

A Study on the impact on stress and time management of B.Ed. students on the basis of Gender

Sayyed Kasim Ali¹, Dr. Rajni Chopra²

¹*M.Ed Scholor, Gyan Vihar School of Education, Suresh Gyan Vihar University, Jaipur (Raj)*

²*Assistant Professor, Gyan Vihar School of Education, Suresh Gyan Vihar University, Jaipur (Raj)*

Abstract-: This study aims to examine the impact of stress and time management on B.Ed. students about their gender. B.Ed. or Bachelor of Education is an undergraduate degree program designed to prepare students for a career in teaching. Stress and time management are two important factors that can significantly affect the academic performance and well-being of students. It is important to investigate how these factors vary across genders to identify any gender-specific challenges that B.Ed. students might face. The study will employ a quantitative research design, using a questionnaire as the primary data collection tool. The sample will comprise 100 B.Ed. students from different Collage in Tonk district. To study the impact on stress and time management of B.Ed. students based on Gender. The questionnaire will consist of questions related to stress levels, time management practices, and demographic information, including gender. The finding is a significant difference between the impact on stress and time management of B.Ed. students based on Gender were not found. Therefore, the null hypothesis is not accepted.

Keywords— Stress, Time Management, Academic Performance, B.Ed Students, Demographic information.

I. INTRODUCTION

The present scenario is coming up with achievements as well as stress. Stress has been observed as the major cause of problems for all of us. This problem is also observed in adolescents as a result of whom behavioral problems have been on an increase among them. Stress has been defined as a barrier to concentration power, decision-making, problem-solving, and other necessary skill for students learning. Students' stress is usually related to their day-to-day experiences, worries, and challenges at school, at home, and in the community. Nowadays it is frequently heard that students commit suicide due to the stress of examinations or results. This is especially important for online students, who are often working full-time,

taking care of family, or juggling other commitments. Without the camaraderie of a class to motivate you or having a set time when you need to be on campus, effective time management is crucial to helping you stay focused. Effective time management not only helps with your learning but can also make you more productive at work and in your personal life. If you're serious about completing your online degree, it's crucial to find a good system to use.

II. REVIEW OF RELATED LITERATUR

M.Vijayalakshmi (2018): RACT Time management is important for maximum health and personal effectiveness. In one's life, feeling of being —out of controll of their time is the major source of stress, anxiety and depression. Teaching is considered a high stress profession, where approximately one quarter of school teachers view teaching as extremely stressful. The objective of the present study was to measure the level of Time management and Stress of B.Ed. Teacher Trainees. And also to find out whether B.Ed. Teacher Trainees differ significantly in their Time management level and Academic achievement & Stress level and Academic achievement with respect to Gender, Locality, Type of Family, Qualification of Father and Qualification of Mother. And also to find out the significant relationship between Time management level and academic 5 achievement, Stress level and academic achievement and Time management level and Stress level of B.Ed. Teacher Trainees. The method used in the present study was Normative Survey. By using Stratified Purposeful Sampling Technique 266 samples were collected. Investigator used modified Medical Student Stressor Questionnaire (MSSQ) for measuring the stress level and Time Management Scale (revised) for measuring Time Management of B.Ed. teacher trainees. Mean, Standard Deviation, t – test, F – ratio were used for

analyzing the collected data. Results showed that Time management level is high and Stress level is Moderate among B.Ed. Teacher Trainees. Time management level with respect to Qualification of Mother, Stress level with respect to Type of Family and Academic achievement with respect to Gender, Qualification of Father and Qualification of Mother of B.Ed. Teacher Trainees were found to be significant at 0.05 level. B.Ed. Teacher Trainees show significant and negative relationship between Time management and Stress level and significant and positive relationship between Stress and Academic Achievement at 0.01 level.

Syed Muhammad Sajjad Kabir (2017) Technology has definitely made it more ‘convenient’ to transfer and access information. But, the reality is that it has generated information overload, more than it has helped us manage our time. Technology has also changed our perspective on just how ‘available’ we feel we should be. And, as a result, many of us have allowed ourselves to be positioned in a constant state of ‘readiness’ - anxiously awaiting the next piece of information or digital communication that comes our way - so we can immediately respond. More often we have become slaves of the technology; whereby cellular calls, text and email, for example, all too often end up controlling us - rather than us controlling them. Learn your signs for being overstressed or having a time management problem. Ask your friends about you. Perhaps they can tell you what they see from you when you’re overstressed. Most people feel that they are stressed and/or have a time management problem. Verify that you really have a problem. What do you see, hear or feel that leads you to conclude that you have a time or stress problem? Don’t have the illusion that doing more will make you happier. Is it quantity of time that you want, or quality? Stress and time management problems have many more than one technique to fix. You don’t need a lot of causes and usually require of techniques, usually more than one, but not a lot. One of the major benefits of Focus on results, not on doing time planning is feeling that you’re in control. busyness.

