

**A STUDY OF STRESS LEVEL AMONG B.Ed. TRAINEES IN
JAMMU DISTRICT**



A

DISSERTATION

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CERTIFICATE

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“A STUDY OF STRESS LEVEL AMONG B.Ed. TRAINEES IN JAMMU DISTRICT”

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ABBREVIATIONS USED

SD	Standard deviation
SEM	Standard error mean
SPSS	Statistical package for social science
PSC	Perceived stress scale
df	degree of freedom

ABSTRACT

The present study attempts to examine the stress level among B.Ed. trainees in Jammu district. The study is quantitative in nature and the sample consists of B.Ed. trainees have been selected -through stratified randomly selected 5 B.Ed.colleges. The main

objective of the study is to find out the stress level among B.Ed. trainees based on gender and types of colleges i.e. government and private, teaching experiences. Stress level as the dependent variables have been analyzed .in this study one standardized tools were analyzed namely perceived stress scale by Vandana punia and Pushpa Devi. t-test have been employed for analyzing the data. It is found that there exists no significant difference in stress level among B.Ed. trainees in relation to gender difference, types of colleges, teaching experiences.

CHAPTER-I

INTRODUCTION

Stress is any action or situation that places special physical or psychological demands upon a person, anything that came unbalance his individual equilibrium, While the psychological response to such a demand is surprisingly uniform; the forms of stress are innumerable perhaps the one in contestable statement that can be made about stress is that it belongs to everyone to businessman and professors, to mothers and their children, to factory workers. Stress is a part of the fabric of life.

Nothing can isolate stress from human beings as is evident from various researchers. Stress can be managed but not simply done away with. Today widely accepted ideas about stress are challenged by new research, and conclusions once firmly established may be turned completely around.

What is stress?

Stress is the body reaction to any change that requires an adjustment or response the body reacts to that changes with physical, mental and emotional responses. Stress is a normal part of life. You can experience stress from your environment, your body, and your thoughts. Even positive life changes such as a promotion, a mortgage, or the birth of a child produce stress.

How does stress affect health?

The human body is designed to experience stress and react to it. Stress can be positive, keeping us alert, motivated, and ready to avoid danger. Stress becomes negative when a person faces continuous pain without relief or relaxation between stressors. As a result, the person becomes overworked, and stress related tension builds. The body autonomous nervous system has a built –in stress response that causes physiological changes to allow the body to combat stressful situations. This stress response also known as the” fight or flight response” is activated in case of an emergency. However, this response can become chronically activated during prolonged period of stress. Prolonged activation of the stress response causes wear and tear on the body –both physical and emotional.

Stress that continues without relief can lead to a condition called distress-a negative stress reaction. Distress can disturb the body internal balance or equilibrium, leading to physical symptoms such as headaches, an upset stomach, elevated blood pressure, chest pain, sexual dysfunction, and problem sleeping. The modern world which is said to be world of achievement is also a world of stress. One finds stress everywhere, whether it is within the family or business organization or any other social institution. Stress is a feeling of tension, which is physical mental and emotional and is caused by

physiological, psychological and environmental demands. The main source of stress is the occupation of the person. It is an established fact that the performance of a teacher trainee mainly depends upon his psychological states of mind. As occupational stress affects physical and psychological well-being of the teacher trainees, it definitely influences his efficiency and performances. The effect of growing stress and tension on B.Ed. trainees and work requires studies.

Any stimulus, whether physical, psychological or social, which requires the organism to adapt will produce stress. In fact, no one's life is free of stress, regardless of how sensible, intelligent a person is. A person is challenged at many times by frustration, changes losses and conflicts. Stress comes from negative events such as divorce or failing a college course but stress is inherent in many positive events too, such as new jobs or adopting a baby. Modern life is full of hassles, deadlines, frustration and demand causes stress.

Stress is complex phenomenon. It is a very subjective experience. What may be a challenge for one will be a stressor for another? It depends largely on background experiences, temperament and environmental conditions. Stress is part of life and is generated by constantly changing situations that a person must face. The term stress refers to an internal state, which results from frustrating or unsatisfying conditions. A certain level of stress is unavoidable. Because of its complex nature stress has been studied for many years by researchers in psychology, Sociology and medicine. Stress is involved in an environmental situation that is perceived as presenting demand which threatens to exceed the person's capabilities and resources for meeting it, under conditions where he or she expects a substantial differential in the rewards and costs from meeting the demand versus not meeting it. According to Mc Grant (1976) Stress is the term often used to describe the distress, fatigue and feelings of not being able to cope. The term stress has been derived from the Latin word 'stringer' which means to draw tight. The term was used to refer the hardship, strain, adversity or affection. Stress is an integral part of natural fabric of life. It refers both to the circumstances that place physical or psychological demands on an individual and to the emotional reactions experienced in these situations (Hazards, 1994). Although, the adverse effects of stress on physical health and emotional well-being are increasingly recognized, there is little agreement among experts on the definition of stress: According to Selye (1976), stress is caused by physiological, psychological and environmental demands. When confronted with stressors, the body creates extra energy and stress occurs because our bodies do not use up all of this extra energy that has been created. Selye first described this reaction in 1936 and coined it the General Adaptation Syndrome (GAS). The GAS includes three distinct Stages: (a) alarm reaction, (b) stage of resistance, (c) stage of exhaustion. Stress occurs when there are demands on the person which taxes or exceeds his adjustive resources

MEANING OF STRESS

Stress is an alarming problem that has been encountered across the world now a days. Stress is a complex phenomenon it is very subjective experience. Stress is a part of life and is generated by constantly changing situations that a person must face. The term stress refers to an internal state, which results from frustrating or unsatisfying conditions. A certain level of stress is unavoidable. Stress has become one of the utmost challenges in the academic world. The word perceived stress here can be understood as the tension that originates from an individual's interaction with the changed or new environment. It is an individual's perception of an event that determines whether an event is stressful or not. Stress is an inevitable part of human life and the profession of teaching is not untouched by this truth. Teaching profession is highly affected by stress all over the world. Teachers are the most important key in the education system. Their proficiency in teaching largely depends on the training they receive. Educational institutions are the place on which prospective teachers gather enough experiences to make them better and effective teachers in future. The prospective teachers are the interns or trainees who have entered in the field of teacher education to receive the first degree and become able to perform the duties of teacher, in future. Due to the multitasking nature of the teacher education programme, prospective teacher encounter with a number of stress inducing factors. Prospective teachers stress has been a major concern of research since the past few years or so because in order to satisfy the role expectations of a regular teacher, prospective teachers have to meet the demand and challenges of training programs. Heavy workload, classroom management and supervision are the main source of stress among prospective teachers (Boadu, 2014). According to Murray (2000) "Stress designates the aggression itself leading to discomfort or consequences of it. It is our organism response to challenge be it right or wrong." Stress is the body automatic response to any physical or mental demand placed upon it.

Stress has harmful psychological and physiological effect on employees, a major cause of employee turnover and absenteeism, affect the safety of other employees; by controlling dysfunctional stress, individual and organization can be managed more effectively.

TYPES OF STRESS

According to American psychological association, the stress has been classified into two categories. On the basis of the first category there are three main types of stress. Physical stress, emotional stress, and psychological stress. Physical stress is a condition where the whole body starts to suffer as a whole in stressful situations. Emotional stress is stress affected the mind and includes anxiety, anger, depression, irritability. Psychological stress is long term stress. It can cause psychological problems in individuals which include withdrawal from society, phobia etc.

According to American psychological association, on the basis of second category there are three main types of stress:

The first is acute stress, which is most common and caused by demands, both in the present and anticipated. acute stress can be exciting in small amounts; in fact, it is the type of stress that makes activities such as extreme sports or amusement parks enjoyable.

The second classification is episodic acute stress, defined as continual, recurrent acute stress. This type is marked by feelings of disorder, chaos and worry caused by too many responsibilities. sufferers of episodic acute stress often don't see that there is a problem, and are therefore quite resistant to changes. These people often require intervention and professional aid.

The third and most serious degree of stress is chronic stress. It is defined as continual, taking place over a long period of time and wearing a person away. Stress is classified as chronic when the sufferer doesn't see a way out of his or her situation. Some other types of stress are: -

Survival stress –This is a common response to danger in all peoples and animals. when you are afraid that something or someone may physically hurt your body naturally respond with a burst of energy so that you will be better able to survive the dangerous situation (fight) or escape it all together(flight). This is survival stress.

Internal stress -It is one of the most important kinds of stress to understand and manage. Internal stress is when people make themselves stressed. This often happens when we worry about things we can't control or put ourselves in situation we know will cause us stress.

Environmental stress-This is a response to things around you that cause stress, such as noise, crowding, and pressure from work or family. Identifying theses environmental stresses and learning to avoid them or deal with them will help lower yours stress level.

DIMENSIONS OF STRESS

The four dimensions of stress among B.Ed. trainees are pedagogy, teaching practice, teaching aids and generic stress.

Stress generated due to pedagogy: the term pedagogy here is the array of teaching learning strategies that support intellectual engagement, recognize individual differences, connects with real world and support classroom environment. It involves selection and effective organization of learning activities to improve learning outcomes and bring theoretical knowledge into practice.

Stress generated due to teaching practice: teaching practice is a period of practical experience of teaching. during this period, prospective teachers have to conduct

classroom lessons and perform the role and responsibilities of teacher in college (in front of peers) under simulated conditions and in school (in front of real students) under actual conditions. For instance, when a student has to speak in front of his peers, he may feel hesitation and likewise when he has to teach the real students, he may feel stress due to class size etc.

