A Study of Learning stress among BTC students

Sunil Kumar Sahani
Research Scholar
Education Department
University of Allahabad.

Prof K. S. Misra
Education Department
University of Allahabad

Abstract

The present paper is an attempt to find out learning stress among the BTC students. The Sample comprised of 92 students of BTC course from two colleges of Lucknow. Learning stress was assessed with the help of Learning Stress Inventory (LSI) of K. S. Misra. 2x2 ANOVA was used to analyze the data. The findings revealed that male and female students have perceive same amount of learning stress, students of BTC 1st and 3rd semester do not differ from one another on learning stress and the effect of interaction between gender and semester is not significant at 0.05 level.

Introduction:

Education system of the nation should be systematic and organised . Primary education is the backbone of any nation . Therefore special emphasis on primary education is necessary. BTC is a primary teacher training programme in U.P. The researcher observed that BTC programme has failed to prepare effective prospective primary teachers. All trained teacher educators, lack of necessary resources,less conducive academic environment, etc. Which can produce anxiety among the students might be responsible for the present state of affairs.

According to Spielberger (1983) "anxiety is the subjective feeling of tension, apprehension, nervousness, and worry related with an encouragement of the autonomic nervous system." Anxiety is a state of mind in response to some stimulus in the environment which brings in the feelings of apprehension or fear. When the person is exposed to the cause of anxiety in future, the conditioning effect causes a repeat response and the person is tries to avoid the cause. The responsibilities associated with performing academic task can cause academic anxiety. Fear about expected performance, increase in attention level, biological changes that

International Journal of Research

Available at https://edupediapublications.org/journals

e-ISSN: 2348-6848
p-ISSN: 2348-795X
Volume 05 Issue 12
April 2018

occur in response to exposure to new academic situations, pressure to complete school assignments in time, etc are stressful when anxiety becomes too much, teachers feel threatened. It becomes a fight-or-flight reaction. Academic workload, insufficient resources, low level of motivation, bad performance of students in academics, overcrowded classrooms, and uncertainty of being employed after completing graduation from the university may cause stress among students (Agolla & Ongori,2009). These factors can cause of learning stress. Misra,(2006) thinks that learning stress refers to perplexity and uneasiness felt by a person during his study when he feels pressure to do the expected academic task. Learning stress is a result of challenges of a learning situation and students less ability and efforts to meet with them. When student's aspirations are too high to reach a learning target but his abilities/capacities do not match with it, he develops stress. This stress may cause different types of physical or mental problems. Neelam and Attri (2013) have attempted to study academic anxiety and academic achievement of secondary school students. It was hypothesized that there exists a significant difference in academic anxiety and academic achievement of male and female secondary school students. For

verification of these hypotheses, the data was collected from 200 secondary school students of Mandi district of Himachal Pradesh. 'Academic Anxiety Scale for Children (AASC)' and students' marks of class 9th provided the data. The findings revealed that there exists significant difference in academic anxiety and academic achievement of male and female secondary school students and girls were found to be more academically anxious and had better academic achievement than boys. The present study has been planned to find out whether gender and grade level influence learning stress among BTC I and III semester students.

Objectives:

Following objectives have been formulated for the study:

1. To study the effect of gender on learning stress.

2. To study the effect of grade level on learning stress.

3. To study the effect of interaction between gender and grade level on learning stress.

Hypotheses:

To achieve the objectives following hypotheses have been formulated and tested:

International Journal of Research
Available at https://edupediapublications.org/journals

e-ISSN: 2348-6848
p-ISSN: 2348-795X
Volume 05 Issue 12
April 2018

H_{01}: There exists no significant difference in learning stress of male and female students.

H_{02}: There exists no significant difference in learning stress of BTC 1st and 3rd semester students.

H_{03}: The effect of interaction between gender and grade level on learning stress is not significant.

Methodology:

The sample comprised of 92 students of BTC course from two colleges of Lucknow. Learning stress was measured with the help of 'Learning Stress Inventory' developed by K.S.Misra. 2x2 ANOVA was used to analyse the data.

