

ACADEMIC STRESS AMONG B.Ed. STUDENTS IN RELATION TO THEIR HOME ENVIRONMENT: A CORRELATIONAL STUDY

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Abstract: Academic stress is a common psychological and educational challenge faced by students pursuing professional courses such as B.Ed. Teacher trainees must manage academic workload, lesson planning, examinations, teaching practice, and personal responsibilities simultaneously. In this context, the home environment plays a crucial role in influencing their emotional stability, motivation, and coping abilities. The present study aims to examine the relationship between academic stress and home environment among B.Ed. students. A correlational survey method was used on a sample of 200 B.Ed. students selected from teacher education colleges. Standardised tools, namely the Academic Stress Scale and Home Environment Scale, were employed for data collection. The data were analysed using mean, standard deviation, and Pearson's correlation coefficient. The findings revealed a significant negative correlation between academic stress and home environment, indicating that students with supportive and healthy home environments experience lower academic stress. The study emphasises the importance of family support, emotional security, and favourable home conditions in reducing stress among prospective teachers. The results offer important implications for parents, teacher educators, and educational institutions to promote stress management strategies and supportive home environments for teacher trainees.

Keywords: Academic stress, B.Ed. students, Teacher trainees, Correlation, Stress management, Home environment.

Introduction

Academic stress has emerged as a major concern in the field of education, particularly among students pursuing professional and competitive courses. It refers to the psychological pressure and emotional strain experienced by learners due to academic demands such as examinations, assignments, workload, performance expectations, and time constraints. For B.Ed. students, academic stress becomes more intense because their training involves both theoretical learning and practical teaching responsibilities. Teacher trainees are required to handle lesson preparation, classroom practice, projects, internal assessments, and final examinations simultaneously.

The home environment is one of the most influential factors affecting students' academic performance and emotional well-being. A supportive home environment provides encouragement, stability, motivation, and a sense of belonging, whereas an unhealthy home environment may lead to anxiety, lack of confidence, emotional disturbance, and academic pressure. Since B.Ed. Students are future educators; understanding the relationship between academic stress and home environment is crucial for ensuring their mental health and professional growth. A balanced home atmosphere can help prospective teachers develop better coping strategies, emotional maturity, and positive learning behaviour.

Need & Importance of the Study

In recent years, academic stress among teacher trainees has increased due to rising academic competition, continuous evaluations, and pressure to perform well in both academic and teaching practice. Many B.Ed. Students face difficulties in balancing academic requirements with personal responsibilities. In addition, home-related factors such as parental expectations, family conflicts, financial problems, lack of emotional support, and disturbed family relationships may increase academic stress.

The home environment plays a significant role in shaping students' emotional resilience and learning attitudes. If students receive proper support and motivation at home, they may feel confident and relaxed while handling academic tasks. On the other hand, an unsupportive home atmosphere can lead to frustration, poor concentration, and mental fatigue. Therefore, studying the relationship between academic stress and home environment among B.Ed. It is essential to identify the extent to which family conditions contribute to stress levels. The findings may help teacher educators and counsellors to design effective stress management programmes for prospective teachers.

Review of Related Literature

Several studies have been conducted on academic stress and the role of home environment in students' academic life.

Bhaumik and Borah (2025) investigated the level of academic stress among B.Ed. students in North Lakhimpur, Assam, using a descriptive survey method. Data were collected from B.Ed. students through a standardized Academic Stress Scale. The findings revealed that a majority of the students experienced moderate to high levels of academic stress. Significant differences in academic stress were observed based on variables such as gender and locality. The study concluded that academic stress is a major concern among B.Ed. students and recommended counselling services and stress management programmes in teacher education institutions.

Rana, Pervaiz, and Gupta (2025) examined the influence of socioeconomic and academic factors on the well-being of B.Ed. students using a descriptive survey design. The study involved **250 B.Ed. students** from teacher education colleges in Jammu. Findings indicated that supportive family conditions and favourable academic environments significantly contributed to students' psychological well-being, whereas adverse home and academic conditions negatively affected their adjustment. The study concluded that a positive home environment is essential for enhancing students' emotional well-being and academic success.