Stress generated due to teaching aid: Teaching aids are objects or devices used by a teacher to enhance his classroom instruction and making his teaching more effective. Prospective teachers constantly face a lot of difficulties while preparing and dealing with teaching aids in a classroom. For instance, prospective teachers are under training. They don't know the basic knowledge and concepts of preparing and use of visual aids like charts, models, flash cards etc. They may not be well equipped with the ICT based knowledge which results in improper handling of projected aids as they may not be imaginative and creative enough to prepare teaching aids at their own.

Stress generated due to generic conditions: In the face of difficult circumstances anger comes to join hands with petulance and nervousness and despair get generated. It is a combination of psychological conditions which have an impact on the behavior as well as teaching of the prospective teacher. For instance, the B.Ed. course demands a lot of work from prospective teacher. They have to accomplish a lot of tasks in a stipulated time which leads to a hurried followed by restlessness, depression, irritation, loss of appetite and so on.

SYMPTOMS AND SOURCES OF STRESS AMONGST B. ED TRAINEES

Stress is mostly associated with academic failure or under achievement. Intense competition, the need to excel, peer pressure and the desire to make money are making young students neglect a healthy lifestyle. Some degree of stress is a normal part of life and provides part of the stimulus to learn and grow, without having an adverse effect on health. When stress is intense, continuous or repeated- as is often the case with occupational stress- ill health can be the result. The experience of stress can affect the way individuals think, feel and behave, and can also cause physiological changes. Many of the short- and long-term illnesses caused by stress can be accounted for by the physiological changes that take place when the body is placed under stress.

The main sources of stress are academic and time concerns, social, emotional and fear of failure, classroom interactions and economical issues. The young tend to get too competitive, develop a negative attitude, and have appealing inferiority which is the root cause of stress among them.

STRESS AND PUPIL TEACHER

The stress and anxiety experienced by student teachers has attracted an increasing amount of attention over the past ten years and so on. However, a brief survey of work in the area immediately reveals that it has focused almost exclusively on the

placement experience. While these findings have been very important in highlighting the pressure experienced by individuals in the classroom environment. Historically the studies of stress in educational settings date back to the 1930s (Leach, 1984) although many writers refer to Selye (1956) as being pioneer of the concept. For Selye, stress was essentially a neutral physiological phenomenon; it could be either beneficial (eustress) or harmful (distress). However, in the literature on stress amongst student teachers few writers actually include a definition of the term; most tend to assume a shared understanding along the lines that stress is an unpleasant emotional state. Although rarely stated implicitly in the reports is the view that stress relates to an imbalance between environmental demand and individual resources; it occurs when the demand placed on an individual exceeds that a person's ability to cope.

Despite the fact that such an interpretation can be criticized as being somewhat simplistic the approach has an obvious appeal based on common sense. To further complicate matters, several studies refer to anxiety rather than stress, and some refer to both stress and anxiety, without clarifying the relationship between them both Morton et al. (1997) and Abouserie (1994) found evidence that female students tended to be more stressed than males. In relation to age, the picture is not clear, although Miller and Fraser (1998) that older students may experience more stress during their training.

NEED AND SIGNIFICANCE OF THE STUDY

In the present era of science and technology people's lifestyle have been totally changed because of information technology which has influenced the educational requirements of the youngsters to fulfill the requirements and cope with changing circumstances. This new life has led to stress among B.Ed. trainees. Stress is believed to be caused by the various problems that exist such as problems at school, college, financial problem, family problem and problems in their surroundings.

The purpose of the study is to understand the factors which cause stress among B.Ed. trainees. Stress causes both mental and physical stress. Stress can cause chronic fatigue, digestive upsets, headache and back pain, stress can affect the blood cells that help you to fight off infections. Stress is a major problem for students everywhere. Stress causes many issues with emotional and physical health. Stress is a suicide because of depressions.

STATEMENT OF THE PROBLEM

A STUDY OF STRESS LEVEL AMONG B. ED TRAINEES IN JAMMU DISTRICT.

OPERATIONAL DEFINITIONS

In the present study the operational terms used are given as under: -

STRESS LEVEL

Stress is a physical, mental or emotional factor that causes bodily or mental tension. Stress can initiate the 'fight or flight' response, a complex reaction of neurologic and endocrinological system. In this study stress of B.Ed. trainees have been measured by "perceived stress scale" prepared by Vandana Punia and Pushpa Devi.

B.Ed. TRAINEES

This refers to teacher trainees undergoing instruction leading to the degree of bachelor of education in the various college of teacher education.

OBJECTIVE OF THE STUDY

1. To study the significant difference in stress level among male and female B.Ed. trainees in Jammu district.
2. To study the significant difference in stress level among B.Ed. trainees of Jammu district in Government and private institution.
3. To study the significant difference in stress level among male and female B.Ed. trainees with respect to their experiences.

HYPOTHESES OF THE STUDY

1. There is no significant difference in stress level among male and female B.Ed. trainees of Jammu district.
2. There is no significant difference in stress level among male and female B.Ed. trainees in Government and private institution.
3. There is no significant difference in stress level among male and female B.Ed. trainees with respect to their experiences.

DELIMITATION OF THE STUDY

1. The study was confined to the B.Ed. colleges of Jammu district.
2. The present study was confined to B.Ed. trainees of B.Ed. colleges only.
3. The sample was limited to only 250 B.Ed. students.
4. Stress level has been studied with respect to types of colleges and gender only.

CHAPTER - II

REVIEW OF RELATED LITERATURE

INTRODUCTION

Literature in any field forms the foundation upon which all the future works will build. Study of related literature implies locating and evaluating research reports as well as reports of the causal operation and opinion that are related to the individuals planned research project. It also takes into account the advantage of the knowledge, which has already been accumulated in the past as a result of constant human endeavor. A review of related literature gives the scholar an understanding of previous work that has been done in his/her fields/area of research and that still remains to be done. In the present study the investigator has reviewed the researchers done in the field of stress among B.Ed. trainees in Jammu district.

Review of related literature provided a summary of the existing writings of recognized authorities and the previous researchers provided evidence that the researcher had been familiar with what is already known and what is still unknown and not investigated. Survey of relevant literature is a precondition for successful and meaningful research report. To make our research effective and adequate, familiarity with previous work done in that field is very essential.

Faas Larry A. (1984) studied the relative effect of various stress factors on (1) regular and special education teachers (2) teachers in resource and self-contained classrooms; and (3) teachers in programs for learning disabled, emotionally handicapped, and mentally handicapped students. Data were gathered with a questionnaire that was completed by 273 Arizona educators. Respondents indicated their level of agreement with the suggestion that each of a list of 53 factors has been stress producing for them in the previous 12 months. Stress factors included on the questionnaire were based on a review of the literature and interviews with special

educators. The mean for each item was used to rank the items for each of the groups studied. “Paper work, ““Procedural red tape,”” disciplines and behavior problems “and” disinterested parents were found to be high stress produces for all group studied. Comparison of group of educators resulted in the identification of one or more factors that are significantly more stressful for those in specific types of positions than for those in other position. Significant differences were also found between level of stress produced by some factors for special education teachers in resource and self-contained classrooms.

Murphy (1986) found female teachers experiencing more stress than male in the area of time management and ever reported high scores of physical symptoms of stress in teacher / teacher relations.

Hart (1987) conducted study on Positive correlation between student teacher stress and classroom disruptions. Therefore, stress appears to be a relevant characteristic of student – teachers. A number of studies in various countries have explored the extent to which students-teachers experience stress from teaching practice related factors. Some studies indicate that student teachers experience moderate levels of stress / anxiety while others show that student teachers report high anxiety levels. Several studies have also looked at the nature of student – teacher stress related to practice teaching. Hart suggests that student – teacher in Great Britain and teaching practice requirements.

Anderson, E. D., & Cole, B. S. (1988) Conducted study on 360 university students which were selected at random to participate in a stress factor research study. The primary purpose of this study was to examine specific variables, their relationship to each other and their subsequent impact on student academic performance and self-reported burnout. The sample included 163 males and 197 females. A questionnaire, composed of 25 closed-ended questions, was administered to each of the students. The Chi Square test was used to test for differences. Some variables were found to have significant impact on academic performance and self-reported burnout. The most stressful event as reported by the students was the final examination. This study suggests certain linkages between stressors and other variables not found in the literature that warrant further study.

Abouserie, R. (1994) This study reports an investigation into the sources and levels of stress in relation to locus of control and self-esteem in university students. Two stress questionnaires (ASQ and LSQ) were used to assess students' stress. The first deals with academic sources of stress, and the second assesses the student's life stress levels. The achievement scale of the Multidimensional, Multi-attributonal Scale Causality (MMCS) was used to measure locus of control, and the Rosenberg Self Esteem Scale to assess students' self-esteem. The study sample consisted of 675 (202 males and 473 females) second-year undergraduate students. The results indicated that examination and examination results were the highest causes of stress in students, followed by studying for exams, too much to do and the amount to

learn, respectively. Results showed that 77.6% and 10.4% of the students fall into the moderate and serious stress categories, respectively, and that there were significant differences between females and males students in both academic and life stress, with female students more stressed than males. Results also indicated a significant positive correlation between locus of control and academic stress, suggesting that students with external beliefs are more stressed than those with internal. A significant negative correlation between self-esteem and both academic and life stress emerged, indicating that students with high self-esteem are less stressed than are those with low.

Rawson, H. E., Bloomer, K., & Kendall, A. (1994) studied the interrelationship among measures of stress, anxiety, depression, and physical illness in a proportional sample of college undergraduates (N = 184) were examined. Significant correlations were found in the stress-illness, anxiety-illness, depression-illness, and anxiety-depression relationships. Partial correlations demonstrated that the stress-illness relationship remained significant, though lowered, when first anxiety and then depression were held constant. In the second phase of the research the indices of stress, anxiety, depression, and illness were predicted to vary by both year in school and gender within this sample. Significant differences in reported stress and anxiety by year in school and in reported illness incidence by gender were found. Possible ties between these results and research on coping, social support, and gender roles are discussed.

