable objectives and reasonable anticipations is crucial for individuals to prevent experiencing a sense of being overwhelmed and disappointed.

The implementation of effective stress management strategies is of utmost importance in promoting the overall well-being and job satisfaction of university faculty employees. Educational institutions can enhance their work environment and mitigate stress by recognising the obstacles they encounter and implementing efficacious methods. Empowering faculty members to effectively cope with stress can be achieved through prioritising time management, promoting teamwork, and giving support through workshops and mental health resources. Promoting the resilience and well-being of faculty members is not only beneficial for their productivity and academic achievements, but also plays a significant role in fostering a healthy and flourishing academic environment.

The Important Role of the Government: It is recommended that both local and national governments consider ensuring the availability of mental health professionals within educational institutions nationwide. This measure would serve to enhance the validity and applicability of research findings by aligning them with the actual experiences and perspectives of students and teachers. Counsellors situated inside the campus environment possess the ability to effectively champion for the allocation of resources and implementation of modifications, leveraging their professional expertise. The prompt emphasises the need of promptly seeking nominal counselling as a means to address high-risk situations and foster a supportive atmosphere for mental health advocacy.

Given the current availability of talented young individuals in India, it is imperative to establish a conducive environment that facilitates the refinement of skills and the cultivation and exhibition of potential. This would not only enable India to capitalise on the demographic dividend, but it will also facilitate its global expansion and establish a prominent place in international markets.

Currently, and in the foreseeable future, the educational system remains a robust cornerstone of our economic and social framework. As a significant contributor to the labour market, it holds a position within the top five employers nationwide. The pivotal role played by significant contributions to technological advancement and research, coupled with the increasing involvement of a larger segment of the population in research

activities, constitutes a fundamental aspect of all macroeconomic growth frameworks. These factors can have negative effects on drawing inferences about the potential pace of growth through human resource development, as it is highly dependent on the quality of education.

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APPENDIX

A.1 Newspaper Reports Discussing the Critically of Stress Prevelance

Colleges need schooling on dealing with anxiety

Students Battling Depression Often Victims Of Disconnect Between Counsellors And Teacher-Administrators

MENTAL HEALTH MATTERS

For millennials, leisure more vital than work

Covid Forced 2/3rds Of Indians To Reassess Work-Life Balance, Trend To Accelerate: Study

JOB SECURITY, PAY TOP IN PRIORITIES

HIGHEST ANXIETY IN STUDENTS OF CLASS 9-12: SURVEY

Fareeha Iftikhar

letters@hindustantimes.com

NEW DELHI: The first-of-its-kind nationwide mental health survey conducted by the government has found that 81% of school students surveyed find "studies, examination and results" as a major cause of anxiety, according to a report released on Tuesday. "The most frequently cited reason for anxiety was studies (50%) followed by examinations and results (31%)," the survey findings stated, adding that students in the secondary stage recorded higher levels of

Education must be student-centric

KAJLEEN KAUR HARPREET KAUR

Education must enhance the well-being of students and it must also take into account their psychological and emotional state

TEACHERS SHOULD BE TRAINED TO UNDERSTAND ANY PSYCHOLOGICAL ISSUES FACED BY STUDENTS AND SHOULD BE GIVEN SPECIAL TIME SLOTS TO DEAL WITH SUCH STUDENTS REGULARLY

4.5% rise in student suicides in 2021

As many as 13,089 students died by suicide in the country in 2021 at the rate of over 35 every day, the highest in National Crime Records Bureau data going back to 1995, and 4.5% higher than the number (12,526) in 2020. FLAP OPP

Majority of teachers under mental strain

WORLD MENTAL HEALTH DAY

October 10

Health does not always come from medicine. Most of the time, it comes from peace of mind, peace in the heart, peace in the soul. It comes from laughter and love.

