

Stress among Prospective Teachers – A Study

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Abstract

The present investigation is an attempt to study the stress among prospective teachers. The investigator adopted survey method for the present study. The investigators developed and validated a tool to measure the stress of prospective teachers. The population and sample consists of 200 B.Ed. student teachers. The data collected from the respondents were analysed by using mean, slandered deviation and t-test. The findings reveal that. Prospective teachers stress differs in terms of sex, marital status, and type of management.

Introduction

Home, college. and surroundings are becoming stressful situations for the students. The first and foremost stress in students is created by parental or family pressure to perform and to stand out among other children. Society's demand for higher education has created highly competitive academic environment, and even at the primary grade levels, children are pressured to do well academically to ensure college admission. Once in college the student is exposed to the possibility of graduate or professional course. The students are expected not only to be successful in their chosen endeavour, but also to survive a number of psycho-social pressures.

The student teachers are given practices in which they are becoming well versed in all subjects as the best teacher provided by the teacher training institutions. The need of developing understanding of new subjects and syllabi, and arrangements and models of student teachers, provoking fears and apprehensions about their own capabilities and giving a stressful feeling.

Over-scheduling a student's life can also put them under stress.

Teacher Training Institutions cram student teachers with a tremendous amount of homework, which they usually have to complete spending their evenings, weekends and most of the vocations, Unable to find enough time of their own, hence the student teachers lose interest in studies and under perform. They often feel stress by being asked to do too much in too little time. If unable to adapt to the transition and change, students often carry enormous amount of anxiety, negative personal traits and suffer immersive attention problems. When 'effort less' learning does not take place, these students lose confidence, motivation and interest, and they create more stress so stress among prospective teachers study was undertaken.

Significance of the study

Stress is a normal part of life. Stress occurs whenever a challenge or a threat forces a person to adjust or adapt. It is a behavioural factor that affects personal well- being. Hence the present study is essential to bring the desirable behaviour of a student teacher. Stress is born of situational and personal factors. This stress is the body's non- specific responses to any demand whether pleasant or not.

All students should identify their level of stress and the most dominant factor which is responsible to cause stress whether they adapt or adjust to the stressful situations. Among the question that need to be answered are, do the student teacher identify the level of stress and stressors which cause stress and is there a difference in stress level on the basis of gender, course of study, marital status. locality. type of institutions and parental educational qualifications.

Objectives of the study

In general, the objective of the research is to study the level of stress among the selected Prospective teachers is. The specific research objectives are.

1. To construct and validate a scale to measure the Stress of Prospective teachers
2. To study the level of stress among prospective teachers.
3. To study the significant difference in the mean scores of stress among prospective teachers with respect to the background variables namely gender, locality, marital status, type of family, age group, type of management and monthly income of the family.

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Methodology

The investigator followed the survey method in the present study. The investigator developed and used a standardised questionnaire. The item given in the questionnaire were verified and pooled with the help of the guide. Sample consisted of 200 B.Ed. student teachers from Coimbatore district.

Statistical techniques used

Athematic mean, standard deviations, 't' – test , ANOVA person product moment correlation used for data analysis.

Data analysis

Table 1-**PERCENTAGE WISE DISTRIBUTION OF DIFFERENT LEVEL OF STRESS AMONG PROSPECTIVE TEACHERS**

Level	Low		Moderate		High	
	No	%	No	%	No	%
Stress	25	12.5%	143	71.5%	32	16%

From the table it is clear that 71.5% of the teachers have moderate level of prospective teachers.

Hence the stress among prospective teachers is moderate.

Hypothesis 1

There is no significant difference in the stress among Prospective teachers based on their Gender

Table 2-**GENDER WISE COMPARISON OF STREES OF PROSPECTIVE TEACHERS**

Gender	N	MEAN	SD	Calculated 't' value	Table value	Level of significance
Male	80	86.21	14.901			

Female	120	67.63	10.968	10.148	1.96	significant
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From the above table it is evident that the calculated value ($t=10.148$; $P<0.05$) is significant at 0.05 level. Therefore, the null hypothesis “There exists no significant difference between the mean scores of stress of male and female B.Ed. student teachers” is rejected. The mean value (86.21) shows that male B.Ed. student teachers possess more stress compared to that of female students.