Black Branch and Lamont (1998) examined as few as 50 percent of teacher trainees enter and remain in the US school system for longer than three years with many

leaving to find less-stressful careers. They argue that teacher education programs have at least an ethical, if not a legal and professional responsibility to provide support for student teachers who are under high level of stress during their teaching practicum. Student – teacher attrition rates were identified as a concern also.

Murray-Harvey, et al (1999) This study focus on students cope with the stresses of learning to teach teacher educators may be better informed about how to assist students to become more resilient teachers. With regard to the substantially different situated experience of student teachers and practicing teachers, it is important differentiate between the two groups in attempts to make meaningful interpretations of the literature. Therefore, the study refers primarily to the research on student teacher stress with less reference to research on coping was used. The results revealed that the girls generally reported more life vents teacher stress.

Consgrove (2000) conducted study on teacher stress are students who are poorly prepared, student indiscipline poor working condition, time pressures low job status and conflict with colleagues. Other factor leading to teacher stress include role overload poor learner behavior, lack of resources, class size, diversity in individuals with whom they have to work, and lack of motivation of coworkers.

Misra, R., McKean, M., West, S., & Russo, T. (2000) This study examined perceptions of academic stress among male and female college students, and compared faculty and student perceptions of students' academic stress. The sample consisted of 249 students and 67 faculty members from a Midwestern University. Mean age of the students and faculty members were 21 years and 42 years respectively. Results indicated a considerable mismatch between faculty and students in their perceptions of students' stressors and reactions to stressors. The faculty members perceived the students to experience a higher level of stress and to display reactions to stressors more frequently than the students actually perceived. This could result simply from the faculty observing the students only during their moments of stress in the classroom. Results also supported the hypotheses that stress varied across year in school and by gender. Implications for improving faculty-student interactions are discussed.

Bruce & Rosie (2002) examined that student-teacher learning process is greatly affected by the stress they experience during practices. Stress has countless harmful

effects as it can cause physical & mental health problem and minimize memory and learning skill of individuals. It also numerous effects on students self-esteem definitely on their academic performance.

Smith, Ewing and Cornu (2003) examined teachers and students work best in a comfortable inviting environment. At the beginning of the year the teacher may organize the room to create such an environment using bright colors, displays, posters etc. Then as the year progresses, opportunities are provided for children to offer suggestions for room changes. It is done because classroom environment is an essential component of school climate. The school climate is influenced by the Physical attributes of the school, and administrative policies of the school. Things such as appropriate lighting, cleanliness, orderliness and displays of students work contribute to the positive atmosphere. In order to design the study of climate relationship with the creation of stress among teacher, the climate is taken under four subscales. These four subscales are work load, work environment, administration and student behaviour.

Clarke and Cooper, (2004) examined that working in a stressful environment not only increased the risk of physical illness or distress, but also had increased the likelihood of workplace accidents.

Aditi and Kumari (2005) found that the stress buffering effects of friendship and social sport system seem to a significant contributor to high level of stress.

Research finding support the notion that teaching is the stressful profession, Morton (2008). It has also been documented that teacher education students experience high level of stress during teaching practice that ultimately. A high level of stress among students-teachers may be attached to various negative consequences such as class control problem and classroom disruption.

Grouret. al. (2007) studied the adolescence stress and coping, a longitudinal study'. The data was collected from 167 subjects through adolescence life change event scale (ALCES) and open ended questionnaire for ways of coping was used. The results revealed that the girls generally reported more life vents associated with inter personal

and family relationship. Both the girls and boys reported coping with stress mostly through active distraction techniques such as exercise.

Darling, C. A., McWey, L. M., Howard, S. N., & Olmstead, S. B. (2007). The purpose of this study was to investigate college student stress, how students cope with stress, and how the stress of renegotiating self and relationships influences one's sense of coherence (SOC). A survey research design was utilized incorporating 596 college students. Using family stress theory, this study examined how stress associated with relationships, level of coping, physical and emotional reactions to stress, and quality of life can be integrated to predict SOC in male and female college students. Findings indicate that female college students experience greater stress from quality of friendships, love relationships and relationships with parents. Whereas emotional health had the greatest effect on SOC for females, family relationships had the greatest effect on SOC for males. Qualitative responses were also examined, providing insight into students' perceptions of stressors. Conclusions and implications for educators, researchers and family therapists are discussed.

Pierceall, E. A., & Keim, M. C. (2007). The purpose of the study was to determine the degree of stress perceived by students at two community colleges in southern Illinois. The Perceived Stress Scale was used to gather data from 212 students enrolled in regularly scheduled psychology classes. Of the students, 75% were in a moderate stress category; 12% in a high stress category, and 13% in a low stress category. Women students were more stressed than men; there were no statistically significant differences between traditional and nontraditional students. The most often used activities to cope with stress included talking to family and friends, leisure activities, and exercising. Less desirable coping strategies were drinking alcohol, smoking, and using illegal drugs. Suggestions for community college personnel to use in assisting students cope with stress are discussed.

Weinstein, L., & Laverghetta, A. (2009). This study focussed on to determine if general life satisfaction is negatively correlated with college student stress. We administered the satisfaction with life scale (Diener et al., 1985), college student stress scale (Feldt, 2008) and a brief demographics survey to a sample of college students at a regional southwestern university in Oklahoma. We found that scores on the satisfaction with life scale were significantly negatively correlated with scores on

the college student stress scale, suggesting that overall life satisfaction in college students is adversely influenced by college stress. We also found in our sample that females reported higher college stress scores than the males did.

Capel (2010) conducted study on student-teachers in Canterbury that stress was due to evaluation, professional preparation, class control and school staff factors. Notably, student teacher stress factors related to teaching practice are common in many countries. These studies also reveal that student-teacher world-wide are anxious about evaluations. Researchers have noted that student-teachers perceptions of potential sources of stress related to practice teaching can vary greatly from individual to individual. They further assert that there are differential reactions to stressors as a function of variables such as personality, culture or even sex. In a study of student-teachers who were attending a faculty of education at a Canadian University, it was observed that females experienced higher level of stress than males prior to practice teaching Morton (2008), Preece (2006), however, did not find sex-linked differences with regard to class control problems.

Konukman, Agbuga and Erdogan (2010) found stress to be associated with role conflict. The study revealed that teaching and coaching are two different occupational roles each having specific stress, and burnout problems. These two different roles when performed together result into role conflict and thus job stress among physical education teachers who also coach.

Nandamuri and Gowthami(2011) studied the stress among students of professional studies and claimed that curriculum and instructions parameters were most responsible for stress with 86 percent, followed by 63 percent for placement related issues, assessment and teamwork issues accounted for 41 percent and 24 percent respectively. The study further identified various micro issues responsible for stress, and listed twelve sub issues related to curriculum and instructions. Once the sub issues of each parameter are identified, it provided improved vision to the academic administrators for initiating efforts to reduce the gravity of academic stress.

Pandey (2013) studied the stress level in which an individual is confronted with an opportunity constraint, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important. Stress is not always negative. From this study it is quite clear that through slight stress is helpful for

growth and development among employees. It is needed to be careful for all the employees and the organization both become a victim of stress. If one can learn to manage stress effectively stress cannot harm him/her.

A. Jayakumar (2014) conducted a study on stress management for higher secondary revealed that the students in higher secondary practice few unhealthy coping mechanisms such as negative strategies to avoid failure, aiming too low, over scheduling daily life, this is a real cause of concern and needs that the stress issue to be addressed.

Dr. A.RRanade(2015) examined the study on stress among first MBBS students mentioned that the factor causing stress more frequently were not getting leisure time, academic performance financial pressure and school attendance. The most common symptoms were poor concentration, headache, restlessness, sudden change in mood, lack of sleep, low energy and fatigue, these all symptoms lead to various physical and mental illness if not controlled well.

Mishra, M. (2018) The purpose of this study was to find out the stress level among male and female students doing B.Ed. B.Ed. students are trainees to become a teacher. They are in a transitional phase between a student and a teacher. Like all section of student, B.Ed. students also experience many type of stress. Fear of lower marks, anxiety for job, financial difficulties, adjustment to vast and rigorous curriculum and few of the stress faced by them. B.Ed. students are not getting jobs after training. They are mostly under employed at private school on very small salaries. Keeping these stresses of B.Ed., students, this study investigates the level of stress experienced by them. A total of 50 students between 22-35 years of age range of B.Ed. section participated in the study. Among them 30 were male students and 20 were female students. Academic stress scale was used to measure the stress level of students. Results revealed that B.Ed. Students experience higher level of academic stress. Gender difference was also found to be significant as female students experienced lesser academic stress than male students. Finding and implications have been discussed.

Ross et al (2018) conducted a study on sources of stress among college students. Their study findings concluded that 38% responses for stress were intra personal, 28% responses were environmental and 15% sources from academic situations contributed

to stress. The inter personal sources were daily hassles which accounted nearly 88.2% the environmental stressors contributed to 77.3% and 67.2% were of the academic resources. The most common stressors include change in sleeping habits vacation change in eating habits new responsibilities and increased class work load.

2.3 CONCLUSION

Above quoted review of related literature allowed the researcher to acquaint herself with Current knowledge in the field in which he/she is going to conduct his/her research. By reviewing,related literature the researcher avoided unfruitful, useless problems in the areas. She selected those areas in which positive findings are very likely to add results and his endeavor would likely be known in a meaningful way.