75,000 Students killed themselves in India between 2007 and 2016

Confined to homes, screen-addicted toddlers find it difficult to walk, talk

PERILS OF SCREEN FOR TODDLERS

Screen to classroom: Jitters click in

Old Normal Not Easy For Kids, Parents, Or Teachers

Viral Load ON EDUCATION

We receive several cases where children are not ready to go back to school. In some cases, they do not want to lose access to their gadgets. We also get cases where parents complain of falling grades and lack of attention span

Dr Hansal Bhachech | PSYCHIATRIST

The medical fraternity is divided over whether to advise students – especially in primary classes – to return to schools. Some kids long to go back and connect with friends while others need time to adjust to the new routine

Dr Jinesh Shah | PSYCHIATRIST

Anxiety, stress reported in school kids: Study

Parth.Shastri@timesgroup.com

Ahmedabad: The two-year gap in studies caused many children to feel stressed out about learning loss, and many developed exam phobia too. While many missed social interaction during online classes, after returning to the classroom, they felt a need to join in and gave in to peer pressure. These were some of the insights from the survey 'Mental Health and Well-Being of School Students' by the National Council of Educational Research and Training (NCERT).

The results of the survey, which was carried out in early 2022, were published recently. The survey covered 3.78 lakh children – including 7,365 from Gujarat – from Classes 6 to 12. It aimed to assess students' understanding of self, emotions experienced, and strategies to cope.

The findings of the survey highlighted 'a wide range of concerns — personal, emotional, social, and challenges related to educational and career choices, dealing with the stress and anxiety related to competitions and academics', and the researchers recommended strengthening the socio-emotional aspect of education. Dr Jinesh Shah, a city-based child and adolescent psychiatrist, said research in India and abroad indicates that many of psychological issues start developing at the age of 14 years.

"The survey also highlights that as the children grow up, issues such as anxiety related to studies and body image start developing with more intensity. This is the time when they need hand-holding and emotional support, as unresolved issues often result in lingering mental health issues during adulthood," he said.

Puja Pushkarna, a city-based psychologist, said, "The right approach to a problem and finding its solution are key to ensure that the child's anxiety is reduced," she said.

MAJOR FINDINGS: PEERING INTO YOUNG MINDS

- 81% said studies, exams and results gave them anxiety
- 55% were satisfied with body image
- 51% were satisfied with their personal life
- 51% had difficulty in learning content online
- 39% felt a lack of social interaction in online classes
- 33% complied to peer pressure most of the times
- 43% reported frequent mood swings
- 29% reported a lack of concentration
- 28% felt hesitation in asking questions
- 23% had difficulty in initiating conversation
- 11% reported a lingering feeling of anxiousness

GIRLS WROTE DIARY, BOYS WATCHED TV TO COPE WITH FEELINGS: The survey indicated that 24% of the girl respondents said they kept a diary or journal to cope with how they felt. While 20% of the boys said that they watched TV, 19% said that they ignored their feelings.

34% DEVELOPED FEAR OF COVID: The survey mentioned that 34% of respondents feared encountering strangers due to Covid-19. About 20% said they indulged in safety behaviour, whereas 28% said they were worried or fearful for their family and friends.

IN FRIENDS WE TRUST: The survey mentioned that 49% of students said they confided in their friends about how they felt. About 24% spoke to their parents, 18% resolved issues themselves, and 3% approached their teachers. About 6% waited for the situation to resolve on its own.

"It is startling that only 3% shared their concerns and anxiety with teachers, according to the report. Several issues such as peer pressure, difficulty in concentration, the feeling of tiredness, or other physical manifestations of stress are seen here

Dr Deepti Bhatt | PSYCHIATRIST, GOVT HOSPITAL FOR MENTAL HEALTH

"Lack of focus and concentration is a commonly reported concern. When kids began coming to school, we had to counsel some who had developed a phobia of school and exams. Mood swings and body image issues are mostly seen among teens

Dr Punita Grover | CHILD AND ADOLESCENT PSYCHIATRIST

[OVER 370K STUDENTS SURVEYED] | GOVT REPORT

Exams, results major causes of anxiety: Study

Fareeha Iftikhar

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NEW DELHI: The first-of-its-kind nationwide mental health survey conducted by the government has found that 81% of school students surveyed find "studies, examination and results" as a major cause of anxiety, according to a report on the study released on Tuesday, which also showed that problems begin to feel worse as students progress to higher classes.

The survey was conducted by the Union education ministry's Manodarpan cell, which aims to provide psychosocial support to students, teachers and families. The survey covered 370,013 students from classes sixth to 12, who took an online questionnaire. The students were divided into two cohorts: middle stage (those in class 6 to 8), and secondary stage (students in classes 9 to 12).

