# A STUDY ON THE ACADEMIC STRESS OF WOMEN B.ED. TRAINEES IN VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, VIJAYANAGARA

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**Abstract:**

Education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another generation. In education, a teacher is the person who educates other. Pre-service teacher education develops physical, professional, psychological and moral skills. On the other hand, Prospective teachers face a number of problems during their course period. New curriculum and syllabus for Bachelor of Education has undergone several changes. New curriculum, Non-availability of textbooks and insufficiency of the staff are some of the major conditions that led to some difficulties in transacting the syllabus by the faculty and at the same time the lack of adequate reference books led to lot of confusion among pre-service teachers undergoing the aforesaid course successfully. The researcher found that they becoming stressful and unable to plan and manage their academic activities and daily routine as well. In this juncture, the researcher felt the necessity to study the academic stress of women B.Ed. trainees of Colleges affiliated Vijayanagara Sri Krishnadevaraya University, Vijayanagara in order to provide the proper guidance and counseling. A sample of 200 women B.Ed., trainees chosen by simple random technique. Some suggestions are offered based on findings of the study.

Key words: ACADEMIC STRESS, WOMEN, B.ED. TRAINEES

## 1. Introduction:

Education is the most powerful and effective instrument for inducing desired qualities in the behaviour of students and also formation of developmental aspects such as natural psychological and economical. Teacher is the most important element in teaching–learning process. Successful teachers develop their own ways of getting the results they seek. The preparation of teacher's has changed with the passage of time and with the changes in expectations of the society.

The success of any educational reform depends upon the quality of teachers which in turn depends to a large extent on the quality of teacher education influenced by various factors like duration of the course, availability of staff, books, facilities like library, hostel, proper sanitation and examination pattern etc. Students' learning is affected by many factors. One of such factors which is badly affecting the students learning is 'Academic stress'. As we all know under severe stress it is difficult for the students to concentrate on studies and there by causes disturbances in constructing their knowledge. "Academic stress is a mental stress with respect to some anticipated frustration associated with academic failure or even an awareness of possibility of such behaviour" (Gupta and Khan, 1987). The teachers as well as teacher educators should always monitor the stress levels of the students and provide them proper counselling and guidance in order to reduce the stress to the desired levels. Thus the study has got importance in the field of teacher education.

## 2. Objectives of the Study:

1. To study the academic stress of B.Ed., trainees in relation to their Age, Location of College Subject, Medium of training and Parental literacy.

## 3. Hypothesis:

1. $H_0 1$: There is no significant difference of opinions on the academic stress of B.Ed., trainees in relation to their Subject, Age, Locality of their school education and Parental literacy.

2. $H_0 2$: There is no significant difference of opinions on the academic stress of B.Ed., trainees in relation to their Age.

3. $H_0 3$: There is no significant difference of opinions on the academic stress of B.Ed., trainees in relation to their Locality of their school education.

4. $H_0 4$: There is no significant difference of opinions on the academic stress of B.Ed., trainees in relation to their Parental literacy.

## 4. Research Methodology:

**4.1. Method applied:** The researcher adopted normative survey method for present study.

**4.2. Sample:** A sample of 200 women B.Ed. trainees of Colleges affiliated Vijayanagara Sri Krishnadevaraya University, Vijayanagara.

**4.3. Sampling technique:** Sample has been taken using random sampling technique.

**4.4. Tool:** Self constructed Opinionnaire of five point scale were used. The tool having options strongly agree, Agree, Neutral, Disagree and strongly disagree has been taken as the research tool and was prepared with 30 items.

**4.5. Statistical techniques used:** Mean, Slandered deviation, t-test ware the Statistical techniques which are used to analyse data.