Reddy and Paul (2025) explored occupational stress among B.Ed. student-teachers during their teaching internship through a descriptive research approach. The study identified heavy workload, classroom management, lesson planning, and performance expectations as major sources of stress. The findings emphasized that institutional support, mentoring, and stress management strategies play a significant role in reducing stress among teacher trainees. The authors concluded that teacher education programmes should incorporate psychological support mechanisms to promote the well-being of future teachers.

Ruiz-Camacho and Gozalo (2025) examined the predictors of academic stress among university students using a quantitative research design. The study found that academic workload, examinations, and time management difficulties significantly predicted students' stress responses. Academic stress was strongly associated with negative thoughts, physical exhaustion, sleep disturbances, and emotional strain. The researchers concluded that higher education institutions should implement early intervention and counselling programmes to reduce academic stress and improve students' overall well-being.

Singh and Sharma (2025) conducted a study on academic stress among teacher trainees and found that workload, teaching practice pressure, and evaluation anxiety were major contributors to stress. The study suggested that emotional support from family members helps reduce stress and improve academic engagement.

Kumar (2024) explored the relationship between home environment and academic achievement among B.Ed. students. The findings revealed that a positive home environment significantly enhances motivation and reduces academic difficulties. The study concluded that parental encouragement and healthy family relationships are essential for academic success.

Patel and Joshi (2024) investigated home environment factors and psychological well-being of teacher trainees. Results indicated that students who experienced warmth, freedom, and encouragement at home showed lower stress and higher self-confidence.

Rani and Mehta (2023) examined stress levels among pre-service teachers and observed that students from supportive home backgrounds exhibited better coping strategies compared to those from disturbed family environments. The researchers recommended counselling and parental awareness programmes for stress reduction.

Chaudhary and Singh (2023) found that academic stress was higher among students who faced financial constraints and family conflicts. The study suggested that a stable and secure home environment contributes positively to students' academic adjustment.

Verma (2022) studied academic stress among college students and concluded that family pressure and lack of emotional security at home contribute significantly to academic stress. The study highlighted the importance of family harmony and parental understanding in managing stress.

Gupta (2021) reported that home environment influences emotional stability and study habits among students. The study stated that a democratic parenting style and positive interaction within the family reduce anxiety and stress.

Although many studies have examined academic stress and home environment separately, limited research has focused on the correlational relationship between these variables, specifically among B.Ed. students. The present study attempts to bridge this research gap by exploring the nature of the relationship between academic stress and home environment in the teacher education context.

Statement of the Problem-

"Academic Stress among B.Ed. Students in Relation to their Home Environment: A Correlational Study"

Operational Definitions

B.Ed. students/Teacher Trainees:

They refer to students enrolled in Bachelor of Education (B.Ed.) programmes in recognised teacher education institutions undergoing professional training to become teachers.

Academic Stress:

Academic stress is operationally defined as the score obtained by the B.Ed. students on the Academic Stress Scale used in the present study, reflecting the pressure, anxiety, and strain related to academic demands.

Home Environment:

Home environment is operationally defined as the score obtained by the B.Ed. students on the Home Environment Scale used in the present study, indicating the quality of family support, emotional climate, discipline, and interpersonal relationships within the home.

Correlational Study:

It refers to a type of research design used to examine the relationship between two variables without manipulating them.

Objectives of the Study

The following objectives were framed for the present study:

1. To study the academic stress of male and female B.Ed. students
2. To study the home environment of male and female B.Ed. students.
3. To find out the relationship between academic stress and home environment among B.Ed. students.

Hypothesis

The following hypothesis was formulated:

1. There is no significant relationship between the academic stress of male and female B.Ed. students.
2. There is no significant relationship between the home environment of male and female B.Ed. students.
3. There is no significant relationship between academic stress and the home environment of B.Ed. students.

