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ASSESSMENT OF TEACHING PRACTICE STRESS AMONG PRE-SERVICE TEACHERS

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Abstract

While everyone experiences a certain level of stress, it is a commonly used by individuals when they face difficulty in life. The present study focuses on the stress caused by teaching practice among the pre-service teachers. Reddy and Paul (2025) found that teaching stress arises from the imbalance between job demand and individual perceptions in managing stress. Bhaumik and Borah (2025) reported that B.Ed students suffers serious stress because of extensive coursework, teaching internship, tests, and trainings to gain important pedagogy skills. To assess the stress level and its' influence on the pre-service teachers, a tool was constructed and standardised. A total of 283 pre-service teachers were considered as sample who were second year students from three B.Ed colleges in Coimbatore District. After data collection, descriptive and inferential statistics were applied and the results were interpreted. The findings revealed that the pre-service teachers had a moderate level of teaching practice stress. Further, it significantly differed based on educational qualification, nature of residence, and marital status, unlike pedagogy in the B.Ed course. Based on the current findings, educational implication was identified to rectify the ongoing issue. After identifying the factor responsible for teaching stress among pre-service students, mitigation is next step. Some of the interventions or mitigations are mentioned here among which the investigator is planning to adopt few for the research work.

Keywords: Stress, Teaching Practice, Pre-Service Teachers, Factors And Measures.

Introduction

The term “Stress” is a commonly and invariably used by individuals when they face difficult situations in life. This could be referred to as individuals' subjective expressions about a situation that they experience, and its interpretation varies from person to person based on the ability to cope with it. Beyond this, it can also vary based on personality, coping mechanisms, daily hassles, support system, anticipated events, health, etc. Right from the school going kids to elderly people use the word stress, which is emerging as a significant issue. An in-depth understanding and clear demarcation of what actually is stress has become the least important. The term “stress”, whether physiological, biological or psychological, is an organism's response to a stressor, such as an environmental condition or change in life circumstances (Wikipedia, 2023). According to World Health Organisation (2023) “Stress can be defined as a state of worry or mental tension caused by a difficult situation and is a natural human response that prompts us to address challenges and threats in our lives.” Research about stress has been criticised for the lack of consistency in how the term is defined and used (Koolhaas, Bartolomucci, Buwalda, de Boer, Flugge, Korte, et al., 2011).

Stress in Academic Environment

While everyone experiences a certain level of stress, it can act as a motivator. But excessive or prolonged stress often leads to negative outcomes, especially among learners and professionals. Stress among learners and students taking professional courses, especially in education, has become rampant, and this is due to academic stress. It manifests in various forms—emotional strain, physical fatigue, anxiety, and even burnout—affecting an individual's ability to perform effectively. In educational settings, stress can stem from academic workloads, performance expectations, time constraints, and personal insecurities. **Teaching stress** is a common phenomenon across all levels of education, referring to the physical, emotional, and mental pressure experienced by teachers due to the demands and challenges of the teaching profession. In the case of pre-service teachers, the transition from theory to practice, combined with classroom responsibilities during internships, can



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be overwhelming. The study of Bhaumik and Borah (2025) at North Lakhimpur of Assam revealed that the majority (77%) of B.Ed. students have shown a moderate level of academic stress. If not addressed, such stress can hinder their professional growth and well-being. Therefore, understanding and managing stress is essential for sustaining mental health, fostering resilience, and ensuring success in both academic and professional journeys.

Rationale of the Study

Students pursuing professional courses such as the Bachelor of Education (B.Ed) must undergo teaching practice as a mandatory part of the curriculum. This is a **structured and supervised training** that pre-service teachers undergo as part of their training. Adding, teaching practice during the pre-service training is the core of teacher education and forms the base to prepare the teacher trainee into a professional teacher. The duration of teaching practice is generally extended from 4 to 5 months as per the NCTE regulations and it varies for different Universities. Nonetheless, the phase of teaching practice in a teacher training programme (B.Ed.) is regarded as extremely hard, frantic, and exhausting (Sharma and Kumar, 2023). Hence, during this teaching practice, the pre-service students may experience elevated levels of stress due to various aspects associated with classroom teaching. The findings of Reddy and Paul (2025) underscore that teaching stress arises from the imbalance between job demand and available resources and highlight the role of individual perceptions in managing stress. Bhaumik and Borah (2025) reported that B.Ed students suffers serious stress because of extensive course work, teaching internship, tests, and trainings to gain important pedagogy skills.

