



A STUDY OF PRIVATE TUTORING DURING PANDEMIC: A CASE STUDY OF DELHI-NCR

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ABSTRACT- An extraordinary time of humanity, the coronavirus pandemic has triggered a sequence of unparalleled incidents surrounding any possible sector. The Private Tutoring sector was also be transformed to a new baseline which goes onwards in a post COVID-19 period will be constantly reinterpreted as well as revamped. Analysis and forecasting of potential indicators of a potential new post-COVID-19 world order turmoil was everything for developing businesses and their perceptive executives aiming to compete in the evolving private tutoring work environment. As per market research group Technavio, the private tuition sector in the US will expand by \$7.37 billion by 2023, at an annual growth rate of about 8%. But others were far more worried about the standard and continuity of the schooling of their kids, and most were just not satisfied with the schools' teaching strategies. Most of us could not afford to carry on the responsibility of becoming the incompetent teachers of our children, balancing self-development and self-classes, video calls, and full-time caregiving along with job and life commitments. Whereas the prices for private teachers remained very high based on the venue and the expertise and knowledge of the educators, parents were now much more likely than ever to risk anything to support their children's studies. Today, individuals who've never had private tutors nowadays are heading out to private educators and other managers of education in large numbers. But the researcher was interested about the students' situation, whether they were comfortable with this online private tutoring or not. Thus, the researcher tried to explore academic stress, academic anxiety and depression among secondary school students who were pursuing private tutoring in COVID-19 pandemic. For this purpose, descriptive survey method was adopted and standardized questionnaires was used for assessing the extent of selected factors among the sample of 150 secondary school students from Delhi- NCR, who were pursuing online private tutoring, through purposive and random sampling techniques. Appropriate statistical techniques were used for analyzing the collected data for exploring the findings.

Keywords: private tutoring, tuition, academic stress, anxiety, depression, secondary school students, pandemic, descriptive.

I. INTRODUCTION

The COVID-19 pandemic has greatly disrupted the current educational environment and the tutoring sector. The disease also impacted students and teachers of all levels, when they were unable to enter education in the physical realm of the school throughout lockdown and maybe beyond. It has influenced the schooling of kids in virtually each nation in the world. During an effort to keep our students active and educated in such demanding conditions, it has often prompted states, schools, universities and colleges nationwide to shift and explore new ways to access education. 29 nations had schools closed nationally, thus according to UNESCO reporting, with an effect on nearly 391.5 million children and adolescents. Over the whole era, when the globe hasn't even seen a disease outbreak of such a nature, no nation was already trained for the resulting repercussions. None proven and established contingency strategy has been implemented to replace traditional face-to-face instruction in an educational environment. Join the tutoring market by doing so. In accounting for the casualties that happened throughout this pandemic, this field of experience and skills plays a vital role. Moreover, in several regions around the globe, the effect of COVID-19 on online tuition schemes is being examined. In order to keep younger generation from slipping any further behind, private tuition has been crucial in closing the gap in the scheme. The instructional vacuum has been filled by online tutors and e-learning firms in replacement of student classes. In order to improve educational disparity, school closures believe it is likely. Students from well-off backgrounds spend much more time on home schooling; they provide exposure to much more personalized services, such as tutoring or teacher conversations; they get a stronger distance education household frame; thus, their parents report that they feel more capable of helping their children. COVID-19 has led to a boom in tutoring market. If students are unable to leave their houses, remote tuition courses provide pupils and students with invaluable learning opportunities by providing online tuition in the primary subject areas in all classes. Although lockdown have expanded the disparity among anyone

