

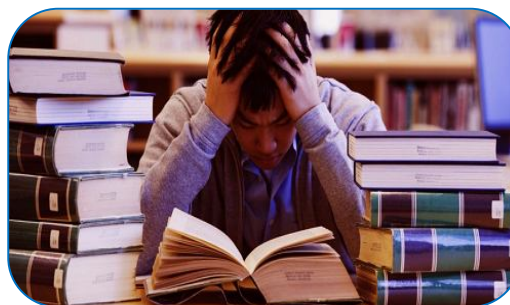


ACADEMIC STRESS IN STUDENTS OF BACHELOR OF EDUCATION

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ABSTRACT:

The present scenario students are facing new challenges in education. Academic stress is mental and emotional pressure that occurs due to various demands of teachers, parents and self. Academic stress is due to the need of perfection, worry about grades and peer group competition. In particular, frequent curriculum change, writing many record works, assignment, seminars, staff student ratio, innovative methods of teaching and preparation of instructional materials pressurized the students in colleges of education. New strategies like integrating ICT, Outcome based teaching and inclusive educations are giving more stress on B.Ed. students. After completion of B.Ed. degree, eligibility examinations, competitive examinations, coaching classes, unemployment due to more self-finance colleges and very low salary at matriculation schools also stress the B.Ed. students. The stress affects the student's health and well-being. Sometimes academic stress affects student's mental health also. Academic stress is an important factor accounting for variation in academic achievement. This study aimed to measure the Academic stress of bachelor of education students in relation to gender, subject of their study and year of the course.

KEYWORDS: Academic stress, Stressors, Stress coping techniques.

INTRODUCTION:

The students of colleges of education are facing with new challenges in education and expecting greater effort. In addition, there are heavy demands made by the society on students and future teachers to perform various roles. Present socio-cultural and economic contexts of our society giving heavy stress on students and teachers.

Academic stress-free life is not possible in today's competitive world. Certain amount of academic stress is healthy as it acts as a motivating factor. Academic stress is unavoidable in student's life due to the need of perfection, worry over marks or grades and peer group competition. Expectations of today's parents and teachers regarding the achievements are very high.

College works dominates the student's daytime. The stress affects the student's health and well-being. Because of academic stress students not getting enough sleep and so they get headaches and digestion problems. Sometimes academic stress affects student's mental health also. Academic commitments, financial pressures, and the lack of time management skills have resulted intense stress at predictable times during all examinations.

ACADEMIC STRESS

Academic stress is mental and emotional pressure that occurs due to various demands of teachers, parents and self. A person feels forced to speed up, intensity or shift direction in behavior and

he feels compelled to meet a higher standard of performance. It is pattern of disruptive physiological and psychological reaction, which threatens the ability to cope.

Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Academic stress is an important factor accounting for variation in academic achievement. It also contributes to major mental health hazards, problems both physical and mental diseases.

Academic stress among students have long been researched on, and researchers have identified stressors as too many assignments, competition with other students, failures, economical problem, poor relationships with other students or lecturers, family problems at home. Stressors of higher educational institutions are inadequate staff, study materials and untrained staff in new syllabus.

ACADEMIC STRESS OF B.ED. STUDENTS

In particular, frequent curriculum change, writing many record works, assignment, seminars, staff student ratio, innovative methods of teaching and preparation of instructional materials stress the students in the colleges of education. New strategies like integrating ICT, Outcome based teaching and inclusive educations are giving more stress on B.Ed. students. After completion of B.Ed. degree, Eligibility examinations, competitive examinations, coaching classes, unemployment due to more self-finance colleges and very low salary at matriculation schools, fearing about the future also stress the B.Ed. students.

ELIGIBILITY EXAMS

Teacher eligibility exams for getting appointment as teacher in government schools and TNPSC examinations to get job in other fields are held only once in a year usually in May or June on the scheduled date and time. Excellence in these examinations provide career opportunities to the students and therefore getting through these entrance exams leads to great academic pressure on the students.

TUITIONS AND COACHING CLASSES

In order to score good marks in any type of entrance and competitive exams the teacher trainees joined in tutorials or coaching classes after college hours. The goal of most of the tutorial centers are to score well in the competitive exams and to get government jobs with good salary. Therefore, students are bound to devote extra time to attend coaching classes, which further increase the academic burden.

To manage the financial burden, teacher trainees take tuition for schoolchildren after their college hours. For this, also they have to prepare and spend their study time. In this way, also B.Ed. student get stress.

CURRICULUM

In the present educational system, B.Ed. becomes two years course. It includes 80 working days of internship training program at schools. In two years, they have to complete more than twenty records for practical including with preparation of teaching materials. In addition, they have fifteen theory papers and for that they have to prepare assignments and seminars.

STAFF STUDENT RATIO

In many of the Government, Government aided and self-finance colleges of education, not having adequate number of qualified and experienced in innovative pedagogy professors. This creates academic pressure to the trainees.

SOCIAL COMPARISON

It is a common trend among the Indian parents to compare their children's academic ability with their own older children or with their peers. Although the comparisons may begin in younger

years, it intensifies in the high school, college admission and getting job. This issue causes academic stress among the students to worry about their academic progress.

EXAM STRESS

Internal exams, External exams, Practical exams and theory exam, class test, unit test, model exams are continuously giving pressure to the students. Exams are a source of tension, stress and anxiety for many students as they are highly pressurized by their parents and teachers to perform well in the exams.

TEACHERS' EXPECTATIONS

Professors insisted to complete the work in specified deadline. The students have to work very hard to complete their assignments, project work etc. as not being able to submit their work in time causes a lot of academic pressure.

