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A Study on the Causes of Stress among B.Ed.Trainee Trachers of Teacher Education Colleges of Mumbai

Sarbani Sankar Panigrahi

Lecturer in Education, Government College (Autonomous), Bhawanipatna, Odisha, India

ABSTRACT: Human life gets perfection through education. Teacher education spreads across India to produce good teachers. The trainee teachers while undertaking the B.Ed. Course in Mumbai face a number of stress-giving factors as the new course prescribed by NCTE is comprehensive which is runned for two academic years. The present study seeks to find out the different stressors for the trainee – teachers and suggest few measure to get rid of them. The researcher has taken the help of Descriptive survey method to study the problem and taken the help of some tools readymade and few made by himself to collect data. The results indicate that the trainee teachers face a number of stressors in their life while undertaking the B.Ed.-course.

KEY WORDS: Stress, B.Ed. Trainee teacher.

I. INTRODUCTION

Human being lives in the society and dies in it. While maintaining daily life, he is confronted with many problems. Some problems have negative effect on the human body mind whereas some have positive impact. The later type of problem is generally deals with the development in many facets on the personality of an individual namely, mental, emotional, educational etc. In getting education too many problems are to be faced by an individual, like studying with concentration, giving time, money and other efforts.

While getting education the mind of a person works as he or she has to concentrate on study. This pressure on mind may be referred as stress. Stress is seen in each and every individual and at different fields like job, or any other. Nobody can escape from stress. The students while doing study face a number of stress related factors like dong the home-task in time, the role to be played in the institution, interpersonal relationship with peer-groups, teachers and other staff, journey from home to the institution, coping with the physical environment of the school etc.

The students who are admitted to the teacher education institutions are called as trainee teachers as they are under training the study of a teacher-training course, and in future, they may come out as a teacher. In doing this course too the trainee teachers face a lot of stress which sometimes affect negatively on their body and mind. But, since stress has also an overwhelming light side, it is to be welcomed. Due to stress, the trainee teachers modify themselves and come out as a successful and effective person to be fit for the job of a teacher. There is a drastic change seen in their performance both academic as well as non-academic field. They develop the expertise in both curricular and co-curricular activities. This is the magic behind the teacher training course.

II. RESEARCH REVIEW

Following are some of the studies in India and abroad.

Agarwal V. (1983): Ph.D(Edn), Meerut University in his study – “A study of stress proneness, adjustment and job satisfaction predicators of administrative effectiveness of principals” stated that stress proneness areas are ministerial staff, management, adjustment to the job.

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Mistry, T.C.(1985), Ph.D. (Psy.) Gujarat University in his study on “Need achievements, Job Satisfaction, Job Involvement as a function of Role Stress” stated the inter-role distance, role stagnation, role inadequacy and overall indices of role-stress have negatively associated with job satisfaction.

Vaz, A. (1994), Ph.D.(Edn) University of Bombay, in her study “Causes of Stress for School Teachers and Suggested Methods to Handle Stress ” stated that school teachers are affected by a number of stress factors namely, job itself, work related, relationship in school, over crowded classroom and home environment.

Vijaya Lakshmi N.S. (2008) Studied, “Teacher Stress coping strategies to alleviate Stress” and found out that job overload was one of the important factor of teacher stress and many coping strategies may be adopted to alleviate stress like positive thinking, confidence relaxation, laughter etc.

Allison, Donald G. in his study, “Coping with stress in the Principal ship” stated that the principals of public schools in British Columbia opt many coping techniques to relieve stress like engaging in spiritual growth activities, taking mini vacations, dealing problems optimistically and objectively and actively involving in communities.

Ballot Fred K. in his study “Understanding Stress” stated that stress affects everyone in his or her work and everyday life. Blasé Joseph J. in his study, “Teacher coping and Principal” sated that teacher stress in caused by principal’s behavior.

The above studies reveal that many studies have been taken on Principal and teachers in schools. None of them are dealing with the stress of the teacher trainees. Thus, the researcher has taken a step to study the problem.

III. RESEARCH METHODOLOGY

The researcher has selected Descriptive survey method for undertaking this study. As this method deals with the problems as such and seeks to answer the question about present state of affairs, so it has been selected.

IV. POPULATION AND SAMPLE

The trainee teachers pursuing B.Ed. Course in different colleges affiliated to the University of Mumbai comprise the population of the study. Out of all colleges, 5 have been selected at random. From these, 200 students have been randomly selected as the sample of the study. This has been depicted in the following table.

