A Study on Academic Stress and Adjustment Among B.Ed Teacher Trainees In West Godavari District Of Andhra Pradesh

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Student teachers are the future goal setters. It is very important to monitoring how they are learning and acquiring the practical and theoretical knowledge for the future development and growth in the career profession. This study focus on academic stress and adjustment of B. Ed teacher trainees. Normative survey method was adopted and stratified random sampling was chosen for study. 300 students participated in this study were obtained from 13 B. Ed Colleges at West Godavari district. The main objectives were 1.To assess the level of academic stress and adjustment among teacher trainees 2. To study the influence of the academic stress and adjustment among teacher trainees with certain variables like gender, locality, religion, marital status and academic stream.3.To study the relation between academic stress and adjustment among teacher trainees. The study revealed that moderate level of academic stress and adjustment of teacher trainees. There is no significant relationship between academic stress and adjustment. Gender, locality is significantly influenced their academic stress. Religion, marital status and academic stream have not significant influence on their academic stress. Gender is significantly influence on their adjustment. Locality of living, religion, marital status and academic stream has not significant influence on their adjustment.
Keywords: *Academic stress, Adjustment, B. Ed teacher trainees.*

I. Introduction

Education has a lot of responsibilities among which one major responsibility is to make a child not only human resource but human in real sense. Gandhiji has quoted education as a process of drawing the best from a child. But in the formal settings this process is through study of various subjects, development of skills from the interaction in the class. In this relation teacher training plays a vital role. Simply learning and ignoring not at all a matter in the teaching profession because they can manage their profession in well respective manner and they will enter into shape the younger minds and really they will become the role models.

Academic stress is a crucial problem of a student life in the present scenario. Adjustment is nothing but the interaction between a person and environment. Student teachers are the future goal setters. It is very important to monitoring how they are learning and acquiring the practical and theoretical knowledge for the future development and growth in the career profession. Stress acquires importance because of its consequences. It is an established fact that the performance of a B. Ed. teacher trainees mainly depends upon their psychological state of mind. Adjustment gives us the ability and strength to bring desirable changes in the state of our environment.

II. Review of related studies

In the present study the investigator has reviewed the researches done in the field of academic stress and adjustment of B. Ed teacher trainees. After reviewing the above studies, it was observed that many studies were explored on general stress, academic stress and different adjustment levels. Michaela C. Pascoe, Sarah E. Hetrick & Alexandra G.Parker (2019) Focused that the ongoing stress relating to education has demonstrated negative impact on students' learning capacity, academic performance, education and employment attainment, sleep quality and quantity, physical health, mental health and substance use outcomes. Dr.GagandeepKaur &SandeepSingh(2019)Focused the adjustment is significantly and negatively correlated with academic stress. Sarbani Sankar Panigrahi(2018) focused that female trainee teachers are more stressed than the male trainee-teachers. V.V.Sailaja (2017) investigates that Gender makes a significant difference on the academic stress of teacher trainees, age and marital status has makes no significant difference on the academic stress of teacher trainees. B.Gavaskhar and R.Vaishnavi (2017) focused that there are significant relationships in Gender, level of adjustment, and mental health of the teacher trainee due to level of academic stress. The level of adjustment of the teacher trainees influenced their level of academic stress.

K.Surinaidu(2017) found gender difference and academic qualifications have no influence on academic stress. Based on the above reviews the investigator also intended to study the academic stress and adjustment of B. Ed teacher trainees.

Significance of the research study

Academic stress is a crucial problem of a student life in the present scenario. Our education system has loaded the students with a variety of pressures such as vast curriculum, examination fear; neck-to-neck competitions etc. peer and parental pressure add tons to their problem. Adjustment is nothing but the interaction between a person and environment. In another words both personal and environmental factors work side by side in adjustment process. Students spend a sizeable portion of their time in field work, which influences their total personality.

The students who are admitted to the teacher education institutions are called as trainee teachers as they are under training the study of a teacher-training course, and in future, they may come out as a teacher. In doing this   course to the trainee teachers   face a lot of stress which sometimes affect negatively on their body and mind. But, since stress has also an overwhelming light side, it is to be welcomed. Due to stress, the trainee teachers modify themselves and come out as a successful and effective person to be fit for the job of a teacher. There is a drastic change seen in their performance both academic as well as non-academic field. They develop the expertise in both curricular and co-curricular activities. This is the magic behind the teacher training course.The present investigation intended to find out the academic stress and adjustment among B. Ed teacher trainees. It is also intended to find out their relation in respect of different variables like locality, gender, religion, marital status and academic stream.