**5.   Analysis and Interpretation of the Data based on objectives:**

To analyze the data and to interpret the present study the researcher calculated various statistical measures such as Mean, Standard deviation and t-test etc.
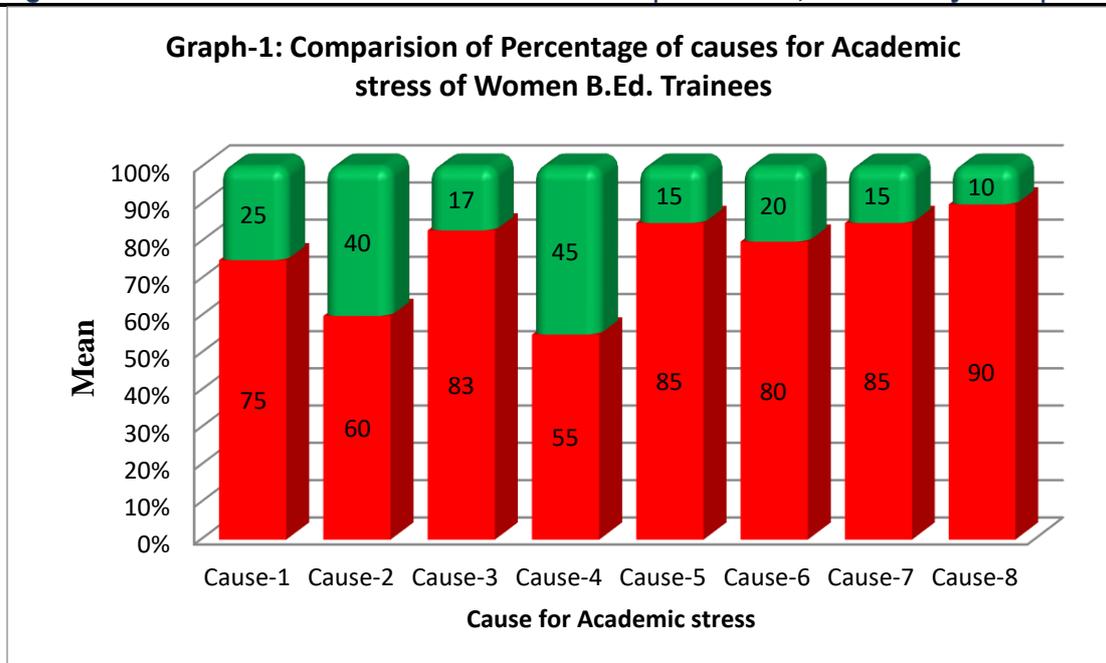
**Findings:**

**1)  Objective-1: To study the causes for Academic stress of Women B.Ed. Trainees:**

**Table-1: Percentage of causes for Academic stress of Women B.Ed. Trainees**

| Sl.No. | Cause for Academic stress | Opinion of B.Ed. Trainees | | | |
|---|---|---|---|---|---|
| | | Yes | Percentage | No | Percentage |
| 1 | Unable to cope with the new curriculum | 150 | 75 | 50 | 25 |
| 2 | Extension of course duration | 120 | 60 | 80 | 40 |
| 3 | Not having library facility | 166 | 83 | 34 | 17 |
| 4 | non-availability of books on new syllabus | 110 | 55 | 90 | 45 |
| 5 | Insufficiency of the staff pattern disturbs the whole year programme | 170 | 85 | 30 | 15 |
| 6 | Planning and managing of academic activities becomes difficult for the trainees | 160 | 80 | 40 | 20 |
| 7 | Lack of proper guidance and counselling helps the trainees avoid stress | 170 | 85 | 30 | 15 |
| 8 | Most of the trainees are not aware of any techniques to relieve their stress | 180 | 90 | 20 | 10 |

As per above table and graph we can conclude that Academic stress of Women B.Ed. Trainees is occurred due to different reasons. It is clear that maximum trainees agree that Academic stress occurred due to not aware of any techniques to relieve their stress and minimum trainees agree that Academic stress occurred due to non-availability of books on new syllabus

