A Study of Academic Stress among B.Ed Teacher Trainees in West Godavari District of Andhra Pradesh

Dr.J.Shakila

M.Sc;M.Sc;M.A;M.Ed;Ph.D;PGDSLM, Principal, DN.R College of Education, Bhimavaram, West Godavari district, Andhra Pradesh

Abstract- This study focus on academic stress of B. Ed teacher trainees. Normative survey method was adopted and stratified random sampling was chosen for study. 300 students participated in this study were obtained from 13 B. Ed Colleges at West Godavari district. The main objectives were 1.To assess the level of academic stress among teacher trainees 2. To study the influence of the academic stress among teacher trainees with certain variables like gender, locality, religion, marital status and academic stream. The study revealed that moderate level of academic stress of teacher trainees. Gender, locality is significantly influenced their academic stress. Religion, marital status and academic stream have not significant influence on their academic stress.

Keywords: Academic stress, B. Ed teacher trainees.

INTRODUCTION

Academic stress is a crucial problem of a student life in the present scenario. Our education system has loaded the students with a variety of pressures such as vast curriculum, examination fear; neck-to-neck competitions etc. peer and parental pressure add tons to their problem. Student teachers are the future goal setters. It is very important to monitoring how they are learning and acquiring the practical and theoretical knowledge for the future development and growth in the career profession. Stress acquires importance because of its consequences. It is an established fact that the performance of a B. Ed. teacher trainees mainly depends upon their psychological state of mind.

REVIEW OF RELATED LITERATURE

In the present study the investigator has reviewed the researches done in the field of academic stress of B. Ed teacher trainees. After reviewing the above studies, it was observed that many studies were explored on general stress, academic stress. Michaela C. Pascoe, Sarah E. Hetrick & Alexandra G.Parker (2019) Focused that the ongoing stress relating to education has demonstrated negative impact on students' learning capacity, academic performance, education and employment attainment, sleep quality and quantity, physical health, mental health and substance use outcomes. Sarbani Sankar Panigrahi (2018) focused that female trainee teachers are more stressed than the male trainee-teachers. V.V.Sailaja (2017) investigates that Gender makes a significant difference on the academic stress of teacher trainees, age and marital status has makes no significant difference on the academic stress of teacher trainees. K.Surinaidu(2017) found gender difference and academic qualifications have no influence on academic stress. Based on the above reviews the investigator also intended to study the academic stress of B. Ed teacher trainees.

Significance of the study
The students who are admitted to the teacher education institutions are called as trainee teachers as they are under training the study of a teacher-training course, and in future, they may come out as a teacher. In doing this course to the trainee teachers face a lot of stress which sometimes affect negatively on their body and mind. But, since stress has also an overwhelming light side, it is to be welcomed. Due to stress, the trainee teachers modify themselves and come out as a successful and effective person to be fit for the job of a teacher. There is a drastic change seen in their performance both academic as well as non-academic field. They develop the expertise in both curricular and co-curricular activities. This is the magic behind the teacher training course.The present investigation intended to find out the academic stress among B. Ed

teacher trainees. It is also intended to find out their relation in respect of different variables like locality, gender, religion, marital status and academic stream.

Objectives of the Study

1. To assess the level of academic stress among B. Ed teacher trainees and to classify it.

2. To study the influence of the academic stress among B. Ed teacher trainees differ with respect to following variables.

- Gender (Male/ Female)
- Location (Urban/ Rural)
- Religion(Hindu/Muslim/Christian)
- Marital status(Married/Unmarried)
- Academic stream(science/Arts)

Hypotheses of the Study

In order to achieve the forecasting objectives the following hypotheses were framed:

1. The following variables do not make a significant influence on the academic stress of teacher trainees

- Gender (Boys/ Girls)
- Location (Urban/ Rural)
- Religion(Hindu/Muslim/Christian)
- Marital status(Married/Unmarried)
- Academic stream(science/Arts)

Definitions of the key terms:

Academic stress: Academic stress is the product of a combination of academic related demands that exceed the adaptive resources available to an individual

Teacher trainees: Aspirants of would be a teacher in the future.

Population of the study:

All the 300 Students studying in the Adikavi nannaya university of West Godavari district - during the academic year 2019-20 batch constituted the population of the study.