Statement of the Problem
The investigator proposed to take up this study, namely "A study on academic stress and adjustment among B. Ed teacher trainees in West Godavari district of Andhra Pradesh".

Objectives of the Study
1.   To assess the level of academic stress among B. Ed teacher trainees and to classify it.
2.   To study   the influence of the academic stress among B. Ed teacher trainees differ with respect to following variables.
➢   Gender (Male/ Female)
➢   Location (Urban/ Rural)
➢   Religion(Hindu/Muslim/Christian)
➢   Marital status(Married/Unmarried)
➢   Academic stream(science/Arts)
3. To assess the level of adjustment   among B. Ed teacher trainees and to classify it.
4. To study   the influence of the adjustment among B. Ed   teacher trainees differ with respect to following variables.
➢   Gender (Boys/ Girls)
➢   Location (Urban/ Rural)
➢   Religion(Hindu/Muslim/Christian)
➢   Marital status(Married/Unmarried)
➢   Academic stream(science/Arts)
5.   To study the relation between academic stress and adjustment among B.Ed teacher trainees.
6.   To study   the influence of the academic stress and adjustment among B. Ed teacher trainees differ with respect to following variables
➢   Gender (Boys/ Girls)
➢   Location (Urban/ Rural)
➢   Religion(Hindu/Muslim/Christian)
➢   Marital status(Married/Unmarried)
➢   Academic stream(science/Arts)

Hypotheses of the Study
In order to achieve the forecasting objectives the following hypotheses were framed:
1. The following variables do not make a significant influence   on the academic stress of teacher trainees
➢   Gender (Boys/ Girls)
➢   Location (Urban/ Rural)
➢   Religion(Hindu/Muslim/Christian)

➢ Marital status(Married/Unmarried)
➢ Academic stream(science/Arts)

2. The following variables do not make a significant influence on the adjustment of
teacher trainees

➢ Gender (Boys/ Girls)
➢ Location (Urban/ Rural)
➢ Religion(Hindu/Muslim/Christian)
➢ Marital status(Married/Unmarried)
➢ Academic stream(science/Arts)

3. There is no significant relationship between academic stress and adjustment of teacher trainees

4. The following variables do not make a significant influence on the relationship between
Academic stress and adjustment of teacher trainees.

➢ Gender (Boys/ Girls)
➢ Location (Urban/ Rural)
➢ Religion(Hindu/Muslim/Christian)
➢ Marital status(Married/Unmarried)
➢ Academic stream(science/Arts)

Definitions of the key terms:
Academic stress: Academic stress is the product of a combination of academic related demands that exceed the adaptive resources available to an individual

Adjustment: Adjustment is nothing but the interaction between a person and environment. In another words both personal and environmental factors work side by side in adjustment process.

Teacher trainees: Aspirants of would be a teacher in the future.

III. Methodology:

Population of the study:
All the 300 Students studying in the Adikavi nannaya university of West Godavari district - during the academic year 2019-20 batch constituted the population of the study.

Coverage of the study:
It comprises the teacher trainees studying in B. Ed second year students in the West Godavari District of Andhra Pradesh.

Sampling Technique:
For the present study the investigator has taken up a stratified random sample of 13 B. Ed colleges in West Godavari district.

Sampling Size:
The size of the proposed sample is stratified random sampling technique of 13 Teacher Education institutions and 300 B.Ed teacher trainees covering all the above mentioned variables. It means from each college will be randomly select from 20-25 students on the day of administration of the tools.

Research Tools Used :
Academic stress scale:
The tool proposed for Academic Stress Scale developed by Gowrie& Mala Ramada's (2016).This questionnaire used in the study was based on the Academic Stress Scales developed by Kohn and Frazer (1986) and BalajRao (2013), and the Student Stress Survey (Ross, Niebling and Heckert (1999).The questionnaire consisted of 56 items that were divided into 6 Factors of potential sources of student teacher stress: Each item has five alternative responses i.e. "No Stress", "Slightly Stress", "Moderate Stress", " Highly Stress" and "Extremely High Stress". High scores are an indication of high stress and low scores on the scale are an indication of low stress.

2. Bell's Adjustment Inventory: It is a Standardized tool by Dr.R .K.Ojha. The tool to be used for assessing adjustment levels of B. Ed teacher trainees

Data analysis & Interpretation

OBJECTIVE: 1 To assess the level of academic stress among B. Ed teacher trainees and to classify it.

Table 1: Mean,% of Mean, S.D. and $1/5^{th}$ of mean of the total sample in academic stress of   B. Ed teacher trainees.