Stress due to teaching practice among pre-service teachers has emerged as a significant concern, often stemming from the demands of lesson planning, classroom management training, academic workload, and performance expectations during their teaching practicum (OpenAI, 2025). Apart from these, Reddy and Paul (2025) found that female pre-service teachers reported additional challenges in balancing personal and professional responsibilities. This exhibits that gender is a crucial factor causing stress. Unlike the male pre-service teachers, their female counterparts are socially compelled to shoulder the family responsibility and consider it a priority.

Statement of the Problem

A critical phase of teacher training, often challenging pre-service teachers, is the transition from theoretical learning to real-world classroom applications during teaching practice. Generally, the pre-service teachers share their teaching practice experiences, perspectives, and concerns with their peers, and gain useful inputs in enhancing their teaching. However, some challenges, experiences, and barriers remain the same for the majority of pupils. The findings of Reddy and Paul (2025) revealed that 78% experienced moderate to high levels of stress, with younger and less experienced participants being more affected. Pre-service teachers during their teaching practice, highlighting key stressors, like lesson planning, managing the classroom with diverse student, satisfying the supervisor's expectations, and coping with time constraints, etc. Solanki (2018) rightly suggested that coping with the stress of teaching needs to be addressed at the pre-service stage of a teacher's career to help retain capable teachers who are leaving the profession because they find their work environment too stressful. Hence, this study focuses on identifying the challenges that pre-service teachers face and also attempts to suggest solutions. The present study aims to examine the "Assessment of Teaching Practice Stress among Pre-service Teachers".

Research Questions

1. Do the pre-service teachers experience stress due to teaching practice during the B.Ed. course?
2. Is there any difference among pre-service teachers' stress due to teaching practice based on their educational qualification, pedagogy in B.Ed. Course, nature of residence, and marital status?

Objectives of the study

- i. To identify the level of stress prevailing among the pre-service teachers due to teaching practice during the B.Ed. course.



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- ii. To analyze teaching practice stress among pre-service teachers based on their educational qualification, pedagogy in B.Ed. Course, nature of residence, and marital status.

Operational Definitions of the Key Terms

- **Stress:** Stress is a natural psychological and physiological response to the demands and pressures individuals face in their daily lives (OpenAI, 2025).
- **Teaching Practice Stress:** Stress due to teaching practice among pre-service teachers due to lesson planning, classroom management, workload, and performance expectations during their teaching practicum.
- **Pre-service Teachers:** Pre-service refers to the training and related activities that are carried just before taking up the professional job. In this context, it refers to the students who are admitted in General B.Ed. course and are studying in their second-year.
- **Educational Qualification:** It refers to the qualification of the pre-service teachers (i.e.) if they have completed undergraduate or postgraduate before getting admitted in B.Ed. course.
- **Pedagogy in B.Ed. Course:** It refers to the pre-service teachers' subject major in B.Ed. Course. For the convenience of the analysis, the science and mathematics pedagogy students are grouped as 'science pedagogy'. Similarly, language and social science pedagogy students are grouped as 'arts pedagogy'.
- **Marital Status:** The pre-service teachers are grouped into two categories based on whether they are married or unmarried.
- **Nature of Residence:** It refers to the type of dwelling of the pre-service teachers. Here, the students are categorized into two. Those who stay in the hostel provided by the educational institute or in a PG are called as "hostellers", and those who come from home are referred as "non-hostellers".

Research Methodology: The current study is a normative Survey. The details of population and sample, sampling technique, tool used, and statistics used are as given below.

Population and Sample: The population of the present study is pre-service teachers studying in the B.Ed. Colleges in Coimbatore District. Since the study refers to the stress developed during teaching practice, only second-year B.Ed. Students who underwent this training were included in the population. Collecting data from the entire population was not feasible. Hence, only three colleges were chosen for the current study. From the three colleges, 283 B.Ed. students were taken as respondents. Data was collected from the pre-service teachers only after they experienced the practice teaching aspect of B.Ed. curriculum.

Tool: A tool was developed to assess the stress among pre-service teachers caused during teaching practice by the scholar and the research supervisor. The standardised tool consisted of 26 items.

Statistical Technique: Descriptive analysis and t-test were adopted.

Delimitation of the Study: The investigator carried out the survey only in three selective B.Ed colleges in Coimbatore District due to time constraints. Second-year students were only considered

Analyses and Interpretation of the Data

Descriptive and inferential analysis had been used to infer the obtained data.

