Original Article
ISSN (Online): 2350-0530
ISSN (Print): 2394-3629

International Journal of Research - GRANTHAALAYAH
April 2025 13(4), 233–243

STRESS AMONG PROSPECTIVE TEACHERS OF THE TEACHER EDUCATION INSTITUTIONS IN WEST BENGAL

Suvendu Ray [1], Debjani Guha [2]

[1] Research Scholar, Department of Education, University of Kalyani, Kalyani, Nadia, Pin- 741 235, India
[2] Professor, Department of Education, University of Kalyani, Kalyani, Nadia, Pin- 741 235, India

Received 09 March 2025
Accepted 11 April 2025
Published 14 May 2025

Corresponding Author
Suvendu Ray,
suvenduray1998@gmail.com

DOI
10.29121/granthaalayah.v13.i4.2025.6153

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

ABSTRACT

Teaching is a stressful profession by nature, which has an impact on performance, job satisfaction, and general well-being. The stress levels of prospective teachers in West Bengal, an area with a dynamic and changing educational scene, are investigated in this study. Social expectations, job security worries, academic obligations, and difficult working conditions are just a few of the many stressors that prospective teachers must deal with. Their mental health may be severely impacted by these stressors, which may result in anxiety, burnout, and a reduction in their effectiveness as teachers. This purpose of the study was to investigate the stress levels experienced by prospective educators in West Bengal. So, a cross-sectional survey method has been used to conduct the study. A standardized mental stress scale was used in the study to collect data from 237 prospective teachers in West Bengal using a cross-sectional survey method. The scale offered a thorough assessment of stress levels and was divided into five subscales like Working Condition, Role Ambiguity and Conflict, Responsibility, Relationship, and Organizational Climate. Significant differences in stress levels by gender, location, academic stream, and institutional type were found when the data were analyzed using descriptive statistics and inferential tests. Results showed that trainees in the arts stream, government institutions, rural areas, and female teachers are more stressed than their peers. The study emphasized the need for targeted interventions to reduce stress among prospective teachers, including institutional support systems, stress management training, and personal well-being practices. These measures can enhance resilience, prepare educators better, and benefit the broader educational ecosystem. It has been found that proactive measures are crucial for navigating the professional journey and serve as a foundation for future research on stress management strategies in teacher education programmes.

Keywords: Prospective Teachers, Stress, Teacher Education Institutions

1. INTRODUCTION

Teaching profession can be highly stressful, leading to reduced job satisfaction, burnout, and poor performance, which is a normal response to threatening events Agyapong et al. (2022), Seo et al. (2017). Stress among prospective teachers has grown to be a major issue in educational environments across the globe, and West Bengal is no exception Bhuin (2017), Gardner (2010). As prospective teacher candidates must not only learn the material but also manage the pressures of a demanding classroom, take care of their personal health, and get ready for the

responsibilities of teaching Hart et al. (2025). In West Bengal, where the educational system is always changing and being pushed, a number of things, such as the demands of the classroom, worries about job security, and social expectations, can cause stress for prospective teachers. These people experience stress for a variety of reasons. Their mental health and general well-being can be severely impacted by the pressure to perform well on competitive exams, the strain of putting in long study and practice sessions, and the emotional toll of getting ready for a hard career. The stress levels of many prospective teachers in West Bengal are further increased by obstacles including poor infrastructure, scarce resources, and a dearth of professional assistance.

Stress has a wide range of effects on prospective teachers, including the potential to affect their academic achievement, emotional well-being, and capacity to acquire the skills required to be successful instructors. Persistent stress can cause burnout, anxiety, and depression, which can impair their ability to learn and ultimately impact their teaching career.

However, in order to build resilience and create a healthier learning environment for these prospective teachers, it is imperative that stress to be recognized and addressed. One way to lessen the harmful impacts of stress is to investigate coping mechanisms, institutional support networks, and the function of personal well-being practices. More thorough stress management training programmes for teachers in West Bengal may result in more prepared and self-assured teachers, which would benefit the entire educational system.

2. OBJECTIVES OF THE STUDY

1) To investigate the different aspects of stress that prospective teacher educators are experienced in West Bengal.
2) To recommend the proactive measures to reduce the stress among prospective teachers.