N	Mean	% of Mean	SD	1/5th of Mean
300	80.93	26.97	38.44	16.18

Interpretation: B. Ed teacher trainees are found to have moderate level of academic stress. Since $1/5^{th}$ of mean value is less than the S.D value, the sample of pupils is heterogeneous in academic stress. The sample shows variation in academic stress of teacher trainees.

Table 2: Classification of   B. Ed   teacher trainees–basing on academic stress.

S .No	Scores	N	Percentage	Verbal Description
1	(M – 1S.D) 42.49	60	20%	Low Academic stress
2	(M ± 1 S.D)	193	64.33%	Moderate Academic stress
3	(M + 1 S.D) 119.37	47	15.66%	High Academic Stress

Interpretation:

B. Ed teacher trainees are found to have moderate level of academic stress.

GRAPH: 1 Pie diagram shows the levels of Academic stress of B. Ed teacher trainees
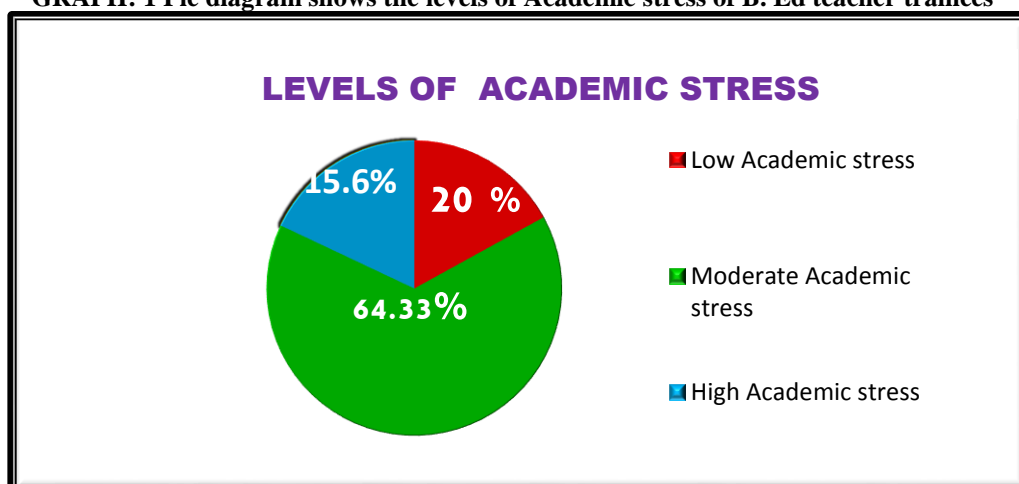
Discussion

Student teachers face stresses with their changing roles as well as different nature of teaching-learning practices, co-curricular practices as well as extra-curricular practices. And therefore it is of crucial importance to study stress among prospective teachers so that effective strategies and programmes can be developed to mange different types of stress during pre-service and in-service teaching practices

OBJECTIVE: 2 To study the influence of the academic stress among B.Ed teacher trainees differ with respect to following variables.

➢   Gender (Male/ Female)
➢   Location (Urban/ Rural)
➢   Religion(Hindu/Muslim/Christian)
➢   Marital status(Married/Unmarried)
➢   Academic stream(science/Arts)

Table: 3 Table showing the variable wise distribution Mean, S.D. and t - value for the
Academic stress of B. Ed teacher trainees

Sl. No	Variable	Type	N	Mean	S.D	t-value	Status of hypotheses
1	Gender	Male	91	92.39	36.90	3.51**	Rejected
		Female	209	75.94	38.11		
2	Locality	Rural	139	75.00	41.14	2.48**	Rejected
		Urban	161	86.05	35.28		
3	Marital status	Married	134	81.00	39.08	0.02*	Accepted
		Unmarried	166	80.87	38.04		
4	Academic stream	Science	152	77.48	38.54	1.58*	Accepted
		Arts	148	84.48	38.14		

* Not significant at 0.05 level
* * Significant at 0.01 &0.05 level.
Table values for 1.96 at 0.05 level and 2.58 at 0.01 level.

Table 4: (ANOVA) – Influence of the different religions on the academic stress of teacher trainees.

S.No	Sources of Variation	df	Sum of Squares	Mean variances	F – Value	Status of hypotheses
1	Between Groups	2	5704.681	2852.341		Accepted
2	With in Groups	297	436046.279	1468.169	1.94*	

* Not Significant at 0.05 level . The table value is 2.99 at 0.05 level. The obtained 'f' value is 1.94 for 2 and 297 df, Not significant at 0.05 level.

