

A Study on Academic Stress Among B.Ed. Students in Khargone of Madhya Pradesh

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Abstract:

The investigators have designed the study to investigate the academic stress among B.Ed. students in North Lakhimpur of Assam. The objectives of the study are to find out the level of academic stress among B.Ed. students and to find out the significant difference in academic stress among B.Ed. students with respect to gender, locality, academic stream and management of institutions. Sample of the study consists of 100 B.Ed. students in North Lakhimpur of Assam and the sample has selected by using simple random sampling technique. Descriptive survey method has used in the study. A academic stress scale has developed by investor for data collection from the sample. The finding of the study reveals that majority (77%) of B.Ed. students has shown moderate level of academic stress. There is no significant difference in academic stress among B.Ed. students with respect to gender, locality and academic stream. There is a significant difference in academic stress among B.Ed. students with respect to management of institutions.

Keywords: *Academic stress, B.Ed. students, gender, locality, academic stream, and management of institutions.*

Introduction

Stress among learners and students taking professional courses especially in education has become rampant and this is due to academic stress. B.Ed. students of North Lakhimpur, Assam suffers serious stress because of extensive course work, teaching internship, tests, and trainings to gain important pedagogy skills. Bernstein et al. (2008) indicates that stress means an unfavourable reaction that encompasses emotional, cognitive, behavioural, as well as physical aspects related to academic pressures. Auerbach & Grambling (1998) states that these are the stressors that include tight schedules, constant performance evaluations, and high expectations that alter daily working. Stress is a relative concept; to some it can be considered as pressure or strain to others, it can be a stimulus that encourages one to perform better. Stress is defined by means of several physical reactions such as accelerated pulse, tensions and other feelings and behavioural changes. Auerbach and Grambling (1998) also define stress as an emotional and physical response to perceived threats such as fear of an audit when teaching practice exposes one to actual or potential pressure or risk. In such areas like the North Lakhimpur, other external factors for which the students suffer stress includes inadequate infrastructure, scarcity of resources and uncomfortable learning atmosphere. It is therefore important to recognize the manifestation and effects of academic stress among the B.Ed. students to facilitate improvements that embraces their academic encounter and well-being. The study seeks to determine major stressors in students' academic lives, establish the impact of these stressors, and provide coping mechanisms that can be implemented to alleviate the situation by informing the educators and policymakers.

Concept of Academic Stress

Academic stress means stress that is related to academic progression; it entails stress that students undergo as they go through their college or university classes. It covers stress and pressure that flow from such duties as studying, completing assignments, taking exams, and achieving well in class. This stress may be compounded by lack of time, competition, expectations from the teachers, and other tasks outside the classroom such as sports, music, etc. Stress is already a normal part of the college experience, and for students

who are living on their own for the first time, such changes in environment cum additional responsibilities will only add to the existing levels of stress.

Keinan and Perlberg (1986) have stated that stress may bring about frustration, anxiety, and depression. In the study conducted by McKean et al. To support this argument, they observed that the stress is caused by how a person deals with

stressors. Shirom (1986) has defined the environmental stress as the interaction between the amount of environmental pressure on the one hand and the ability of the individual to cope with it on the other. Academic stressors include increased pressure, rivalry, studies apprehension and poor interactions with fellow students or professors (Fairbrother & Warn, 2003). Ahouerie (1994) however pointed that students are most prone to experience academic stress during examination period because of the large amount of study material that needs to be covered within limited time. If it is not controlled, stress has an effect on the health of individuals both, physically and behaviorally. Other measures such as time management, social support or leisure activities should be used in alleviating academic stress (Murphy & Archer, 1996).

Area of the Study

North Lakhimpur is a town situated in the state of Assam in India in the north-eastern part of the country. It is an administrative district headquarters of Lakhimpur and located in the north bank of the Brahmaputra River. The town is good by road and rail network and famous for lush green forest, tea gardens and cultural tourism and these make it an essential commercial and transit centre in the Upper Assam region because of its location close to the state border.

Operational Terms Used in the Study

1. **Academic stress:** Academic stress on the other hand is pressure or stress received by learners and it's related to academic life and general expectation. It can be as a result of burdensome academic involvement, time pressures usually set by instructors or oneself, tests, stake from parents or oneself, and rivalry with friends.
2. **B.Ed. students:** B.Ed. students are people who are aspiring teachers and are undergoing a course referred to as the Bachelor of Education (B.Ed) course. Most of them usually do have a university degree in arts, science, commerce, humanities or any other related field before they decide to undertake B.Ed. as a step towards getting qualified teachers in school.

