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# A Study of Stress Level of Student - Teachers of Mumbai Region

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**Abstract**
Stress means how do we do we usually react to challenging situations. Stress is often considered to be a bad component for an individual's overall health, but it can be really be very effective in many aspects. The right kind of stress can always play a very positive role for rejuvenating our mind and overall reflexes. This kind of stress shall definitely help all of us perform effectively and remain in a healthier state of mind, and feel positive always. In this background, this research work was undertaken to have a critical overview of the stress level of Pre- service Teachers of Mumbai Region as the researcher holds the position of a teacher educator. A sample of 300 student teachers studying in various aided and unaided College of Education of Mumbai Region were selected as a sample for the present study. A standardized Stress Scale developed by Mehmet Celik was used for the present study. Thus, with the kind of results obtained, the researcher concluded that the stress level did not significantly differ based on age, gender, type of college of Student - Teachers of Mumbai Region.

**Keywords:** Stress Level, Student- Teachers, Mumbai Region

## Introduction

It is normally very usual to feel stressed and be anxious always and the reasons are enormous. Being anxious and stressed is not something unique as we cannot always live our normal lives without challenges. Some points of stress shall actually be effective for us, as the right kind of stress move our energies towards change and growth. However, when stress and anxiety remain there with us constantly, they can create turbulent situations and even become a health risk.

Stress means how do we do we usually react to challenging situations. Stress is often thought to a bad component for an individual's overall health, but it may really be very effective in many aspects. The right kind of stress can always play a very positive role for rejuvenating our mind and overall reflexes. Stress of this type shall definitely help all of us perform effectively and remain mentally healthy and feel positive always.

Other than the intrinsic nature of teaching profession which gives it a touch of a profession full of challenges in the present scenario, there are other numerous factors that create stress among student teachers during the accomplishment of their Training Programme. Within the teacher training program, student teachers studying in various colleges of the world have reported moderate to high levels of stress with respect to teaching practices and practicum. All experienced teachers have to share academic and non-teaching work related assignments, various tough subject combinations and keeping challenging students on track with other students are some other factors that add to the stress level of budding teachers. During the training period, every student teacher is supposed to do a combination of academic and co-curricular activities. The practicing teachers most often find such kind of workload very challenging and stressful. Apart from this, personal, environmental and professional are some other factors that usually make the situations very stressful and challenging for student teachers.

Inspite of the hard reality that student teachers are usually overloaded with stress throughout their course, it is hardly been recognized and given considerations in the educational research. While research focuses on pedagogy and subject matter competence, investigate stress level of budding teachers is very often ignored. Therefore, it becomes imperative to

investigate the stress level of teachers in making as the research has proved that stress affects teacher's overall behavior and this in turn reduces classroom efficiency, their learning and overall functioning. Thus, it was deemed to be important to investigate the stress level of student teachers of Mumbai Region.

**Rationale**

The intent of undertaking the present research was to assist Teacher Educators and Teacher Training Institutions to identify stress generating Factors (Academic, Placement as well Environmental) so as to craft and design necessary strategies to minimize their negative impact, intensity and influence, and make teacher training course immensely effective and beneficial for student teachers.

The researcher has identified six potential stress factors i.e., personal, communication, evaluation, lesson preparation, Internship, Placement and environmental and how do these aspects hinder the academic growth of budding teachers and has undesirable impact on student teachers' overall well-being. Black-Branch & Lamont (1998) reports that as 50% of the enrolled of the teacher trainees enter in the US school system for longer than three years with many leaving to find less-stressful careers. Their argument with respect to this aspect is that teacher education programs have at least an ethical, if not a legal and professional responsibility, to provide help to budding teachers who are under high levels of stress during their teaching practicum. Student teacher attrition rates were considered as a concern also, in Australian research related to stress in the practicum (Murray -Harvey, Slee, Lawson, Silins, Banfield, & Russell, 1999). With such kind of insights, teacher educators have to be fully equipped with the ways as how to assist students to become more resilient teachers.

The researchers conducted around world have discovered that the budding teachers do experience immense stresses during their teacher training course because of changed roles as well as changing nature of classrooms and pedagogical practices including co-curricular and extra-curricular activities to be accomplished. Therefore, it was very imperative to investigate the stress level of student teachers in order to have innovative and effective coping up strategies and programmes can be designed to facilitate them to manage various types of stress during their training course.