3. METHOD AND MATERIALS

3.1. DESIGN

The descriptive survey design with quantitative approach had been used to conduct the study Parvez and Shakir (2013), Sharma and Kalia (2015), Manjunatha (2019). A questionnaire-based cross-sectional survey method has been used Bihu (2021), Singh and Sagar (2021).

3.2. PARTICIPANTS & SAMPLING

The study focused on prospective teachers in West Bengal, India, and suggested that diverse recruitment strategies can increase sample size, ensure adequate coverage, and improve the adequacy and representativeness of the sample Ponto (2015). In the study, Prospective-teachers are those who are getting training or studying in B.Ed. course to become teachers and they are known by different names like ‘would be teachers’, ‘pupil-teachers’, ‘student-teachers’ and future-teachers’ Parvez and Shakir (2013). The study involved 237 prospective teachers from West Bengal, and for selection of samples, random sampling method was used.

3.3. TOOL USED

The researcher employed a previously standardized mental stress scale with five subscales: Working Condition, Role Ambiguity and Conflict, Responsibility, Relationship and Organizational Climate Ray and Sikdar (2024). Based on five-point scale—No stress, Mild stress, Moderate stress, much stress, and Extreme stress—the mental stress scale comprises twenty-five (25) items. Scores for each statement were '0', '1', '2', '3', and '4' for the responses 'No stress', 'Mild stress', 'Moderate stress', 'Much stress', and 'Extreme stress' respectively Kamel et al. (2022). The mental stress scale has Cronbach's alpha value 0.94, which indicates a significant reliability Duzgun and Kirkic (2023), Hinkin (1995).

3.4. DATA COLLECTION

The mental stress questionnaire required participants to fill out a single response for each item on a scale, where the researcher had to ensure that their statements were kept confidential and used solely for research purposes. Participants were acknowledged after providing their responses, ensuring their anonymity.

3.5. DATA ANALYSIS TECHNIQUE

To calculate descriptive statistics, the arithmetic mean, percentage, frequency, and standard deviation were utilized Senol and Akdag (2018), Kaliyadan and Kulkarni (2019). The current study prioritized the use of inferential quantitative technique to compare the various variables Pancholi and Bharwad (2015). The significance of the group differences was evaluated using the mean, standard deviation, and 't' test.

4. DATA ANALYSIS AND INTERPRETATION

The study involved 237 prospective teachers of West Bengal, who were randomly selected for the investigation. In this study, the following demographic factors were collected: gender (male or female), location (rural or urban), educational stream (arts or science), and kind of institution (government or non-government). Table 1 has displayed the demographic factors' frequency and percentage of descriptive data.

Table 1

Table 1 Descriptive Statistics of Demographic Data

Variables	Frequency (n=237)	Percentage (%)
Gender		
Male	72	30.4
Female	165	69.6
Locality		
Urban	87	36.7
Rural	150	63.3
Stream		
Science	75	31.6
Arts	162	68.4
Type of Institution		

Government	85	35.9
Non-government	152	64.1

An independent sample t test was used to compare independent variables with two categories Baidya et al. (2024). Table 2 has presented a summary result of the comparison of mental stress levels among prospective teachers of West Bengal with respect to their gender.

Table 2

Table 2 Comparison of Mental Stress with Respect to Their Gender

Sl. No.	Dimension	Male		Female		t-value	p-value
		Mean	SD	Mean	SD		
1	Working Condition	1.45	1.1	1.9	1	3.1	0.000**
2	Role Ambiguity and Conflict	6.18	3.82	8.25	3.48	4.11	0.000**
3	Responsibility	4.85	2.53	5.73	2.61	2.41	0.008**
4	Relationship	13.94	9.8	18.95	8.6	3.93	0.000**
5	Organizational Climate	12.64	7.12	15.53	5.63	3.36	0.000**
	Total Mental Stress	39.06	20.57	50.36	17.72	4.3	0.000**

** Significant At 0.01 Level of Significance

Table 3 has presented a summary result of the comparison of mental stress levels among prospective teachers of West Bengal with respect to their location.

