

# A Study of Educational Stress of Student Teachers in Context to their Gender, Area and Educational Qualification

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## ABSTRACT

Present Study attempt to investigate trainees stress in context to their gender, area and educational qualification with stressors coming from all directions no single panacea can entirely ease the burden on training programmed. A sample of 1280 students from Veer Narmad South Gujarat University affiliated colleges was selected by stratified random sampling. They were administrated Educational stress scale developed by researcher which contains six components of student teachers stress. The t- test indicated that gender and college area play a significant role in various source of student teachers stress.

**Key words:** Educational Stress, Area, Educational qualification.

## 1. Introduction

It is difficult task to work in the profession of teaching. The student teacher is the makers of the bright future of India. In a one year B.Ed programme student teacher doing lot of practical as well as theoretical work. For that he or she has to perform many task related to physical and mental development and this is the programme for teaching profession so the institute, and family members have a lots of expectations from the students teacher . Due to all these student teachers have been busy too much and so that their mental and physical health has been disturbed hardly. Accordingly to Hans Seyle (1978) Stress as many external events or internal drive which threatens upset the organism equilibrium.

Studies in the field of student teachers stress show that the greater part stress is associated with the rapid pace of changes in education, particularly in 1980s and 1990s. Mark Borg (1999) found in his study that teacher faced personal stress more than other stress in their daily life. Raval(2003) and Shukla(2008) also found teachers gender

had significantly effect teachers stress. Fred luthans(1992) also found in his study that female student faced personal stress in comparison of male students in their daily life. Therefore researcher selected their problem for their research.

## 2. Objectives

Following objectives were established for the study

1. To develop Educational Stress Scale for student teacher and standardized it.
2. To establish the level of student teachers stress.
3. To study the student teachers educational stress context to students gender, college area and educational qualification.

## 3. Hypothesis

Following hypothesis had been made for this study.

1. There will be no significant effect of gender on the average score of student teachers Educational Stress Scale.

2. There will be no significant effect of college area on the average student teachers Educational Stress Scale.
3. There will be no significant effect of Educational qualification on the average score of student teachers Educational Stress Scale.

#### 4. Methodology

##### Population and Sample

Veer Narmad South Gujarat University affiliated B.Ed colleges of South Gujarat State has been consider as a population of this study.

Sixteen (16) B.Ed. colleges selected out of 33 B.Ed. colleges. There was 06 colleges was granted and 10 colleges self-finance colleges selected for sample. Among them researcher selected 1280 student teachers (943 female, 337 male) selected by stratified random cluster sampling by researcher.

##### Tool

In this study for the purpose of measure student trainees educational stress researcher made Educational Stress Scale. This scale had six components related to student teachers and B.Ed. programme five-point rating scale used for it. Basic form of scale contains 75 statements of student teachers educational stress, after expert opinion seven statements dropped and after pre-piloting 68 statements have been selected for the final form of the Educational Stress Scale. Six components of the Educational Stress Scale as under

1. Separation of Practice
2. Practice Teaching
3. Differences of Theoretical Subject
4. Special Programme
5. Communication with Institutional workers
6. Individual Characteristics

Cronback-Alfa reliability found 0.79 researcher found factorial validity of this scale Clifts consistency Index found 0.42

#### 5. Analysis and Findings

Present research had one objective to establish the level of stress of student teachers. For that researcher calculate Q1 and Q2 and established three level of Educational Stress scale which is shown in table.

It shown 49.58% student teachers had medium level of Educational Stress. When 25.52% student teacher had lower level of Educational Stress and 24.90% student teachers had high level of educational stress.

To test the nul hypothesis researcher calculated mean, S.D, and t-test which is shown as

Hypothesis-1 was accepted at 0.05 levels so gender had no significantly effecte teacher stress.

Hypothesis-2 was rejected at 0.01 levels so college area had significantly effect on student teachers stress.

Hypothesis-3 was rejected at 0.01 levels so student teachers educational qualification had significantly effect on student teachers educational stress. When student teachers educational qualifications increase the levels of their educational stress was decreased. Thus Educational Qualification and Educational stress had negative co-relation.

#### 6. Conclusion

This study showed the level of student teachers educational stress in the B.Ed colleges and therefore we have to arrange various program for minimize and try to decrease student teachers educational stress at the levels of Principal Professors and institutional management also. Stress had strongly effected to student teachers physical

and mental health and also their study life, so we have to arrange different program which can help student teachers to work skillfully and effectively in B.Ed. program

### References

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~ *Steve Jobs*