

## “An Analysis of Stress Level among Student-Teachers”

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### Abstract

The aim of education is to help the learners to become responsible members of the society along with good academic achievement. Stress plays an important role in accomplishing academic goals and impacts their performance. This study aims to focus on the stress level of student-teachers on the basis of locality and medium of instructions. 500 student-teachers participated from B.Ed. colleges affiliated to University of Mumbai. Among them 232 student-teachers from suburbs and 268 student-teachers participated from suburbs. Among them 410 student-teachers are from English medium, 32 are from Hindi medium and 58 student-teachers are from Marathi medium. The study shows that the stress level of student-teachers from Mumbai city and suburbs are not much, student-teachers from Mumbai (39.13) have slightly higher stress level than the student-teachers from suburbs (35.65). It also reveals that stress level of student-teachers from English, Hindi and Marathi medium are not, much. Stress level of student-teachers from English medium are slightly higher than Hindi and Marathi medium student-teachers. Stress level of Marathi medium student-teachers are stress comparing to others.

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### Introduction

In the rapidly evolving field of education, the academic achievement of student-teachers holds significant place, as it directly influences the quality of future teachers. Several factors affect the stress level of student-teachers. Stress is one of the important factors affects academic and overall well-being of student-teachers. Humayun Kabir said, “Teachers are literally the arbiters of a nation’s destiny”. It is because of this that Dewey said, “Education is a constant reorganizing and reconstructing of experiences”, which are intended to provide appropriate facility to the learners of varying abilities.

Stress as a psychological phenomenon arising from academic pressures, personal life challenges etc. The term stress has come into wide use in behaviour study only within the past two decades. But in this relatively short time it has all but preempted a field previously shared by a number of other concepts like anxiety, frustration, conflicts etc. As people from all walks of life cope with the hustle and bustle of life, student teachers are not spared from the academic stress. Student-teachers struggle to cope up with the rising demands to perform well in academics along with other responsibilities, which leads the student-teachers to get loaded with lot of stress. Prolonged exposure to stress adversely

affects motivation, academic achievement, abilities and capabilities.

By identifying locality and medium of instruction-based differences the research seeks to provide insights that can guide policy-makers, educators, and institutions in fostering supportive environments tailored to the unique needs of student-teachers in diverse settings. It will be helpful to prepare intervention activities to support the student-teachers to reduce the stress level by identifying the factors responsible for stress.

### Need and Justification of the Study

The well-being of student-teachers is important as it directly affects their academic performance and mental health. Student-teachers face various challenges, stress stands out as a significant concern. High of stress level undermine student-teachers' ability to perform effectively in both academic and practical teaching tasks. It leads to burnout, mental health issues and a reduced capacity to manage classroom environments, together it affects them to become successful educators. In urban settings, student-teachers often deal with high competition, diverse and sometimes large classrooms, limited resources, and socio-economic disparities, all of

which can heighten stress levels. The fast-paced, demanding nature of urban environments contribute to an overwhelming sense of pressure. In suburban settings, student-teachers face challenges like a smaller and less diverse student population. It makes them not comfortable to interact with others, which reduces stress to some but increases stress to others, such as fewer resources or less exposure to varied teaching experiences. It is observed that student-teachers from different medium have different difficulties. So, it is decided that it is important to know the reasons for the stress level of student-teachers. This study aims to explore and compare the stress levels of student-teachers from urban and suburban localities.

### Aim of the Study

"An Analysis of Stress Level among Student-Teachers"

### Objective

- To Study the Stress Level of Student-Teachers on the basis of locality.
- To Study the Stress Level of Student-Teachers on the basis of medium of instruction.

### Sample

Data was collected from 500 student-teachers of different colleges affiliated to University of Mumbai. A stratified random non-probability sampling technique is used for selecting student-teachers who enrolled in different colleges for Bachelor of Education Programme. For the present study, data has been collected from 500 student-teachers enrolled in B.Ed. program. Sample collected from 232 student-teachers from Mumbai city and 268 from Suburbs of different B.Ed. colleges.

**Table 1:** Sampling Frame of B.Ed. student-teachers based on locality

Variable-Locality	N
Mumbai city	232
Suburbs	268

**Table 2:** Sampling Frame of B.Ed. student-teachers based on Medium of instruction

Variable-Medium of instruction	N
English	410
Hindi	32
Marathi	58

### Tool

For the present study, researcher used a Questionnaire to study the Stress level of the Student-teachers. Questionnaire consists of 20 relevant statements covering key components of Stress of the Student-teachers. Questionnaire was prepared using Google form quiz and was circulated via online platforms for the student-teachers to solve it. Data was analysed based on the objectives using Percentage analysis.