Table 3

Table 3 Comparison of Mental Stress with Respect to Their Location

Sl. No.	Dimension	Urban		Rural		t-value	p-value
		Mean	SD	Mean	SD		
1	Working Condition	1.76	0.95	2.05	1.05	2.14	0.016*
2	Role Ambiguity and Conflict	6.45	2.47	8.48	3.72	4.54	0.000**
3	Responsibility	5	2.1	6.61	6.33	2.29	0.011*
4	Relationship	16.77	8.1	19.04	8.46	1.94	0.026*
5	Orga nizational Climate	13.32	6.41	15.38	5.94	2.5	0.006**
	Total Mental Stress	43.3	6.69	51.56	12.53	5.66	0.000**

*Significant At 0.05 Level of Significance, ** Significant At 0.01 Level of Significance

Table 4 has presented a summary result of the comparison of mental stress levels among prospective teachers of West Bengal with respect to their stream.

Table 4

Table 4 Comparison of Mental Stress with Respect to Their Stream

Sl. No.	Dimension	Science		Arts		t-value	p-value
		Mean	SD	Mean	SD		
1	Working Condition	1.96	1.02	1.67	1.06	2.01	0.022*
2	Role Ambiguity and Conflict	7.05	3.23	8.01	3.77	1.9	0.029*
3	Responsibility	7.56	2.48	5.28	2.62	6.32	0.000**
4	Relationship	22.49	7.17	17.34	9.21	4.28	0.000**
5	Organizational Climate	17.59	4.78	14.5	6.43	3.71	0.000**
	Total Mental Stress	56.65	14.01	46.8	18.49	4.1	0.000**

*Significant At 0.05 Level of Significance, ** Significant At 0.01 Level of Significance

Table 5 has presented a summary result of the comparison of mental stress levels among prospective teachers of West Bengal with respect to type of institution.

Table 5

Table 5 Comparison of Mental Stress with Respect to Their Type of Institution

Sl. No.	Dimension	Government		Non-Government		t-value	p-value
		Mean	SD	Mean	SD		
1	Working Condition	1.99	0.88	1.67	1.11	2.26	0.012*
2	Role Ambiguity and Conflict	8.75	2.76	7.28	3.61	3.25	0.000**
3	Responsibility	6.78	2.31	5.42	2.59	4.01	0.000**
4	Relationship	20.89	6.55	17.05	9.32	3.37	0.000**
5	Organizational Climate	17.13	4.41	14.91	6.2	2.91	0.002**
	Total Mental Stress	55.54	13.13	46.33	18.44	4.06	0.000**

*Significant At 0.05 Level of Significance, ** Significant At 0.01 Level of Significance

Figure 1 Mean Differences Between Different Categories of Demographic Variables in the Dimension 'Working Condition' of Mental Stress Scale shows that the mean differences between different categories of demographic variables (gender, location, stream and type of institution) in reference to the dimension 'Working condition' of mental stress scale.

Figure 1

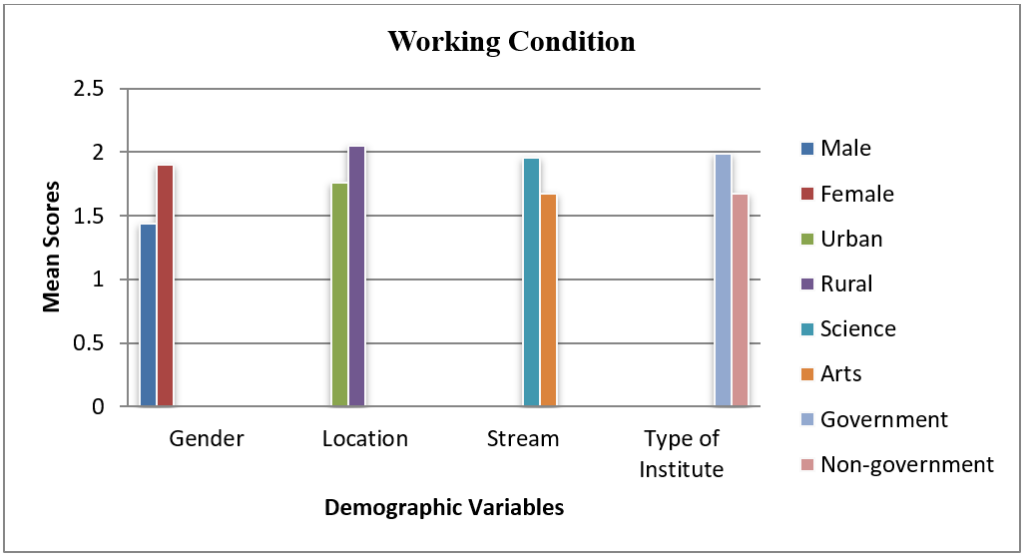

Figure 1 Mean Differences Between Different Categories of Demographic Variables in the Dimension 'Working Condition' of Mental Stress Scale

