STRESS AMONG STUDENT TEACHERS OF B.ED. COLLEGES OF PATAN

Amitkumar L. Solanki
Ph.D. Scholar, Department of Education, Gujarat University.

Received: October 06, 2018
Accepted: November 06, 2018

INTRODUCTION
The stress and anxiety experienced by student teachers has attracted an increasing amount of attention over the past ten years or so. It is inevitable that, along with the rewarding and satisfying aspects of the teaching-learning practices, co-curricular activities and extra-curricular activities student teachers encounter a range of stressful experiences. “Teaching is considered to be among the professions in which employees are subject to high levels of stress...and is capable of exposing student teachers to situations that are similarly, if not more stressful than those experienced by practicing teachers” (Black-Branch & Lamont, 1998, p. 183).

The significance of the need to respond to the problem of student teacher stress lies in the evidence that stress affects teacher behaviour and this in turn reduces classroom effectiveness, particularly in relation to effects of lower pupil/teacher rapport, reduced pupil achievement and increased levels of pupil anxiety.

Levels of psychological distress have been reported to be greater among the university students than among the general population, and were reported in various university faculties world-wide (Wong et al., 2006). In that study, the prevalence of psychological distress was of moderate severity (depression: 21%, anxiety: 41% and stress: 27%). It was expected to impact on the students’ educational attainment and quality of life, and these students were likely to suffer impairment, and require attention from health-care professionals.

TITLe
The title of the present research study is as follow:
STRESS AMONG STUDENT TEACHERS OF B.ED. COLLEGES OF PATAN

OPERATIONAL DEFINITION OF TERMS:
Operational definitions of the present research study are as follow:
❖ Stress: Stress is the body’s reaction to a change that requires a physical, mental or emotional adjustment or response.
❖ Student Teacher’s Stress: Student Teacher’s Stress means perception of the student teachers regarding the stress they feel while performing teaching-learning practices, co-curricular activities, extra-curricular activities.

OBJECTIVES
1. To construct Student Teacher Stress Scale for B.Ed. student teachers.

HYPOTHESES
The purpose of the present research is to study difference between mean scores of sub sets of variables like gender, types of school and subjects. Null Hypotheses of the present research study are as follow:
Ho.1 There is no significant difference between mean score of stress of Male Student Teachers and Female Student Teachers on Total Score of Student Teacher Stress Scale.
Ho.2 There is no significant difference between mean score of stress of Student Teachers of Grant-in-Aid College and Student Teachers of Private College on Total Scores of Student Teacher Stress Scale.
Ho.3 There is no significant difference among mean score of stress of Student Teachers of Gujarati, Student Teachers of English, Student Teachers of Account, Student Teachers of Mathematics, Student Teachers of...
Sanskrit, Student Teachers of Hindi, and Student Teachers of Social Science on Total Scores of Student Teacher Stress Scale.

RATIONALE OF THE STUDY
Teacher's stress is an enduring, complex problem that has been well documented in the literature, a literature that also proposes ways of managing, or coping with stressors inherent in teaching. More recently, the relationship between student teacher stress and teacher stress is being recognized with statistics to suggest that coping with the stress of teaching needs to be addressed at the pre-service stage of a teacher's career in order to help retain capable teachers who are leaving the profession because they find their work environment too stressful. Black-Branch & Lamont (1998) reports that as few as 50% of the teacher trainees enter in the US school system for longer than three years with many leaving to find less-stressful careers. They argue that teacher education programs have at least an ethical, if not a legal and professional responsibility, to provide support for student teachers who are under high levels of stress during their teaching practicum. Student teacher attrition rates were identified as a concern also, in Australian research on stress in the practicum (Murray-Harvey, Slee, Lawson, Silins, Banfield, & Russell, 1999). By understanding the ways students cope with the stresses of learning to teach teacher educators may be better informed about how to assist students to become more resilient teachers.