with any kind of technology, there still is a struggle for educators to draw both of those students who, owing to shortage of emerging technologies, face limitations in receiving online learning. Regrettably, many are now unable to receive online tutoring. Youngsters will not grow if they cannot attend school daily, so educating them in a new form of learning is important. Failure to learn the fundamentals of every subject can lead to a loss of comprehension at a more advanced stage. So much parents are joining what is being recognized as pandemic learning modules now than ever before others are employing privately owned tutors to support or fully substitute online learning. Private tutoring for students has been used for a number of years as complementary to their primary or secondary schooling. Even so, this has been flipped on its head by the global health crisis triggered through Covid-19. Different ways of lockout have provided diverse perceptions of how they should learn to both parents and children and, as a consequence, private tutoring has become an integral aspect of the schooling of youngsters. Whereas implementing distance learning is crucial to maintaining the quality of education after the physical closing of classrooms, as during lockout, students are likely to suffer a learning deficit. To justify this, several claims may be put forward. Next, there is confirmation that, relative to it when schools are accessible, quarantined students appear to spend a little time studying. Second, because of COVID-19, several students trapped at home may experience anxiety and depressed, and this could impact their capacity to focus on schoolwork adversely. Third, the closing of the physical school and the loss of in-person interaction will make students less likely to participate in learning experiences socially. COVID-19 and the transition to distant educating are not only projected to induce greater cognitive capacity inequalities, and may impose a major effect as concerning the mental health and student motivation. In addition, the separation of students from their peers and teachers may contribute to an unfair distribution of behavioral and psychological issues. This unparalleled phenomenon of 'home quarantine' with academic position instability has multilayered consequences on students' mental health. For instance, a Canadian report focuses on the consequences of quarantine following the outbreak of severe acute respiratory syndrome (SARS) reported a correlation between long-term quarantine and an increasing proportion of depression and anxiety. A psycho-emotional complicated crisis is created by the continuing COVID-19 pandemic as countries have reported a dramatic rise in mental health disorders, including anxiety, depression, stress, sleep disorder and terror, which gradually escalated the use of drugs and often suicidality. Thus, the researcher tried to explore academic stress, academic anxiety and depression among private tutoring taking secondary school students among Delhi-NCR. Academic stress deals with psychological stress over potential academic difficulties or disappointment or even the apprehension of academic failure possibility. Academic stress is described as the response of the body to academic challenges that surpass students' functional capabilities. Through their academic career, 10-30% of students are expected to experience a degree of academic stress. Even so, there is a significant influence of academic stress among students studying in institutions with high academic expectations. Academic anxiety means a kind of anxiety levels that refers to the approaching danger to students from the atmosphere of the educational institution, such subjects such as mathematics, English, etc. Over period, academic anxiety could become harmful, hampering academic success. As the learner's academic success suffers, the amount of anxiety associated with such academic activities also rises. In response to a classroom environment, it is a mental sensation of discomfort or anxiety which is viewed negatively. In general, experts conclude that academic anxiety isn't necessarily bad. An normal level of anxiety is effective in inspiring and capable people and encouraging them to create a more sustainable and successful life. Depression includes a disease of mood. It can be defined as a feeling of sorrow, loss, or rage that interferes with the daily activities of an individual. Including over than 264 million individuals involved, depression is a widespread disease worldwide. Depression is distinct from the normal changes in behavior and short-lived emotional reactions to daily life problems. Depression can become a serious health issue, particularly when it is lengthy and with mild to extreme severity. This can trigger great distress and poor functioning of the affected person at work, at school and in the family. Depression will, of the worst kind, lead to suicide. The researcher in this present study focused on these variables as a correlate of private tutoring in pandemic.

II. RELATED LITERATURE

The occurrence of depression and anxiety among Bangladeshi university students during the COVID-19 pandemic was investigated by **Islam et al (2020)**. This cross-sectional, web-based study included a total of 476 university students residing in Bangladesh. The Google form was used to create a structured e-questionnaire. Students experienced increased anxiety and depression. About 15 percent of the students actually had fairly serious depression, while 18.1 percent were seriously nervous. It is also apparent that there was distress among students who also had private tuition in the pandemic