**Graph-1: Comparision of Percentage of causes for Academic stress of Women B.Ed. Trainees**
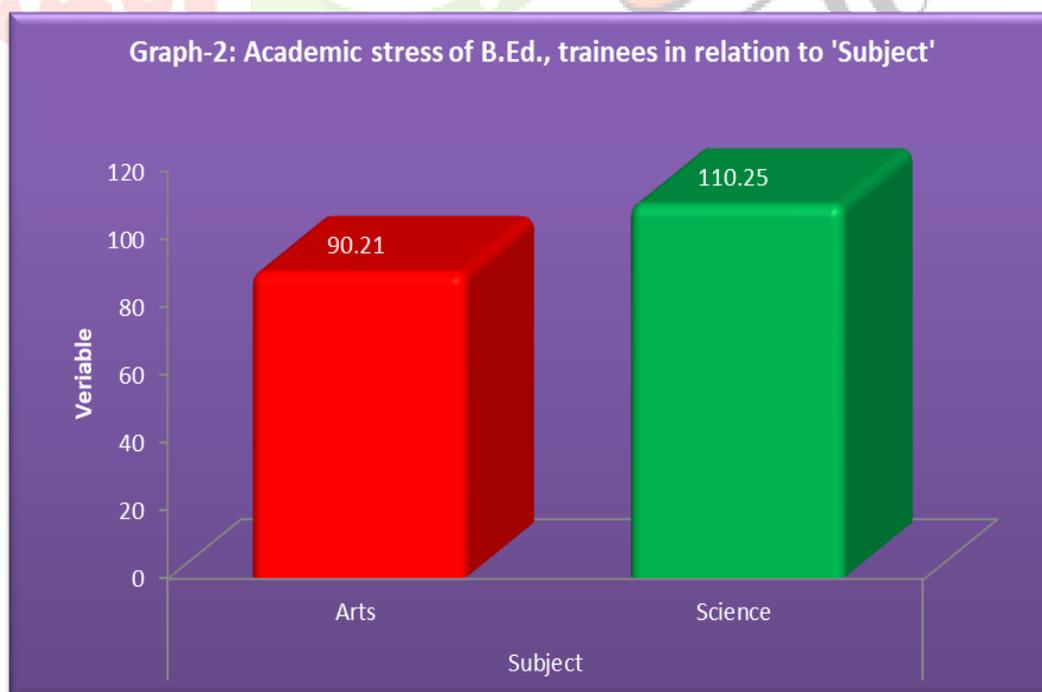


2) **Objective-2: To study the of Academic stress of Women B.Ed. Trainees in relation to Age, Location of College Subject, Medium of training and Parental literacy:**

1. **Academic stress of B.Ed., trainees in relation to 'Subject':**

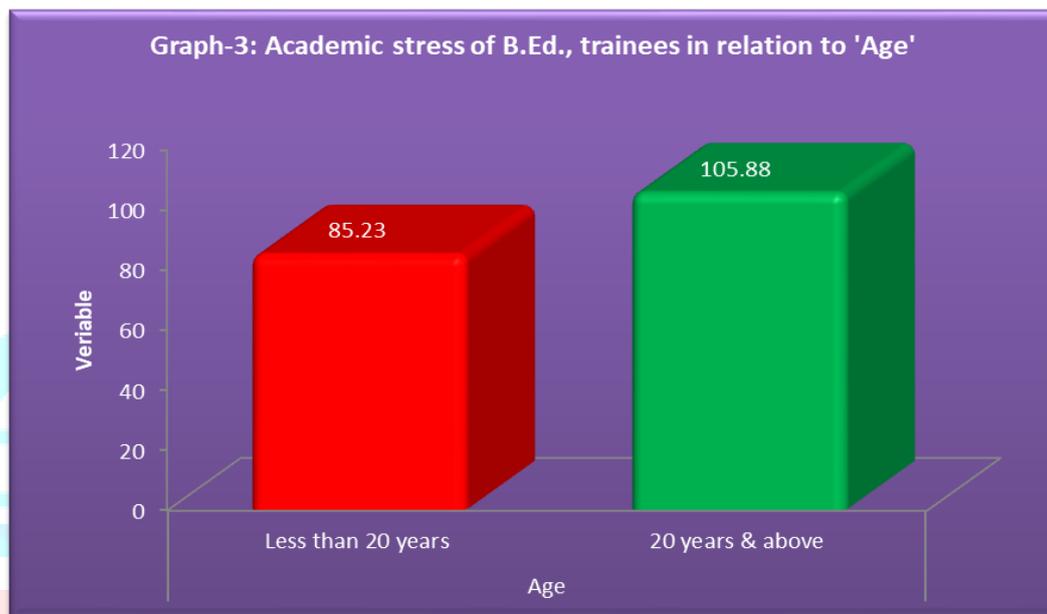| Subject | Gender | N | Mean | SD | t value |
|---------|--------|-----|--------|------|---------|
| Subject | Arts | 125 | 90.21 | 6.12 | 8.54 |
| | Science | 75 | 110.25 | 4.57 | |

In table-1, the t-value obtained is above 1.96 at 0.05 level. This shows that there is significant difference between the means of Arts and Science B.Ed., trainees. Hence, null hypothesis is rejected in respect of ' Subject ' as the variable considered. It means that trainees of both categories having different extent of academic tress.