The review of related literature, guided the researcher up-to-date her work viz., stating, objectives and hypothesis which others have done and thus to state the objectives clearly and concisely. The review of related literature gave the researcher an understanding of the research methodology which refers to the way is to be conducted. It also helped the researcher with regards to methods followed, devices of data collection, analysis made, pre-requisite which are necessary before conducting any sort of research work.

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research is composed of two words” “re” and ‘search’ which mean to search again or a careful investigation to re-understand or re-examine the facts or to modify older ones in any branch of knowledge. It is studious inquiry or critical-examination and exhaustive investigation or experimentation which aims at the discovery of new facts and their correct interpretation (Verma&Verma, 1989). A research is considered to be a formal and systematic effort and intensive process in the direction of solution of the problem. Thus, research is systematic method of operating certain variables under controlled conditions.

Methodology of research includes the plans, techniques and strategies to be followed in carrying out a research study, i.e., selecting appropriate research design, identifying and defining the nature of the population, techniques used to select a representative sample from that population, tools used for the required data and statistical techniques used in the data analysis. These steps require immense care as they are of great significance in carrying out the task of the research process in a smooth and successful manner. Hillway (1964) stated that “to describe in detail the specific method being used, incidentally, constitutes a very good way of determining whether the method chosen has been worked out properly and is likely to prove effective. If the scholar cannot describe the method, the chances are that it is too vague and general to yield satisfactory results.”

A method is way in which an activity is done. It can be described as step-by-step procedure followed in the execution of a research project. Research work cannot be carried out successfully without a sound methodology and setting of the study. From the above-mentioned definition, it is clear that research is concerned with pure economic phenomenon, it aims at finding out the old or new facts through scientific method, which is based on logic and systematic steps. Through research we can find out economics facts by means of scientific method only.

In research anything can be done properly must be planned beforehand. This helps the researcher to proceed directly without confusing with concomitant events. A well thought out plan of action in advance followed by a systematic execution brings out fruitful results. Research is not a haphazard task but it requires proceeding in a definite direction with definite intention of taking a specific problem and trying to find a solution in a scientific manner on research. Considering this, the research covered subsequent sections in this plan and procedure chapter. "Always there is need for through understanding of all research methods with particular reference to their strength, limitation, applicability and appropriateness. Inappropriate method can only lead to unsatisfactory results and is illusion men." George J. Mouley

Plan and procedure constitute an important part of research. No research project can be undertaken successfully without proper thinking and planning. Meticulous planning beforehand is a must to accomplish any endurance successfully. In a research pursuit, it is necessary for the investigator to be aware of the constraints on the resources such as money, time, expertise and accessibility to needed material etc. available to him/her so that she/he can design plan of action accordingly so as to achieve the set goals.

Planning, broadly includes, method of research to be adopted, sample to be selected, tools to be considered for use, procedure and cautions to be followed for collection of data and statistical treatment to be given to data collection for its conversation into information. In this chapter, above mentioned dimensions of the research are discussed. Successfully, in a research pursuit, it is necessary for the investigator to be aware of the constraints on the resource such as money, time, expertise and accessibility to needed material etc. available to him/her so that she/he can design plan.

3.2 DESIGN

The present study was a descriptive survey, which will be conducted on the prospective B.ed students of Jammu city.

- 1) The investigator classified the sample into Stress level. These will further classify on the basis of gender.
- 2) A sample of 250 students will be selected from 5 B.ed colleges randomly for the present study.

3.2.1 METHOD

In the present investigation, the Survey Method under Description Method was used.

3.2.2 VARIABLES

A variable is something which varies. It is a symbol to which we assign numeral values. An independent variable is the presumed cause of the dependent variable, the presumed effect. The independent variable is the antecedent: dependent is the consequent (Kerlinger, 2009b). A variable is something that can be changed, such as a characteristic or value. The dependent variable is the variable that is controlled by the investigator. The independent variable is the variable that is controlled and manipulated by investigator. In simple words, in a study the independent variable is variable that is varied or manipulated by the investigator, and the dependent variable is the response that is measured. An independent variable is the presumed cause, whereas the dependent variable is presumed effect. The independent variable is the antecedent, whereas the dependent variable is the consequent. The variables used in the study have been described below:

(a) Independent variable

Gender

Type of colleges

Teaching Experiences

(b) Dependent variable

Stress level

3.2.3 POPULATION

A population refers to any collection of specified groups of human beings or of non-human entities such as objects, educational institutions, time units, and geographical areas, prices of wheat or salaries drawn by individuals.

All B.Ed. students studying in Government and private colleges of Jammu constituted the population for the present investigation.

3.2.4 SAMPLE

The process of using a part, as a basis for an estimate of the whole is known as sampling. Sampling is an essential item in the field of research. An investigator wants to collect data for a particular problem, but it is not possible for him/her to reach every member of the population. The conclusion is drawn and generalizations are made for the whole population. Therefore, the investigator should by his/her best to select such a sample, as it kindly represents a large group of individual or the whole population.

Sampling is the basis of all statistical methodology of research. In a limited time, the investigator can never collect data from the whole population in any

investigation. He or She has to take a selected group of individuals who would represent the whole population and form the basis for making inferences for certain population facts. This is known as sampling. It gives greater accuracy, reduces cost and brings speed as well as increased scope.

In the present study, limited time and resources at the disposal of the investigator did not permit her to take the whole population for the study. So keeping in view all the points, simple random sampling techniques have been employed.

First of all, the investigator took the list of all government and private colleges where the B.Ed. students are studying. There are governments and private colleges in Jammu. Out of them, the researcher randomly selected five government and private colleges. Out of these colleges, the investigator randomly selected 250 students from government and private colleges. Therefore, a sample of 250 B.Ed. students was randomly selected.

TABLE 3.1: SHOWING DISTRIBUTION OF MALE & FEMALE B.ED STUDENTS INCLUDED IN THE SAMPLE FROM B.ED COLLEGES

S.NO	NAME OF THE COLLEGES	No. of students
1	M.C.KHALSA COLLEGE OF EDUCATION	50
2	SACRED COLLEGE OF EDUCATION	50
3	B.N. COLLEGE OF EDUCATION	50
4	GOVT. COLLEGE OF EDUCATION	50
5	MIER COLLEGE OF EDUCATION	50
6	TOTAL	250

3.3 TOOLS EMPLOYED AND THEIR DESCRIPTION

The selection of suitable tool or instruments is of vital importance for the selection of data in any research study. The tools used to collect data were:

Perceived stress scale for pupil teacher by Vandana Punia

The description of the tools are as under:

In every type of research, the researcher is required to apply certain instruments to collect facts and explore new fields of knowledge. The instruments thus, employed are called tools, selection of tools for data collection depends upon the nature of the problem undertaken. The following tool has been conducted for the conduct of the present investigation:

Perceived stress scale for pupil teacher by Vandana Punia was used. The present tool judges Stress level of students comprised of four dimensions namely:

Pedagogy related stress

Teaching practice related stress

Teaching aid related stress

Generic stress

RELIABILITY

In order to calculate the reliability of perceived stress scale the investigator had followed the Cronbach's Alpha method of Confirmatory Factor Analysis (CFA) technique to validate the factor structure. The collected data was analysed with statistical technique in SPSS (Statistical Package for Social Science) version 18.0.

Table: 3.1

Reliability co-efficient ('r') of components of Perceived Stress.

S,no	Perceived stress	Reliability Co-efficient ('r')	
		Cronbach's Alpha	Cronbach's Alpha Based on Stadarized i
1	Pedagogy	.712	.740
2	Teaching practice	.791	.788
3	Teaching aids	.799	.770
4	Generic stress	.750	.744

VALIDITY

In order to validate the stress scale the investigator had followed the construct validity method of exploratory factor analysis technique. The collected data was analyzed with statistical technique in SPSS version 18.0. First KMO measures of sampling Adequacy and Bartlett's test had been applied to ensure the suitability of factor analysis and sample adequacy. After this, community values are determined. The

items having communalities value above 0.5 were selected for scale and rest were discharged as their communalities value were below 0.5. a total of 68.82 percent of information is retained by above mentioned four factors extracted and only 30 percent of information is lost out of total variables. All the factors had been given in appropriate names according to the nature of variables incorporated in them.

SCORING

The tool is supposed to administer to the prospective teachers in their natural environment. The researcher will explain the purpose and importance of their participation in their study. Scores for each item is assigned as 5, 4, 3, 2, 1 ranging from Strongly Agree to strongly disagree.

3.5 DATA COLLECTION

The investigator visited the five selected education colleges, Sacred college of Education, M.C Khalsa college of Education, Jammu, B.N college of Education, Jammu, Govt. college of Education Canal Road Jammu, MIER college of Education, Jammu to collect data. The time for administering the tools was fixed with the heads of the colleges.

The investigator visited the classes students gave a warm welcome. A rapport was established and a good deal of cooperation was available. The instructions were given to the students and investigator ensured the students that their responses should be kept confidential.

3.6 ADMINISTRATION OF THE TOOLS

The investigator visited the colleges personally for the collection of data. First of all the investigator approached the Heads of the institution and the purpose of data collection explained to them. The students were also selected randomly by the investigator and rapport was developed with them. An attempt was made to explain the purpose of the study to every student. The students were informed that response will be kept confidential and therefore, they should be frank, honest, bold and sincere while answering the questions. After giving the necessary instructions, the investigator distributed the copies Stress level among the B.Ed. students. Every attempt was made to remove the doubts and difficulties. The students were directed to

read statement one by one and tick mark the suitable response for the respective items in the questionnaire. After filling the response test booklet were collected back. In this way, the test was administered in all the selected colleges and thus data was collected.