Figure 2 Mean Differences Between Different Categories of Demographic Variables in the Dimension 'Role Ambiguity and Conflict' of Mental Stress Scale shows that the mean differences between different categories of demographic variables (gender, location, stream and type of institution) in reference to the dimension 'Role ambiguity and conflict' of mental stress scale.

Figure 2

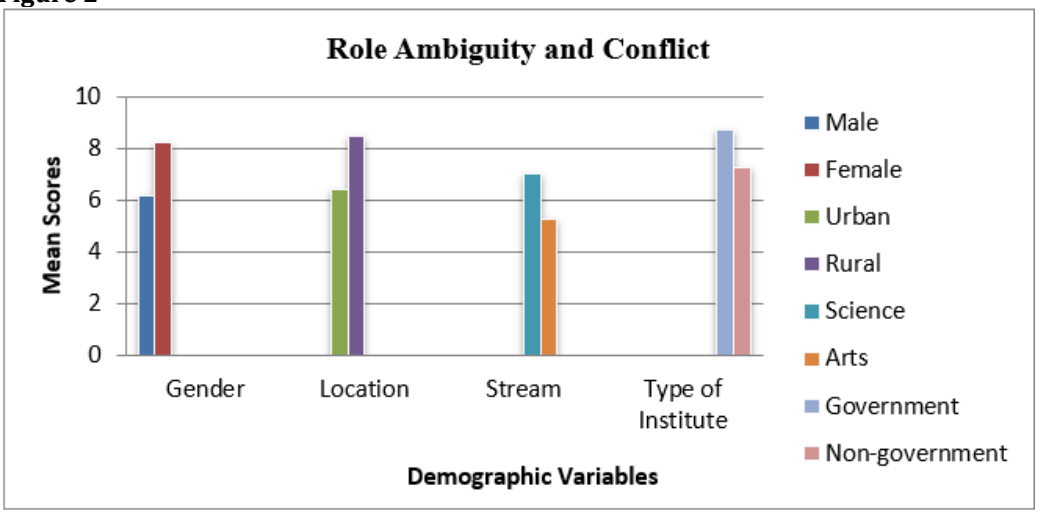

Figure 2 Mean Differences Between Different Categories of Demographic Variables in the Dimension 'Role Ambiguity and Conflict' of Mental Stress Scale

Figure 3 Mean Differences Between Different Categories of Demographic Variables in the Dimension 'Responsibility' of Mental Stress Scale shows that the mean differences between different categories of demographic variables (gender, location, stream and type of institution) in reference to the dimension 'Responsibility' of mental stress scale.