Scope of the Study

The present study provides useful insights regarding the relationship between academic stress and home environment among teacher trainees. The findings may help teacher educators, parents, and educational planners in understanding the importance of supportive family conditions in reducing stress among prospective teachers.

Delimitations of the Study

The study is delimited in the following ways:

1. The study is confined to B.Ed. students only.
2. The sample size is limited to 200 students.
3. Only academic stress and home environment variables were included.

Methodology Of The Present Study

Research Design

The present study employed the correlational survey method of research. This design was considered appropriate as the study aimed to examine the relationship between academic stress and home environment among B.Ed. students without manipulating any variable.

Variables Involved

The variables of the present study were:

- **Academic Stress (Dependent Variable)**
- **Home Environment (Independent Variable)**

Population of the Study

All B.Ed. Students studying in recognised teacher education colleges constituted the population of the present study.

Sample and Sampling Technique

The sample consisted of 200 B.Ed. students selected from various B.Ed. colleges. The students were selected through a random sampling technique, ensuring that every student had an equal chance of being included in the sample.

Tools Used

For data collection, the following standardised tools were used:

1. Academic Stress Scale (ASS) by Poorva Jain and Neelam Dixit
2. Home Environment Scale (HES) by Dr. Reena Sharma and Dr. Vibha Nigam

Both tools were found to be reliable and valid for research purposes.

Statistical Techniques Used

The following statistical techniques were employed for analysis:

- Mean and Standard Deviation, t test & Pearson's Correlation Coefficient (r)

Results and Discussion

Table 1

Mean, SD and t-value of Academic Stress among male and female B.Ed. Students

Group	N	Mean	S.D.	t-value	Level of Significance
Male	80	122.84	14.72	2.47	Significant at 0.05
Female	120	128.63	15.08		

Interpretation

The data presented in Table 1 indicate that the average academic stress score of male B.Ed. students was 122.84, while female B.Ed. students obtained a higher average score of 128.63. The standard deviation values show that the distribution of scores within both groups was fairly similar. The calculated t-value (2.47) exceeded the critical value at the 0.05 level of significance, which indicates that the observed difference is statistically significant.

Therefore, the null hypothesis stating that there is no significant difference in the academic stress of male and female B.Ed. students is rejected.

Table 2

Mean, SD and t-value of Home Environment among male and female B.Ed. Students

Group	N	Mean	S.D.	t-value	Level of Significance
Male	80	211.92	18.47	0.76	Not Significant
Female	120	214.15	19.25		

Interpretation

Table 2 shows that male students obtained a mean home environment score of 211.92, whereas female students obtained a mean score of 214.15. The calculated t-value of 0.76 was found to be lower than the required critical value at the 0.05 level of significance. This indicates that the observed difference between the two groups is not statistically significant.

Hence, the null hypothesis stating that there is no significant difference in the home environment of male and female B.Ed. students is accepted.

Table 3: Correlation between Academic Stress and Home Environment

Variables	N	Correlation (r)	Level of Significance
Academic Stress & Home Environment	200	-0.51	Significant at 0.01

Statistical Interpretation

The above table shows that the correlation coefficient between academic stress and home environment is $r = -0.51$, which is significant at the 0.01 level. This indicates that there is a significant negative correlation between academic stress and home environment.

Result

The results reveal that academic stress is significantly related to home environment among B.Ed. students. The negative correlation indicates that as the quality of the home environment improves, the academic stress level decreases. Similarly, students with poor or disturbed home environments tend to experience higher academic stress.

Discussion

The present investigation was carried out on 200 B.Ed. students, including 80 male and 120 female students, to examine academic stress and home environment and to determine the relationship between these variables. The analysis revealed that female students reported significantly higher academic stress than male students. However, no statistically significant difference was found in the home environment of male and female students, suggesting that both groups experience similar levels of family support and encouragement.

The study further established a significant negative relationship between academic stress and home environment. This indicates that students who experience a healthier and more supportive home atmosphere tend to report lower levels of academic stress. The findings emphasize that family support plays a vital role in helping prospective teachers adjust to academic demands and maintain psychological well-being.