Sampling Size:

The size of the proposed sample is stratified random sampling technique of 13 Teacher Education institutions and 300 B. Ed teacher trainees covering all the above mentioned variables. It means from each college will be randomly select from 20-25 students on the day of administration of the tools.

Research Tool Used: Academic stress scale:

The tool proposed for Academic Stress Scale developed by Gowrie& Mala Ramada's (2016).This questionnaire used in the study was based on the Academic Stress Scales developed by Kohn and Frazer (1986) and BalajRao (2013), and the Student Stress Survey (Ross, Niebling and Heckert (1999).The questionnaire consisted of 56 items that were divided into 6 Factors of potential sources of student teacher stress: Each item has five alternative responses i.e. "No Stress", "Slightly Stress", "Moderate Stress"," Highly Stress" and "Extremely High Stress". High scores are an indication of high stress and low scores on the scale are an indication of low stress.

Data analysis & Interpretation

OBJECTIVE: 1 To assess the level of academic stress among B. Ed teacher trainees and to classify it.

Table 1: Mean, % of Mean, S.D and $1/5^{th}$ of mean of the total sample in academic stress of B. Ed teacher trainees.

N	Mean	% of Mean	SD	$1/5^{th}$ of Mean
300	80.93	26.97	38.44	16.18

Interpretation: B. Ed teacher trainees are found to have moderate level of academic stress. Since $1/5^{th}$ of mean value is less than the S.D value, the sample of pupils is heterogeneous in academic stress. The sample shows variation in academic stress of teacher trainees.

Table 2: Classification of B. Ed teacher trainees–basing on academic stress.

S .No	Scores	N	Percentage	Verbal Description
1	(M – 1S.D) 42.49	60	20%	Low Academic stress
2	(M ± 1 S.D)	193	64.33%	Moderate Academic stress

3	(M + 1 S.D) 119.37	47	15.66%	High Academic Stress

Interpretation:

B. Ed teacher trainees are found to have moderate level of academic stress.

GRAPH: 1 Pie diagram shows the levels of Academic stress of B. Ed teacher trainees
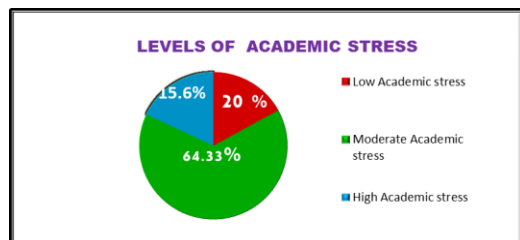
Discussion

Student teachers face stresses with their changing roles as well as different nature of teaching-learning practices, co-curricular practices as well as extra-curricular practices. And therefore it is of crucial importance to study stress among prospective teachers so that effective strategies and programs can be developed to manage different types of stress during pre-service and in-service teaching practices

OBJECTIVE: 2 To study the influence of the academic stress among B. Ed teacher trainees differ with respect to following variables.

- Gender (Male/ Female)
- Location (Urban/ Rural)
- Religion(Hindu/Muslim/Christian)
- Marital status(Married/Unmarried)
- Academic stream(science/Arts)

Table: 3 Table showing the variable wise distribution Mean, S.D. and t - value for the Academic stress of B. Ed teacher trainees

S.. No	Variable	Type	N	Mean	S.D	t-value	Status of hypotheses
1	Gender	Male	91	92.39	36.90	3.51**	
		Female	209	75.94	38.11		Rejected
2	Locality	Rural	139	75.00	41.14	2.48**	
		Urban	161	86.05	35.28		Rejected
3	Marital status	Married	134	81.00	39.08	0.02*	
		Unmarried	166	80.87	38.04		Accepted
4	Academic stream	Science	152	77.48	38.54	1.58*	
		Arts	148	84.48	38.14		Accepted

Not significant at 0.05 level

* * Significant at 0.01 &0.05 level.

Table values for 1.96 at 0.05 level and 2.58 at 0.01 level.

Table 4: (ANOVA) – Influence of the different religions on the academic stress of teacher trainees.

