

ABSTRACT

This thesis focuses on the promotion of self-regulation and stress reduction in secondary school students during the transition periods between full-time and distance education during the covid-19 pandemic. The aim of the thesis is to identify the stressors experienced by the students, the strategies that helped the students to regulate stress and the ways in which the students' self-regulation was promoted by the teaching staff.

The theoretical part of the thesis deals with basic terms related to stress, especially stress in children and adolescents. It also focuses on defining forms and methods of self-regulation and distance education. The practical part of the thesis deals with stress and self-regulation in students of a selected secondary school during the transitions between full-time and distance education. A qualitative research design was used to meet the research objective. The data for the research investigation was obtained through semi-structured interviews with pupils, pupils' class teachers and school counselling staff. Analysis of school documentation also provided insights.

The research investigation identified the main stressors during transitions between full-time and distance learning, the strategies pupils chose to regulate stress and the extent to which school staff supported self-regulation. Based on these findings, recommendations can be made for the school in the area of promoting student self-regulation and reducing stress in the school environment.

KEYWORDS

stress, stressors, self-regulation, pupil, distance education, support