OBJECTIVE: 3 To assess the level of adjustment among B. Ed teacher trainees and to classify it.

Table 5: Mean, % of Mean S.D. and 1/5th of mean of total sample in adjustment of B. Ed teacher trainees.

N	Mean	% of Mean	Standard Deviation	1/5th of Mean
300	68.22	22.74%	17.67	13.64

Interpretation: B. Ed teacher trainees are found to have average level of adjustment. Since 1/5th of mean value is less than the S.D value, the sample of pupils is heterogeneous in adjustment. The sample shows variation in adjustment of teacher trainees.

**Classification of B. Ed teacher trainees–basing on adjustment levels**
On the basis of the mean adjustment score, the investigator would like to categorize the sample teacher trainees into three groups viz. Excellent adjustment, average adjustment and unsatisfactory adjustment. The following table shows the number of teacher trainees of these three categories:

Table 6: Distribution of Teacher trainees according to Adjustment category

S .No	Adjustment category	No of teacher trainees	Percentage
1	Unsatisfactory	56	18.6%
2	Average	209	69.6%
3	Excellent	35	11.6%

Interpretation: B. Ed teacher trainees are found to have average level on their adjustment. And the pictorial representation of this is presented as a pie chart given below.

GRAPH: 2 The given below pie diagram shows the levels of adjustment of
B. Ed teacher trainees
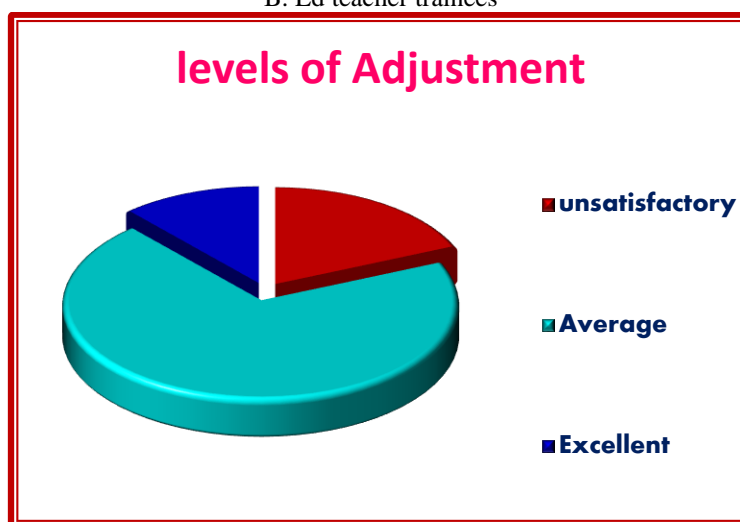
Discussion: Students have to face many academic demands, because students are unable to adjust him in changing condition. There arise the need of to be Social, Emotional, Educational, Health, home adjusted to make the student stress free and understand them very well need to know adjustment problem. To cope with such academic problems, there is first need of psychological preparation of students, having aspiration to complete effectively and learning needs to understand how to be adjusted. This is possible only when they are healthy, socially & emotionally well adjusted.

OBJECTIVE:4 To study the influence of the adjustment among B. Ed teacher trainees differ with respect to following variables.
- ➢ Gender (Male/ Female)
- ➢ Location (Urban/ Rural)
- ➢ Religion(Hindu/Muslim/Christian)
- ➢ Marital status(Married/Unmarried)
- ➢ Academic stream(science/Arts)

Table: 7 Table showing the variable wise distribution Mean, S.D. and t - value for the
Adjustment of B. Ed teacher trainees

Sl. No	Variable	Type	N	Mean	S.D	t-value	Status of hypotheses
1	Gender	Male	91	71.28	12.42	2.35**	Rejected
		Female	209	66.88	19.40		
2	Locality	Rural	139	68.84	16.79	0.57*	Accepted
		Urban	161	67.68	18.43		
3	Marital status	Married	134	69.25	16.07	0.92*	Accepted
		Unmarried	166	67.39	18.87		
4	Academic stream	Science	152	68.07	17.82	0.15*	Accepted
		Arts	148	68.37	17.57		

* * Significant at 0.01 &0.05 level.
* Not significant at 0.05 level
Table values for 1.96 at 0.05 level and 2.58 at 0.01 level.

Table: 8 (ANOVA) - influence of the different religions on the adjustment of teacher trainees.

