

A Study on Stress Management and Its Impact Among Teacher Training Students

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Abstract—Stress is a frustrating condition where it contains an excess of work and an overload which reduces the concentration, mentality and the normal working condition of any teacher training students. This study examines the impact of stress on teacher training students' and stress management among teacher training students. The main objectives were to ascertain or identify the extent to which stress affects students' academic success, health and general lifestyle, as well as to inquire about the effects of existing stress in students. A quantitative method was used in gathering and analyzing the data. For this purpose, questionnaires were distributed to trainee students, who consisted of bachelor of education (B.Ed.) qualification. The result obtained shows that nearly 40% of trainee students feel stress in getting support from the faculty members, fear of examination, lack of understanding the subject and feeling more stressed in academic performance. The result has also identified that they are no difference among the genders in experiencing the stress, were by both genders equally face impact of stress in their performance. Stress can however be managed using various stress revealing techniques and also introducing stress management course as part of the students' extracurricular activities.

Index Terms—Stress, Psychology, Physiology, Perception and Academic life.

I. INTRODUCTION

Selye (1956) defines stress as “any external event or any internal drive which threaten to upset the organism equilibrium is stress”. Stress is a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize. Stress is defined as a person's psychological and physiological response to the perception of a demand or challenge. Students are most frequently affected by stress due to their academic and personal life. Students face various challenges, difficulties and a whole lot of pressure in

today's competitive world. Students get to be trained in handling stress and should get out from it. Stress is the process by which an individual or a person reacts when opened to external or internal problems and challenges. "the organism processes numerous systems to coordinate such adaptive responses both at systematic and cellular levels "by this, stress has direct effect on the brain and the whole anatomy of the body as such failure to adapt to a stressful condition can result in brain malfunction, physiological problem and also many areas of psychological challenge's in the form of depression, anxiety, pain and burnout. Physiologically, stress-related diseases in the form reproduction, cardiovascular, metabolism and gastrointestinal diseases are determined by great areas of genetic and developmental factors which are different from a person to a person but also symptoms of this disease may be similar sometimes among individuals (Hellhammer & Hellhammer 2008. vii). According to (Wheeler 2007,2), stress is physics word which refers to the amount of force used on an object and it relates in real life as to how certain issues that carry force applied to human life. Examples financial difficulties, health challenge issues, conflicts with friends, all carry force or pressure on person's body - mind and spirit. Some of the pressure or force originate from the environment but most often comes from within a person's head in the form of worry, anxiousness, regret, discouragement and low confidence. Therefore, stress is basically force applied to a person and may result in a strain which is as a result of an unmanaged stress that is when a person is not able to handle a challenge or problem encountered strain result. To some people, the effect is minimal which means they are able to endure pressure whiles in others the effect is enormous and have an adverse effect.

Stress is explained by (Pargman 2006, 5) as “An uncertain reaction to external and internal factors” that

means a negative or positive reaction to environmental stimuli. In this regard, it is how the totality of your body relate to changes and unfamiliar situations that present itself in the course of time. During such a period, vital organs such as sexual organs, heart rate, blood pressure, stroke volume, respiratory rate in the body react speedily. Many hormonal responses are at peak.

II. OBJECTIVES OF THE STUDY

- To assess the level of stress among training students.
- To identify the factors causing training stress among the students.
- To analyze the impact of training stress on academic success.
- To find out possible measures that would reduce the stress level.

III. RESEARCH METHODOLOGY OF THE STUDY

The data collection involves both primary and secondary data collection and they are collected from the respective sources. The primary data is collected by the help of a structured questionnaire from students comprising of academic factors and stress factors. The secondary data is collected from online database, books and the journals available as source of information. The method of sampling technique adopted is stratified simple random sampling. The sample size is 120. Simple percentage method, Chi square and t - test will be used to analyze the collected data.

A. Hypothesis Testing

T – Test:

H0 (Null Hypothesis): There is no significant difference between gender and stress factors. H1 (Alternate Hypothesis): There is a significant difference between gender and stress factors.

B. Chi-Square:

H0 (Null Hypothesis): There is no association between gender, year of study with stress factors.

H1 (Alternate Hypothesis): There is association between gender, year of study with stress factors.

IV. DATA ANALYSIS AND INTERPRETATION:

Table 1-Gender Wise Classification

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male | 61 | 50.8 |
| Female | 59 | 49.2 |

From the above table it is inferred that 50.8% of the respondents are belong to male category and remaining percent of the respondents are belong to the female category.