era. **Palanisamy & Sulaiman (2020)** discussed the tutoring centre's reception and ability to have an online forum and the obstacles facing it. By making hand-written notes, the interviewer documents and transcribes the details from the online interview. The outcome revealed the three key themes that comply with the two Technology Adoption Model (TAM) variables: Tutor Readiness, Tutoring Centre Readiness, and Usability for Students. Even student exposure to the online platform has demonstrated that 99.8% of students have access to the online platform, even with a lack of awareness about the application of technology, tutoring and tutoring readiness perform a critical role in sustaining the growth of online learning. While using a questionnaire package, **Cao et al. (2020)** surveyed college students of Changzhi medical college. Results found that extreme anxiety, 2.7 percent moderate anxiety, and 21.3 percent mild anxiety were encountered by 0.9 percent of respondents. In addition, the preventive measures against anxiety included living in urban environments, family income security and living with parents. Correlation study findings showed that economic impacts and consequences on everyday life, as well as disruptions in learning tasks, were positively related to anxiety symptoms. It is recommended that college students' mental health must be controlled throughout epidemics. **Wang et al. (2020)** analyzed during in the COVID-19 pandemic the mental health status and seriousness of depression and anxiety of young adults in a large university system in the United States. The study was conducted in two validated scales for depression and anxiety, and supplementary multiple-choice and open-ended questioning about stress factors and COVID-19-specific coping strategies. 48.14% displayed a moderate-to-severe level of depression in the 2031 participants, 38.48% showed a moderate-to-severe level of anxiety, and 18.04% had suicidal thoughts. A number of participants (n=1443, 71.26 percent) reported that throughout the pandemic their measures of stress/anxiety had risen. Only around half of respondents suggested that the tension related to the current circumstance could be sufficiently coped with. Perplexing is the percentage of respondents who display depression, anxiety, and/or suicidal thoughts. Academic-, health-, and lifestyle-related issues triggered by the pandemic were identified by participants. These questions have to be better clarified and resolved, considering the unprecedented duration and magnitude of the epidemic. **Gupta (2020)** found that popular concerns are fear of failure, afraid of being alone, feelings of worthlessness, apprehension have been found during the Lockout scenario, mainly in students. In addition, the new Lockdown scenario has shot up the rate of academic stress among students where they are unsure about what to do next. In the current crisis, a low sense of significance among students will lead to 'existential confusion' and thereby hinder the exploration of worthwhile life. While there is a scarcity of research and data about the efficacy of logotherapy in minimizing students' academic tension, it lays the groundwork for future scientific research to be carried out. **By Mosanya (2020)**, Produced by COVID-19 constraints, the academic stress associated with alienation and perceived loss of control among international students during social isolation was investigated. 36% of the variation in academic tension was clarified by the effects of a hierarchical multiple regression model, with a perceived loss of power and development attitude being major direct predictors. Moderation review clarified 17 percent of the difference and indicated that the negative impact loneliness had on academic stress was moderated by a degree of dispositional toughness. With limited reported support from colleges, parents (37 percent) and peers (32 percent) were described by students as supporters during the COVID-19 pandemic. **Johns & Mills (2021)** surveyed that including its 28 centers answering, only 3 provided online tutoring subsequent to the pandemic, however at the time of the study, all offered some sort of online mathematics tutoring. Both 28 centers provided drop-in tutoring at the beginning of the Spring 2020 semester and 12 offered consultations in contrast to drop-in. While some have shifted, most centers have retained the same layout. Furthermore, via message boards or emails, seven centers introduced collaborative tutoring.

III. OBJECTIVES OF THIS STUDY:

The following objectives were constructed by reviewing the related studies:

1. To study the academic stress among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic.
2. To study the academic stress among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic in respect to their gender.
3. To study the academic anxiety among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic.
4. To study the academic anxiety among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic in respect to their gender.
5. To study the depression among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic.

6. To study the depression among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic in respect to their gender.

IV. HYPOTHESES OF THIS STUDY:

The following directional hypotheses were generated for this study:

1. There will be academic stress among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic.
2. There will be significant difference in the academic stress among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic in respect to their gender.
3. There will be academic anxiety among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic.
4. There will be significant difference in the academic anxiety among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic in respect to their gender.
5. There will be depression among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic.
6. There will be significant difference in the depression among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic in respect to their gender.

V. SIGNIFICANCE OF THE STUDY

The objectives of this paper are to examine academic stress, academic anxiety and depression among students of secondary school undergoing private online tutoring during pandemic students. This research could be used to further educate organizers in mental wellbeing, but it can also offer important input to school faculty and workers at private tutoring and other centers to better support their students with signs of anxiety and depression. Tutors may also benefit from recognizing the vulnerability and importance of the new online education scenario and enhancing the procedures and strategies accordingly.