"The most frequently cited reason for anxiety was studies (50%) followed by examinations and results (31%)," the survey stated, adding that students in the secondary stage recorded higher levels of anxiety in these parameters. It also found that a higher percentage of girls reported feeling anxious about their studies, examination and results than boys.

In all parameters, anxieties due to various factors worsened as students moved from middle to secondary stage grades. The respondents began feeling less confident about their physical appearance, there was lower satisfaction with personal and school life, and fewer people available for them to share their feelings as they reached higher grades.

A higher percentage of girls reported feeling anxious than boys, the survey said.

"The findings of the survey provide inputs for strengthening aspects contributing to the holistic education of children, thereby taking forward the vision of the National Education Policy (NEP) 2020," the report stated.

Overall, the survey meant to capture what students felt about their personal circumstances, their place in their social environment and their academic performance. Only 39% students are always satisfied with their academic performance with the dissatisfaction being higher in those in the secondary stage. Lack of concentration was more evident in responses of students at secondary stage (32%) in comparison to middle stage (24%), the survey found.

It also highlighted that one in three respondents said they comply with peer pressure most of the time. "Only a little more than half of the respondents expressed being satisfied with their body image. However, the responses at secondary stage indicate (a tendency to be) over critical about body image which is a typical developmental concern of the stage."

A little more than a third (36%) of the students said they wanted to do well in studies for social value and seeking approval. "Students attributed doing well in academics for social approval suggests the need for social acceptance. Not receiving attention from teachers was bothersome sometimes, as reported by 37% of students."

The survey also covered the emotions experienced by students amid Covid-19 pandemic. A higher percentage of responses from the secondary stage (48%) indicate they experienced mood swings as compared to their younger peers (37%). "A nearly similar percentage of responses, 13% from middle stage and 15% from secondary stage, indicated experiencing extreme emotions such as emotional breakdown," the report said.

The survey also covered third-gender students. "The third gender students also reported that most of them have low confidence regarding their physical appearance. They also reported non-availability of support to share and discuss about their feelings," it said.

The report recommended preparing schools to address gaps in and nurture the mental and emotional well-being of students by creating enabling conditions of care, trust and inclusive practices.

The survey was conducted among students from Kendriya Vidyalaya, Jawahar Navodaya Vidyalayas, state government Schools, private schools, and Sainik Schools, among others.

Govt issues new assessment norms for happiness and other curricula

TIMES NEWS NETWORK

New Delhi: Delhi government has introduced new assessment guidelines for the three mindset curricula — happiness, entrepreneurship and deshbhakti — for this academic session. The assessment will consist of multiple internal assessments, development of a portfolio and mid-term and annual exams to assess the im-

SISODIA SAYS

Students will not be evaluated on curricular knowledge, but rather on their ability to apply their understanding in a real-life situations

"Question papers in the mid-term, pre-board and annual exams shall be set in a manner to assess comprehension, competencies and other skills. A greater number of competency based questions or questions that assess the application of concepts in real-life/unfamiliar situations will be a part of the question paper in the mid-term, pre-board and annual ex-

the next higher class. The portfolios may be in the form of a

Now, schools give counselling to parents of wards taking board exams

Balajee.cr@timesgroup.com

Madurai: Stress management and counselling sessions are no more confined to students who are about to write the board examinations. Several private schools in Madurai have started extending such sessions to the parents of the students with the help of in-house or visiting mental health experts.

The school administrations which have begun initiatives like workshops and stress-management sessions for the parents said they realised that it was only the parents who were experiencing greater stress and pressure, which eventually transmitted to their children. Some school administrations said they had even restricted the stress management sessions for students by giving them only lesser on approaching the exams, while they increased the psychological counselling for parents.