Table 1
No. of Boys & Girls in the Colleges of Teacher Education

Sl. No.	Name of the College	Boys	Girls	Total
1.	Guru Nanak College of Education, Bhandup	30	20	50
2.	Sri L.P. Raval College of Education, Mira Road	30	20	50
3.	Mumbai B.Ed. College for Women, Wadala		20	20
4.	St. Xaviers Institute of Education, Church Gate	20	20	40
5.	K.J. Somaiya College of Education, Mumbai	20	20	40
	Total	100	100	200

TOOLS AND TECHNIQUES

The data collected for this study have been done by the help of the following tools and techniques.

RESEARCHER MADE TOOLS

The following tools will be developed by the researcher.

1. Personal Information Sheet in which all the information regarding the trainee teachers have been included like name of the college, medium of study, sex, age, marital status, qualification & family income.
2. Questionnaire for teacher-trainees in which 25 to 30 questions have been framed and given in it which are based on the stress related factors like study, role demand, interpersonal relations, journey etc.

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3. A Likert-type Opinionnaire which is based on the five-point scale and the questions included in it be based on the opinions given by the teacher educators regarding the problems of the trainee teachers.

READY MADE TOOLS

Some readymade tools have been taken by the researcher as on the following.

1. Instant Insight Inventory (III) based on Myers Personality type Inventory which includes certain statement to be responded by the trainee teachers to know their personality traits which act as a factor of stress.
2. The Neuroticism Scale Questionnaire (NSQ) which also includes different type of statements to ascertain the differences among the trainee teachers on the basis of introversion and extroversion, sensing and perception, feeling and judging type behavior.

PROCEDURE OF DATA COLLECTION

The data have been collected by the researcher by going to the field himself and interacting with the trainee teachers of colleges by getting prior permission from the head of the teacher education colleges.

OBJECTIVES

The study has been undertaken with the following objectives in view:

1. To find out the causes of stress among the trainee teachers.
2. To identify the different stressors, viz., study, role demand, interpersonal relation, physical environment and journey, family income, personality factors.
3. To identify the causes of high-stressed and low-stressed trainee teachers.
4. To compare the causes of stress among male and female trainee teachers.
5. To suggest measures to overcome stress arising out of different factors.

Assumptions

1. The researcher has taken two assumptions based on the objectives.
2. The trainee teachers face a number of stress-related situation or factors during their study.
3. High stress has a negative effect on the performance of the trainee teachers.

V. RESULTS AND DISCUSSION

After analyzing the data collected by the help of statistical measures, the following results have been obtained.

1. The trainee teachers are under stress due to a number of causes. These include the new role to be played, study, interpersonal relationship and a number of activities during the internship and post- internship period.
2. There are some factors which give stress to the trainee teachers. They are study of text-books and other materials, role demand, interpersonal relations, physical environment of the institute journey, family income and personality factors. Among these stressors, ninety percent of the respondents say that role demand, interpersonal relationship and study are the important stressors they have ever faced. Thirty percent of the respondents express about family income as an important stressor along with the ones stated earlier. Ten percent also admit that journey is also an important stressor for them.
3. Twenty percent either of the trainee teachers are found low stressed and high stressed. This is due to the difference in their personality factors. Some could able to accommodate with the demand of the course where as some could not. The former group gets low stress and the later group get high stress. The rest sixty percent trainee teachers are in the mild stressed group.
4. The results revealed that female trainee teachers are more stressed than the male trainee-teachers.
5. Looking at the stressed trainee-teachers, some suggestions may be recommended to overcome stress. These are meditation, exercise balanced diet, change of mindset though attitudinal change whereby they can accept change in their life.

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VI. FINDINGS

The major findings of the study are as on the following :

1. There are many factors which gave stress to the trainee teachers.
2. Some stressors are found out for the trainee teachers like study role demand, interpersonal relation, physical environment, journey, family income and personality.
3. Twenty percent of both male & female trainee teachers are highly stressed and rest sixty percent are mild stressed in the institution.
4. Female trainee teachers are more stressed than the male trainee-teachers. This is due to different in the type of stressors and their personality types.
5. Few suggestions are made for the trainee teachers to get relief from stress. Such measures include meditation, exercises, balanced diet and changing of attitude and behaviors.

VII. CONCLUSION

In this study, various causes of stress of the trainee teachers have been found out. As stress is an unavoidable substance to each and every individual, nobody can escape from it. However, some remedial measures may be taken to reduce stress like meditation, balanced diet, working less hours, tackling problems easily etc. The female trainee teachers are more stressed than the male trainee teachers. Among all trainee teachers, few of both groups are more stressed and less stressed.

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