Graph-2: Academic stress of B.Ed., trainees in relation to 'Subject'

**2. Academic stress of B.Ed., trainees in relation to 'Age':**

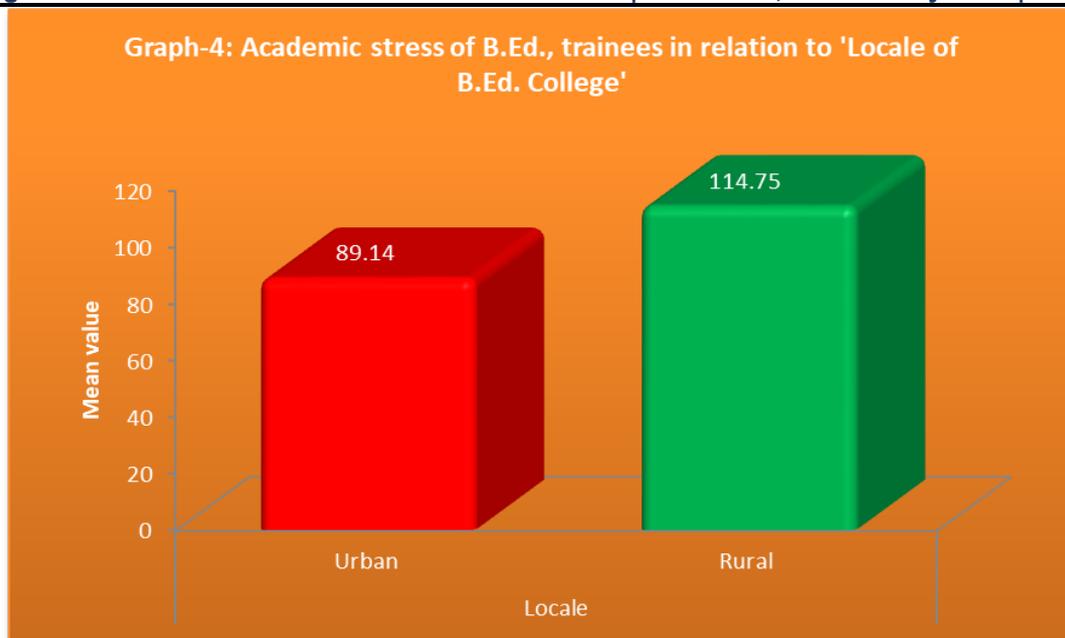| Age | N | Mean | SD | t value |
|---|---|---|---|---|
| Less than 20 years | 120 | 85.23 | 5.42 | 5.12 |
| 20 years & above | 80 | 105.88 | 6.21 | |

In table-2, the t-value obtained is below 1.96 at 0.05 level. This shows that there is significant difference between the means of B.Ed. trainees of below 20 years of age and that of above 20 years of age. Hence, Null hypothesis is rejected in respect of the 'Age' as the variable considered. It means that trainees of both categories having different extent of academic tress.



Graph-3: Academic stress of B.Ed., trainees in relation to 'Age'