PARENTS' EXPECTATIONS

Parents expect their wards to come out with excellence and ignoring the individual differences in the ability to perform well in academics. Their high expectations regarding high scores, clearing competitive exams and being admitted to renowned institutions drives the students towards academic strains. Parents' desire and choice of higher education courses pressurized the children. Students not only go through academic stress but also other major stressors such as environmental, personal and social stressors. Everyday life is full of environmental stressors such as loud noise, extreme temperatures are cause minor irritations and lead to discomfort.

TIPS TO MANAGE ACADEMIC STRESS

Periodically do simple exercises like spot running, brisk walk. Change the life style with give space to adequate rest, develop hobbies to your leisure and keep balance between work and study. Discuss about the problem with parents and friends. Having good study habits, Self-Control and regularity in studies are reducing academic stress. Avoid the habit of studying only for test or exams. Realize your own style of learning and planned works, prepared assignment calendars and staff support will reduce the academic stress of the students.

WAYS TO MINIMIZE ACADEMIC STRESS

- Better teacher student relationship
- Proper method of learning the content material
- Positive motivation from parents and teachers
- Good time management
- Avoid negative feedback and false criticism
- Minimize students work load
- Managements of routine works
- Get proper guidance and counseling.
- Revised home assignments
- Less periods for lectures and more periods for practical
- Support from the staff

NEED AND IMPORTANCE

Education plays a vital role and contributes lot in shaping the destinies of society. Today's student in the classroom will be the member of tomorrow's society. In order to improve the quality of education we must develop certain innovative strategies, which will enhance the educational standards. Here the investigator thought that students academic achievement and their excellence in studies depends mainly on the factor academic stress. This study will help to identify the study related

problems especially academic stress that blocks the academic achievements and advancements. This study will be of great use to the B.Ed. trainees who will be under great stress and anxiety before writing their university examinations and Teacher eligibility test. This leads the investigator to find out the academic stress in B.Ed. teacher trainee students. From this study, B.Ed. trainee knows about academic stressors and the way to reduce it and gives proper guidance to the students. They can help these students in the optimum use of their valuable time and energy. This study will provide the way and enhance the adoption of a new positive approach to minimize Academic Stress.

GENERAL OBJECTIVES OF THE STUDY

The main aim of this study is to identify the factors causing Academic Stress among B.Ed. students.

SPECIFIC OBJECTIVES OF THE STUDY

- To identify specific areas of Academic Stress of B.Ed. students
- To find the impact of gender difference on Academic stress of B.Ed. students
- To find the impact of basic subject of study on Academic stress of B.Ed. students
- To find the impact of year of study on Academic stress of B.Ed. students

HYPOTHESES OF THE STUDY

- There will be no Academic stress in B.Ed. students.
- There will be no significant difference in Academic stress of boys and girls of B.Ed.
- There will be no significant difference in Academic stress of Arts and Science students of B.Ed.
- There will be no significant difference in academic stress of I-year and II-year students of B.Ed.

PROCEDURE OF THE STUDY

Normative survey method adopted to measure the level of academic stress of B.Ed. trainees. The population of the study includes the B.Ed. trainees in Dindigul district. The sample of the study consists of randomly selected 100 B.Ed. trainees. In order to gather valid data, questionnaire prepared and standardized by the investigator.

TOOLS USED FOR THE STUDY

To collect the data from the sample, the investigator constructed an Academic stress scale contains 55 items with five-point rating scale. It consists of nine dimensions such as Curriculum, Examination, College system, Parent's expectations, Teacher educators, Time management, Home environment, Friends and Extra classes. Students get the maximum score 275 and the minimum score 55. The reliability coefficient calculated by test-retest method is 0.748.

STATISTICAL ANALYSIS

Descriptive analysis of mean and standard deviation were calculated. To test the hypothesis, differential analysis'' test was applied at 0.05 level of significance.

DATA ANALYSIS AND INTERPRETATION

Table: Significant differences in Academic Stress of students of Bachelor of education

Demographic Variable	Sub-Group	Number of students	Mean	Standard deviation	't' - value	Interpretation
Over all students		100	67.49	36.05		
Gender	Male	44	58.67	20.14	2.13	Significant
	Female	56	72.05	41.05		
Basic subject	Arts	38	65.03	17.78	0.64	Not significant

	Science	62	68.99	43.25		
Year of study	I year	40	61.95	30.43	1.41	Not Significant
	II year	60	71.15	34.10		

From the above table, in two cases, 't' - value not significant. Hence, the null hypothesis accepted. Therefore, there is no significant differences exist in Academic stress of B.Ed. students based on their basic subject of study and year of study.

Further in one case, 't' - value significant at 0.05 level of significance. In that case, the null hypothesis rejected. Therefore, there is a significant differences exist in Academic stress of B.Ed. students based on their gender.

MAJOR FINDINGS OF THE STUDY

- The Academic Stress of B.Ed. students are exists at high level.
- The Academic stress of B.Ed. students based on their basic subject of study and the year of study found same. There is no difference between I year and II year and Arts and Science
- The Academic Stress of B.Ed. students differ based on their gender. Male B.Ed. students have less Academic stress than the Female.

EDUCATIONAL IMPLICATIONS

- The colleges of education should take necessary step to reduce the Academic stress of their B.Ed. students.
- Teacher educators should train their students to measure their own Academic stress by self-assessment, provide awareness and
- Pave the way to minimize the academic stress.

CONCLUSION

Based on the findings, there exists a high level of Academic stress among B.Ed. students. The team effort of Teacher educator, Parents and B.Ed. students will surely helpful to overcome problems of Academic stress. In future, these B.Ed. students will create academic stress free society.

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