

A Study on Stress among B.Ed. Teacher Trainees

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Abstract: *Stress is one of the most insidious phenomena of our time and it affects people in all walks of life. 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. As occupational stress affects the physical and psychological well being of the teacher trainees; it definitely influences their efficiency and performance. In order to be a good teacher, the B. Ed. teacher trainees must possess sound mental health, enthusiasm and satisfaction in their studies. In the present study an attempt has been made to find out the causes of stress among B.Ed. teacher trainees and to suggest measures to improve their mental status which ultimately will improve their overall efficiency.*

Keywords: Stress, B.Ed. teacher trainees, Psychological state of mind

Introduction

Stress is one of the most insidious phenomena of our time and it affects people in all walks of life. Stress implies pressure and causes tension of worry resulting in problems, some amount of stress is necessary and is always with us. It varies in its intensity. Stress acquires importance because of its consequences. Though stress causes both positive and negative effects, excessive stress produce not only psychological disturbances but also several harmful effects on the bio system. Stress is an unpleasant emotional state (Kyriacou, 1981). It is a feeling of tension, which is both physical and emotional and is caused by physiological, psychological and environmental demands. The United Kingdom Health and Safety Commission also stated that the Stress is the reaction people have to excessive pressures or their types of demands placed on them.

Thus stress can be defined as the harmful physical and emotional responses that occur when the requirements do not match with the capabilities, resources or needs of the workers. Stress can leads to poor health and even injury.

Rationale of the study

At the college level students are expected to do work at their own and also they have to face cut throat competition in the field. It increases the stress on them. "Stress up to the moderate level is inevitable and leads to motivation but prolonged occupational stress in teaching has been found to result in both physiological and psychological ailments, which ultimately have deleterious effects on teachers' professional efficiency (Kyriacou and Pratt, 1989).

It is an established fact that the performance of a B. Ed. teacher trainees mainly

depends upon their psychological state of mind. As occupational stress affects the physical and psychological well being of the teacher trainees; it definitely influences their efficiency and performance. In order to be a good teacher, the B. Ed. teacher trainees must possess sound mental health, enthusiasm and satisfaction in their studies.

Hence, the purpose of the present study is to find out the causes of stress among B.Ed. teacher trainees and to suggest measures to improve their mental status which ultimately will improve their overall efficiency. The results of this study can help a lot in improving the mental health of the B.Ed. teacher trainees and provide an opportunity to improve the education system.

Further, the studies of Agarwal (1985), Lavanya and Vijayalakshmi (2006), Sabu and Jangaiah (2005) Ruby, et. al. (2009) and Kumar and Kadiravan (2010) reported that students differ significantly on their level of stress with respect to their gender, locality, education and family background. So in modern era a stress free education is quite necessary for all of us. A stress free mind can build a strong nation.

Review of Previous Studies

Many researchers conducted study on stress. Bisht (1980) conducted a study on "Stress in relation to School Climate and Academic Achievement". The objectives of the study were to study the academic stress and institutional stress of students in reference to three main effective variables, viz...Need for academic achievement, School climate and Academic achievement. The major finding of the study was that all the three variables were positively and significantly co-related.

Bisht (1980) conducted another study on Interactive effect of the School Climate and need

for Academic Achievement on the Academic Stress of Students. The researcher found that the high need for academic achievement and low need for academic achievement operating independently did not differ in their effect academic stress and two types of school climates operating in and by themselves did not differ in their effect on academic stress.

Agarwal (1985) conducted a study on Stress among University Students and found that the stress scores were higher in the case of males compared to females, rural student scores were higher as compared to urban students, students living in hostels, hired rooms or lodges reported higher stress as compared to those staying in their homes. Whereas **Kaur (2008)** in this study “Occupational Stress in relation to Teacher Effectiveness among Secondary School Teachers” found that female teachers are under the level of occupational stress than their male counterparts.

Ruby, et. al. (2009) conducted a study on a topic entitled “Stress, Sex Differences, and Coping Strategies among College Students”. Results found that college women reported a higher overall level of stress and greater use of emotion-focused coping strategies than college men.

Objectives of the Study:

The present study is based on following Objectives:

- 1) To compare the level of stress among male and female B.Ed. teacher trainees.
- 2) To compare the level of stress among B.Ed. teacher trainees belonging to nuclear and joint families.
- 3) To compare the level of stress among arts and science background B.Ed. teacher trainees.