Vanita Rose (2016) : After seeing the research literature, it has been found that very little work has been done in this field in India as well as in abroad. Hence more researches need to be conducted especially under Indian conditions to further explore this relationship and if the result turn out to be positive,

then, in order to prepare competent Student and ideal citizen for the country, inclusion of measuring academic stress in the school, college, and even University curriculum might become a necessity. It can help parents, teachers, counselors, and other professionals to understand student-teacher; how better to reach the personally and how best to help them to realize their potentials. Also, different strategies can be designed for implementation of programs for these students that can serve as a good guide for both educators and parents. It is hoped that this study will provide ideas to help adolescents identify signs of academic stress, develop healthy coping strategies, and manage stress levels to create a balanced life and healthy lifestyles. This study is also helpful in designing intervention program to improve academic achievement of students which in turn may be helpful in making school students academically less stressed and happier. Facts mentioned above led investigator to undertake the present study.

III. OBJECTIVE

To study the impact on stress and time management of B.Ed. students based on Gender (Male and Female).

IV. RESEARCH METHOD

The researcher adopted the descriptive survey method a questionnaire has been designed for research. The questionnaire consists of demographic information studies on the impact of stress and time management on B.Ed. students based on Gender.

V. VARIABLES

Independent variable- Stress and time management.
Dependent variable- B.Ed. Students.

VI. HYPOTHESIS

H1 There is no significant difference between the impact on stress and time management of male and female B.Ed. students.

Table No.-1

Cate gory	Tota l Stud ents (N)	Mea n(M)	Stand ard Devi ation (S)	t- Va lue	Signifi cance level	Result
Male B.Ed	50	22.84	2.78		0.05=1.98	Hypot hesis

Students				3.24		is not accepted
Female B.Ed Students	50	21.3	1.12		0.01=2.62	

Degree of Freedom (df)=N1+N2-2
 $50+50-2=98$

Value of t at 0.05 level=1.98

Value of t at 0.01 level = 2.62

ANALYSIS:-

The t value of the impact on stress and time management of male and female 6 B.Ed. students obtained by calculation in above table no. 4.6.1.1 is 3.24 which is greater than the t value 1.98 and greater than 2.62 of 0.05 and 0.01 levels given in the t table index. MEAN of both the group is 22.84 and 21.3 standard deviation is 2.78 and 1.12 Therefore, a significant difference was found in the null hypothesis is a significant difference in the problem faced by male and female B.Ed. students Rural school teachers in shifting from online to offline teaching mode of education and the hypothesis was not accepted.

GRAPHICAL PRESENTATION

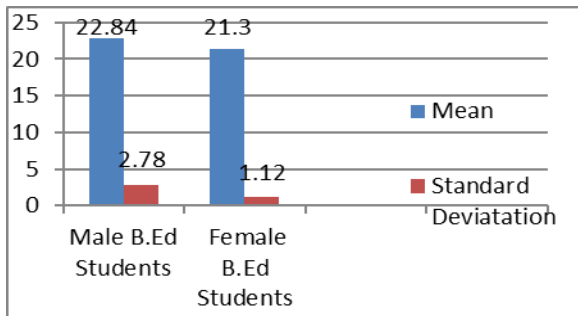


Fig No.-1

Conclusion based on hypothesis:-

Therefore, based on the conclusion, it can be said that the mean value of Male B.Ed. students were seen more than that Female B.Ed. Student's impact on stress and time management and in standard deviation also the standard deviation of Male B.Ed. students and Female B.Ed. Students were seen more than Males B.Ed. students. Hence the t-value was found to be 3.24 and the above hypothesis is not accepted at 0.05 level of confidence.

V. EDUCATIONAL IMPLICATIONS

Stress is common to all, but excessive stress hurts student's personal and academic life. If the high level of academic stress is not reduced on time, it may affect students' personal and academic life. It is observed that urban resident students have more academic stress than that rural students. So, parents residing in urban areas should provide more support and attention to their children so that they can deal with the various stressors of academic stress. Parents should avoid having too high expectations from their children. with parents, teachers, and peers. Rewards and reinforcement should be given to the students on their academic performance by the parents, teachers, and principals of the schools. Parents should interact with the school principal and teachers regularly to create a wholesome environment for the children. 23 Parents and teachers should have a regular check on the activities and behavior of students and their friends in college and at home.—Students should also represent good, cooperative, and responsible behavior.

VI.CONCLUSION

The college aims at imparting higher education / and if society is to benefit, such education should be at a higher level of performance. This is possible only if the learner performs at his or 29 best. A student under stress with poor time management skills will not give his best or even the minimum required for a successful system of knowledge diffusion. It is, therefore the duty of society, to relieve the learners from stress factors to keep the benefits of higher education.

REFERENCE

[1] Avdhesh, & Sharma, Kumar & Singh, Roma & Chopra, Rajani & Kaur Bansal, Dr & Quaterly, Cije & Kumar, Avdhesh. (2022). A study of parent's opinions in context of the effects of online teaching-learning on learning at Primary level in Jaipur. 2. 35-44.