Table 1

Demographic details of Pre-service Teachers

S. no	Demographic Variable		N	Percentage
1	Educational Qualification	Undergraduate	179	63.25
		Postgraduate	104	36.75
2	Pedagogy in B.Ed. Course	Science	126	44.52



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		Arts	157	55.48
3	Nature of Residence	Hosteller	57	20.14
		Non-hosteller	226	79.86
4	Marital Status	Married	54	19.08
		Unmarried	229	80.92

In the table 1, a detailed description of the sample after grouping based on the demographic variables and percentage analysis was carried out is given. Among the sample, there were 63.25 % of pre-service teachers who are undergraduates and 36.75 % of pre-service teachers who are postgraduates. This shows that almost one-third of the students were undergraduates. Further, the above table shows that among the pre-service teachers there were 44.52% of science pedagogy students and 55.48% from arts pedagogy. Based on the nature of their residents there were 20.14 % of pre-service teachers who were hostellers and 79.86 % of them who were non-hostellers. Thus among the pre-service teachers, only one-fifth of them were hostellers. With regard to their marital status, only 19.08% were married and remaining 80.92% were unmarried. Thus, only one-fifth of them were married.

Table 2

Descriptive Analysis of the Practice Teaching Stress of Pre-service Teachers

Demographic Variable	N	Maximum	Minimum	Mean	SD
Practice Teaching Stress of Pre-service Teachers	283	120	35	77.35	14.55

The table represents that the maximum score of teaching practice stress was reported to be 120 and the minimum score was 35. The total range is observed to be 85. The average teaching practice stress score of the total 283 pre-service teachers is 77.35 with a standard deviation among the scores as 14.55. The mean score is closer to the median value based on the total scores of the standardised tool.

Inferential Analysis

Hypothesis: There is no significant difference in the Practice Teaching Stress between the pre-service teachers based on (i) educational qualification, (ii) Pedagogy in B.Ed. course, (iii) Nature of Residence, and (iv) Marital Status.

Table 3

Practice Teaching Stress of Pre-service Teachers based on the Demographics

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S. no	Demographic Variable		N	Mean	S.D	Df	‘t’ value	*S/NS
1	Educational Qualification	Undergraduate	179	75.84	15.19	281	2.405	S
		Postgraduate	104	79.95	13.05			
2	Pedagogy in B.Ed. Course	Science	126	77.96	12.34	281	0.650	NS
		Arts	157	76.86	16.13			
3	Nature of Residence	Hosteller	57	73.91	14.14	281	2.042	S
		Non-hosteller	226	78.22	14.56			
4	Marital Status	Married	54	80.96	13.77	281	2.117	S
		Unmarried	229	76.50	14.63			

Significant at 0.05 level of significance



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Table 3 exhibits the calculated t-value for teaching practice stress between the pre-service teachers based on their educational qualification is 2.405. The obtained t-value is significantly greater than the table value (1.97) at a 5% significance level. The mean score of pre-service teachers who are postgraduates (79.95) is significantly higher than that of the pre-service teachers who are undergraduates (75.84). Thus, the postgraduate B.Ed. students have more stress due to teaching practice than the undergraduate B.Ed. students. –

The above table shows the calculated t-value for teaching practice stress between the pre-service teachers based on their nature of residence is 2.042. The obtained t-value is significantly greater than the table value (1.97) at a 5% significance level. The mean score of pre-service teachers who are non-hostellers (78.22) is significantly higher than that of the pre-service teachers who are hostellers (73.91). Thus, the pre-service teachers who are non-hostellers have more stress due to teaching practice than the hostellers.

Based on the marital status, the calculated t-value for teaching practice stress between the pre-service teachers is 2.117. The obtained t-value is significantly greater than the table value (1.97) at a 5% significance level. The mean score of pre-service teachers who are married (80.96) is significantly higher than that of the pre-service teachers who are unmarried (76.50). Thus, the pre-service teachers who are married have more stress due to teaching practice than the unmarried students. Hence, the null hypotheses is i), iii), and iv) are rejected. There is a significant difference in the Practice Teaching Stress between the pre-service teachers based on i) Educational Qualification, iii) Nature of Residence, and (iv) Marital Status.

Further, the above table shows the calculated t-value for teaching practice stress between the pre-service teachers based on their pedagogy in B.Ed. course is 0.650. The obtained t-value is significantly lesser than the table value (1.97) at a 5% significance level. Hence, the null hypothesis is ii) is accepted. There is no significant difference in the Practice Teaching Stress between the pre-service teachers based on their ii) pedagogy in B.Ed. course.

