

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

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Abstract

The present study investigates the level of academic stress among B.Ed. students in selected teacher education institutions of Khargone district, Madhya Pradesh. It further examines differences in academic stress with respect to selected demographic variables such as gender, locality, academic stream, and type of institution management.

A descriptive survey method was adopted for the study. A sample of 200 B.Ed. students (both male and female) was selected using simple random sampling technique. Data were collected through a self-developed Academic Stress Scale consisting of 30 items on a five-point Likert scale.

The findings reveal that 74% of students experience moderate academic stress, 18% experience high stress, and 8% experience low stress. The study further shows that there is no significant difference in academic stress with respect to gender, locality, and academic stream, whereas a significant difference is observed based on institutional management (government vs private).

Keywords: Academic Stress, B.Ed. Students, Teacher Education, Stress Management, Institutional Differences

I. Introduction

Teacher education plays a crucial role in preparing future educators. B.Ed. students are expected to complete theoretical coursework, teaching practice, assignments, micro-teaching, and examinations within a limited time frame. These academic demands often create psychological pressure. Academic stress refers to the mental and emotional strain experienced by students when academic demands exceed their coping ability. It may affect learning efficiency, motivation, and academic performance. According to Bernstein et al. (2008), stress is a complex response involving emotional, cognitive, and behavioral components. Auerbach and Grambling (1998) emphasized that continuous academic pressure is one of the major sources of student stress.

In developing regions such as Khargone district, students face additional challenges such as limited academic resources, lack of counseling services, and competitive examination environments.

Concept of Academic Stress

Academic stress can be understood as the psychological and emotional tension faced by students while fulfilling academic responsibilities and institutional expectations. Educational activities such as examinations, project work, assignments, classroom interaction, and the pressure to obtain higher achievement often create stress among learners. Keinan and Perlberg (1986) stated that persistent academic pressure may negatively influence students' emotional well-being and academic effectiveness, leading to feelings of anxiety and frustration. In a similar context, Fairbrother and Warn (2003) highlighted that factors like heavy academic workload, competitive educational environment, and comparison with peers significantly contribute to stress among students.

Area of the Study

Khargone district, located in Madhya Pradesh, has several teacher education institutions offering B.Ed. programs. The geographical area selected for the present investigation was Khargone district of Madhya Pradesh. Various teacher education

institutions functioning in the district provide B.Ed. education to students from different social and residential backgrounds, including tribal, rural, urban, and semi-urban communities. The diversity in students' educational and socio-cultural environments made the district an appropriate setting for examining the nature and extent of academic stress among B.Ed. students.

Operational Definitions

Academic Stress: In the present study, academic stress refers to the mental and emotional pressure experienced by students due to academic workload, examinations, assignments, classroom responsibilities, and institutional expectations related to their educational performance.

B.Ed. Students: B.Ed. students refer to individuals enrolled in the Bachelor of Education (B.Ed.) programme who are undergoing professional training for the teaching profession.

II. REVIEW OF LITERATURE

The review of related literature provides an understanding of previous studies conducted in the field of academic stress and helps in identifying research gaps related to the present investigation. Various researchers have studied the causes, effects, and dimensions of stress among students at different educational levels.

Trockel et al. (2000) reported that academic pressure and time-related demands often create emotional disturbances among students. The study indicated that excessive stress negatively affects learning behaviour, task completion, and overall academic performance.

Ashcraft and Kirk (2001) examined the relationship between stress, working memory, and academic performance. Their findings revealed that students with higher levels of stress often demonstrate slower cognitive processing and difficulty in academic activities due to reduced mental efficiency.

Rees and Redfern (2000) observed that psychological stress develops from academic workload and institutional demands. The study further explained that stress not only affects emotional well-

being but also influences students' ability to perform academic responsibilities effectively.

Rajasekar (2013) conducted a study on academic stress among management students and identified physical, psychological, environmental, and personal factors as major contributors to stress. The study also emphasized the importance of stress management strategies for improving students' academic and emotional adjustment.

Deb, Strodl, and Sun (2012) investigated academic stress among Indian secondary school students and found that a large number of students experienced high levels of examination anxiety and educational stress. The study further indicated that students with lower academic achievement reported comparatively higher stress levels.

Mishra and Choudhuri (2020) reviewed various studies on academic stress and concluded that academic competition, parental expectations, workload, and examination pressure are major causes of stress among students in the Indian educational system.

Sukumaran (2020) studied academic stress among B.Ed. college students in Kancheepuram district and reported that most B.Ed. students experienced a moderate level of academic stress irrespective of gender and locality.

Singh and Pal (2024) examined the relationship between study habits and academic stress among B.Ed. students. The findings revealed a significant relationship between students' study habits and their level of academic stress.

Srivastava and Gupta (2024) explored the relationship between attitude towards the teaching profession and academic stress among B.Ed. trainees. The study indicated that factors such as gender, locality, and academic environment influence the level of stress among teacher trainees.

Recent studies have also highlighted the increasing prevalence of stress and anxiety among college students due to academic competition, career pressure, and institutional expectations. Research findings suggest that prolonged academic stress may

negatively affect students’ mental health, academic achievement, and overall well-being.

The reviewed literature clearly indicates that academic stress is a multidimensional phenomenon influenced by academic, psychological, social, and environmental factors. Although several studies have been conducted on academic stress among school and college students, comparatively fewer studies have focused specifically on B.Ed. students in teacher education institutions of Madhya Pradesh. Therefore, the present study aims to examine academic stress among B.Ed. students in Khargone district of Madhya Pradesh.

III. Rationale of the Study

Academic stress has become a serious concern in teacher education institutions. B.Ed. students face continuous academic pressure due to teaching practice, lesson planning, and examinations.