Psychiatrists claimed that parents due to over-expectations were increasingly developing

HOW TO BEAT PRESSURE

Impact on parents of Class XII and Class X students

Anxiety and depression
Hypertension and insomnia
Irritability and anger management
Panic attack Communication gap with children

TIPS FOR PARENTS, STUDENTS

Students

- Make sure they eat and sleep well
- Prepare an organized study time table
- Engage in breathing exercises regularly
- Avoid group studies on the day of examinations

Parents

- Never compare their child's performance with classmates
- Have realistic expectations on child's performance and always have Plan B
- Keep giving their children sufficient confidence
- Find a positive factor whenever they receive score sheets and convey them to their children

(according to psychosocial counsellors)

Dist administration to hold stress management sessions

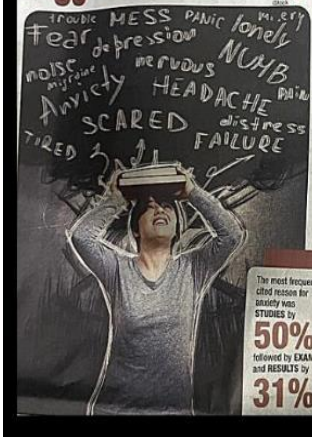
Madurai: With the Class XII state board examinations set to be held in a couple of weeks, the

the exams in a relaxed way. "Regarding the sessions, instructions will be given to the broad-

that are available to them," he said. Explaining why the sessions are being held, an official

NCERT issues mental health guidelines to schools

Exams and peer pressure among biggest stressors, say experts



As per the new guidelines, schools need to develop a safe environment for students, while teachers must be trained to identify mental health triggers

Riya Sharma

Following a recent survey on the mental health of school-children – that highlights exams and peer pressure as some of the major factors for stress and anxiety among students – the National Council of Educational Research and Training (NCERT) has issued guidelines to schools to better safeguard students' mental health. Talking about how schools are soon as a safe and secure environment for students, who spend one-third of their day and 220 days of a year there, the guidelines stress that it is "the school's responsibility to ensure the safety, security, health, and well being of all children in schools and hostels". They further state that teachers must be trained in identifying early signs in students for attachment issues, separation anxiety, school refusal, communication issues, anxiety patterns, depressive states, conduct related issues, intellectual disability, and more.

CONTINUED ON PAGE 7

WHAT IS STRESSING STUDENTS OUT?

The most frequently cited reason for anxiety was STUDIES by **50%**, followed by EXAM and RESULTS by **31%**

29% of responses reported lagging behind in studies due to lack of concentration

36% of students agreed to doing well in studies for social value/approval seeking

33% of the respondents agreed that they

45% mentioned feeling tired & low on energy 2-3 times in a week

34% felt tearful

27%

Kids' focus shaken by corona

Parth.Shastri@timesgroup.com

Ahmedabad: The parents of a 12-year-old child approached a city-based psychiatrist when they got worried about his well-being. The child, apart from spending about four hours on schooling, used to spend about four to five hours on social media and gaming. It had started affecting his academic performance, as the child complained that he could not remember anything taught in the class even on the same day.

While the pandemic has had its social impact, it has also left a psychological impact on all age groups, said city-based experts. They said that apart from the obvious issues arising out of being confined to home, several kids bore the brunt of bereavement due to the pandemic or had to see a family member being hospitalized.

The second wave infected more children compared to the first wave. Thus, many also experienced the isolation associated with the infection.

Dr Nehal Shah, a city-based psychiatrist, said that in several cases, the impact of the pandemic is more acute among kids. "The need of the hour is to dispel myths about the pandemic, teach the right safety practices, and ensure that the child doesn't get alienated," he said. "Many spent so much time with their families for the first time — that also caused some of the issues."

Experts said that in several cases, the parents brought in kids as they would surf the internet for undesirable content on the pretext of studying.

Dr Deepti Bhatt, a city-based psychiatrist, said that while boys are a bit more in percentage compared to the girls when it comes to such cases, the girls were found to be spending more time on social media and worrying about the likes.

"With almost no other way to socialize, the teens tried to make up for it with their virtual persona," said a city-based child psychologist. At Government Hospital for Mental Health, experts recorded a case of violence where a 16-year-old teen beat up his parents when they did not buy a new data pack. His father had lost his job, but the teen would not hear of it. The experts counselled him.