**3. Academic stress of B.Ed., trainees in relation to 'Locality of their College of education':**

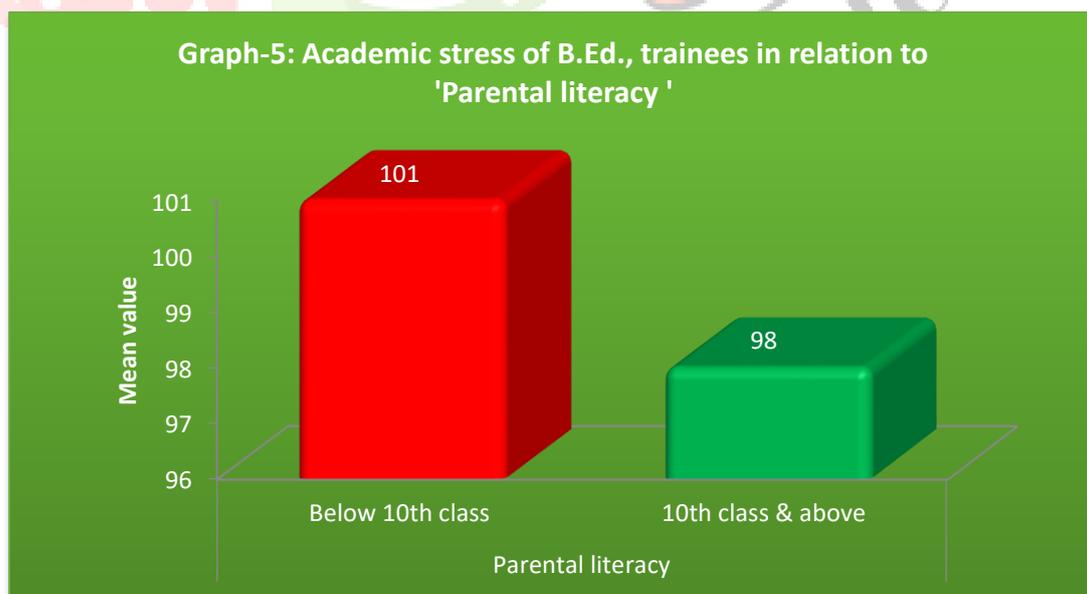| Locale of B.Ed. College | N | Mean | SD | t value |
|---|---|---|---|---|
| Urban | 100 | 89.14 | 6.15 | 8.45 |
| Rural | 100 | 114.75 | 4.32 | |

In table-3, the t-value obtained is above 1.96 at 0.05 level. This shows that there is significant difference between the means of Urban and Rural B.Ed., trainees. Hence, Null hypothesis is rejected in respect of the 'Locality of their colleges of education' as the variable considered. It means that trainees of both categories having different extent of academic tress.

Graph-4: Academic stress of B.Ed., trainees in relation to 'Locale of B.Ed. College'

4. **Academic stress of B.Ed., trainees in relation to 'Parental literacy':**

| Parental literacy | N | Mean | SD | t value |
|---|---|---|---|---|
| Below 10th class | 105 | 101 | 4.15 | 4.52 |
| 10th class & above | 95 | 98 | 5.64 | |

In table-4, the t-value obtained is below 1.96 at 0.05 level. This shows that there is no significant difference between the mean values of B.Ed., trainees with parental literacy below 10th class and that with parental literacy of 10th class and above. Hence, null hypothesis is accepted in respect of the 'Parental literacy' as the variable considered. It means that trainees of both categories having different extent of academic tress.



Graph-5: Academic stress of B.Ed., trainees in relation to 'Parental literacy '

## 6. Conclusions:

Based on the findings of the study, the researcher has drawn the following conclusions.

1. Introduction of new curriculum and syllabus makes most of the D. Ed., trainees so stressed.

2. Most of the B.Ed., trainees are unable to cope with the new curriculum.

3. Most of the B.Ed., trainees don't welcome the extension of course duration.

4. Some trainees welcome the new curriculum and syllabus.

5. There is no library facility in most of the training institutions.

6. There exists non-availability of books on new syllabus.

7. Insufficiency of the staff pattern disturbs the whole year programme.

8. Planning and managing of academic activities becomes difficult for the trainees.

9. Lack of proper guidance and counselling helps the trainees avoid stress.

10. Most of the trainees are not aware of any techniques to relieve their stress.

## 7. Suggestions

➢ Introduction of new curriculum and publishing of new books may be coupled with each other.

➢ Well equipped library facility may be provided for the B.Ed., trainees.

➢ Recruitment of sufficient staff may be taken up with utmost concern.

➢ Staff pattern of the training institutions may be modified on the basis of new curriculum.

➢ Guidance and counselling classes may be arranged for them.

➢ Guest lectures on stress management may be arranged..

➢ They may take advices from the senior faculty in managing their academic activities.

➢ Yoga and meditation classes may be conducted for prospective teachers.

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