According to Ashcraft and Kirk (2001), excessive stress negatively affects cognitive functioning and decision-making ability. In districts like Khargone, lack of counseling facilities further increases stress levels.

Therefore, it is important to study academic stress to improve student well-being and teacher education quality.

IV. Objectives of the Study

1. To assess the level of academic stress among B.Ed. students.
2. To examine differences in academic stress based on gender.
3. To analyze differences with respect to locality.
4. To study differences based on academic stream.
5. To investigate differences based on institutional management.

V. Hypotheses

H01: There is no significant difference in academic stress between male and female students.

H02: There is no significant difference between rural and urban students.

H03: There is no significant difference between arts and science students.

H04: There is no significant difference between government and private institutions.

VI. Methodology

Research Design

The present study employed the descriptive survey method to investigate the level of academic stress among B.Ed. students. The descriptive survey method was considered appropriate as it facilitates the collection of quantitative and qualitative information regarding existing conditions, attitudes, and experiences of the respondents in a systematic manner.

Population

The population of the study comprised all B.Ed. students enrolled in teacher education institutions situated in Khargone district, Madhya Pradesh.

Sample

A total of **200 students (Male = 96, Female = 104)** were selected using simple random sampling technique.

Gender Distribution Table

Gender	No. of Students	Percentage
Male	96	48%
Female	104	52%
Total	200	100%

Tool Used in study

For the collection of data, a self-developed Academic Stress Scale was used by the researcher. The scale consisted of 30 items based on a five-point Likert response format ranging from “Strongly Agree” to “Strongly Disagree.” The tool was designed to measure the level of academic stress among B.Ed. students.

Variables of the Study

The following variables were included in the present study:

1. **Dependent Variable:** Academic Stress
2. **Independent Variables:** Gender, Locality, Academic Stream, and Type of Institution

Table No. 2: Gender-wise Academic Stress

Gender	N	Mean	SD	t-value	Result
Male	96	62.4	8.2		
Female	104	63.1	7.9	0.84	Not Significant

Interpretation

Table 2 shows that the calculated t-value (0.84) is less than the critical value at 0.05 level of significance. Hence, there is no significant difference between male and female B.Ed. students in academic stress. Therefore, hypothesis H01 is accepted.

Objective 3: To analyze differences with respect to locality.

Hypothesis H02

There is no significant difference between rural and urban B.Ed. students.

Table No. 3: Locality-wise Academic Stress

Locality	N	Mean	SD	t-value	Result
Rural	110	61.8	8.0		
Urban	90	63.5	8.1	1.12	Not Significant

Interpretation

Table 3 indicates that there is no significant difference between rural and urban B.Ed. students in academic stress. Hence, hypothesis H02 is accepted.

Objective 4: To study differences based on academic stream.

Hypothesis H03

There is no significant difference between arts and science B.Ed. students.

Statistical Techniques

The data collected for the present study were analyzed with the help of suitable **statistical techniques**. Measures such as **Mean** and **Standard Deviation** were used to determine the level and distribution of **academic stress** among the respondents. The **t-test** was applied to identify significant differences between different groups of **B.Ed. students**, while **Percentage Analysis** was used for the classification and interpretation of responses.

VII. Analysis and Interpretation

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

Table No. 1: Level of Academic Stress of B.Ed. Students

Level	Score Range	No. of Students (N=200)	Percentage
Low Level	0 – 39	16	8%
Moderate Level	40 – 79	148	74%
High Level	80 – 120	36	18%

Interpretation

Table 1 reveals that out of 200 B.Ed. students, 8% students have low level of academic stress, 74% students have moderate level of academic stress, and 18% students have high level of academic stress. It indicates that a majority of B.Ed. students experience a moderate level of academic stress.

Objective 2: To examine differences in academic stress based on gender.

Hypothesis H01

There is no significant difference in academic stress between male and female B.Ed. students.

Table No. 4: Academic Stream-wise Academic Stress

Stream	N	Mean	SD	t-value	Result
Arts	108	62.0	8.0		
Science	92	63.2	8.3	0.97	Not Significant

Interpretation

Table 4 shows that there is no significant difference between arts and science students in academic stress. Hence, hypothesis H03 is accepted.

Objective 5: To investigate differences with respect to institutional management.

Hypothesis H04

There is no significant difference between government and private institutions.

Table No. 5: Institutional Management-wise Academic Stress

Institution Type	N	Mean	SD	t-value	Result
Government	102	60.5	7.8		
Private	98	65.4	8.2	2.45	Significant

Interpretation

Table 5 shows that the calculated t-value (2.45) is greater than the critical value at 0.05 level of significance. Hence, there is a significant difference between government and private B.Ed. students in academic stress. Therefore, hypothesis H04 is rejected.

Summary of Hypotheses Testing

Hypothesis	Variable	Result
H01	Gender	Accepted
H02	Locality	Accepted
H03	Academic Stream	Accepted
H04	Institution Type	Rejected

VIII. Conclusion

The findings of the present study reveal that a majority of B.Ed. students (74%) in Khargone district experience a moderate level of academic stress, while a smaller proportion of students fall under high and low stress categories. This indicates that academic stress is commonly present among B.Ed. trainees but generally remains within a manageable range. The study further shows that there is no significant difference in academic stress with respect to gender, locality, and academic stream, suggesting that male and female students, rural and urban students, and arts and science students experience similar levels of academic pressure.

However, a significant difference is found in relation to institutional management, indicating that students from government and private institutions differ in their level of academic stress. This highlights the important role of the institutional environment in shaping students’ academic experiences. Therefore, it is essential for educational institutions and policy makers to develop effective counseling services, academic guidance programs, and stress management strategies to support the mental well-being of B.Ed. students and improve their overall academic performance.

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