CHAPTER- IV

ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. The purpose of analysis is to reduce data into intelligible and interpretable form so that meaningful results can be arrived at. “Analysis of the data can be done in the light of objectives of the study”. (Kerlinger,2014)

The most important step in any research project is analysis and interpretation of the data collected. After the data has been collected and tabulated, it must be processed and analysed properly, so as to draw proper inference. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking of complex factors into simpler parts and putting them in new arrangement for the purpose of interpretation.

Collection of the data has no meaning unless it is tackled, properly analysed and interpreted by sophisticated techniques. Barr says, analysis is an important phase of the classification and summarization of data. So, the interpretation is considered as one of the most important step in the total procedure of research.

In this study data have been collected from five B.Ed. Colleges students studying in government and private colleges of district Jammu. Data was collected by administering perceived stress scale developed by Vandana Punia and Pushpa Devi. The analysis of results and their interpretation has been given in the following sections.

4.2 RESULTS AND FINDINGS

The resulting data has been analyzed using statistical techniques namely Mean, standard Deviation, t-test.

Objective 1:

To study the significant difference in stress level of male and female B.Ed. trainees

To study the significant gender difference in stress level of male and female B.Ed. trainees, an independent sampling was applied in SPSS to compare the t-value and their interpretation is given in table.

Mean, standard deviation and t-value for male and female in stress level among B.Ed. trainees with respect to gender

	Gender	N	Mean	Std. Deviation	St. Error Mean	df	t	Levels of significance
Total	Male	99	85.95	10.791	1.084	248	1.087	Not significant
	Female	151	84.57	9.127	0.743			

INTERPRETATION: table shows that mean value of male and female is 85.95 and 84.57 and the value of standard deviation is 10.791 and 9.127 the calculated t-value is 1.087 (less than the table value 02.59) which is not significant at 0.01 level of significance. Hence the t-value is not significant the null hypothesis is accepted.

Hence it is concluded that there is no significant difference in stress level of male and female B.Ed. trainees.

OBJECTIVE 2: To study the significant difference in stress level among B.Ed. trainees in government and private institutions.

To study the significant difference in stress level among B.Ed. trainee in government and private institution, an independent sample test was applied in SPSS to compare the t-value, and their interpretation are being given in the table.

Mean, standard deviation and t-value for male and female in stress level among B.Ed. trainees in government and private institutions.

	COLLEGES	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of significance
Total	Private	196	84.42	10.449	.746	248	-2.139	NO SIGNIFICANT
	govt.	54	87.63	6.577	.895			

INTERPRETATION: - table shows that mean value of private and government is 84.42 and 87.63 and the value of standard deviation is 10.449 and 6.577, the calculated t value is -2.139 (less than the table value) which is not significant at 0.01 level. hence the t value is not significant the null hypothesis is rejected.

Objective 3: To study the significant difference in stress level among male and female B.Ed. trainees with respect to their experiences.

To study the significant difference in stress level among male and female B.Ed. trainees with respect to their experiences an independent sample test was applied in SPSS to compare t-value, and their interpretation are being given in table.

	TEACHING EXPERIENCE	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of significance
total	No					248	1.265	NO SIGNIFICANT
	Yes	215	85.43	9.894	.675			
		35	83.17	9.262	1.566			

Mean standard deviation and t-value for male and female in stress level among male and female B.Ed. trainees with respect to their experiences.

INTERPRETATION: table shows that mean value of teaching experience is 85.43 and 83.17 and the value of standard deviation is 9.894 and 9.262 the calculated t value is 1.265 (less than the table value) which is not significant at 0.01 level. Hence the t-value is not significant the null hypothesis is rejected.

CHAPTER-V

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1. INTRODUCTION

After processing the data, obtaining and interpreting the result in previous chapter, the findings have been delimited and discussed in chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places some of the observations did not concern with the findings of the same investigations. Keeping the major findings in view, the educational implications of the study have been worked out. At such some suggestions have been given for the further research. This chapter is therefore devoted to focusing the findings, conclusions, discussion of result of the study and for indicating their implications and suggestions for further research.

5.2. FINDINGS

5.2.1. Research objective 1

To find the significant in stress level of male and female B.Ed. trainees in Jammu district

In order to study the gender difference in stress level of B.Ed. trainees, t-test has been calculated. The value of “t” has not significant at both levels of significance i.e. at 0.05 and 0.01 levels. Hence, null hypothesis has been accepted. Therefore, it can be concluded that there is no significant difference in the stress level of male and female B.Ed. trainees.

5.2.2. Research objective 2

To find the significant difference in stress level among B.Ed. trainees in government and private institution.

In order to study stress level among B.Ed. trainees in government and private institution t-test has been calculated. The value of ‘t’ is not significant at both levels

of significance i.e. at 0.05 and 0.01 levels. Hence null hypothesis has been accepted. Therefore, it can be concluded that there is no significant difference in the stress level among B.Ed. trainees in government and private institution.

5.2.3. Research objective 3

To find the significant difference in stress level among male and female B.Ed. trainees with respect to their experiences.

In order to study stress level among B.Ed. trainees with respect to their experiences t-test has been calculated. The value of t is not significant at both levels of significance i.e. at 0.05 and 0.01 levels. Hence null hypothesis has been accepted. Therefore, it can be concluded that there is no significant difference in the stress level among B.Ed. trainees with respect to their teaching experiences.

CONCLUSION AND FINDINGS

On the basis of interpretation of the results drawn in the present study the investigator lays down in the following conclusions:

It is concluded that there was no significant difference in stress level among B.Ed. trainees with respect to gender difference, however no significant difference was found in stress level among B.Ed. trainees in relation to types of colleges.

However, no significant difference in stress level among B.Ed. trainees with respect to their teaching experiences. Hence null hypothesis is accepted

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. Mean value of male is higher than mean value of female. It showed that the male students were found to have higher level of stress than female students. Here it is recommended that government should take keen interest among B.Ed. trainees with respect to gender and motivate the males that how they reduce their stress and give best in the field of education.
2. B.Ed. trainees studying in private colleges have perceived their environment better in comparison to B.Ed. trainees studying in government colleges. So Government should make policies for the upliftment and betterment of Government colleges which will reduce stress level from B.Ed. trainees who are in Government colleges.
3. The results of the present study also show that the B.Ed. trainees who have less experience can't give their best as comparison to those who have more

experiences. So, there is need to increase the practical experiences to the B.Ed. trainees only to improve the system of education.

SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions may be incorporated for further research.

1. A sample of 250 B.Ed. trainees from five different B.Ed. colleges from Jammu was taken in the present study. Same study can be conducted on a larger sample to see the stress level among B.Ed. trainees.
2. Since the present study was conducted on B.Ed. students. It is suggested that a similar study can be conducted on teacher educators.
3. The similar study can be conducted on the students of degree colleges.
4. Due to paucity of time the present study was only quantitative in nature, whereas using qualitative analysis could have enhance the results.so mixed method research should be used that includes both qualitative and quantitative methods of analysis.

SUMMARY

TITLE

A STUDY OF STRESS LEVEL AMONG B. Ed TRAINEES IN JAMMU DISTRICT.

SUPERVISOR INVESTIGATOR

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INTRODUCTION

Stress is any action or situation that places special physical or psychological demands upon a person, anything that came unbalance his individual equilibrium, While the psychological response to such a demand is surprisingly uniform; the forms of stress are innumerable perhaps the one in contestable statement that can be made about stress is that it belongs to everyone to businessman and professors, to mothers and their children, to factory workers. Stress is a part of fabric of life.

Nothing can isolate stress from human beings as is evident from various researchers. Stress can be managed but not simply done away with. Today widely accepted ideas about stress are challenged by new research, and conclusions once firmly established may be turned completely around.

Stress is the body reaction to any change that requires an adjustment or response the body reacts to that changes with physical, mental and emotional responses. Stress is a normal part of life. You can experience stress from your environment, your body, and your thoughts. Even positive life changes such as a promotion, a mortgage, or the birth of a child produce stress.

The human body is designed to experience stress and react to it. Stress can be positive, keeping us alert, motivated, and ready to avoid danger. Stress become negative when a person faces continuous without relief or relaxation between stressors. As a result, the person becomes overworked, and stress related tension builds. The body automatic nervous system has a built –in stress response that causes physiological changes to allow the body to combat stressful situations. This stress response also known as the” fight or flight response” is activated in case of an

emergency. However, this response can become chronically activated during prolonged period of stress. Prolonged activation of the stress response causes wear and tear on the body –both physical and emotional.

Stress that continues without relief can lead to a condition called distress-a negative stress reaction. Distress can disturb the body internal balance or equilibrium, leading to physical symptoms such as headaches, an upset stomach, elevated blood pressure, chest pain, sexual dysfunction, and problem sleeping. The modern world which is said to be world of achievement is also a world of stress. One finds stress everywhere, whether it is within the family or business organization or any other social institution. Stress is a feeling of tension, which is physical mental and emotional and is caused by physiological, psychological and environmental demands. The main source of stress is the occupation of the person. It is an established fact that the performance of a teacher trainees mainly depends upon his psychological states of mind. As occupational stress affects physical and psychological well-being of the teacher trainees, it definitely influences his efficiency and performances. The effect of growing stress and tension on B.Ed. trainees and work requires studies.

Any stimulus, whether physical, psychological or social, which requires organism to adapt will produce stress. In fact, no one's life is free of stress, regardless of how sensible, intelligent a person is. A person is challenged at many times by frustration, changes losses and conflicts. Stress come from negative events such as divorce or failing a college course but stress is inherent in many positive events too, such as new jobs or adopting a baby. Modern life is full of hassles, deadlines, frustration and demand causes stress.

