

Effects of Academic Stress on B.Ed. Teacher Trainees and Suggestions

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ABSTRACT

In today's era, academic stress is a significant concern among teacher trainees in Bachelor of Education (B.Ed.) programs. The academic workload, teaching practice, and examination pressure are some of the causes of academic stress. This study investigates the effects of academic stress on B.Ed. teacher trainees using the "Academic Stress Level Tool," prepared by the researcher. The data was collected from 64 teacher trainees. The findings reveal that a significant number of teacher trainees experience moderate levels of stress, affecting their performance, well-being, and motivation. The paper concludes with practical suggestions for reducing academic stress among teacher trainees.

Keywords - Effects, Academic stress, B.Ed., Teacher trainees, Stress level tools, Suggestions

INTRODUCTION

Academic stress is defined as the mental distress related to anticipated academic challenges or failure. For B.Ed. trainees, stress can result from rigorous coursework, lesson planning, peer teaching, time management, and assessment pressures. The teaching profession itself demands high emotional and intellectual input, making teacher preparation programs prone to stress-inducing factors.

Objectives of the study

1. To measure the academic stress level among B.Ed. teacher trainees.
2. To analyze the effects of academic stress on their performance and well-being.
3. To propose practical suggestions for managing and reducing academic stress.

REVIEW OF LITERATURE

Several studies highlight the relationship between academic stress and psychological issues like anxiety, depression, and burnout. Research by Misra and McKean (2000) shows that academic stress negatively affects student performance and coping abilities. For teacher trainees, the added pressure of practicum, classroom management, and professional expectations can further heighten stress levels.

METHODOLOGY

Research Design

Descriptive survey method was used for the research work.

Sample

Sample Size: 64 B.Ed. teacher trainees studying in first year B.Ed. course (2025-26) at an English Medium B.Ed. College, Pune.

Sampling Method: Random sampling from English medium teacher education colleges from Pune.

Tool Used

The academic stress level tool was used for collection of data.

Academic Stress Level Tool: Academic Stress Level Rating Scale with 10 statements tailored for teacher trainees in B.Ed. colleges, using a standardized 5-point Likert scale with the statements comprises of various dimensions of academic stress including pressure from studies, assignments, examinations, and teaching practice.

Data Collection

The academic stress level tools were distributed among the teacher trainees and responses were collected and analyzed statistically.

RESULTS AND DISCUSSION

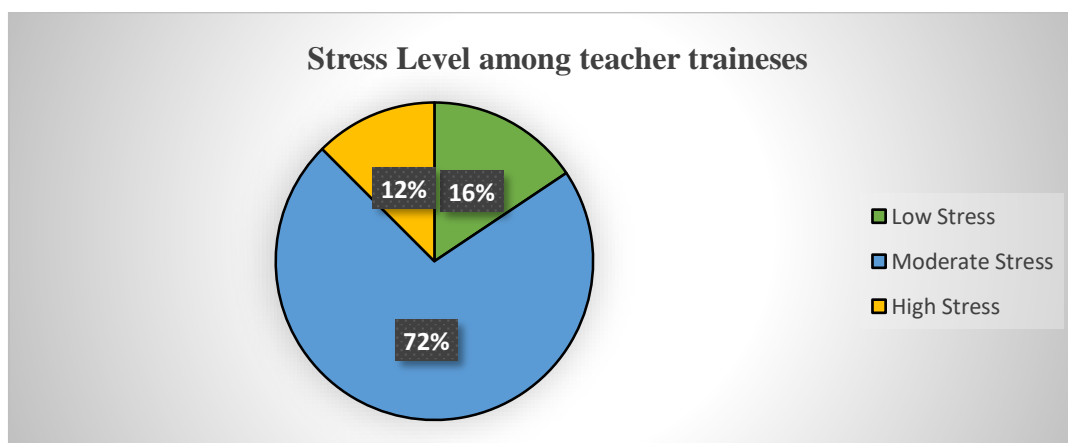
Stress Level Distribution

Table I

Stress Level	Number of Trainees	Percentage
Low Stress	10	15.62%
Moderate Stress	46	71.88%
High Stress	08	12.50%

The following pie graph shows the stress level among teacher trainees.

Graph I



From the above Table I and Graph I it is inferred that, about 72% of the teacher trainees experienced moderate stress while more than 12% teacher trainees experienced high levels of academic stress. Low stress was experienced by more than 15 % teacher trainees.

Major Causes of Academic Stress

1. Heavy academic workload and tight schedules
2. Performance anxiety during teaching practice

3. Pressure of continuous internal assessments
4. Inadequate time for self-study and relaxation

Effects of Academic Stress

1. **Psychological:** Anxiety, lack of motivation, irritability
2. **Physical:** Fatigue, headaches, insomnia
3. **Academic:** Poor concentration, reduced academic performance
4. **Social:** Withdrawal, reduced peer interaction

SUGGESTIONS AND RECOMMENDATIONS

Based on the findings, the following suggestions are offered to reduce academic stress among B.Ed. teacher trainees:

Institutional Support

The Institution may support the teacher trainees by using the following strategies.

1. Organize regular stress management workshops during the course.
2. Introduce free academic counselling services to all the teacher trainees.
3. Allow more flexible assignment deadlines.

Curriculum Reforms

1. Reduce overload of the assigned work by spacing out assessments
2. Integrate mindfulness and life skills modules
3. Encourage project-based learning over rote evaluations

Faculty Role

The faculty members may play an important role in reducing the academic stress level of the teacher trainees. Faculty may use the small steps like,

1. Providing the timely and constructive feedback of the completed work.
2. Promoting an open-door policy for academic concerns.
3. Avoiding excessive comparison and favoritisms among the teacher trainees.

Personal Coping Strategies

The teacher trainees may inculcate the healthy habits and use some coping strategies like,

1. Encourage time management and study planning
2. Practice relaxation techniques (e.g., yoga, meditation)
3. Maintain a balanced routine including exercise and hobbies

CONCLUSION

Academic stress among B.Ed. teacher trainees is a prevalent issue that affects their academic performance and mental well-being. The study highlights the need for institutional, curricular, and personal interventions to help students manage stress effectively. Equipping future teachers with stress coping mechanisms not only enhances their personal health but also prepares them to handle classroom stress in their future careers.

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