**Problem Statement**

"A Study of Stress Level of Student Teachers of Mumbai Region"

**Objectives**

1. To study the stress level of student teachers of Mumbai Region based on the bases of Age (Below 25 years & above 25years)
2. To compare the stress level of student teachers of Mumbai Region on the bases of gender (Male & Female)
3. To compare the stress level of student teachers of Mumbai Region on the bases of Type of College (Aided & Unaided).

**Hypotheses**

1) There is no significant difference in the Stress Level of student teachers of Mumbai Region based on Age (Below 25 years & Above 26 years)
2) There is no significant difference in the Stress Level of student teachers of Mumbai Region based on Gender (Male & Female)
3) There is no significant difference in the Stress Level of student Teachers of Mumbai Region based on Type of College (Aided & Unaided)

**Methodology**

In the present research, the Descriptive method of the comparative type was used.

**Sampling Technique**

In the present research, the Purposive Sampling Technique was employed to select the student teachers on the basis of age, Simple Random Sampling techniques was employed to select the sample on the basis of gender and Stratified Random Sampling Technique was employed to select the sample from aided and unaided institutions.

**Sample**

The sample in this research consisted of 300 student teachers of various aided and unaided College of Education of Mumbai Region.

**Tools**

A standardized Stress Scale developed by Mehmet Celik was selected and used for the present research. It consisted of 40 statements related on personal, communication, evaluation, external, lesson preparation and teaching related stress aspects. The Cronbach Alpha was 0.95, which showed that the internal consistency of the statements was very high. The teacher trainees were asked to denote a stress level for each statement by checking stress level as none, low, medium, high. The rating scores for the statements was 1= none, 2= low level, 3= medium level, 4= high level.

**Collection of Data**

Entire data collection process was completed in one segment. The stress scale was given to the Sample. The questionnaires were collected back by the researcher herself. Entire data collection process was completed in one month.

**Data Analysis: Descriptive Analysis**:

**Descriptive Analysis of Stress Level of Student Teachers of Mumbai Region:**

The following table gives the measures of central tendency and variability for Stress Level Scores of entire sample.

**Table 1:** Descriptive Analysis of Stress Level Scores of Total Student Teachers Sample.

| SAMPLE SIZE | MEAN | MEDIAN | MODE | S.D | SKEWNESS | KURTOSIS |
|---|---|---|---|---|---|---|
| 300 | 98.61 | 100.50 | 104.00 | 19.55 | -0.28 | -0.57 |

From the table the mean, median and mode are in ascending order.

The mean of the distribution is 98.61 and the median is 100.50 this shows that median is greater than mean. The mode of the distribution is 104.00 which is higher than both the mean and the median. This indicates the difference

between mean median and mode is marginal and hence the distribution is near normal.

**Inferential Analysis:**

**Findings:** The findings drawn after the analysis are as under:

**Testing of Hypotheses-1**- The null hypothesis states that there is no significant difference in the Stress Level of Student Teachers of Mumbai based on Age (Below 25 years & Above 26 Years).

**The statistical technique employed to test this hypothesis was t-test.**

**Table 2:** Relevant Statistics of Stress Level Scores of Student Teachers With Respect To Age (Below 25 & Above 26).

| Variable | Group | N | Mean | S.D | Table value | | 't' value | l.o.s 0.01& 0.05 |
|---|---|---|---|---|---|---|---|---|
| Stress Level | Age 25 & Below | 214 | 98.71 | 19.52 | at 0.05 | at 0.01 | 0.02 | NS |
| | Age 26 & Above | 86 | 98.77 | 19.57 | 1.97 | 2.59 | | |

df= N-2 = (290-2) = 298
From Table D, for df 298
Tabulated t = 1.97 at 0.05 level and 2.59 at 0.01 level

**Interpretation of 't'**: The obtained value of 't' for Stress Level Scores of Student Teachers of Mumbai Region is 0.02 which is less than the calculated value. Thus, the null hypothesis is accepted.

**Conclusion:** There is no significant difference in the Stress Level of Student Teachers of Mumbai Region based on Age (Below 25 years & Above 26 years).