Overall, the study highlights the need for teacher education institutions to strengthen counselling services, stress management programmes, and family engagement initiatives. Such efforts can contribute to reducing academic stress and improving the academic performance and overall development of B.Ed. students.

Overall Summary of Findings

1. The study was conducted on 200 B.Ed. students, comprising 80 male and 120 female students.
2. Female B.Ed. students were found to have significantly higher academic stress than male B.Ed. students.
3. The difference in academic stress between male and female students was statistically significant; therefore, the first null hypothesis was rejected.
4. No significant difference was observed in the home environment of male and female B.Ed. students, indicating that both groups experienced similar levels of family support and educational encouragement.
5. The second null hypothesis was accepted as the difference in home environment was not statistically significant.
6. A significant moderate negative relationship was found between academic stress and home environment among B.Ed. students.
7. The findings indicate that students with a supportive and positive home environment generally experienced lower academic stress, while those with less supportive home environments reported comparatively higher stress.
8. The third null hypothesis was rejected as a significant relationship existed between academic stress and home environment.
9. The study highlights the important role of a healthy home environment in reducing academic stress and promoting the academic and emotional well-being of B.Ed. students.
10. The findings suggest that teacher education institutions should strengthen counselling services, stress management programmes, and family engagement initiatives to help students cope effectively with academic demands.

Conclusion

The present study examined the relationship between academic stress and home environment among B.Ed. students. The findings revealed that female students experienced significantly higher academic stress than male students, while no significant gender difference was observed in the home environment. This suggests that although male and female students receive similar levels of family support and educational encouragement, they may differ in the way they perceive and cope with academic demands.

The study further established a significant negative relationship between academic stress and home environment. This indicates that a supportive, emotionally stable, and academically encouraging home environment is associated with lower levels of academic stress. Students who receive understanding, guidance, and motivation from their families are better equipped to manage academic responsibilities and maintain psychological well-being.

These findings highlight the important role of the family in shaping students' academic experiences. A positive home environment not only enhances emotional security but also strengthens students' confidence, resilience, and ability to cope with academic challenges. Therefore, efforts to reduce academic stress should extend beyond educational institutions and include active family involvement.

In conclusion, promoting a healthy home environment, together with institutional support through counselling services, mentoring, and stress management programmes, can contribute significantly to improving the academic performance and overall well-being of B.Ed. students. The findings of the study may serve as a useful reference for teacher educators, parents, counsellors, and educational administrators in developing strategies to support prospective teachers during their professional preparation.

Educational Implications :

- **Strengthening Student Support Services:** Teacher education institutions should provide regular academic counselling and stress management programmes to help B.Ed. students cope with academic demands effectively.
- **Creating a Positive Home-Institution Partnership:** Parents and families should be encouraged to provide a supportive and motivating home environment that promotes students' academic well-being and reduces stress.
- **Promoting a Healthy Learning Environment:** Colleges should adopt learner-centred teaching strategies, balanced academic workloads, and flexible learning practices to minimise unnecessary academic stress.
- **Enhancing Emotional and Psychological Well-being:** Teacher education programmes should incorporate life skills, resilience-building, and mental health awareness activities to improve students' emotional stability and academic performance.

Suggestions for further Research :

- **Expand the Sample:** Future studies may include larger samples from different states, universities, and teacher education institutions to improve the generalizability of the findings.
- **Examine Additional Variables:** Researchers may explore the relationship of academic stress and home environment with variables such as academic achievement, emotional intelligence, resilience, motivation, and mental well-being.
- **Conduct Comparative Studies:** Comparative research may be undertaken among students of different educational programmes, such as B.Ed., M.Ed., and other professional courses, or between urban and rural institutions.
- **Use Diverse Research Designs:** Future studies may employ longitudinal or mixed-method research designs to gain a deeper understanding of changes in academic stress and the influence of home environment over time.

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