VI. METHODOLOGY

This study focused on academic stress, academic anxiety and depression among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic, thus, descriptive survey method was adopted and standardized questionnaires were distributed to purposive and randomly selected sample of secondary school students of Delhi-NCR, who were taking online private tutoring.

VII. TOOLS OF THIS STUDY:

Standardized questionnaires were distributed to assess the academic stress, academic anxiety and depression among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic. **Academic Stress Scale (ASS)** used to assess academic stress, **academic anxiety scale** by Dr. Sarita Dahiya & Rajni Dahiya for assessing academic anxiety & **Depression inventory (1996)** by Aaron T. Beck was used to assess depression among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic.

VIII. STATISTICAL TECHNIQUES

Data was collected in tabular form and calculated by descriptive statistics by the help of EXCEL & SPSS software. T-test was calculated to study the significance difference between the means.

IX. ANALYSIS AND INTERPRATATION OF THE DATA

To analyze the data, scoring was set in tabular form and descriptive statistics was applied on it. The outcomes are given ahead:

9.1 ACADEMIC STRESS AMONG SECONDARY SCHOOL STUDENTS WHILE TAKING ONLINE PRIVATE TUTORING

To study academic stress among secondary school students while taking online private tutoring, descriptive statistics was done on the scores of academic stress perceived by secondary school students. The mean score for academic stress perceived by secondary school students while pursuing online private tutoring came out to be 76.5 with S.D. of 20.6 and median 78. The minimum score was 32 and maximum score was 112 for the distribution of academic stress among secondary school students. The scores of academic stress among secondary school students of Delhi-NCR, while taking online private tutoring during pandemic was taken collectively and used to classify high, MODERATE and low level of academic stress. The level depends upon the mean score i.e. (M+1SD) ranging from 32 to 112 as obtained on the sample from secondary school students of Delhi-NCR. The specific range for classification of levels of academic stress was greater than (>97) i.e. 97 to 112 for high academic stress, 56 to 97 for Moderate academic stress and less than (<56) i.e. from 32 to 56 for low academic stress in secondary school students of Delhi-NCR, taking online private tutoring during pandemic. The distribution of academic stress in three different levels is given in table 1.

Table 1
Classification of Levels of academic stress among secondary school students of Delhi-NCR while taking online private tutoring during pandemic

Sr. No.	Levels of Academic stress	Range	No. of secondary school students	%age
1	High	Above 97	28	23.4
2	Moderate level	56 to 97	72	60
3	low	Below 56	20	16.6
	Total		120	100

The table 1 reveals that 28 (23.4%) secondary school students fall in the high level of academic stress, 72 (60%) secondary school students fall in the Moderate level of academic stress and 20 (16.6%) secondary school students fall in the low level of academic stress while taking online private tutoring during pandemic.

Thus, it can be interpreted by the calculation that the secondary school students of Delhi-NCR perceived Moderate level academic stress while taking online private tutoring during pandemic.

9.2 ACADEMIC STRESS AMONG SECONDARY SCHOOL STUDENTS OF DELHI-NCR WHILE TAKING ONLINE PRIVATE TUTORING DURING THE PANDEMIC IN RESPECT TO THEIR GENDER.

To study the significant difference in academic stress among male & female secondary school students of Delhi-NCR, while taking online private tutoring during pandemic, the mean and S.D. of both groups' academic stress scores were calculated and t-test was applied, the results are given in table 2.

Table 2
Academic stress among male & female secondary school students of Delhi-NCR while taking online private tutoring during pandemic

SR.NO	Academic stress scores	Male secondary school students	Female secondary school students	t-test value
1.	Mean	70.1	83.2	3.65**
2.	S.D.	19.4	19.9	Significant at 0.01 level
3.	N	60	60	

It can be observed by table 2 that the mean score of academic stress among male secondary school students is 70.1 along with S.D. of 19.4 (N=60) and the mean score of academic stress among female secondary school students is 83.2 along with S.D. of 19.9 (N=60) of Delhi-NCR, while taking online private tutoring during pandemic. The t-value after applying t-test on these values appropriately, came out to be 3.65, which is more than the table values of t-test at 0.05 = 1.98* & 0.01 = 2.56**. That vividly presents

that the difference between the academic stress among male secondary school students & female secondary school students is significant at 0.01 level, while taking online private tutoring during pandemic. As, it can also be interpreted by the mean academic stress scores of male & female secondary school students of Delhi-NCR, that female secondary school students were having higher academic stress than male secondary school students, while taking online private tutoring during pandemic.