MINDEMIC CHILDHOOD WOES

EXPERT SPEAK

- One of the major complaints from parents is about the inability of their children to get off the screens even after online classes. Some parents try to snatch the gadgets away, but that strategy might not work
- Experts said that like adults, children get stimuli from the audio-visual content in front of them, be it cartoons, games or videos. The tendency to stick to the screens has to do with finding something new constantly and keeping boredom away
- Thus, the need of the hour for parents is to reduce their own screen time and lead by example. As for the kids, it's advisable to decide a fixed time (like one or two hours a day) for them when they are allowed to play games or surf social media
- Parental control is required for teenagers where prevalence of watching undesirable content has increased, said experts. Settings in the browser or specialized mobile phone apps can help
- It is important for parents to counsel kids that the virtual world can never be an alternative for the real world. Encourage them to go out and engage in outdoor games. Daily family time around or after meals can also bring in good results

"Several developmental issues will generally come to the fore in the initial years of schooling. This year, that opportunity is not available for educators. Children also have to cope with the impact of the pandemic. OCD cases have gone up, along with the fear of contracting the infection

Dr Punita Grover | CHILD AND ADOLESCENT PSYCHIATRIST

"Clinging to the screen has resulted in several issues in kids, including the lack of concentration. One of the reasons for the phenomenon is the home environment where the child is distracted by his or her surroundings when the virtual classes are on

Dr Jinesh Shah | CHILD AND ADOLESCENT PSYCHIATRIST

UH research professors to explore stress, its impact among teachers

Study will involve 200 Houston ISD teachers

Working population records rise in stress

A SINKING FEELING

ADOLESCENT DEPRESSION IS INCREASING DUE TO ACADEMIC AND PEER ISSUES

UNBLOCK THE MIND

SPOT THE SYMPTOMS

Finland PM proposes four-day working week

WHAT WOULD HAPPEN IF SCHOOL STARTED AN HOUR LATER?

A UNIVERSITY OF WASHINGTON STUDY REVEALED THAT WHEN SCHOOL STARTED AN HOUR LATER, GIVING THE STUDENTS 34 MINUTES EXTRA SLEEP, STUDENTS' GRADES IMPROVED, OFTEN ENOUGH TO RAISE THE GRADE FROM A B TO AN A. IT WAS FOUND THAT THE LATER SCHEDULE WAS MORE IN LINE WITH THE STUDENTS' BIOLOGICAL CLOCK.

सिखाया स्ट्रेस मैनेजमेंट, सफाई का लिया संकल्प

आईसीएआर के पदाधिकारियों ने मनाया स्वच्छता पखवाड़ा

FOUNDATION DAY CELEBRATION

Mental health needs to be integrated into the school system, say experts

'MENTAL HEALTH NEEDS TO BE PRIORITISED'

'FAMILY AND PEER PRESSURE, LOW SELF-ESTEEM ARE SOME OF THE ISSUES STUDENTS FACE'

'COLLABORATING WITH PARENTS, SENSITISING THEM IS ALSO IMPORTANT'

IT IS IMPORTANT THAT SCHOOLS ENSURE A SAFE AND HEALTHY LEARNING ENVIRONMENT FOR EACH CHILD

PANDEMIC ADDED TO SCHOOL KIDS' STRESS: PARENTS

Exams, results main causes of students' anxiety: Study

MENTAL HEALTH AND WELL-BEING OF SCHOOL STUDENTS SURVEY 2022

Majority of teachers under mental strain

I'm sometimes woken up by phone calls from my students because they want to talk about exam pressure.

MENTAL HEALTH WEEKLY

Essential information for decision-makers

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IN THIS ISSUE...

Public education leaders are taking youths' mental health concerns seriously: A new Oregon bill will allow students to receive excused absences for mental health days. Florida now joins New York and Virginia in requiring that schools offer mental health education to students . . . See top story, this page

Insurance coverage determines children's hospital transfers . . . See page 3

Mental health groups vow to fight judge's SItDI plan ruling . . . See page 5

APA wants Amazon to not resume selling conversion books . . . See page 7

Recent actions suggest prioritization of young students' mental health needs

Provider organization in North Carolina seeks to establish major research center

Communication key to reducing workplace stress

Some employees struggle to maintain work-life balance

By NICK STERN

People don't realize how important it is to identify stress and put programs in place to beat it at its root.

JEANNE SHERWOOD
PRESIDENT AND FOUNDER OF WELLADVANTAGE

Just be present

Communicate better to beat stress