The review of related literature also shows that the novice student teachers face stresses with their changing roles as well as different nature of teaching-learning practices, co-curricular practices as well as extra-curricular practices. And therefore it is of crucial importance to study stress among prospective teachers so that effective strategies and programmes can be developed to manage different types of stress during pre-service and in-service teaching practices.

VARIABLES INCLUDED IN THE STUDY
The present research study has following variables:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Type of variable</th>
<th>Names of Variables</th>
<th>Sub Sets of Variables</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dependent Variable</td>
<td>Stress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Independent Variables</td>
<td>Gender</td>
<td>1. Male student Teachers</td>
<td>Two</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Female Student Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Student Teachers of Grant-in- Aid College</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Student Teachers of Private College</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Student Teachers of Gujarati</td>
<td>Seven</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Student Teachers of English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Student Teachers of Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Student Teachers of Account</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Student teachers of Sanskrit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. Student teachers of Hindi</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. Student Teachers of Social Science</td>
<td></td>
</tr>
</tbody>
</table>

DELIMITATIONS OF THE STUDY
1. The present research study is delimited to construction and standardization of Student Teacher Stress Scale.
2. The present research study is delimited to the scores obtained on Student Teacher Stress Scale.
3. The present research study is delimited to B.Ed. colleges which are located in Patan block.
4. The present research study is delimited to following variables.
   a)  Gender (b) Types of College and (c) Subject

POPULATION AND SAMPLE
POPULATION
The student teachers of government B.Ed. colleges and private B.Ed. colleges which are in the geographical limits of Patan block of North Gujarat formed the population of the present study.

SAMPLE
For the present research, to select adequate and representative sample the researcher collected the data for the present study from 150 participants using the purposive sampling technique for observation who are
representative of the population about which the researcher wished to generalize from B.Ed. colleges of Patan block. To undertake a survey of 150 student teachers the researcher selected all the three B.Ed. colleges after selecting the B.Ed. colleges, the researcher selected all the student teachers of those B.Ed. colleges using Cluster Sampling Method.

RESEARCH METHOD
In the present research study, survey method was used since the objective of the present research study was to measure student teachers’ perception of their own stress. In the present research study Descriptive Survey Method was employed.

TOOL CONSTRUCTION
For the present research study, to measure student teachers’ perception of stress, a self-rating scale Student Teacher Stress Scale was prepared by the researcher, as no standardized tool was available to meet the objectives of the research study.

DATA COLLECTION PROCEDURE
In the present research study, the researcher met the principals of B.Ed. Colleges of Patan block for collection of data. During the meeting, the Principal was made aware of the objectives of research and grants the permission to the researcher to collect data of the research from the student teachers. In the present research study for the collection of data the student teachers were made aware of the objectives and were mentally prepared for the research. The collection of data was done to study student teachers’ stress of B.Ed. colleges of Patan block in terms of gender, subject, and types of college. The collection of data was done from 150 student teachers.

DATA ANALYSIS TECHNIQUE
In research work after organization and tabulation of data, statistical calculations are made to visualize the performance and effect of different variables. In the present research work, following statistical calculations were made with the help of computer: Mean; S.D.; t-value and F-value.

<table>
<thead>
<tr>
<th>Table No. 2</th>
<th>Mean, S.D. and t-values of Total Sample of Male Student Teachers and Female Student Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension</td>
<td>Male Student Teachers (N = 29)</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Total Score</td>
<td>96.537</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table No. 3</th>
<th>Mean, S.D. and t-values of Total Sample of Student Teachers of Grant-in College and Student Teachers of Self-Finance College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension</td>
<td>Student Teachers of Grant-in College (N = 75)</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Total Score</td>
<td>91.28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TABLE 4</th>
<th>Mean and S.D. of Student Teachers of Gujarati Subject, Student Teachers of English Subject, Student Teachers of Account Subject, Student Teachers of Mathematics Subjects, Student Teachers of Sanskrit Subject, Student Teachers of Hindi Subject and Student Teachers of Social Science Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension</td>
<td>Student Teachers Of Gujarati Subject (N = 59)</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Total Scores</td>
<td>99.5</td>
</tr>
</tbody>
</table>
TABLE 4.1
ANOVA on Student Teacher Stress Total Scores