S.No	Sources of Variation	df	Sum of Squares	Mean variances	F – Value	Status of hypotheses
1	Between Groups	2	5704.681	2852.341		
2	With in Groups	297	436046.279	1468.169	1.94*	Accepted

* Not Significant at 0.05 level . The table value is 2.99 at 0.05 level. The obtained 'f' value is 1.94 for 2 and 297 df, Not significant at 0.05 level.

DISCUSSION AND CONCLUSIONS

Most of the B. Ed teacher trainees have moderate level of academic stress.. As per the results of the present study another noticeable finding is that male teacher trainees have more academic stress than their counterparts.. Gender, locality of living is significantly influenced their academic stress. Another noticeable finding is that the religion, marital status and academic stream have not significant influence on their academic stress.

Therefore efforts are to be made caring these directions to measure the academic stress in teacher education course by focusing more on concepts in managing academic stress, positive attitude and exercise the developing the professional skills and real life situations and re-orienting the teachers and parents towards these aspects.

As we know that the teacher trainees who join this course come from various fields as they have never gone through various subjects which are being taught in teacher training programme. Therefore, it is the need of the hour that they must be treated as youngster in the field of teacher training and they should be given a congenial environment so that they may be made stress free

EDUCATIONAL IMPLICATIONS

➢ Academic stress may affect adversely on the performance. So the teacher training institutes should take some effective measures to reduce the academic stress of the students

➢ The trainee students who feel more stress may be given special guidance and counselling. Girl students should need special attention in this aspect.

➢ Teacher educators should take special attention on those students who are unable to cope up with practical work.

➢ Factors other than the training methods, curriculum etc may generate stress in prospective teachers which may adversely affect their attitude towards the course and they may not be fully benefited by the training. Hence trainee teachers are to be helped through stress coping mechanisms like meditation, yoga etc.

➢ Lack of regularity in work especially in teacher training course is one of the causes for academic stress. This is to be focused while giving instructions to teacher training students.

ACKNOWLEDGEMENT

REFERENCE

[1] Dawit Yikealo1, Were de Tareke1 (2018):Stress Coping Strategies among College Students: A Case in the College of Education, Eritrea Institute of Technology

[2] Dr. Pratibha Sagar & Mr. Bijender Singh (2017) States that a study of academic stress among higher secondary school students. International Journal of Creative Research Thoughts (IJCRT), Volume 5, Issue 4 December 2017 | ISSN: 2320-2882

[3] Gowrie& Mala Ramdass (2016): Coping with Student Teacher Stress at the University of Trinidad and Tobago, International Journal of Innovative Research in Science, Engineering and Technology Vol. 6, Issue 8, August 2017.

[4] Joseph E. Agolla and Henry Ongori (2009): An assessment of academic stress among undergraduate students: The case of University of Botswana. Educational Research and Review Vol. 4 (2), pp. 063-070, February 2009Available online at http://www.academicjournals.org/ERR ISSN 1990-3839 © 2009 Academic Journals.

[5] Kothari, R. G. & Shelat, P. (2009), Issues of teacher education. University News, Association of Indian Universities.

[6] K. Surinaidu (2017)," study on the stress of prospective secondary school teachers in relation to some affective variables in Visakhapatnam District"

[7] Lal, K. (2014). Academic stress among adolescent in relation to intelligence and demographic factors. American Journal of Research in Humanities, Arts and Social Sciences, 5(1), 123-129.

[8] Michaela C. Pascoe, Sarah E. Hetrick & Alexandra G.Parker (2019): The impact of stress on students in secondary school and higher Education. INTERNATIONAL JOURNAL OF ADOLESCENCE AND YOUTH, VOL. 25, NO. 1, 104–112 https://doi.org/10.1080/02673843.2019.1596823.

[9] Prabu, P. S. (2015). A study on academic stress among higher secondary students. International

Journal of Humanities and Social Science Invention, 4(10), 63-68

[10] Sanjay Kumar (2015): A Study on Stress among B.Ed. Teacher Trainees. Asian Journal of Multidisciplinary Studies, 3(3) March, 2015

[11] Sarbani Sankar Panigrahi(2018):A Study on the Causes of Stress among B.Ed. Trainee Teachers of Teacher Education Colleges of Mumbai, International Journal of Innovative Research in Science, Engineering and Technology Peer Reviewed Journal)Vol. 7, Issue 6, June 2018