Figure 3

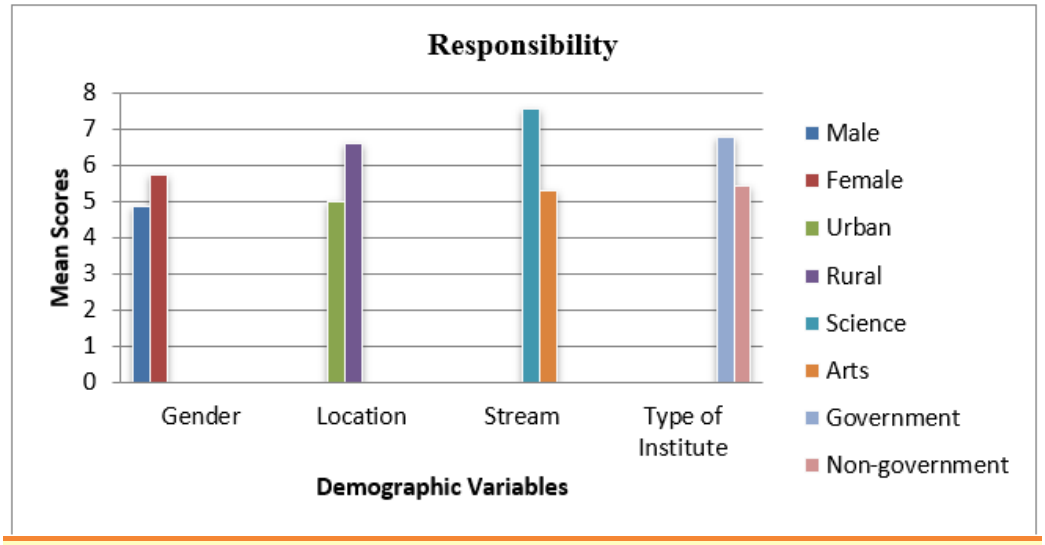

Figure 3 Mean Differences Between Different Categories of Demographic Variables in the Dimension 'Responsibility' of Mental Stress Scale

Figure 4 Mean Differences Between Different Categories of Demographic Variables in the Dimension 'Relationship' of Mental Stress Scaleshows that the mean differences between different categories of demographic variables (gender, location, stream and type of institution) in reference to the dimension 'Relationship' of mental stress scale.

Figure 4

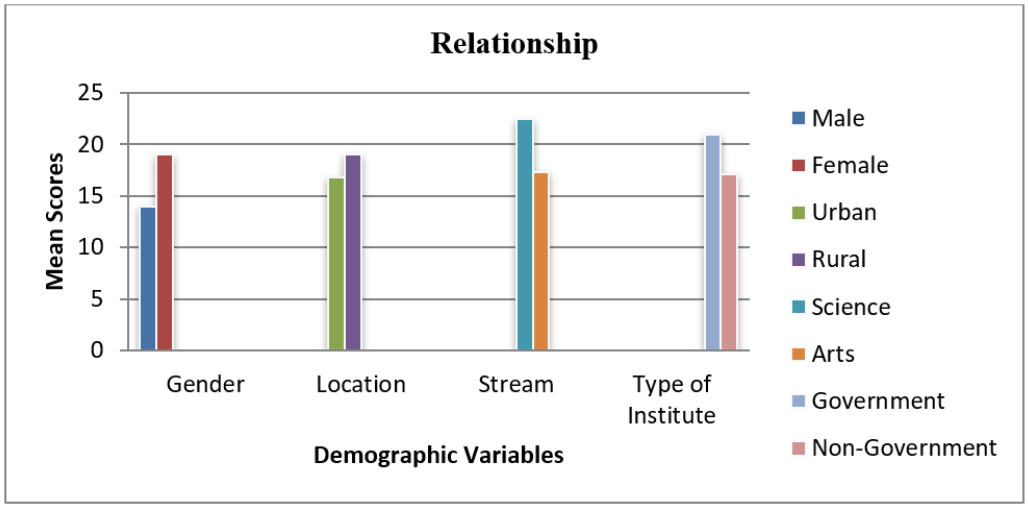

Figure 4 Mean Differences Between Different Categories of Demographic Variables in the Dimension 'Relationship' of Mental Stress Scale

Figure 5 Mean Differences Between Different Categories of Demographic Variables in the Dimension 'Organizational Climate' of Mental Stress Scale shows that the mean differences between different categories of demographic variables (gender, location, stream and type of institution) in reference to the dimension 'working condition' of mental stress scale.