9.3 ACADEMIC ANXIETY AMONG SECONDARY SCHOOL STUDENTS WHILE TAKING ONLINE PRIVATE TUTORING

To study academic anxiety among secondary school students while taking online private tutoring, descriptive statistics was done on the scores of academic anxiety perceived by secondary school students. The mean score for academic anxiety perceived by secondary school students while pursuing online private tutoring came out to be 83.7 with S.D. of 14.7. The minimum score was 54 and maximum score was 109 for the distribution of academic anxiety among secondary school students. The scores of academic anxiety among secondary school students of Delhi-NCR, while taking online private tutoring during pandemic was taken collectively and used to classify high, Moderate level and low level of academic anxiety. The level depends upon the mean score i.e. (M+1SD) ranging from 54 to 109 as obtained on the sample from secondary school students of Delhi-NCR. The specific range for classification of levels of academic anxiety was greater than (>98) i.e. 98 to 109 for high academic anxiety, 69 to 98 for Moderate level academic anxiety and less than (<69) i.e. from 54 to 69 for low academic anxiety in secondary school students of Delhi-NCR, taking online private tutoring during pandemic. The distribution of academic anxiety in three different levels is given in table 3.

Table 3

Classification of Levels of academic anxiety among secondary school students of Delhi-NCR while taking online private tutoring during pandemic

Sr. No.	Levels of Academic anxiety	Range	No. of secondary school students	%age
1	High	Above 98	26	21.6
2	Moderate level	69 to 98	68	56.8
3	low	Below 69	26	21.6
	Total		120	100

The table 3 reveals that 26 (21.6%) secondary school students fall in the high level of academic anxiety, 68 (56.8%) secondary school students fall in the Moderate level of academic anxiety and 26 (21.6%) secondary school students fall in the low level of academic anxiety while taking online private tutoring during pandemic.

Thus, it can be interpreted by the calculation that the secondary school students of Delhi-NCR perceived Moderate level academic anxiety while taking online private tutoring during pandemic.

9.4 ACADEMIC ANXIETY AMONG SECONDARY SCHOOL STUDENTS OF DELHI-NCR WHILE TAKING ONLINE PRIVATE TUTORING DURING THE PANDEMIC IN RESPECT TO THEIR GENDER.

To study the significant difference in academic anxiety among male & female secondary school students of Delhi-NCR, while taking online private tutoring during pandemic, the mean and S.D. of both groups' academic anxiety scores were calculated and t-test was applied, the results are given in table 4.

Table 4

Academic anxiety among male & female secondary school students of Delhi-NCR while taking online private tutoring during pandemic

SR.NO	Academic anxiety scores	Male secondary school students	Female secondary school students	t-test value
1.	Mean	92.3	75.2	7.83**
2.	S.D.	11.4	12.3	<i>Significant at 0.01 level</i>
3.	N	60	60	

It can be observed by table 4 that the mean score of academic anxiety among male secondary school students is 92.3 along with S.D. of 11.4 (N=60) and the mean score of academic anxiety among female secondary school students is 75.2 along with S.D. of 12.3 (N=60) of Delhi-NCR, while taking online private tutoring during pandemic. The t-value after applying t-test on these values appropriately, came out to be 7.83, which is more than the table values of t-test at 0.05 = 1.98* & 0.01 = 2.56**. That vividly presents that the difference between the academic anxiety among male secondary school students & female secondary school students is significant at 0.01 level, while taking online private tutoring during pandemic. As, it can also be interpreted by the mean academic anxiety scores of male & female secondary school students of Delhi-NCR, that male secondary school students were having higher academic anxiety than female secondary school students, while taking online private tutoring during pandemic.