Stress is complex phenomenon. It is very subjective experience what may be challenge for one will be a stressor for another? It depends largely on background experiences, temperament and environmental conditions. Stress is part of life and is generated by constantly changing situations that a person must face. The term stress refers to an internal state, which results from frustrating or unsatisfying conditions. A certain level of stress is unavoidable. Because of its complex nature stress has been studied for many years by researchers in psychology, Sociology and medicine. Stress is involved in an environmental situation that perceived as presenting demand which threatens to exceed the person's capabilities and resources for meeting it, under conditions where he or she expects a substantial differential in the rewards and costs from meeting the demand versus not meeting it. According to Mc Grant (1976) Stress is the term often used to describe the distress, fatigue and feelings of not being able to cope. The term stress has been derived from the Latin word 'stringer' which means to draw tight. The term was used to refer the hardship, strain, adversity or affection. Stress is an integral part of natural fabric of life. It refers both to the circumstances that place physical or psychological demands on an individual and to the emotional reactions' experiences in these situations (Hazards, 1994). Although, the adverse effects of stress on physical health and emotional well-being are increasingly recognized, there is little agreement among experts on the definition of stress:

According to Selye (1976), stress is caused by physiological, psychological and environmental demands. When confronted with stressors, the body creates extra energy and stress occurs because our bodies do not use up all of these extra energies that has been created. Selye first described this reaction in 1936 and coined it the General Adaption Syndrome (GAS). The GAS includes three distinct Stages: (a) alarm reaction, (b) stage of resistance, (c) stage of exhaustion. Stress occurs when there are demands on the person which taxes or exceeds his adjustive resources.

STRESS LEVEL

Stress is an alarming problem that has been encountered across the world now days. Stress is a complex phenomenon it is very subjective experience. Stress is a part of life and is generated by constantly changing situations that a person must face. The term stress refers to an internal state, which results from frustrating or unsatisfying conditions. A certain level of stress is unavoidable. Stress has become one of the utmost challenges in the academic world. The word perceived stress here can be understood as the tension that originates from an individual's interaction with the changed or new environment. It is an individual's perception of an event that determines whether an event is stressful or not. Stress is an inevitable part of human life and the profession of teaching is not untouched by this truth. Teaching profession is highly affected by stress all the world. Teachers are the most important key in the education system. Their proficiency in teaching largely depend on the training they receive. Educational institutions are the place on which prospective teachers gather enough experiences to make them better and effective teachers in future. The prospective teachers are the interns or trainees who have entered in the field of teacher education to receive the first degree and become able to perform the duties of teacher, in future. Due to multitasking nature of the teacher education programme, prospective teacher encounter with a number of stress inducing factors. Prospective teachers stress has been a major concern of research since the past few years or so because in order to satisfy the role expectations of a regular teacher, prospective teachers have to meet the demand and challenges of training programs. Heavy workload, classroom management and supervision are the main source of stress among prospective teachers (Boadu, 2014). According to Murray (2000) "Stress designates the aggression itself leading to discomfort or consequences of it. It is our organism response to challenge be it right or wrong." Stress is the body automatic response to any physical or mental demand placed upon it.

Stress has harmful psychological and physiological effect on employees, a major cause of employee turnover and absenteeism, affect the safety of other employees; by controlling dysfunctional stress, individual and organization can be managed more effectively.

B. SIGNIFICANCE OF THE STUDY

In the present era of science and technology people lifestyle have been totally changed because of information technology which have influence the educational requirements of the youngsters to fulfil the requirements and cope with changing circumstances. This new life has led to stress among B.Ed. trainees stress is believed to be caused by the various problems that exists such as problems at school, college, financial problem, family problem and problems in their surroundings.

The purpose of the study is to understand the fact which causes stress among B.Ed. trainees. Stress cause both mental and physical way. Stress can cause chronic fatigue, digestive upsets, headache and back pain, stress can affect the blood cells that help you to fight of infections. Stress is a major problem for student everywhere. Stress causes many issues with emotional and physical health. Stress is suicide because of depressions.

STATEMENT OF THE PROBLEM

A STUDY OF STRESS LEVEL AMONG B. ED TRAINEES IN JAMMU DISTRICT

OBJECTIVE OF THE STUDY

1. To study the significant difference in stress level among male and female B.Ed. trainees in Jammu district.
2. To study the significant difference in stress level among B.Ed. trainees of Jammu district in Government and private institution.
3. To study the significant difference in stress level among male and female B.Ed. trainees with respect to their experiences.

D.HYPOTHESES OF THE STUDY

1. There is no significant difference in stress level among male and female B.Ed. trainees of Jammu District.
2. There is no significant difference in stress level among male and female B.Ed. trainees in Government and Private institutions.
3. There is no significant difference in stress level among male and female B.Ed. trainees with respect to their experiences.

E.SAMPLE

Population refers to any collection of specific groups of human being or non-human entities such as objects, educational institutions, time units and geographical areas. All the teacher trainees pursuing their B.Ed. in private and government colleges of Jammu district constituted the population of the present investigation.

Random sampling technique was employed for selecting the sample. Firstly, five colleges of education were selected randomly and then from each college 50 students were also selected randomly. Thus, total sample comprised of 250 B.Ed. trainees out of which, 99 were male and 151 were female teachers.

Colleges included in the Sample

S.No.	Name of the College	No. of Students
1	MIER College of Education	50
2	B.N. College of Education	50
3	SACRED College of Education	50
4	M.C. Khalsa College of Education	50
5	Govt. College of Education	50
Total		250

VARIABLES

A variable is something which varies .it is a symbol which we assign numeral values.an independent variable is presumed cause of the dependent variable, the presumed effect. The independent variable is the antecedent: dependent is the consequent (Kerlinger,2009 b). A variable is something that can be changed such as characteristics or value. The dependent variable is the variable that is measured by the investigator. The independent variable is the variable that is controlled and manipulated by the investigator.in simple words, in a study the independent variable is the variable that is varied and manipulated by the investigator, and dependent is the response that is measured.an independent variable is the presumed cause, whereas the dependent variable is the presumed effect. The independent variable is the antecedent, where the dependent variable is the consequent. The variables been used in the study have been described below: -

Independent variables

Gender

Types of college

Teaching experiences.

Dependent variables

Stress level

F. TOOLS USED

In the present study following tools shall be used for data collection

Perceived stress scale by Vandana punia and pushpadevi.

G. RESULTS

Table 1

In order to accomplish the objectives of the study, the following statistical techniques have been employed and the results given in the table.

	Gender	N	Mean	Std. Deviation	St. Error Mean	df	t	Levels of significance
Total	Male	99	85.95	10.791	1.084	248	1.087	Not significant
	Female	151	84.57	9.127	0.743			

Table 2

Mean, standard deviation and t-value for male and female in stress level among B.Ed. trainees in government and private institution.

	COLLEGES	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of significance
Total	private	196	84.42	10.449	.746	248	-2.139	NO SIGNIFICANT
	govt.	54	87.63	6.577	.895			

Table 3

	TEACHING EXPERIENCE	N	Mean	Std. Deviation	Std. Error Mean	df	t	Level of signifi- cance
total	No	215	85.43	9.894	.675	248	1.265	NO SIGNI- FICANT
	Yes	35	83.17	9.262	1.566			

Mean, standard deviation and t-value for male and female in stress level among B.Ed. trainees with respect to their teaching experiences.

FINDINGS OF THE STUDY

- (1) There is no significant difference in stress level among male and female bed trainees of Jammu district. Therefore, the null hypotheses is accepted.
- (2) There is no significant difference in stress level among B.Ed. trainees in relation to their types of colleges. Therefore, the null hypothesis is accepted.
- (3) There is no significant difference in stress level among B.Ed. trainees with respect to their teaching experiences. Therefore, the null hypothesis is accepted.

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. Mean value of male is higher than mean value of female. It showed that the male students were found to have higher level of stress than female students. Here it is recommended that government should take keen interest among B.Ed. trainees with respect to gender and motivate the males that how they reduce their stress and give best in the field of education.
2. B.Ed. trainees studying in private colleges have perceived their environment better in comparison to B.Ed. trainees studying in government colleges. So Government should make policies for the upliftment and betterment of Government colleges which will reduce stress level from B.Ed. trainees who are in Government colleges.
3. The results of the present study also show that the B.Ed. trainees who have less experience can't give their best as comparison to these who have more experiences. So, there is need to increase the practical experiences to the B.Ed. trainees only to improve the system of education.

J. SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions may be incorporated for further research.

1. A sample of 250 B.Ed. trainees from five different B.Ed. colleges from Jammu was taken in the present study. Same study can be conducted on a larger sample to see the stress level among B.Ed. trainees.
2. Since the present study was conducted on B.Ed. students. It is suggested that a similar study can be conducted on teacher educators.
3. The similar study can be conducted on the students of degree colleges.
4. Due to paucity of time the present study was only quantitative in nature, whereas using qualitative analysis could have enhance the results.so mixed method research should be used that includes both qualitative and quantitative methods of analysis.
5. The present investigation was confined to B.Ed. colleges affiliated to Jammu University. So, the inferences derived from it therefore may not be applicable to other universities of India. So, B.Ed. colleges of different universities may be taken for study.

Similar study can also be undertaken among M.Ed. students.