[2] Aanu E M & R A Olatoye (2011). Use of Library Resources, Study Habit and Science Achievement of Junior Secondary School Students, Educational Research, 2(7), 1265-1269. 30 Abdullahi, E (2010). Comparative Study of Kwara State Secondary School Students' Study Habits in the

- English Language: Implication for Counselling. Educational Research, 1(6), 171-177.
- [3] Abid Hussain (2006) Guidance Services on Study Attitudes, Study Habits and Academic Achievement of Secondary School Students, Dissertation Abstracts International 66, 08, 3258-A April.
- [4] Agarwal Shivani, Dhillon Navpreet Mann, Babbar Rashmi. Relationship between Self-concept and Academic Achievement in 17–19 Years Old Students. International Journal of Physiology Volume: 1 Issue: 2 Pages: 125-129. Published: Jul 2013 Print ISSN: 2320-6039 Online ISSN: 2320- 608X DOI: 10.5958/j.2320-608X.1.2.026
- [5] Aglaia Stampoltzis, Georgia Defingou, Katerina Antonopoulou, Sofia Kouvava & Stavroula Polychronopoulou (2014). Psycho-social characteristics of children and adolescents with siblings on the autistic spectrum, European Journal of Special Needs Education, 29:4, 474-490, DOI: 10.1080/08856257.2014.922811.
- [6] Amalraj, A. and Anandha, V.G. (2006) Study habits of higher secondary students about the-Home climate. Research and reflection on Education 04, 03, 13-16 July-Sep.
- [7] Bhaskara Rao, D. and Prakasa Rao A.S.S. (2004), Study habits of secondary school students. The Educational Review 47, 1, 11-13.
- [8] Bhat, Anita Narayana (2014). A study of the impact of home environment on psychosocial competence resilience and vocational aspiration of adolescents. Retrieved from: <http://hdl.handle.net/10603/21661>.
- [9] Chahar, Samiksha & Chopra, Dr & Singh, Roma & Kaushik, Vibha. (2022). TEACHER'S WORKING BEHAVIOR IN PRE AND PRESENT TIME OF CORONA PERIOD. SDES-International Journal of Interdisciplinary Research. 3. 502-505. 10.47997/SDES-IJIR/3.5.2022.502-505.
- [10] Chamundeswari, S., Sridevi, V., & Archana Kumari (2014). Self-Concept, Study Habit and Academic Achievement of Students. International Journal of Humanities Social Sciences and Education, 1(10), 47-55. Retrieved from <https://www.arcjournals.org/pdfs/ijhsse/v1-i10/8.pdf>.
- [11] Kumar, Avdhesh & Singh, Roma & Chopra, Rajani. (2023). " A study of parents' opinions in context of online teaching learning on the health concerns of primary level students in Jaipur.". 9. 752-756.
- [12] Meena, Rekha & Chopra, Dr & Singh, Roma & Kaushik, Vibha. (2022). THE CHALLENGES OF SCHOOL MANAGEMENT FACING THE TRANSFORMATION FROM OFFLINE TEACHING MODE TO ONLINE MODE. SDES-International Journal of Interdisciplinary Research. 3. 497-501. 10.47997/SDES-IJIR/3.5.2022.497-501.
- [13] Parashar, Shalini & Singh, Roma & Chopra, Dr & Kaushik, Vibha. (2022). AN ANALYTICAL STUDY OF THE TIME MANAGEMENT AND STUDY HABITS DURING COVID TIMES BY SECONDARY LEVEL STUDENTS. SDES-International Journal of Interdisciplinary Research. 3. 511-515. 10.47997/SDES-IJIR/3.5.2022.511-515.
- [14] Sharma, Rajeshwari & Singh, Roma & Chopra, Rajani & Kaushik, Vibha. (2023). A Study of ICT Skills As Essential Tool for Making Teaching Learning Effective By Teacher Educators of Jaipur District. 8. 8-11.
- [15] Singh, Dr. Roma & Sharma, Rajeshwari & Chopra, Dr. (2023). "A Study of ICT As Essential Tools For Making Teaching Learning Effective By Teacher Educators of Jaipur District" Vol-8, ISSUE-3.
- [16] Singh, Dr. Roma & Sharma, Rajeshwari & Chopra, Dr. (2022). "A Study on the ICT Skills of Male and Female Teacher Educator of B.Ed Teacher Training Institutions in Jaipur District"
- [17] Sharma, Samta & Chopra, Dr & Singh, Roma & Kaushik, Dr. (2022). APTITUDE OF M.ED. TRAINEES TOWARDS THE ONLINE TO OFFLINE MODE OF TEACHING. SDES-International Journal of Interdisciplinary Research. 3. 506-510. 10.47997/SDES-IJIR/3.5.2022.506-510.
- [18] Yadav, Annu & Singh, Roma & Chopra, Dr & Kaushik, Vibha. (2022). IMPACT OF COVID-19 PANDEMIC ON MENTAL HEALTH OF TEACHERS AT SECONDARY LEVEL. SDES-International Journal of Interdisciplinary Research. 3. 480-483. 10.47997/SDES-IJIR/3.5.2022.480-483.