



A STUDY ON THE CAUSES OF STRESS AMONG B.Ed. STUDENT TEACHERS OF TEACHER EDUCATION COLLEGE OF TIRUCHIRAPPALLI

Dr. V. JEEVANANTHAM

Assistant Professor in
Perspective Education,
LNS(PO),
Jairam College of Education,
Karur - 639 002
Tamil Nadu.

Dr. K. JAYARAMAN

Professor and Head,
Department of Educational
Technology,
Bharathidasan University,
Tiruchirappalli - 620 023
Tamil Nadu.

ABSTRACT:

Examining the stress that B.Ed. student teachers endure and how it affects teacher education institutions in the Tiruchirappalli area is the aim of this study. Student instructors frequently experience stress as a reaction to difficult situations because of the demanding two-year B.Ed. program that the NCTE requires. The purpose of the study is to pinpoint the different pressures that student instructors face and offer solutions. The researcher used both self-developed and standardised instruments to collect data using the descriptive survey approach. The results show that B.Ed. student instructors deal with a variety of stressors, underscoring the necessity of coping strategies and institutional assistance.

KEY WORDS: *Stress, B.Ed. Student, Teacher, Teacher Education.*

INTRODUCTION

Symptoms of stress often include fatigue, irritation, tense muscles, difficulty concentrating, a state of alert and adrenaline production, and short-term resistance as a coping mechanism. It's the body's method of overcoming obstacles and becoming ready to face a difficult circumstance with strength, stamina, concentration, and increased alternate. The latter kind of issue typically pertains to the evolution of a person's personality in a variety of areas, such as mental, emotional, and educational. An individual must deal with too many issues when pursuing education, such as focussing when studying and allocating time, resources, and other efforts.

Students deal with a variety of stress-related issues when studying, such as completing assignments on time, fulfilling their roles in the school, and managing the physical surroundings of the classroom.

Since they are receiving training to become future teachers, the students who are accepted into teacher education programs are known as student teachers. These aspiring teachers frequently experience high amounts of stress during their teacher preparation programs, which can have an adverse effect on their physical and mental health. This stress is exacerbated by the demands of academic work, instructional methods, time management, and performance standards. But this time of stress also acts as a voyage of



transformation. Through constant work and adaptability, student teachers progressively gain resilience and maturity. They get the knowledge and abilities needed for the teaching profession. They become proficient in both academic and extracurricular areas as a result, preparing them to manage the many duties associated with teaching. Therefore, stress helps student teachers become effective, self-assured, and competent people despite the difficulties. The teacher training program's real power and soul lies in this life-changing event.

RESEARCH REVIEW

Following is some of the studies in India and abroad.

Tasi et al. (2020) Finding that would enhance the understanding of the teacher stress better and this could help interested parties employ more effective strategies in managing teacher stress.

Zamri et al. (2017) showed pain and lower back pain among stress teacher among teacher could be affected by various sources such as physical mental and behaviour.

Bhupinder pal singh (2011) study and analysis of academic stress of B.Ed. Students in Singhania University, Rajasthan, many students enter school excited about being in college. Especially quality work and challenges of stress.

Mistry, T.C.(1985), Ph.D.(Psy.) Gujarat University in his study on “Need achievements, Job Satisfaction, Job Involvement as a function of Role Stress” stated the inter-role distance, role stagnation, role inadequacy and overall indices of role-stress have negatively associated with job satisfaction.

Vaz, A.(1994), Ph.D.(Edn) University of Bombay, in her study “Causes of Stress for School Teachers and Suggested Methods to Handle Stress” stated that school teachers are affected by a number of stress factors namely, job itself, work related, relationship in school, overcrowded classroom and home environment.

Vijaya Lakshmi N.S. (2008) Studied, “Teacher Stress coping strategies to alleviate Stress” and found out that job overload was one of the important factor of teacher stress and many coping strategies may be adopted to alleviate stress like positive thinking, confidence relaxation, laughter etc.

Allison, Donald G. (2007) in his study, “Coping with stress in the principal ship” stated that the principals of public schools in British Columbia opt may coping techniques to relieve stress like engaging in spiritual growth activities, taking mini vacations, dealing problems optimistically and objectively and actively involving in communities.

Ballot Fred K. (2009), in his study “Understanding Stress” stated that stress affects everyone in his or her work and everyday life. Blasé Joseph J. in his study, “Teacher coping and Principal” sated that teacher stress in caused by principal’s behavior.

The studies mentioned above show that a lot of research has been done on school principals and instructors. None of them are handling the teacher-student's tension. As a result, the researcher has started to investigate the issue.



RESEARCH METHODOLOGY

For this study, the researcher has chosen to use the descriptive survey approach. This approach has been chosen because it addresses the issues as they arise and aims to provide a response to the query regarding the current situation.