Figure 5

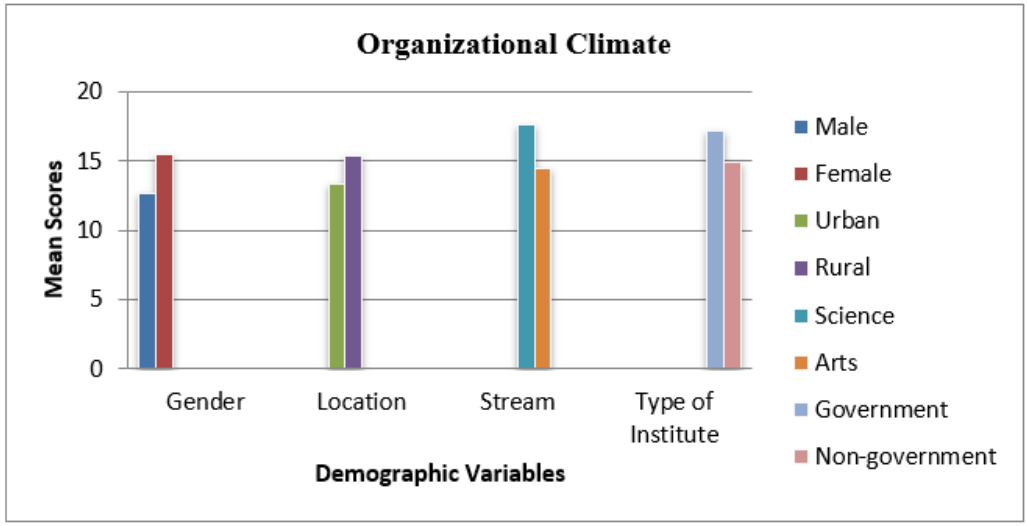

Figure 5 Mean Differences Between Different Categories of Demographic Variables in the Dimension 'Organizational Climate' of Mental Stress Scale

Figure 6 Mean Differences Between Different Categories of Demographic Variables in Total Mental Stressshows the mean differences between different categories of demographic variables (gender, location, stream, and type of institution) in reference to total mental stress level.

Figure 6

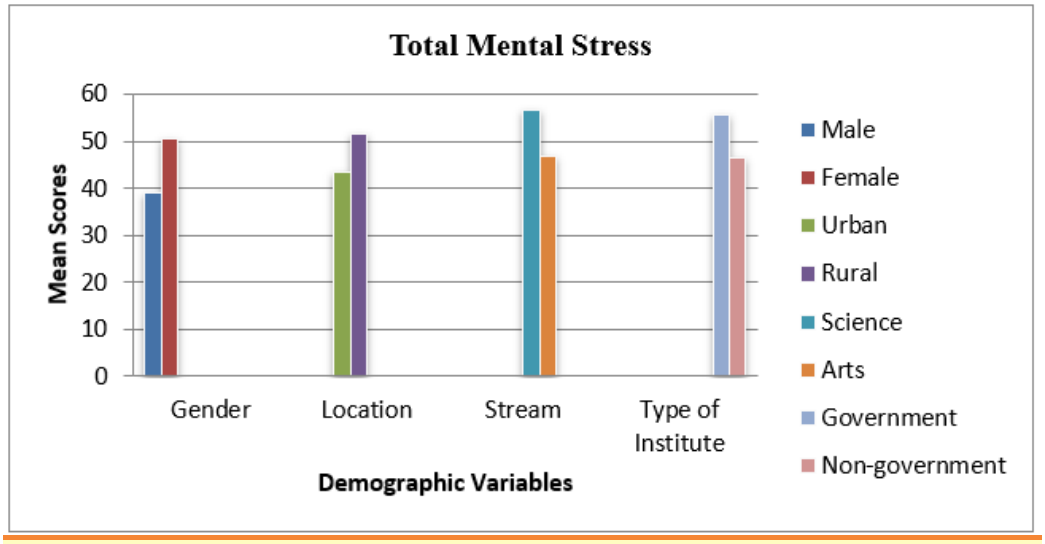

Figure 6 Mean Differences Between Different Categories of Demographic Variables in Total Mental Stress

5. DISCUSSION AND FINDINGS

According to the aforementioned findings, there are notable distinctions in stress levels between male and female prospective teachers with regard to their working conditions, role ambiguity and conflict, responsibility, relationships, and organizational climate. According to a number of research examining gender differences in stress, gender has a significant impact on stress levels Parveen and Bano (2019), Peyer et al. (2022), Redondo-Flórez et al. (2020). Female prospective teachers are more stressed than male prospective teachers Prowse et al. (2021), Geng et al. (2022).The stress levels of prospective teachers residing in urban and rural areas also differ significantly in terms of working conditions, role ambiguity and conflict, responsibility, relationships, and organizational climate. The stress levels of prospective teachers in rural areas are higher than those in urban areas. The stress levels of prospective teachers of science and arts background also differ significantly in terms of working conditions, role ambiguity and conflict, responsibility, relationships, and organizational climate. The prospective teachers of science stream are more stressed than the prospective teachers of arts in regard to working conditions, responsibility, relationships, and organizational climate-related stress. On the other hand, the prospective teachers of science stream are less stressed than the prospective teachers' arts stream in regard to role ambiguity and conflict-related stress. The stress levels of prospective teachers from government training institutions and non-government training institutions also differ significantly in terms of working conditions, role ambiguity and conflict, responsibility, relationships, and organizational climate. The prospective teachers of the government training institutes are more stressed than the prospective teachers of the non-government training institutes. Overall, the male prospective teachers, rural prospective teachers, prospective teachers' science background, and government teacher education institutions' prospective teachers are more stressed.