S.No	Sources of Variation	df	Sum of Squares	Mean variances	F –value	Status of hypotheses
1	Between Groups	2	9.900	4.950		Accepted
2	With in Groups	297	93364.717	314.359	0.02*	

 * Significant at 0.05 level. The table value is 2.99 at 0.05 level. The obtained 'f' value is 0.02   for 2 and 297 df, Not significant at 0.05 level.

OBJECTIVE: 5   To study the relation between academic stress and adjustment among B. Ed   teacher trainees.

Table: 9   Relationship between academic stress and adjustment of   teacher trainees

S.No	Variable	N	df	r- value	Status of hypotheses
1	Academic stress	300	300-2=298	0.10**	Accepted
2	Adjustment	300			

 **'r' value is not significant at 0.01 level.

Interpretation:

The obtained value of 'r' is not significant at 0.01 level. Therefore, the null hypothesis   is accepted. It is found that there is no significant relationship between the academic stress and adjustment of teacher trainees

OBJECTIVE: 6   To study the influence of the academic stress and adjustment among B. Ed teacher trainees differ with respect to following variables.

➢   Gender (Male/ Female)
➢   Location (Urban/ Rural)
➢   Religion(Hindu/Muslim/Christian)
➢   Marital status(Married/Unmarried)
➢   Academic stream(science/Arts)

Table: 10   Relationship between academic stress and adjustment with respect to variable wise distribution

S . No	Variable	N	r	Z	C.R	Status of hypotheses
1	Gender	91	0.13	0.13	0.08*	Accepted
		209	0.14	0.14		
2	Locality	139	0.13	0.13	0.33*	Accepted
		161	0.09	0.09		
3	Marital status	134	0.21	0.21	0.75*	Accepted
		166	0.29	0.30		
4	Academic stream	152	0.11	0.11	0.17*	Accepted
		148	0.09	0.09		

*Not significant at 0.05 level.

Table value for 'CR' at 0.05 level is 1.45 for 299

Interpretation:
The obtained CR value (0.08, 0.33, 0.75& 0.17) is less than the table value of 1.45 at 0.05 level for 299 df. Hence the null hypothesis is accepted. Therefore Gender, locality, marital status and academic stream doesn't show any on the significant relationship between academic stress and adjustment of teacher trainees.

IV.   Discussion and Conclusions:

Most of the B. Ed teacher trainees have moderate level of academic stress. But it is sad to find that the teacher trainees have only average level of adjustment. As per the results of the present study another noticeable finding is that male teacher trainees have more academic stress than their counterparts. The noticeable finding is that no significant relationship between academic stress and adjustment. Gender, locality of living is significantly influenced their academic stress. Another noticeable finding is that the religion, marital status and academic stream have not significant influence on their academic stress.

Another appreciable finding is that male teacher trainees are more adjusted than the female teacher trainees. Gender is   significantly influence on their adjustment. Locality of living, religion, marital status and academic stream has not significant influence on their adjustment. Another appreciable finding is that rural teacher trainees are on par with urban in their level of adjustment. The noticeable finding is that Gender, locality of living, religion, marital status and academic stream did not show any influence on the relationship between academic stress and adjustment of teacher trainees.

Therefore efforts are to be made caring these directions to measure the academic stress and adjustment levels in teacher education course by focusing more on concepts in managing academic stress, positive attitude and exercise the developing the professional skills and real life situations and re-orienting the teachers and parents towards these aspects.

As we know that the teacher trainees who join this course come from various fields as they have never gone through various subjects which are being taught in teacher training programme. Therefore, it is the need of the hour that they must be treated as youngster in the field of teacher training and they should be given a congenial environment so that they may be made stress free

Educational implications
➢   Academic stress may affect adversely on the performance. So the teacher training institutes should take some effective measures to reduce the academic stress of the students
➢   The trainee students who feel more stress may be given special guidance and counselling. Girl students should need special attention in this aspect.
➢   Teacher educators should take special attention on those students who are unable to cope up with practical work.
➢   Factors other than the training methods, curriculum etc may generate stress in prospective teachers which may adversely affect their attitude towards the course and they may not be fully benefited by the training. Hence trainee teachers are to be helped through stress coping mechanisms like meditation, yoga etc.
➢   Lack of regularity in work especially in teacher training course is one of the causes for academic stress. This is to be focused while giving instructions to teacher training students.

Suggestions for further research
➢   The present study can be extended to other teacher training courses i.e. D. Ed, M. Ed also.
➢   The same study can be conducted to a large sample.
➢   Academic stress due to theoretical aspects and practical aspects can also be conducted.
➢   Further study can be conducted to study stress of student teachers taking government colleges
➢   Academic stress due to theoretical aspects and practical aspects can also be conducted.

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