**Testing of Hypotheses-2**- There is no significant difference in the Stress Level of student teachers of Mumbai Region based on Gender (Male & Female)

**The statistical technique employed to test this hypothesis was t-test.**

**Table 3:** Relevant Statistics of Stress Level Scores of Student Teachers With Respect To Gender (Male and Female).

| Variable | Group | N | Mean | S.D | Table value | | 't' value | l.o.s 0.01 & 0.05 |
|---|---|---|---|---|---|---|---|---|
| Stress Level | Male | 25 | 98.88 | 19.39 | at 0.05 | at 0.01 | 0.06 | NS |
| | Female | 265 | 98.61 | 19.55 | 1.97 | 2.59 | | |

df= N-2 = (290-2) = 288
From Table D, for df 288
Tabulated t = 1.97 at 0.05 level and 2.59 at 0.01 level

**Interpretation of't'**: The obtained value of't' for Stress Level Scores of Pre-Service Teachers is 0.06 which is less than the calculated value. Thus, the null hypothesis is accepted.

**Conclusion:** There is no significant difference in the Stress Level of Pre-Service Teachers based on Gender (Male & Female).

**Testing of Hypotheses-3**- There is no significant difference in the Stress Level of student Teachers of Mumbai Region based on Type of College (Aided & Unaided).

**The statistical technique employed to test this hypothesis was t-test.**

**Table 4:** Relevant Statistics of Stress Level Scores of Student Teachers With Respect To the Type of College (Aided and Unaided).

| Variable | Group | N | Mean | S.D | Table value | | 't' value | l.o.s 0.01 & 0.05 |
|---|---|---|---|---|---|---|---|---|
| Stress Level | Aided | 131 | 97.29 | 19.52 | at 0.05 | at 0.01 | 1.04 | NS |
| | Unaided | 159 | 99.70 | 19.56 | 1.97 | 2.59 | | |

df= N-2 = (290-2) = 288
From Table D, for df 288
Tabulated t = 1.97 at 0.05 level and 2.59 at 0.01 level

**Interpretation of 't'**: The obtained value of 't' for Stress Level Scores of Pre-Service Teachers is 1.04 which is less than the calculated value. Thus, the null hypothesis is accepted.

**Conclusion:** There is no significant difference in the Stress Level of Student - Teachers based on Type of College (Aided & Unaided).

**Findings:**

Testing of all hypotheses revealed the following findings:

- There is no significant difference in the Stress Level of Pre-Service Teachers based on Age (Below 25 years & Above 26 years). The obtained value of 't' for Stress Level Scores of Pre-Service Teachers is 0.02 which is less than the calculated value (Tabulated t = 1.97 at

0.05 level and 2.59 at 0.01 level). Thus, the null hypothesis was accepted.

- There is no significant difference in the Stress Level of Pre-Service Teachers based on Gender (Male & Female). The obtained value of 't' for Stress Level Scores of Pre-Service Teachers is 0.06 which is less than the value (Tabulated t = 1.97 at 0.05 level and 2.59 at 0.01 level). Thus, the null hypothesis was accepted.
- There is no significant difference in the Stress Level of Pre-Service Teachers based on Type of College (Aided & Unaided). The obtained value of 't' for Stress Level Scores of Pre-Service Teachers is 1.04 which is less than the calculated value (Tabulated t = 1.97 at 0.05 level and 2.59 at 0.01 level). Thus, the null hypothesis was accepted.

**Discussion:**

The testing of the hypotheses revealed some interesting facts. The t-test value showed that there is no significant difference in various factors like Age, Gender and Type of College which may be responsible for creating stress in Student - teachers of Mumbai Region at both 0.01 and 0.05 levels. Thus, we may determine that Student Teachers – Teachers of Mumbai Region irrespective of any factor studied do feel stressed out during studying their entire course. This may be accredited to the fact that this Programme is organized in such a way wherein the student – Teachers of Mumbai Region are supposed to acquire the needed skills of teaching with all rigor, hard work, dedication, and complete involvement if they see themselves as the teachers of 21$^{st}$ century and as regulated in the regulations of NEP-2020.

**Conclusion:**

With the findings acquired in this research, it was determined that the stress level did not significantly differ based on age, gender, type of college of Student - Teachers of Mumbai Region. Additional to this fact, it also was determined that irrespective of any factor, the student - Teachers of Mumbai Region are completely dedicated and honest towards acquiring their professional degree in a real sense.

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