6. RECOMMENDATIONS AND CONCLUSION

The study highlighted the high stress levels experienced by prospective teachers in West Bengal due to academic, institutional, and socio-environmental

factors. Key stressors include challenging working conditions, role ambiguity, heavy responsibilities, interpersonal relationships, and organizational climate. Gender-based disparities exist, with female teachers reporting higher stress than males due to societal expectations and dual academic and domestic duties. Rural teachers are more stressed due to limited resources, fewer professional support systems, and infrastructural challenges. Students from arts backgrounds experience higher stress than science students due to career prospects, societal perceptions, and academic demands. Government trainees report higher stress levels than non-government trainees.

Persistent stress among prospective teachers can lead to burnout, reduced motivation, poor mental health, and attrition. To address this, institutions must implement stress management strategies, such as mental health counselling, peer support networks, workload management, and mentorship programs. Teacher training programs should incorporate resilience-building techniques and stress-coping mechanisms. Policymakers and educational administrators must recognize stress as a systemic issue and implement structural reforms to improve working conditions, reduce role ambiguity, and clear career pathways. Personal well-being strategies, such as time management and social support, should also be encouraged.

The study also highlighted the importance of addressing stress among prospective teachers in West Bengal to foster a healthier and more resilient teaching workforce. As stress levels continue to rise, proactive measures must be implemented to support future educators. The insights from this study provide a roadmap for educational institutions, policymakers, and researchers to develop effective interventions to reduce stress and enhance professional readiness. Future research should explore longitudinal trends in teacher stress, assess the effectiveness of stress mitigation strategies, and examine how stress levels change as teachers' transition into full-time roles. Addressing stress early on can ensure teachers enter the profession with confidence, resilience, and the ability to create a positive learning environment for students. A multi-faceted approach involving institutional support, policy-level changes, and personal well-being strategies is essential.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

The researchers express their gratitude to the prospective teachers who took part in this study as they made it possible for us to successfully complete our research.

REFERENCES

Agyapong, B., Obuobi-Donkor, G., Burback, L., & Wei, Y. (2022). Stress, Burnout, Anxiety, and Depression Among Teachers: A Scoping Review. International Journal of Environmental Research and Public Health, 19(17), 10706. https://doi.org/10.3390/ijerph191710706

Baidya, S., Ray, S., & Sikdar, D. P. (2024). Parental Perception and Attitude Towards Private Tuition: A Cross-Sectional Study Among Daily Wage Earners. Research Review International Journal of Multidisciplinary, 9(6), 279-288. https://doi.org/10.31305/rrijm.2024.v09.n06.034

Bhuin, P. K. (2017). A Study on Work-Related Stress Among the Teachers and Administrators of Privately Managed Business Schools in West Bengal. Bhatter College Journal of Multidisciplinary Studies, 7(2), 7-15. https://doi.org/10.25274/bcjms.v7n2.v7n2mc02

Bihu, R. (2021). Questionnaire Survey Methodology in Educational and Social Science Studies. Advance. https://doi.org/10.31124/advance.14742819.v1

Duzgun, G., & Kirkic, K. A. (2023). A Developmental Study of the Attitude Scale Towards Teaching Arabic Language (ASTTAL): Reliability and validity analysis. International Journal of Psychology and Educational Studies, 10(2), 406-421. https://doi.org/10.52380/ijpes.2023.10.2.1163

Gardner, S. (2010). Stress Among Prospective Teachers: A Review of the Literature. Australian Journal of Teacher Education, 35(8). https://doi.org/10.14221/ajte.2010v35n8.2