Hypotheses of the Study

In view of the earlier stated objectives the investigator of the present study has formulated the following hypotheses:

H₀₁ Male and female B.Ed. teacher trainees do not differ significantly on their level of stress.

H₀₂ B.Ed. teacher trainees belonging to Joint and nuclear families do not differ significantly on their level of stress.

H₀₃ Arts and science B.Ed. teacher trainees do not differ significantly on their level of stress.

Delimitations of the study

The present study was confined only to the B.Ed. Teacher Trainees of Mandi District of Himachal Pradesh.

Research Method

In order to accomplish the objectives of the present study, the descriptive survey method

was considered appropriate for gathering data related to the stress among B.Ed. teacher trainees.

Sample

In order to achieve the objectives of the present study a sample of 260 B.Ed. teacher trainees were selected by purposive random sampling. The sample comprise of 54 male and 206 female teacher trainees. And it comprises 130 teacher trainees of nuclear and 130 teacher trainees of joint families and from science background it comprises 82 teacher trainees and 178 teacher trainees from arts background.

Instrument used

In the present study the “Stress Inventory”, constructed and standardized by Chandran was used.

Techniques of Analysis and Interpretation

For the purpose of analysis of the data the investigator has taken the help of both the descriptive as well as inferential statistics. The mean and standard deviation were calculated in case of descriptive statistics and ‘t’ test was calculated in case of inferential statistics.

Table 1
Mean & SD Scores of Male and Female B.Ed. Teacher Trainees on Stress Inventory

Gender	N	M	S.D.	‘t’ df=258
Male	56	217.14	20.08	1.60 (NS)
Female	204	222.04	20.89	

N.S. – Not Significant

It is evident from the table 1 that the female B.Ed. teacher trainees have scored higher mean value than their male counterpart. It shows that the stress lays more effect on female B.Ed. teacher trainees. Further, the table shows that both the groups of teacher trainees do not differ significantly (t=1.60, ns).

Table 2
Mean & SD scores of Arts and Science B.Ed. teacher trainees on stress inventory

Stream	N	M	S.D.	‘t’ (df=258)
Arts	178	216.85	19.74	4.93*
Science	82	226.91	12.77	

* Significant at 0.01 level

It is evident from the above table 2 that the Science B.Ed. teacher trainees have scored higher mean value than the Arts B.Ed. teacher trainees. It shows that the stress lays more effect on Science teacher trainees. Further, the table shows that both the groups of teacher trainees differ significantly (t=4.93, Significant)

Table 3
Mean & SD Scores of B.Ed. Teacher Trainees
on Stress Inventory Having Nuclear and Joint
Family

Type of family	N	M	S.D.	't' (df=258)
Nuclear	130	222.25	16.10	1.98**
Joint	130	218.69	12.60	

**Significant at 0.05 level

It is evident from the above table 3 that the B.Ed. teacher trainees of Nuclear families have scored higher mean value than the B.Ed. teacher trainees of Joint families. It shows that the stress lays more effect on B.Ed. teacher trainees of Nuclear families. Further, the table shows that both the groups of teacher trainees differ significantly (t=4.93, Significant)

Findings

After careful analysis of the obtained data and interpretation of the results with regard to the objectives and hypotheses of the study, the following findings were emerged:

1. Male and female B.Ed. teacher trainees do not differ significantly on their level of stress is concerned.
2. Arts and science B.Ed. teacher trainees differ significantly on their level of stress.
3. B.Ed. teacher trainees belonging to joint and nuclear families differ significantly on their level of stress.

Recommendations

On the basis of above findings it is recommended that:

- ❖ The students' view should be taken into account, to make them feel free in academic matters.
- ❖ Parents should compare their child's past and present academic performance and satisfy themselves but not compare with others.
- ❖ The proper counseling and guidance should be made available to the students from the teachers and other experts in the field to create self interest and motivation to fight against stress.
- ❖ Parents should think properly before taking important decisions about the future of their children.
- ❖ Students should be encouraged to seek the help and advice on stress full situation from elders.
- ❖ Teachers should motivate the students to share the feelings with others without any hesitation.

CONCLUSION

The present study was conducted to know the stress among the B.Ed. teacher trainees. Stress was found more in females in comparison to male teachers, whereas the teacher trainees of science group and those who are having nuclear families having more stress. It is rejected that the copying strategies should be evolved to reduce the stress among the teacher trainees of the groups in general and the teacher trainees as a whole in particular. 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.

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