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MANUAL
For
PERCEIVED STRESS SCALE
(PSS)

(For Pupil Teachers)

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MANUAL
For
PERCEIVED STRESS SCALE (PSS)
(For Pupil Teachers)

Introduction

Stress is an alarming problem that has been encountered across the world now a day. It has become one of the utmost challenges in academic world. As life is full of challenges, every day we come across many situations that may be stressful. The word 'Perceived Stress' here can be understood as the tension that originates from an individual's interaction with the changed or new environment. It is an individual's perception of an event that determines whether an event is stressful or not. Stress is an inevitable part of human life and the profession of teaching is not untouched by this truth. Teaching profession is highly affected by stress all over the world. Teachers are the most important key in the education system. Their proficiency in teaching largely depends on the training they receive. Educational institutions are the place on which prospective teachers gather enough experiences to make them better and effective teacher in future. The prospective teachers are the interns or trainees who have entered in the field of teacher education to receive the first degree and become able to perform the duties of a teacher, in future. Due to multitasking nature of the teacher education programme, prospective teacher encounter with a number of stress inducing factors. Prospective teacher's stress has been a major concern of research since the past few years or so because in order to satisfy the role expectations of a regular teacher, prospective teachers have to meet the demands and challenges of the training programs. Heavy workload, classroom management and supervision are the main source of stress among prospective teachers (Boadu, 2014). For such teachers of future period, it is essential to get rid of all types of stress because they are human engineers in real sense and able to shape and mould the fate of the nation by nurturing the generation in their classroom. (Miller and Fraser 2000; MacDonald, 1993;

Bhargava, 2005; Capel, 2006; Paker, 2011; Kyriacou and Stephens, 1999) had supported that perception of stress among prospective teachers in teacher training institutions has now become a grave concern and to cop up this problem an idea has been conceptualized to explore the major predictors of stress in the form of pedagogy, teaching practice, teaching aids and generic stress among prospective teachers.

The four dimensions of perceived stress among prospective teachers are pedagogy, teaching practice, teaching aids and generic stress.

Stress generated due to pedagogy : The term 'pedagogy' here is the array of teaching learning strategies that support intellectual engagement, recognize individual differences, connects with real world and support classroom environment. It involves selection and effective organization of learning activities to improve learning outcomes and bring theoretical knowledge into practice. For example, when a prospective teacher has to organize group activities like group discussion in a classroom, he may feel stressed to think of its management and conduction properly.

Stress generated due to teaching practice : Teaching practice is a period of practical experience of teaching. During this period, prospective teachers have to conduct classroom lessons and perform the role and responsibilities of a teacher in college (in front of peers) under simulated conditions and in school (in front of real students) under actual conditions. For instance, when a student has to speak in front of his peers, he may feel hesitation and likewise when he has to teach the real students, he may feel stress due to class size etc.

Stress generated due to teaching aids : Teaching aids are objects or devices used by a teacher to enhance his classroom instruction and making his teaching more effective. Prospective teachers constantly face a lot of difficulties while preparing and dealing with teaching aids in a classroom. For instance, prospective teachers are under training. They do not know the basic knowledge

and concepts of preparing and use of visual aids like charts, models, flash cards etc. They may not be well equipped with the ICT based knowledge which results in improper handling of projected aids as well as they may not be imaginative and creative enough to prepare teaching aids at their own.

Stress generated due to generic conditions : In the face of difficult circumstances anger comes to join hands with petulance and nervousness and despair get generated. It is a combination of psychological conditions which have an impact on the behaviour as well as teaching of the prospective teacher. For instance, the B.Ed. course demands a lot of work from prospective teacher. They have to accomplish a lot of tasks in a stipulated time which leads to a hurried routine followed by restlessness, depression, irritation, loss of appetite and so on. When a prospective teacher (after enrolment in education programme) constantly feels restlessness, irritated at academic place and at home, he may feel pressurized of common psychological conditions which have visible impacts on his behavior that symptoms are known as generic stress.

CONSTRUCTION OF THE SCALE

Purpose :

The present scale is developed for the prospective teachers of teacher training institutions in Haryana to measure their perceived stress level during entire teacher training programme. Researches in teacher education reported that majority of prospective teacher experience stress in their teaching practicum. Ngidi & Sibaya (2003) reported that serious consequences may occur due to the stress experienced by prospective teachers. Such consequences may be classroom disruptions and class mismanagement etc. They pointed that prospective teacher's anxiety showed relationship with negative outcomes such as high level of anxiety may lead to classroom disruptions and class management related problems. Kiggundu & Nayimuli (2009) Quick & Sieborger (2005), Singh (2011), Sumsion & Thomas (1999) Kyriacou & Stephens (1999) & Manikumari (2010) affirmed that negligible work has been carried out on the root causes

of stress in prospective teachers. Review of related studies revealed that the perceived stress of prospective teachers was often measured with different standards and scales. Very few or none of them was found quit suitable for Prospective Teachers in Indian conditions. Hence need of development of tools arises which could measures precisely perceived stress of prospective teachers.

Planning :

Each dimension of the perceived stress has negative component as its impact on the individual. As a result of the detailed examination and scrutiny of the available literature on the perceived stress among prospective teachers, and after through discussion with experts, the following dimensions were selected to harness the 'Perceived Stress' of prospective teachers :

- Pedagogy related stress
- Teaching practice related stress
- Teaching aids related stress
- Generic stress

It was decided to compile pool of statements presenting all the above facts of perceived stress for the draft scale consisting of negative items.

Population and Sample selected for the study

The prospective teachers from various colleges of education, affiliated to various universities of Haryana, serve as population for this research. A multi-stage random sampling technique was used by the investigator to select a representative sample. The original sample consisted of 300 prospective teachers.

Preparation

Besides books and journals, learned articles on perceived stress among prospective teachers available in India and abroad and informal discussions with experts, experienced professionals in

education as well as management studies were utilized as sources for framing statements. Factual, ambiguous, confusing and excessively long statements were eliminated. Special attention has been given to keep language of the statement clear, simple and direct. Each statement was made to contain only one complete thought. These statements were again subjected to critical evaluation by the Research Guide of the Investigator and few experts in Psychological Research, Educational measurement and test construction. On the basis of the invaluable suggestions with regard to relevancy, meaningfulness and clarity of the statements, few items were discarded and some were slightly modified. After modifications, 28 items were retained in the Perceived Stress Draft Scale. Care was taken to include items pertaining to all the different dimensions of perceived stress as indicated earlier.

The scale was planned as five point scale where in the respondent had to read each item carefully and choose one of the five alternatives namely "Strongly Agree", "Agree", "Undecided", "Disagree", "Strongly Disagree" to express his/her degree of acceptance or rejection of the idea contained in the statement.

Sub scales

The perceived stress scale consists of four dimensions and 28 statements viz. Pedagogy Related Stress (11 statements), Teaching Practice Related Stress (06 statements), Teaching Aids Related Stress (06 statements), Generic Stress (05 statements). All statements loaded significantly with factor loading 0.4.

Item selection : Item selection is one of the most important aspects of a test construction. It is a general term for a set of methods used to evaluate test items. Items can be analyzed qualitatively in terms of their content and form and quantitatively in terms of their statistical properties. In this tool, collected data was analyzed with the statistical techniques in SPSS (Statistical Package for Social Sciences) 18.0 by using Factor Analysis for extracting factors after verifying the Kaiser-Meyer Olkin (KMO) and Bartlett's Test of

Sphericity value. For extracting factors, 'Principal Components Analysis' and 'Varimax with Kaiser Normalization' were applied.

Table-1.1 : Showing KMO and Bartlett's Test

(a) KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.671
Bartlett's Test of Sphericity	Approx. Chi-Square	7582.298
	Df.	1891
	Sig.	.000

Table-1.1 states KMO value to be 0 .671 which shows that data is perfectly suitable for Factor Analysis and Bartlett's Test of Sphericity value is 0.000 which is highly significant. It shows that data is multivariate normal and acceptable for data analysis.

Table-1.2 : Showing sub areas of Perceived Stress

	Dimensions	Item No.
Perceived Stress	Pedagogy	1, 3, 5, 7, 9, 10, 13, 17, 18, 23, 26
	Teaching Practice	4, 11, 14, 15, 19, 28
	Teaching Aids	2, 12, 16, 21, 27
	Generic stress	6, 8, 20, 22, 24, 25

Administration and Scoring

This tool supposed to administer to the prospective teachers in their natural environment. The researcher will explain the purpose and importance of their participation in their study. In addition, the participants will assure of the confidentiality of their responses which would only be used for the research purpose. Scale will be distributed and participants will be asked to fill in the information needed. Though the time limit stipulated was 20 minutes it was not strictly adhered to. For interpreting an individual score, subjects scores denoting his

level of perceived stress may be interpreted (area wise as well total) in items of four categories provided. Scores for each item is assigned as 5, 4, 3, 2 & 1 ranging from “Strongly Agree” to “Strongly Disagree” for statements. Since the present tool is scored on the negative side.

For this study, prospective teachers from Haryana State were selected. Total sample size consists of 300 respondents. In the beginning a list of 28 items was prepared. The list was presented to a group of 5 judges and only those items were retained about which the judges were unanimous on their retention. The perceived stress scale consists of four dimensions and 28 statements viz. Pedagogy Related Stress (11 statements), Teaching Practice Related Stress (06 statements), Teaching Aids Related Stress (06 statements), Generic Stress (05 statements). All statements loaded significantly with factor loading 0.4.

Table-2.1 : Descriptive statistics for Perceived Stress among Prospective Teachers (N= 300)

Descriptive Statistics

Perceived stress		Statistic	Std. Error
Mean		79	.63582
95% Confidence interval for mean	Lower bound	78	
	Upper bound	80	
5% Trimmed mean		79	
Median		78	
Variance		121	
Std. Deviation		11	
Minimum		54	
Maximum		111	
Range		57	
Interquartile range		11.75	

Descriptive statistics for perceived stress among prospective teachers are shown in the table-2.1. Mean for perceived stress is 79 (i.e. an average level of perceived stress) and S.D. is 11. Median for perceived stress is 78, whereas range is 57 and interquartile range is 11.75.

Table-2.2 : Descriptive statistic of Perceived Stress among Prospective Teachers (N= 300) with respect to gender.