Geng, G., Disney, L., Midford, R., & Buckworth, J. (2022). Gender and Stress Levels Among Pre-Service Teachers. Australian Journal of Teacher Education, 47(11), Article 1. https://doi.org/10.14221/1835-517X.5188

Hart, K. C., Poznanski, B., & Cramer, E. D. (2025). Preparing Teacher Candidates in Classroom Management Prior To Entering the Teaching Profession. Journal of Emotional and Behavioral Disorders, 33(1), 3-16. https://doi.org/10.1177/10634266231209988

Hinkin, T. R. (1995). A Review of Scale Development Practices in the Study of Organizations. Journal of Management, 21(5), 967-988. https://doi.org/10.1177/014920639502100509

Kaliyadan, F., & Kulkarni, V. (2019). Types of Variables, Descriptive Statistics, and Sample Size. Indian Dermatology Online Journal, 10(1), 82-86. https://doi.org/10.4103/idoj.IDOJ_468_18

Kamel, F., Abd Elazeem, H., & Ali, H. (2022). Emotional Maturity and Its Effect on Coping Styles of Academic Stress Among Nursing Students. Egyptian Journal of Health Care, 13(4), 52-64. https://doi.org/10.21608/ejhc.2022.258129

Manjunatha, N. (2019). Descriptive Research. Journal of Emerging Technologies and Innovative Research, 6(6), 863-867.

Pancholi, A., & Bharwad, A. B. J. (2015). Student Teachers' Attitude Towards Teaching Profession. International Journal of Research in Humanities and Social Sciences, 3(8), 40-43.

Parveen, H., & Bano, M. (2019). Relationship Between Teachers' Stress and Job Satisfaction: Moderating Role of Teachers' Emotions. Pakistan Journal of Psychological Research, 34(2), 353-366. https://doi.org/10.33824/PJPR.2019.34.2.19

Parvez, M., & Shakir, M. (2013). Attitudes of Prospective Teachers Towards Teaching Profession. Journal of Education and Practice, 4(10), 172-178.

Peyer, K. L., Hathaway, E. D., & Doyle, K. (2022). Gender Differences in Stress, Resilience, and Physical Activity During the COVID-19 Pandemic. Journal of American College Health, 1-8. https://doi.org/10.1080/07448481.2022.2052075

Prowse, R., Sherratt, F., Abizaid, A., Gabrys, R. L., Hellemans, K. G. C., Patterson, Z. R., & McQuaid, R. J. (2021). Coping With the COVID-19 Pandemic: Examining Gender Differences in Stress and Mental Health Among University Students. Frontiers in Psychiatry, 12, 650759-650759. https://doi.org/10.3389/fpsyt.2021.650759

Ray, S., & Sikdar, D. P. (2024). Development and Validation of A Stress Measurement Scale With the Prospective Teachers of West Bengal, India. Canadian Journal

of Educational and Social Studies, 4(4), 67-81. https://doi.org/10.53103/cjess.v4i4.261

Redondo-Flórez, L., Tornero-Aguilera, J. F., Ramos-Campo, D. J., & Clemente-Suárez, V. J. (2020). Gender Differences in Stress- and Burnout-Related Factors of University Professors. BioMed Research International, 2020, 6687358-6687359. https://doi.org/10.1155/2020/6687358

Senol, C., & Akdag, M. (2018). The Relation Between Prospective Teachers' Attitudes Towards Uncertainty and Motivation in Teaching. Education Science, 8, 1-11. http://dx.doi.org/10.3390/educsci8030122

Seo, J. S., Wei, J., Qin, L., Kim, Y., & Yan, Z. (2017). Cellular and Molecular Basis for Stress-Induced Depression. Molecular Psychiatry, 22, 1440-1447. https://doi.org/10.1038/mp.2016.118

Sharma, S., & Kalia, A. K. (2015). A Study of Attitude of Parents Towards Private Tuition At Senior Secondary Level. International Journal of Applied Research, 1(8), 722-725.

Singh, S., & Sagar, R. (2021). A Critical Look At Online Survey or Questionnaire-Based Research Studies During COVID-19. Asian Journal of Psychiatry, 65, 102850. https://doi.org/10.1016/j.ajp.2021.102850