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Df</th>
<th>Sum of Square</th>
<th>Sum of Mean</th>
<th>F-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between the Group</td>
<td>6</td>
<td>27018.09671</td>
<td>4503.016</td>
<td>7.934*</td>
</tr>
<tr>
<td>Within the Group</td>
<td>144</td>
<td>81152.54329</td>
<td>567.500</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>108170.64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .05 level

TESTING HYPOTHESES OF THE STUDY

Testing of hypotheses of the present research study is mentioned as under:

Table No. 2
Hypothesis Testing

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Hypotheses</th>
<th>t-value</th>
<th>Significance Level</th>
<th>Rejected / Non-Rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ho.1 There is no significant difference between mean score of stress of Male Student Teachers and Female Student Teachers on Total Score of Student Teacher Stress Scale.</td>
<td></td>
<td>0.05</td>
<td>Not-Rejected</td>
</tr>
<tr>
<td>2</td>
<td>Ho.2 There is no significant difference between mean score of stress of Student Teachers of Grant-in-Aid College and Student Teachers of Private College on Total Scores of Student Teacher Stress Scale.</td>
<td></td>
<td>0.05</td>
<td>Rejected</td>
</tr>
<tr>
<td>3</td>
<td>Ho.3 There is no significant difference among mean score of stress of Student Teachers of Gujarati, Student Teachers of English, Student Teachers of Account, Student Teachers of Mathematics, Student Teachers of Sanskrit, Student Teachers of Hindi, and Student Teachers of Social Science on Total Scores of Stress Scale.</td>
<td></td>
<td>0.05</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

FINDINGS OF THE RESEARCH

1. No significant difference between mean score of stress of Male Student Teachers and mean score of stress of Female Student Teachers was found on Total Score of Student Teacher Stress Scale.
2. No significant difference between mean score of stress of Student Teachers of Grant-in-Aid College and Student Teachers of Private College was found on Total Scores of Student Teacher Stress Scale.
3. Student Teachers of Hindi were found to have significantly higher mean score of stress than mean scores of Student Teachers of Gujarati, Student Teachers of English, Student Teachers of Account, Student Teachers of Mathematics, Student Teachers of Sanskrit, and Student Teachers of Social Science on Total Scores of Student Teacher Stress Scale.

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. The findings of the present research showed that the Male Student Teachers were found to have higher level of stress than female teachers. The principal and the teacher educators of Teacher Education College should make attempts to find out the probable reasons of the higher level of stress among the Male Student Teachers and chalk out the planning of activities that may reduce the stress level among the Male Student Teachers.
2. The Student Teachers of Hindi Method were found to have significantly higher level of stress than the Student Teachers of Student Teachers of Gujarati, Student Teachers of English, Student Teachers of Mathematics, Student Teachers of Account, Student Teachers of Sanskrit and Student Teachers.
Teachers of Social Science. The teacher educators of Hindi Method should make efforts to know the probable reasons of higher level of stress among the student teachers of Hindi Method and should plan his/her classroom activities in such a way so that the stress level of the Hindi Method student teachers can be reduced to minimum level.

SUGGESTIONS FOR FURTHER RESEARCH

1. The present research was conducted to study the stress of the student teachers of B.Ed. college. Further study can be conducted to study the stress level of M.Ed. students.

2. The present research was conducted to study the stress of the student teachers of grant-in-aid and self-finance B.Ed. college. Further study can be conducted to study taking government colleges, grant-in-aid colleges and self-finance colleges.

3. The present research was conducted to study the stress of the student teachers of grant-in-aid and self-finance B.Ed. college of Patan block only. Further study can be conducted to study stress of student teachers taking government colleges, grant-in-aid colleges and self-finance colleges of Gujarat state.

REFERENCES:


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