Hypothesis: 2

There is no significant difference in the stress among Prospective teachers based on their Locality.

Table 3- LOCALITY WISE COMPARISON OF STRESSES OF PROSPECTIVE TEACHERS

LOCALITY	N	MEAN	SD	Calculated ‘t’ value	Table value	Level of significance
Rural	100	73.66	14.818	1.276	1.96	Not significant
Urban	100	76.47	16.297			

From the above table it is evident that the calculated value ($t=1.276$; $P>0.05$) is not significant at any level. Therefore the null hypothesis “There exists no significant difference between the mean score of stress among B.Ed. student teachers based on locality” is accepted. It shows that there exists no significant difference in the mean scores of stress among B.Ed. student teachers based on locality.

Hypothesis: 3

There is no significant difference in the stress among Prospective teachers based on their Marital Status

Table 4- MARITAL STATUS WISE COMPARISON OF STREES OF PROSPECTIVE TEACHERS

Marital status	N	MEAN	SD	Calculated 't' value	Table value	Level of significance
Married	42	69.26	14.748	2.757	1.96	significant
Unmarried	158	76.61	15.500			

From the above table it is evident that the calculated value ($t=2.757$; $P<0.05$) is significant at 0.05 level. Therefore, the null hypothesis “There exists no significant difference between the mean scores of stress of married and unmarried B.Ed. student teachers” is rejected. The mean value (76.61) shows that unmarried B.Ed. student teachers possess more stress compared to that of married students.

Hypothesis: 4

There is no significant difference in the stress among Prospective teachers based on their type of family.

Table 5- TYPE OF FAMILY WISE COMPARISON OF STREES OF PROSPECTIVE TEACHERS

Type of family	N	MEAN	SD	Calculated 't' value	Table value	Level of significance
Joint family	50	75.28	16.840	0.112	1.96	Not significant
Nuclear family	150	74.99	15.223			

From the above table it is evident that the calculated value ($t=0.112$; $P>0.05$) is not significant at any level. Therefore the null hypothesis “There exists no significant difference between the mean score of stress among B.Ed. student teachers based on type of family” is accepted. It shows that there exists no significant difference in the mean scores of stress

among B.Ed. student teachers based on type of family.

Hypothesis: 5

There is no significant difference in the stress among Prospective teachers based on their Age group

Table 6- AGE GROUP WISE COMPARISON OF STRESS AMONG PROSPECTIVE TEACHERS

Age	N	Mean	SD	Source	Sum of Squares	df	F	Level of significance
Below 25	103	72.55	14.775	Between groups	1340.823	2	2.805	Not Significant
26 - 30	73	77.79	15.577	Within groups	47085.332	197		
31 above	24	77.54	17.876					

From the above table it is evident that the calculated value (F=2.805; P>0.05) is not significant at any level. Hence the null hypothesis is accepted. It shows that there is no significant difference among age below 35, age 26 -30 and age 31& above B.Ed. student teachers in their stress.

Findings

1. The findings reveal that the mean value (86.21) shows that male B.Ed. student teachers possess more stress compared to that of female students.
2. The findings reveal that it shows that there exists no significant difference in the mean scores of stress among B.Ed. student teachers based on locality.
3. The findings reveal that the mean value (76.61) shows that unmarried B.Ed. student

teachers possess more stress compared to that of married students.

4. The findings reveal that it shows that there exists no significant difference in the mean scores of stress among B.Ed. student teachers based on type of family.

5. It shows that there is no significant difference among age below 35, age 26 -30 and age 31& above B.Ed. student teachers in their stress.

Conclusion

Today's stress is tomorrow's vulnerability. It is very essential to determine one's level of stress in their life to beat the stress into wellbeing. Present study helps the teachers as well as parents to know about the level of stress of their children so that they guide them in a right way. The student teachers have been also through this study and changed their views on various stressful situations in a positive way. Thus well-being of realized themselves positive expectancy is the key to stress-free life.

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