Results and discuss :

Table 1

Mean and standard deviations for male and female BTC students

Class	Gender	Mean	Std. Deviation	N
Total	Male	93.61	21.629	46
	Female	91.02	17.827	46

Table 2

Summary of results of 2x2 ANOVA showing the effects of gender and grade level on learning stress among BTC students.

Source	Sum of Squares	df	Mean Square	F
Gender	1385.315	1	1385.315	3.617
Grade Level	153.924	1	153.924	.402
Gender*Grade Level	261.141	1	261.141	.682
Error	33705.478	88	383.017	
Total	819539.000	92		

Table 1 shows that mean and SD for male BTC students on learning stress are 93.61 & 21.629. Mean and SD for female BTC students on learning stress are 91.02 & 17.827. Two way ANOVA was used to find out the effect of gender on learning stress among BTC students. A look at table 1 shows that the value of F ratio is 3.617. It is not significant at 0.05 level. So, the null hypothesis that 'there exists no significant difference in learning stress of

male and female students.' can be accepted. It means that male students do not differ from female students on learning stress.

Table 3

Mean and standard deviations of BTC students of I and III semester

Grade level	Mean	Std. Deviation	N
BTC I sem	88.43	19.352	46
BTC III sem	96.20	19.589	46

It was hypothesized that 'there exists no significant difference in learning stress of BTC I and III semester students.' Table 3 shows that means & standard deviations for BTC I and III semester students on learning stress are 88.43 & 19.352 and 96.20 & 19.589 respectively. Two way ANOVA was used to test the hypothesis. Table 1 shows that the value of F ratio is 0.402. It is not significant at 0.05 level. So, the null hypothesis can be accepted. It means students of BTC I and III semester perceive same amount of learning stress. It indicates that grade level does not influence the learning stress.

Table 4

Mean and standard deviations for male and female students of

BTC I and III semester

Grade level	Gender	Mean	Std. Deviation	N
BTC I sem.	Male	88.04	21.647	23
	Female	88.83	17.238	23
BTC III sem.	Male	99.17	20.579	23
	Female	93.22	18.515	23

It was hypothesized that 'The effect of interaction between gender and grade level on learning stress is not significant.' The data were analysed using a two-way analysis of variance (ANOVA). Table 4 shows that mean and standard deviation for the learning stress among BTC I semester male students are 88.04 and 21.647. Mean and standard deviation for learning stress among BTC I semester female students are 88.83 and 17.238. Mean and standard deviation for learning stress among BTC III semester male students are 99.17 and 20.579. Mean and standard deviation for learning stress among BTC III semester female students

are 93.22 and 18.515. Table 1 shows that F ratio is 0.682, which is not significant at 0.05 level. So, the null hypothesis is accepted. It means that effect of interaction between gender and grade level on learning stress is not significant. Thus, it can be inferred that the effect of gender on learning stress among BTC I and III semester students is the same.

Discussion :

The first objective of the study was to study the effect of gender on learning stress ,the result shows male and female students have same amount of learning stress. It indicates that gender does not influence learning stress. Causes like same course, same teacher,similar learning environment and same examination pattern may be responsible for the findings. Second objective of the study was to study the effect of grade level on learning stress. The result shows that BTC Ist and IIIrd semester students have same learning stress. It indicate that grade level does not influence learning stress. Perhaps BTC student's learning styles got reinforced while studying in Ist semester and their use in IIIrd semester helped them to manage their average level of learning stress. It also seems to reflect the impact of similarities in learning environment and examination pattern .

References :

- Singh, P. & Misra, K.S.(2017).A Study of relationship between personality and learning stress among Students. InternationalJournal of Trend in Scientific Research and Development (1) , 111-113. Retrieved from www.ijtsrd.com
- Spielberger, C. D.(1953). Stress and Anxiety, Volume 1**.**
- Misra, K.S. (2012). Manual for Learning Stress Inventory. Agra: RSA international.