POPULATION AND SAMPLE

The study's participants are student teachers enrolled in B.Ed. programs at several institutions connected to Tamil Nadu Teachers Education University in Chennai. Five colleges have been chosen at random from among all of them. 200 students were chosen at random from this group to serve as the study's sample. The following table illustrates this.

SI No.	Name of the College	Boys	Girls	Total
1	Imayam College of Education, Kannanur.	30	20	50
2	Jenney's College of Education, Trichy.	30	20	50
3	Holycross College of Education for Women, Trichy.	-	20	20
4	Mahathma College of Education, Thuraiyur.	20	20	40
5	Oxford College of Education, Pirattiyur.	20	20	40
	Total	100	100	200

TOOLS AND TECHNIQUES

The data collected for this study have been done by the help of the following tools and techniques.

RESEARCHER MADE TOOLS

The following tools will be developed by the researcher.

1. Personal Information Sheet includes student teacher information such as college name, medium of study, gender, age, marital status, qualification, and family income.
2. A questionnaire for teacher-students includes 25-30 items about stress-related issues such as studies, role demands, interpersonal relationships, and journey.
3. Create a five-point Likert-type questionnaire with questions based on teacher educators' perspectives on student teacher issues.

READY MADE TOOLS

Some readymade tools have been taken by the researcher as on the following.



- The Instant Insight Inventory (III) is based on the Myers Personality Type Inventory and asks trainee instructors to respond to statements about their personality qualities that contribute to stress.
- The Neuroticism Scale Questionnaire (NSQ) assesses variations among trainee instructors based on introversion and extroversion, sensing and perception, feeling and evaluating behaviours.

PROCEDURE OF DATA COLLECTION

The data have been collected by the researcher by going to the field himself and interacting with the student teachers of colleges by getting prior permission from the head of the teacher education colleges.

OBJECTIVES

The study has been undertaken with the following objectives in view:

1. To find out the causes of stress among the student teacher.
2. To identify the different stressors, viz, study, role demand, interpersonal relation, physical environment and journey, family income, personality factors.
3. To identify the causes of high-stressed and low-stressed student teachers.
4. To compare the causes of stress among male and female student teachers.
5. To suggest measures to overcome stress arising out of different factors.

Assumptions

1. The researcher has taken two assumptions based on the objectives.
2. The student teachers face a number of stress-related situation or factors during their study.
3. High stress has a negative effect on the performance of the student teachers.

RESULTS AND DISCUSSION

After analyzing the data collected by the help of statistical measures, the following results have been obtained.

1. Trainee instructors are experiencing stress due to several factors. These include the new function to be played, studies, interpersonal relationships, and other activities during and after the internship.
2. Some elements that cause stress for student instructors include textbook study, personality traits, and other considerations. Among these pressures, ninety percent of respondents include role demand, interpersonal relationships, the physical environment of the institute journey, family income, and personality traits.
3. Among these pressures, ninety percent of respondents believe that role demand, interpersonal relationships, and study are the most important stressors they have ever experienced.
4. Thirty percent of the respondents express about family income as an important stressor along with the ones stated earlier. Ten percent also admit that journey is also an important stressor for them.



5. Twenty percent either of the student teachers are found low stressed and high stressed. This is due to the difference in their personality factors. Some could be able to accommodate with the demand of the course where as some could not. The former group gets low stress and the later group gets high stress. The rest sixty percent student teachers are in the mild stressed group.
6. The results revealed that female student teachers are more stressed than the male student teachers.
7. Looking at the stressed student-teachers, some suggestions may be recommended to overcome stress. These are meditation, exercise balanced diet, change of mindset though attitudinal change whereby they can accept change in their life.

FINDINGS

The major findings of the study are as on the following:

1. There are many factors which gave stress to the student teachers.
2. Some stressors are found out for the student teachers like study role demand, interpersonal relation, physical environment, journey, family income and personality.
3. Twenty percent of both male & female student teachers are highly stressed and rest sixty percent are mild stressed in the institution.
4. Female student teachers are more stressed than the male student-teachers. This is due to different in the type of stressors and their personality types.
5. Few suggestions are made for the student teachers to get relief from stress. Such measures include meditation, exercises, balanced diet and changing of attitude and behaviors.

CONCLUSION

This study discovered several reasons of stress among student instructors. Stress is an inescapable substance for every human, and no one can escape it. However, some stress-reduction strategies, such as meditation, a balanced diet, working fewer hours, dealing with difficulties more readily, and so on, can be used. Female student instructors experience higher stress than male student teachers. Only a few student instructors in each group are more or less worried. It might be regarded as an important decision that Teacher Education is followed.

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