Findings and Discussion

Based on the educational qualification, the pre-service teachers who are postgraduates exhibit more stress due to teaching practice than the pre-service teachers who are undergraduates. Bernstein, Penner, Stewart, and Roy, (2008) stated that stress means an unfavourable reaction that encompasses emotional, cognitive, behavioural, as well as physical aspects related to academic pressures. It reflects that the pre-service teachers who are postgraduates become more focused and conscious about their professional choice as a teacher. As a result they experience greater stress as they wish to perform better during the teaching practice which is a real-world experience.

While analysing the data based on the pre-service teachers' pedagogy in B.Ed. course, it is found that there is no significant difference in their teaching practice stress. Bhaumik and Borah (2025) reported that there is no significant difference in academic stress among B.Ed students with respect to academic stream. Thus, irrespective of being science or arts students, the pre-service teachers equally experience stress due to teaching practice. The explanation behind this could be that the curriculum give equal weightage to both the streams and the workload, assignments or records to be completed, no. of lesson plans or teaching aids does not vary based on the pedagogy. But, Solanki (2018) reported that student teachers' stress varies significantly based on their subject. The only advantage of science pedagogy students over the arts pedagogy students was the teaching aids. But now-a-days, both arts and science students are equally skilled and enthusiastic to create teaching aids and use them as tools to disseminate knowledge. Internet has also led a great helping hand in this regard.

The pre-service teachers who are non-hostellers exhibit more stress due to teaching practice than the hostellers. The pre-service teachers who are hostellers have the chance and ample time to discuss amongst themselves about the perspectives and challenges in teaching practice on an everyday basis. This enables them to seek consult and resolve the issues pertaining to teaching practice, quickly and aptly than the non-hostellers who have a low chance of discussing the



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problems with their peers. Also, the likelihood for the hostellers to make teaching aids as a teamwork is high as compared to their counterparts. In this connection, the findings of Reddy and Paul (2025) may aid us a better understanding as the findings show that high institutional support led to low stress levels among the student teachers.

Similarly, it is observed that marital status of the pre-service teachers makes a significant difference in building or balancing their stress levels during teaching practice. The pre-service teachers who were married experienced greater stress during the practice teaching sessions. Reddy and Paul (2025) reported that teaching stress arises from the imbalance between job demands and the role of individual perceptions in managing stress. They also added that female pre-service teachers reported additional challenges in balancing personal and professional responsibilities. This exhibits that irrespective of gender, pre-service teachers who are married find it difficult to perform well during the teaching practice as their responsibility towards their family compels them to divide their attention. Putwain (2007) stated that stress is sometimes used to refer to stimuli or situations that might cause stress and other times as a subjective experience of feeling stressed. However, those who are unmarried stay focused and could give ample time for the preparation for the teaching practice and the day-to-day classroom activities. On the other hand, the interns who are married lack quality time for preparation of lesson plan, teaching aid and to practice to face the class.

Educational Implications

1. The stress among pre-service teachers due to teaching practice alert us to identify the factors causing teaching stress among pre-service students, mitigation is next step.
2. The study recommends mentorship programs, workshops to manage stress, hands-on training to handle classroom diversity, opportunities for collaboration and peer mentoring, and enhanced institutional support. These interventions aim to enhance their resilience, and well-being and preparing them for successful teaching careers.
3. Pre-service teachers who are postgraduates could be given additional attention to lessen their anxiety and stress.
4. Among pre-service teachers, the non-hostellers or day scholars could collaborate with hostellers in various activities to enhance their teaching practice skills and confidence.
5. An effective support system for married students is vital at the college and school levels to eradicate the stress they experience while failing to balance work and family.
6. Some of the measures from the school end could be reducing administrative load, access to health resources, constructive feedback and recognition, access to resources like library and lab, and flexible scheduling or teaching loads

Conclusion

The present study reveals that the teaching practice stress is in itself a separate entity to be dealt very carefully instead of bringing it under the umbrella called academic stress. Teaching practice is a crucial phase in the professional development of pre-service teachers, providing them with real-world classroom experience and a foundation for their future roles as educators. However, this period is often accompanied by significant stress, arising from performance expectations, classroom management challenges, time constraints, and the transition from theory to practice. Zito, Petrovic, B'oke, Sadowski, Carsley, Heath (2024) stated that pre-service teachers receive limited stress management training despite evidence of teachers' stress and its consequences. If left unaddressed, this can negatively impact their confidence, motivation, and overall professional identity. Recognizing and addressing the sources of stress through institutional support, mentoring, and stress-management training is essential for nurturing resilient, reflective, and competent future educators.



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