Table 2-Year of Study

| Description | Frequency | Percentage |
|-------------|-----------|------------|
| 1st year | 60 | 50.0 |
| 2nd year | 60 | 50.0 |

The above table inferred that 50 percent of the respondents belongs to 1st year and the remaining respondents are belonging to 2nd year.

Table 3-Allocate Time for Leisure Activities

| Description | Frequency | Percentage |
|-------------|-----------|------------|
| Yes | 85 | 70.8 |
| No | 35 | 29.2 |

From the above table it is inferred that, 70.8 percent of the respondents will allocate some time for leisure activities and the remaining 29.2 percent of the respondents will not allocate time for leisure activities.

Table 4-Increased Class Workload

| Description | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Disagree | 24 | 20.0 |
| Disagree | 30 | 25.0 |
| Neutral | 10 | 8.3 |
| Agree | 27 | 22.5 |
| Strongly Agree | 29 | 24.2 |

From the above table if it is inferred that, 25.0 percent of the respondents said Disagree, 24.2 percent were said strongly agree, 22.5 percent were said agree, 20.0 percent were said strongly disagree and the remaining 8.3 percent of respondents were said neutral in increased class workloads.

Table 5-Many Hours of Studies

| Description | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Disagree | 15 | 12.5 |
| Disagree | 29 | 24.2 |
| Neutral | 28 | 23.3 |
| Agree | 33 | 27.5 |
| Strongly Agree | 15 | 12.5 |

The above table inferred that, 27.5 percent of the respondents said agree, 24.2 percent were said disagree, 23.3 percent were said neutral, 12.5 percent were said strongly disagree and the remaining 12.5 percent of respondents were said strongly agree in many hours of studies.

Table 6-Language Difficulties

| Description | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Disagree | 12 | 10.0 |
| Disagree | 22 | 18.3 |
| Neutral | 18 | 15.0 |
| Agree | 51 | 42.5 |
| Strongly Agree | 17 | 14.2 |

From this table, 42.2 percent of the respondents said agree, 18.3 percent were said disagree, 14.2 percent were said strongly agree, 15.0 percent were said neutral and the remaining 15.0 percent of respondents were said strongly disagree in language difficulties.

Table 7-Lack of Support

| Description | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Disagree | 17 | 14.2 |
| Disagree | 20 | 16.7 |
| Neutral | 12 | 10.0 |
| Agree | 43 | 35.8 |
| Strongly Agree | 28 | 23.3 |

From the above table it is inferred that, 35.8 percent of the respondents said agree, 23.3 percent were said strongly agree, 16.7 percent were said disagree, 14.2 percent were said strongly disagree and the remaining 10.0 percent of respondents were said neutral in lack of supports.

Table 8-Examinations

| Description | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Disagree | 11 | 9.2 |
| Disagree | 21 | 17.5 |
| Neutral | 16 | 13.3 |
| Agree | 42 | 35.0 |
| Strongly Agree | 30 | 25.0 |

From the above table, 35.0 percent of the respondents said agree, 25.0 percent were said Strongly agree, 17.5 percent were said disagree, 13.3 percent were said neutral and the remaining 9.2 percent of respondents were said strongly disagree in handling the examinations.

Table 9-Stress in Understanding of Subjects

| Description | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Disagree | 12 | 10.0 |
| Disagree | 21 | 17.5 |
| Neutral | 28 | 23.3 |
| Agree | 32 | 26.7 |
| Strongly Agree | 27 | 22.5 |

From the above table, 26.7 percent of the respondents said agree, 23.5 percent were said neutral, 22.5 percent were said neutral, 17.5 percent were said disagree and the remaining 10.0 percent of respondents were said strongly disagree in stress in understanding of the subjects.

Table 10-Often Get Stress

| Description | Frequency | Percentage |
|-------------|-----------|------------|
| Never | 6 | 5.0 |
| Rarely | 32 | 26.7 |
| Sometimes | 60 | 50.0 |
| Frequently | 22 | 18.3 |

From the above table, half percent of the respondents were said sometimes will often get stress, 26.7 percent were said rarely they get stress, 18.3 percent were said frequently will get stress and the remaining 5.0 percent of respondents were said they will never often get stress.

Table 11-Techniques Come Out of Stress

| Description | Frequency | Percentage |
|----------------------------|-----------|------------|
| Exercise / Yoga | 14 | 11.7 |
| Meditation | 22 | 18.3 |
| Pursue hobbies / Interests | 35 | 29.2 |
| Positive thinking | 29 | 24.2 |
| Others | 20 | 16.7 |

From the above table, 29.2 percent of the respondents were said they will pursue their hobbies or their interests to come out of stress, 24.2 percent were said positive thinking, 18.3 percent were said they will undergo meditation, 16.7 percent were said they will do other activities like hearing songs, playing games etc., and the remaining 11.7 percent of respondents were said they will do exercise or yoga to come out of the stress.