9.5 DEPRESSION AMONG SECONDARY SCHOOL STUDENTS WHILE TAKING ONLINE PRIVATE TUTORING

To study depression among secondary school students while taking online private tutoring during pandemic, descriptive statistics was done on the scores of depression perceived by secondary school students. The mean score for depression perceived by secondary school students while pursuing online private tutoring came out to be 23.3 with S.D. of 6.48. The minimum score was 11 and maximum score was 36 for the distribution of depression among secondary school students. The scores of depression among secondary school students of Delhi-NCR, while taking online private tutoring during pandemic was taken collectively and used to classify high, Moderate level and low level of depression. The level depends upon the mean score i.e. (M+1SD) ranging from 17 to 30 as obtained on the sample from secondary school students of Delhi-NCR. The specific range for classification of levels of depression was greater than (>30) i.e. 31 to 36 for high depression, 17 to 30 for Moderate level depression and less than (<17) i.e. from 11 to 16 for low depression in secondary school students of Delhi-NCR, taking online private tutoring during pandemic. The distribution of depression in three different levels is given in table 5.

Table 5

Classification of Levels of depression among secondary school students of Delhi-NCR while taking online private tutoring during pandemic

Sr. No.	Levels of Depression	Range	No. of secondary school students	%age
1	High	Above 30	16	13.4
2	Moderate level	17 to 30	84	70
3	low	Below 17	20	16.7
	Total		120	100

The table 5 reveals that 16 (13.4%) secondary school students fall in the high level of depression, 84 (70%) secondary school students fall in the Moderate level of depression and 20 (16.7%) secondary school students fall in the low level of depression while taking online private tutoring during pandemic.

Thus, it can be interpreted by the calculation that the secondary school students of Delhi-NCR perceived Moderate level depression while taking online private tutoring during pandemic.

9.4 DEPRESSION AMONG SECONDARY SCHOOL STUDENTS OF DELHI-NCR WHILE TAKING ONLINE PRIVATE TUTORING DURING THE PANDEMIC IN RESPECT TO THEIR GENDER.

To study the significant difference in depression among male & female secondary school students of Delhi-NCR, while taking online private tutoring during pandemic, the mean and S.D. of both groups' depression scores were calculated and t-test was applied, the results are given in table 6.

Table 6

Depression among male & female secondary school students of Delhi-NCR while taking online private tutoring during pandemic

SR.NO	Depression scores	Male secondary school students	Female secondary school students	t-test value
1.	Mean	26.1	20.6	5.12**
2.	S.D.	6.06	5.69	<i>Significant at 0.01 level</i>
3.	N	60	60	

It can be observed by table 6 that the mean score of depression among male secondary school students is 26.1 along with S.D. of 6.06 (N=60) and the mean score of depression among female secondary school students is 20.6 along with S.D. of 5.69 (N=60) of Delhi-NCR, while taking online private tutoring during pandemic. The t-value after applying t-test on these values appropriately, came out to be 5.12, which is more than the table values of t-test at 0.05 = 1.98* & 0.01 = 2.56**. That vividly presents that the difference between the depression among male secondary school students & female secondary school students is significant at 0.01 level, while taking online private tutoring during pandemic. As, it can also be interpreted by the mean depression scores of male & female secondary school students of Delhi-NCR, that male secondary school students were having higher depression than female secondary school students, while taking online private tutoring during pandemic.

X. TESTING OF HYPOTHESES:

1. 28 (23.4%) secondary school students fall in the high level of academic stress, 72 (60%) secondary school students fall in the Moderate level of academic stress and 20 (16.6%) secondary school students fall in the low level of academic stress while taking online private tutoring during pandemic. Thus, it can be interpreted by the calculation that the secondary school students of Delhi-NCR perceived Moderate level academic stress while taking online private tutoring during pandemic. Hence, the first hypothesis that, "There will be academic stress among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic." Is accepted.

2. The mean score of academic stress among male secondary school students is 70.1 along with S.D. of 19.4 (N=60) and the mean score of academic stress among female secondary school students is 83.2 along with S.D. of 19.9 (N=60) of Delhi-NCR, while taking online private tutoring during pandemic. The t-value after applying t-test on these values appropriately, came out to be 3.65, which is more than the table values of t-test at 0.05 = 1.98* & 0.01 = 2.56**. That vividly presents that the difference between the academic stress among male secondary school students & female secondary school students is significant at 0.01 level, while taking online private tutoring during pandemic. Hence, the second hypothesis, "There will be significant difference in the academic stress among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic in respect to their gender." Is accepted.