Objectives of The Study

1. To find out the level of academic stress among B.Ed. students.
2. To find out the significant difference in academic stress among B.Ed. students with respect to gender (male and female).
3. To find out the significant difference in academic stress among B.Ed. students with respect to locality (rural and urban).
4. To find out the significant difference in academic stress among B.Ed. students with respect to academic stream (science and arts).
5. To find out the significant difference in academic stress among B.Ed. students with respect to management of institutions (government and private).

Hypotheses of the Study

1. There is no significant difference in academic stress among B.Ed. students with respect to gender.
2. There is no significant difference in academic stress among B.Ed. students with respect to locality.
3. There is no significant difference in academic stress among B.Ed. students with respect to academic stream.
4. There is no significant difference in academic stress among B.Ed. students with respect to management of institutions.

II. Rational of the study

Stress is emerging as a significant issue in learning institutions, more so those students pursuing professional courses such as the Bachelor of Education (B.Ed). Stressors that B. Ed students experience in such areas and in institution that has relatively late started offering educations support services include; stress from; rigorous

coursework stress from teaching practice stress that arises from lack of ... These cases tend to affect the wellbeing of the student, the current performance as well as the future performance as a teacher.

Aikens et al., (1992) posited that stress is a transactional process characterized by the person's appraisal capability compared to the degree of perceived outcome significance. Similarly, Gunnar (1998) defines academic stress as stress arising from tasks related to education such as homework, exams, time use and other demands that students experience when in institutional environment. Ashcraft and Kirk (2001) pointed out that high stress levels would have negative impacts on cognitive processes such as working memory thus academic achievement. Baumeister and Exline (2000) as well as Rees and Redfern (2000) pointed out both primary and secondary effects of stress related to workload and emotional pressure. Deb, Strodl, & Sun (2012) noted that students who performed lower on their assignments had high stress. However, besides having the positive effects, extracurricular activities also contribute to the enhancement of exam stress. In his article titled 'Teacher Stress and Its Management Strategies – Reflections on Recent Research', Rajasekar in 2013 wrote the need and importance of institutional back and need for effort to effectively manage stress. The situation becomes worse when in the semi-urban area like North Lakhimpur there are scarcity of mental health and traditional educational models aggravate academic pressure. There is little research done on the experiences and management of the B.Ed. students on this type of stress. Due to these gaps, this study will establish an understanding of major stressors, assess their effect to students' academic experience and emotional well-being, as well as provide appropriate measures to better the emotional and learning path of the students in an aim to boost their capacity to transform into professional educators.

III. Methodology of the Study

The present study is descriptive in nature and the investigator has used descriptive survey method in the study. The descriptive survey method is a research approach that is used to collect data from a population or sample to describe characteristics, behaviours, or opinions.

Population of the Study

In the present study, population consists of B.Ed. students in North Lakhimpur of Assam.

Sample of the Study

Sample of the study consists of 100 B.Ed. students in North Lakhimpur of Assam and the sample has selected from the population by using simple random sampling technique. Simple random sampling is a technique where each individual of the population gets equal chance of being selected.

Tool Used in the Study

The investigator constructed and developed an academic stress scale for collecting data from undergraduate students. The academic stress scale consists of 30 items and each of the item has five alternative responses i.e. "No Stress", "Slightly Stress", "Moderate Stress", "Highly Stress" and "Extremely High Stress". Score 0, 1, 2, 3, 4 indicates no stress, slightly stress, moderate stress, highly stress, and extremely stress respectively. Reliability and validity of the scale tested with the help of research expert and content expert.

Variables of the Study

1. **Dependent variable:** B. Ed students' academic stress
2. **Independent variables:** Gender (male and female), locality (rural and urban), academic stream (arts and science) and management of institutions (government and private).

Statistical Techniques Used in the Study

- Mean
- Standard Deviation
- Standard Error of Difference
- T – test

IV. Data Analysis and Interpretation

The analysis and computation along with interpretation have been placed objective cum hypothesis wise.

Objective 1: To find out the level of academic stress among B.Ed. students.

Table No. 1: Showing the level of academic stress of B.Ed. students

Level	Low Level	Moderate Level	High Level
Score	0 - 39	40 - 79	80 - 120
No. of Students	1	77	22
Percentage	1%	77%	22%

Table 1 reveals that 1% of 100 B.Ed. students have low level of academic stress, 77% of 100 B.Ed. students have moderate level of academic stress and 22% of 100 B.Ed. students have high level of academic stress. It means that a high proportion (majority) of the B.Ed. students have shown moderate level of academic stress.

Objective 2: To find out the significant difference in academic stress among B.Ed. students with respect to gender.