Table 12-Chi-Square: Association Between Gender

| Factors | Chi-square value | df | p | Significant level |
|----------------------------------|------------------|----|-------|-------------------|
| Techniques to come out of stress | 7.940 | 4 | 0.094 | Not significant |

and Techniques to Come Out of Stress

It can be observed from the above table that the high p – values (>0.05) for the factor techniques to come out of stress verify that there is no sufficient evidence to reject the respective null hypothesis and it can be concluded that gender does not have any association with the factor.

Table 13-Chi-Square: Association Between Year of Study and Techniques to Come Out of Stress

| Factors | Chi-square value | df | p | Significant level |
|----------------------------------|------------------|----|-------|-------------------|
| Techniques to come out of stress | 8.572 | 4 | 0.073 | Not significant |

It can be observed from the above table that the high p – values (>0.05) for the factor like techniques to come out of stress verify that there is no sufficient evidence to reject the respective null hypothesis and it can be concluded that year of study does not have any

association with the factor like techniques to come out of stress.

Table 14-Test: Mean Difference Between Gender and Stress Factors

| Factors | Chi-square value | | df | p | Sig Value |
|--------------------------------------|------------------|---------------|-----|-------|-----------|
| | Male (Mean) | Female (Mean) | | | |
| Allocate time for leisure activities | 1.38 | 1.20 | 118 | 2.114 | 0.037 |
| Often get stress | 2.82 | 2.81 | 118 | 0.042 | 0.966 |
| Techniques to come out of stress | 3.28 | 3.03 | 118 | 1.079 | 0.283 |

From the above table significant values for gender with often get stress and techniques to come out of stress is $p > 0.05$, hence there is no sufficient evidence to reject the null hypothesis and it can be concluded that, there is no significant difference between gender and often get stress, techniques to come out of stress. Also, from the above table p value for gender with time for leisure activities is < 0.05 , hence it rejects the null hypothesis. It can be concluded that there is a significant difference between gender and allocating time for leisure activities.

V. RESULT AND DISCUSSION

Stress affecting students academically leads them to have bad performance in school work. Students experience a lack of concentration. Stress in college students can affect the ability to concentrate, and there have been studies conducted that prove that stress interfere with a student's ability to concentrate. Furthermore, stress affects the productivity or the output students make. The study has also proved that nearly 46.7% of the students have agreed their work load as part of the stress. Rakesh Kumar Agrawal & Shailendra Singh Chahar (2007) in his findings reveals that students are experiencing role overload, role stagnation and self-role distance. The language and the lack of support the students receive from faculty has also been a reason of stress factors which was reported as difficulty by 65% of students. The level of experienced stress is influenced by the resources available for the person in order to deal with

specific stressful events and situations (Moore et al, 1992). Radcliff and Lester's (2003) studies on the perceived stress among final year medical undergraduate students revealed that the most stressful situations for students were the excessive class workload, the socialization pressure, the lack of guidance, and transition periods of transition. Moreover, the study of Keinan and Perlberg (1986) focused on the sources of stress among university lecturers. However, this study took a specific perspective, which differ from Moore et al (1992), and Perlberg and Keinan (1986), which explored the differences in perceptions of potential sources of stress among undergraduate students (age, school year, faculty and gender). The result has also identified that they are no difference among the genders in experiencing the stress, were by both genders equally face impact of stress in their performance.

VI. CONCLUSION

A medium percentage of the students did have high stress. Person facing stress at the educational level leads to lot of psychological problems in the form of decreased motivation, absenteeism for class and examinations, incompleteness of all works etc. The stress management is a leading fact that each and every management should concentrate so that they can keep an eye on their academic and personal life. All the students regardless of his / her age, gender, income level or any other priority should be treated equally and should manage without any dissatisfaction is necessary. Academic factors were one of the most important stressors. The introduction of stress management education into the curriculum could prove useful in combating this problem. Students themselves should become trainers of managing stress. This trend will definitely lead to empower the students and to get succeed in their academic and personal life. Students facing stress are advised to attend stress management courses which will help them to build coping strategies and cause out their stress. The stress management cause comprises of a package program consisting of

- Relaxation
- Positive outlook towards works / responsibilities
- Self-analysis through personality type test 🌈
- Inter personal skill development

- Protection yoga cum meditation
- Time management.

Effective communication between students and the faculties should be promoted. This could help students to find the appropriate stress reduction methods and to improve their academic performance.

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