### Analysis and Interpretation

For the present study, the researcher analysed the collected data to study the stress level of the student-teachers on the basis of locality Mumbai city and suburban. Percentage analysis is done and result is interpreted in the context of the objectives of the study.

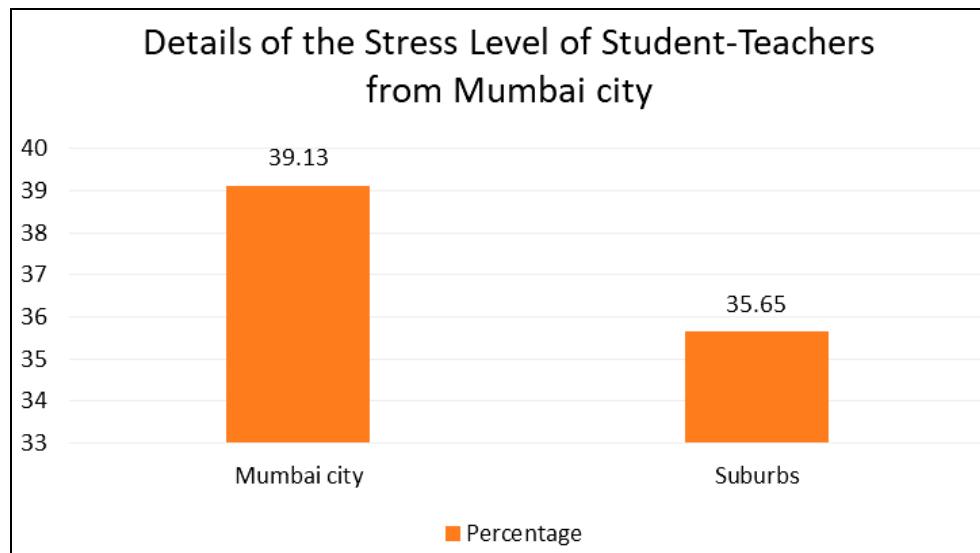
### Testing of Hypothesis

#### Objective

- To Study the Stress Level of Student-Teachers on the basis of locality.

**Table 3:** Details of the Stress Level of student-teachers on the basis of locality

Variable-Locality	N	Percentage
Mumbai city	232	39.13%
Suburbs	268	35.65%



**Fig 1:** Details of the Stress Level of Student-Teachers on the basis of locality

### Interpretation

Table 3 and Figure 1 shows that, almost equal number of student-teachers participated in the survey that, 232 student-teachers from Mumbai city and 268 student-teachers from the suburbs participated in the survey. The findings shows that

stress level of student-teachers from Mumbai city (39.13%) are slightly higher than student-teachers from Suburbs (35.65%).

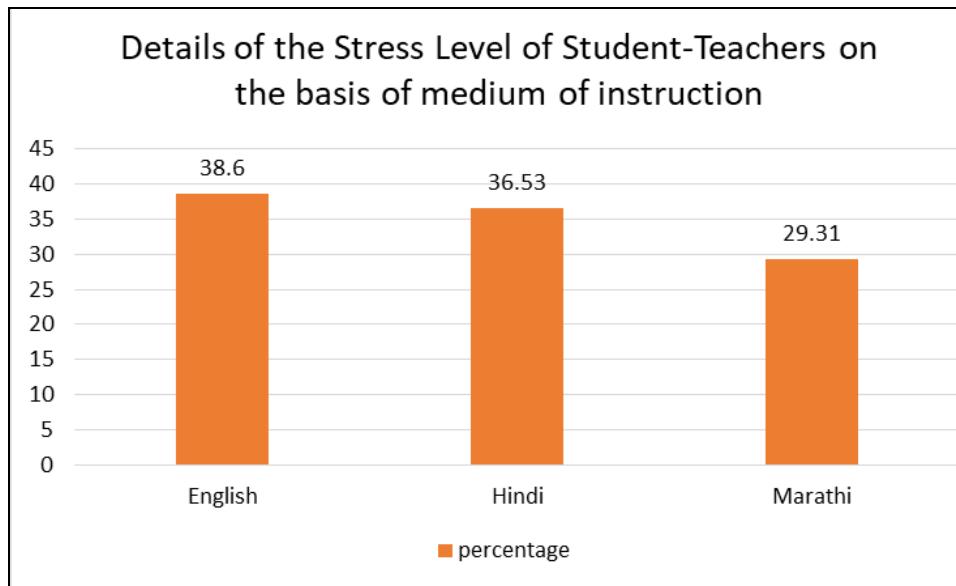
**Objective**

ii). To Study the Stress Level of Student-Teachers on the

basis of medium of instruction.