Hypothesis 1: There is no significant difference in academic stress among B.Ed. students with respect to gender.

Table No. 2: Showing Mean scores, Standard Deviation, Difference of two means, Standard Error of differences, and t- value of academic stress score of B. Ed students with respect to the gender

Gender	N	Mean	SD	D	SEd	t-value	Remark
Male	39	75.90	5.40	3.22	1.86	1.72	Not Significant
Female	61	79.11	10.80				

Significance level at 0.01 level is 2.364

Table 2 reveals that the t-value (1.72) is less than table value (2.364). So $P > 0.01$ is not significant. It indicates that gender is not differ in academic stress. So the formulated null hypothesis is accepted. It tells that there is no significant difference between male and female B. Ed students' academic stress. From the mean values, it is clear that the female B. Ed students' academic stress is higher than male B. Ed students. From the standard deviation value, it is clear that female B. Ed students' academic stress is higher than male B. Ed students.

Objective 3: To find out the significant difference in academic stress among B. Ed students with respect to locality (rural and urban).

Hypothesis 2: There is no significant difference in academic stress among B.Ed. students with respect to locality.

Table No. 3: Showing Mean scores, Standard Deviation, Difference of two means, Standard Error of differences, and t- value of academic stress score of the B. Ed students with respect to the locality

Locality	N	Mean	SD	D	SEd.	t-value	Remark
Rural	50	79.24	9.76	2.76	1.82	1.51	Not Significant
Urban	50	76.48	8.45				

Significance level at 0.01 level is 2.364

Table 3 reveals that the t-value (1.51) is less than table value (2.364). So $P > 0.01$ is not significant. It indicates that locality is not differ in academic stress. So the formulated null hypothesis is accepted. It tells that there is no significant difference between rural and urban B. Ed students' academic stress. From the mean values,

it is clear that the rural B. Ed students' academic stress is higher than urban B. Ed students. From the standard deviation value, it is clear that rural B. Ed students' academic stress is higher than urban B. Ed students.

Objective 4: To find out the significant difference in academic stress among B. Ed students with respect to academic stream (arts and science).

Hypothesis 3: There is no significant difference in academic stress among B. Ed students with respect to academic stream.

Table No. 4: Showing Mean scores, Standard Deviation, Difference of two means, Standard Error of differences, and t- value of academic stress score of B. Ed students with respect to academic stream

Academic Stream	N	Mean	SD	D	SEd	t-value	Remark
Arts	56	76.64	7.37	2.77	1.83	1.50	Not Significant
Science	44	79.41	10.97				

Significance level at 0.01 level is 2.364

Table 4 reveals that the t-value (1.50) is less than table value (2.364). So $P > 0.01$ is not significant. It indicates that academic stream is not differ in academic stress. So the formulated null hypothesis is accepted. It tells that there is no significant difference between arts and science B. Ed students' academic stress. From the mean values, it is clear that the academic stress of science streams' B.Ed. students is higher than arts streams' B. Ed students. From the standard deviation value, it is clear that the academic stress of science streams' B. Ed students is higher than arts streams' B. Ed students.

Objective 5: To find out the significant difference in academic stress among B. Ed students with respect to management of institutions. (government and private).

Hypothesis 4: There is no significant difference in academic stress among B. Ed students with respect to management of institutions.

, Standard Deviation, Difference of two means, Standard Error of differences, and t-value of academic stress score of B. Ed students with respect to the management of institutions

Management of institutions	N	Mean	SD	D	SEd	t-value	Remark
Govt.	43	75.14	6.64	4.77	1.80	2.64	Significant
Pvt.	57	79.91	10.3				

Significance level at 0.01 level is 2.364

Table 5 reveals that the t-value (2.64) is higher than table value (2.364). So $P > 0.01$ is significant. It indicates that management of institutions is differ in academic stress. So the formulated null hypothesis is rejected. It tells that there is a significant difference between government and private institutions' B. Ed students' academic stress. From the mean values, it is clear that the academic stress of private institutions' B. Ed students is higher than government institutions' B. Ed students. From the standard deviation value, it is clear that the academic stress of private institutions' B.Ed. students is higher than government institutions' B. Ed students

V. Conclusion

The finding of the study reveals that majority (77%) of B.Ed. students has shown moderate level of academic stress. There is no significant difference in academic stress among B.Ed. students with respect to gender, locality and academic stream. There is a significant difference in academic stress among B.Ed. students with respect to management of institutions. Considering these findings, it becomes crucial for leading figures in

education policy and management to construct proactive policies dealing with Stress Management from an institutional perspective concerning the fostering of positive academic wellness among students of Bachelor of Education degrees.

VI. References

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