S.No.	Prospective Teachers	N	Mean	S. D.
1.	Male	150	78	12
2.	Female	150	80	09
3.	Total	300	79	11

Descriptive statistics for perceived stress among prospective teachers with respect to gender are shown in the table-2.2. Mean for perceived stress for male prospective teachers is 78 and S.D. is 12. Mean for perceived stress for female prospective teachers is 80 and S.D. is 09.

Table-2.3 : Classification of perceived stress in terms of percentiles in different areas according to gender basis.

Percentiles							
	5	10	25	50	75	90	95
Weighted average (definition) male	67	72	75	79	82	96	99
Perceived stress female	57	62	71	77	88	97	99

Percentile for perceived stress among prospective teachers with respect to gender is shown in the table-2.3. High level of perceived stress for male is above the score 82 on percentile 75, average level for perceived stress is from 79 to 82 on percentile 50 and low level for perceived stress is below the score 79 on percentile 25. Further high level score of perceived stress in female is above 88 on percentile 75, average level is from 77 to 88 on percentile 50 and low level is below the score of 77 on percentile 25.

Table-2.4 : Showing different levels of stress among prospective teachers with respect to gender**Descriptive Statistics**

Levels of Stress	Male	Female
1 High	Above 82	Above 88
2 Average	79-82	77-88
3 Low	Below 79	Below 77

Descriptive statistics for levels of perceived stress are shown in table-2.4. The table indicates that high, average and low levels of perceived stress among male prospective teachers are above 82, 79-82 and below 79 respectively. Further the table indicates that high, average and low level of perceived stress among female prospective teachers is above 88, 77-88 and below 77 respectively.

Table-2.5 : Latent factor determination for Perceived Stress and showing its total variance.

Factor	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.005	33.375	33.375	4.005	33.375	33.375
2	1.876	15.631	49.006	1.876	15.631	49.006
3	1.264	10.532	59.539	1.264	10.532	59.539
4	1.114	9.284	68.823	1.114	9.284	68.823
5	1.086	9.053	77.875			
6	.798	6.651	84.526			
7	.493	4.112	88.639			
8	.458	3.816	92.455			
9	.329	2.738	95.193			
10	.228	1.901	97.094			
11	.196	1.635	98.728			
12	.153	1.272	100.000			

Total Variance Explained

Table-2.6 : Latent factor determination for Perceived Stress (factor-1=Pedagogy) and showing its factor loading.

Factor-1	Item Number	Factor Loading
Pedagogy	01	.409
	03	.649
	05	.473
	07	.466
	09	.681
	10	.530
	13	.549
	17	.622
	18	.462
	23	.587
	26	.694

Table-2.7 : Latent factor determination for Perceived Stress (Factor-2=Teaching Practice Related Stress) and showing its factor loading.

Factor-2	Item Number	Factor Loading
Teaching Practice Related Stress	04	.553
	11	.446
	14	.595
	15	.586
	19	.401
	28	.485

Table-2.8 : Latent factor determination for Perceived Stress (Factor-3=Teaching Aids Related Stress) and showing its factor loading.

Factor-3	Item Number	Factor Loading
Teaching Aids Related Stress	02	.470
	12	.418
	16	.537
	21	.609
	27	.460

Table-2.9 : Latent factor determination for Perceived Stress (Factor-4=Generic Stress) and showing its factor loading.

Factor-4	Item Number	Factor Loading
Generic Stress	06	.439
	08	.435
	20	.514
	22	.407
	24	.459
	25	.462

Validity

In order to validate the stress scale the investigator had followed the construct validity method of 'exploratory' factor analysis technique. The collected data was analysed with statistical techniques in SPSS (Statistical package for Social Sciences) version 18.0. First of all KMO Measures of Sampling Adequacy and Bartlett's Test of Sphericity had been applied to ensure the suitability of factor analysis

and sample adequacy. After this, communalities values are determined. The items having communalities value above 0.5 were selected for scale and rest were discarded as their communalities values were below 0.5. The four factors had been extracted out of aforementioned variables with factor loading close to 0.5 (more than 0.4) which explains Eigen Value more than 1.0 and cumulative variance of 68.823 percent. This seems to be good bargain, because from the total variables four factors are extracted in an economized fashion. A total of 68.82 percent of information is retained by the above mentioned four factors extracted and only 30 percent of information is lost out of total variables. All the factors had been given appropriate names according to the nature of variables incorporated in them.

Reliability

In order to calculate the reliability of perceived stress scale the investigator had followed the Cronbach's Alpha method of Confirmatory Factor Analysis (CFA) technique to validate the factor structure. The collected data was analysed with statistical techniques in SPSS (Statistical package for Social Sciences) version 18.0.

Table-2.10 : Reliability co-efficient ('r') of components of Perceived Stress.

Sr. No.	Perceived Stress	Reliability Co-efficient ('r')	
		Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
1.	Pedagogy	.712	.740
2.	Teaching Practice	.791	.788
3.	Teaching Aids	.799	.770
4.	Generic Stress	.750	.744

Table-2.11 : Showing correlation between perceived stress and its different dimensions.

Pedagogy	.576**			
Teaching practice	.806**	.429*		
Teaching aids	.616**	.329**	.299**	
Generic stress	.683**	.341**	.504**	.385**
	Perceived stress	Pedagogy	Teaching practice	Teaching aids

** Correlation is significant at the 0.01 level (2-tailed)

*Source : *Educational Quest*, Vol. 9, No. 1, April 2018
(*International Journal of Education and Applied Social Sciences*)

A Pearson product-moment correlation coefficient was computed to assess the relationship between the perceived stress and its different dimensions (pedagogy, teaching practice, teaching aids and generic stress). There was found positive correlation between the perceived stress and its dimensions as generic stress $r = 0.683$, teaching aids $r = 0.616$, teaching practice $r = 0.806$ and pedagogy $r = 0.576$.

Similarly a positive relationship exists between generic stress and teaching aids $r = 0.385$. The researcher found a positive relation between generic stress and teaching practice $r = 0.504$, generic stress and pedagogy $r = 0.341$. Further researcher found a positive relation between teaching aids and teaching practice $r = 0.299$, teaching aids and pedagogy $r = 0.329$ as well as between teaching practice and pedagogy $r = 0.429$.

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Perceived Stress Scale

(For Pupil Teachers)

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Note : Fill below given instructions carefully

Date :

Code..... Age.....

Gender : (Male/Female).....

Locality : (Rural/Urban).....

Stream : (Science/Humanities).....

Marital Status : Married/Single.....

Name of University/College.....

This perceived stress scale contains some statements which intend to measure the stress experience by prospective-teachers during the whole teaching learning session. Read each statement carefully and indicate the strength of your agreement with each statement using the Five-Point Scale i.e. **SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree; and SD=Strongly Disagree** by putting (✓) mark in the appropriate box with the response that best represents your opinion. Please make sure that your answer is in the correct box and all statements have been responded.

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S. No.	Statements	SA	A	N	D	SD
1.	I feel difficulty in identifying suitable examples for teaching each topic.	☐	☐	☐	☐	☐
2.	The use of teaching aids like charts, models etc. in teaching make me uncomfortable.	☐	☐	☐	☐	☐
3.	I feel hurt when teachers and peers criticize my class.	☐	☐	☐	☐	☐
4.	I may forget the activities as planned in the lesson plan while taking classes in front of peers.	☐	☐	☐	☐	☐
5.	I feel difficulty in evaluation of learning activities properly.	☐	☐	☐	☐	☐
6.	Due to the workload of B.Ed. course I remain irritated.	☐	☐	☐	☐	☐
7.	I feel tensed due to the excess amount of work like writing lesson plans, preparation of teaching aids etc.	☐	☐	☐	☐	☐
8.	I feel restlessness during the past few days.	☐	☐	☐	☐	☐
9.	I feel difficulty to incorporate the new methodologies in my teaching.	☐	☐	☐	☐	☐
10.	I feel stressful due to hectic schedule.	☐	☐	☐	☐	☐
11.	The learning environment in my college is not conducive.	☐	☐	☐	☐	☐
12.	I feel depressed because of work related to Audio-Visual aids.	☐	☐	☐	☐	☐
13.	My teachers never appreciate me even for my good deeds.	☐	☐	☐	☐	☐
14.	During teaching practice I feel difficulty to clarify doubts.	☐	☐	☐	☐	☐

S. No.	Statements	SA	A	N	D	SD
15.	I feel bullied or pushed by my peers and supervisors during teaching practice.	☐	☐	☐	☐	☐
16.	I usually find it difficult to prepare teaching aids properly.	☐	☐	☐	☐	☐
17.	I can't engage classes in addition to my regular periods, if assigned unexpectedly.	☐	☐	☐	☐	☐
18.	I can't organise suitable learning activities to motivate the students.	☐	☐	☐	☐	☐
19.	I feel difficulty in preparing micro lesson plan during micro-teaching practice.	☐	☐	☐	☐	☐
20.	I don't feel appetite for food during these days.	☐	☐	☐	☐	☐
21.	I find it difficult to use the projected aids like OHP, LCD projector etc. properly in the class.	☐	☐	☐	☐	☐
22.	Due to hurried routine I feel stressful.	☐	☐	☐	☐	☐
23.	I can't conduct group activities like discussion, experiments etc. effectively in the class.	☐	☐	☐	☐	☐
24.	I am feeling very tensed now-a-days.	☐	☐	☐	☐	☐
25.	I feel depressed due to pressure of work related to teaching.	☐	☐	☐	☐	☐
26.	I can't take classes in the same way as my teachers have demonstrated.	☐	☐	☐	☐	☐
27.	I fear that I may lose marks if I don't use teaching aids properly.	☐	☐	☐	☐	☐
28.	I may not be able to prepare lesson plan during teaching practice.	☐	☐	☐	☐	☐