3. 26 (21.6%) secondary school students fall in the high level of academic anxiety, 68 (56.8%) secondary school students fall in the Moderate level of academic anxiety and 26 (21.6%) secondary school students fall in the low level of academic anxiety while taking online private tutoring during pandemic. Thus, it can be interpreted by the calculation that the secondary school students of Delhi-NCR perceived Moderate level academic anxiety while taking online private tutoring during pandemic. Hence, the third hypothesis that, "There will be academic anxiety among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic." Is accepted.

4. The t-value after applying t-test on these values appropriately, came out to be 7.83, which is more than the table values of t-test at 0.05 = 1.98* & 0.01 = 2.56**. That vividly presents that the difference between the academic anxiety among male secondary school students & female secondary school students is significant at 0.01 level, while taking online private tutoring during pandemic. Hence, the fourth hypothesis that, "There will be significant difference in the academic anxiety among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic in respect to their gender." Is accepted.

5. 16 (13.4%) secondary school students fall in the high level of depression, 84 (70%) secondary school students fall in the Moderate level of depression and 20 (16.7%) secondary school students fall in

the low level of depression while taking online private tutoring during pandemic. Thus, it can be interpreted by the calculation that the secondary school students of Delhi-NCR perceived Moderate level depression while taking online private tutoring during pandemic. Hence, the fifth hypothesis that, "There will be depression among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic." Is accepted.

6. The t-value after applying t-test on these values appropriately, came out to be 5.12, which is more than the table values of t-test at 0.05 =1.98* & 0.01=2.56**. That vividly presents that the difference between the depression among male secondary school students & female secondary school students is significant at 0.01 level, while taking online private tutoring during pandemic. Hence, the sixth hypothesis that, "There will be significant difference in the depression among secondary school students of Delhi-NCR while taking online private tutoring during the pandemic in respect to their gender." Is accepted.

XI. FINDINGS OF THE STUDY:

The following findings were drawn by this study:

1. The secondary school students of Delhi-NCR perceived Moderate level academic stress while taking online private tutoring during pandemic.
2. The difference between the academic stress among male secondary school students & female secondary school students is significant at 0.01 level, while taking online private tutoring during pandemic.
3. Female secondary school students were having higher academic stress than male secondary school students of Delhi-NCR, while taking online private tutoring during pandemic.
4. The secondary school students of Delhi-NCR perceived Moderate level academic anxiety while taking online private tutoring during pandemic.
5. The difference between the academic anxiety among male secondary school students & female secondary school students is significant at 0.01 level, while taking online private tutoring during pandemic.
6. Male secondary school students were having higher academic anxiety than female secondary school students of Delhi-NCR, while taking online private tutoring during pandemic.
7. Secondary school students of Delhi-NCR perceived Moderate level depression while taking online private tutoring during pandemic.
8. The difference between the depression among male secondary school students & female secondary school students is significant at 0.01 level, while taking online private tutoring during pandemic.
9. Male secondary school students were having higher depression than female secondary school students, while taking online private tutoring during pandemic.

XII. RECOMMENDATIONS BY FINDINGS OF THIS STUDY:

The following recommendations can be given by the outcomes of this study:

1. As academic stress is found in moderate level among secondary school students who were pursuing online private tutoring during pandemic, lesson plan & home work should be planned according to the need and time flexibility of the concerned student.
2. Tutors should also be trained in conducting online tutoring in critical situations like pandemic, curfews, lockdowns etc.
3. Family should also be supportive to provide facilities and encouragement for handling academic stress and anxiety.
4. There should also be facility of counselling and guidance services for handling mental health problems in students.
5. There should be also be provision for planning the daily work according to needs of the academic work and tricks to ease out all the problems.
6. Students should also spend quality time with their family and friends, it can help reduce stress, anxiety and depression.
7. Moreover, if any student is facing mental health issues, it should not be ignored, instead it should be handled carefully.

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