**Table 4:** Details of the Stress Level of Student-Teachers on the basis of medium of instruction

Variable-Medium of instruction	N	Percentage
English	410	38.6%
Hindi	32	36.53%
Marathi	58	29.31%



**Fig 2:** Details of the Stress Level of Student-Teachers on the basis of medium of instruction

**Interpretation**

Table 3 and Figure 1 shows that more number of student-teachers participated in the survey that, 410 student-teachers from English medium, 32 student-teachers from Hindi medium and 58 student-teachers from Marathi medium participated in the survey. The findings shows that stress level of English medium (38.6%) student-teachers are slightly higher than Hindi (36.53%) and Marathi medium (29.31%) student-teachers. It shows that stress level of Marathi medium Student-teachers are lower than English and Hindi medium student-teachers.

**Findings**

Table 3 and Figure 1 shows that, almost equal number of student-teachers participated in the survey that, 232 student-teachers from Mumbai city and 268 student-teachers from the suburbs participated in the survey. The findings shows that stress level of student-teachers from Mumbai city (39.13%) are slightly higher than student-teachers from Suburbs (35.65%). It can be interpreted that there not much difference in the student teachers participated in Mumbai city and suburbs. As the stress level of student-teachers from Mumbai city and suburbs are not having much difference, it may be due to that Mumbai city and suburbs are very close by and the life style and facilities are similar.

- Table 3 and Figure 1 shows that a greater number of student-teachers participated in the survey that, 410 student-teachers from English medium, 32 student-teachers from Hindi medium and 58 student-teachers from Marathi medium participated in the survey. The findings shows that stress level of English medium (38.6%) student-teachers are slightly higher than Hindi (36.53%) and Marathi medium (29.31%) student-teachers. It shows that stress level of Marathi medium Student-teachers are

lower than English and Hindi medium student-teachers. It reveals that English and Hindi medium student-teachers have slightly more stress level may be due to the language spoken at home is different from learning language, and are not their mother tongue as compared to Marathi medium student-teachers as their spoken language and learning language are the same. So Marathi medium student-teachers; stress level is lower than English and Hindi medium student-teachers.

**Recommendations**

**Principal:** Activities need to be planned to enhance stress-free environment of the student-teachers and to contribute for the well-being of student-teachers. Marks can be allotted for participate to encourage active participation. Counselling and mentoring sessions need to be organized to overcome stressful situations. Tutorial, remedial sessions can be arranged to reduce academic stress.

**Teacher-educators:** Motivation plays an important role to encourage student-to participate in the activities with enthusiasm and interest. Different activities should be conducted so that student-teachers can participate as per their ability and interest. It is important to make sure all student-teachers to participate in such activities.

**Student-teachers:** Positive mindset leads to success and happy life. Student-teachers should maintain positive attitude towards participating in activities and learning. It will reduce the stress level.

**Conclusion**

The findings of the present study shows that stress levels of student-teachers based on locality and medium of instruction. The number of student-teachers participated in the study are from Mumbai city (268) and suburbs (232) are almost similar,

student-teachers from suburbs are slightly higher. The majority of student-teachers participated in the study are from and are from the English medium (410), few from Marathi medium (58) and very few from Hindi medium (32).

The analysis shows that stress level of student-teachers from Mumbai city and suburbs not having much difference, but student-teachers from Mumbai city (39.13%) are slightly more stressed than suburbs (35.65%). This suggests locality is not having much influence in the stress level of student-teachers. student-teachers can be given counselling sessions and can be helped through mentoring activities to reduce stress level.

This study shows that Student-teachers from English medium shows a slightly higher stress level of (38.6%) than those from the Hindi medium (36.53%) and Marathi medium (29.31%). This study suggests that the medium of instruction is not playing major role in stress level. While the difference is very little, it highlights the need for further investigation into how language and cultural contexts might influence stress of the students-teachers.

The study emphasizes to study the stress level among student-teachers. It suggests that teacher training programs should be more inclusive as Mumbai is a metro city, people living from all over the nation, need to consider and give importance to cultural, linguistic and traditional values of different communities to maintain stress free environment. It will be effective in maintaining moulding the values of future class rooms to have harmonious and healthy atmosphere in the educational institutions.

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