

The Research Dialogue

An Online Quarterly Multi-Disciplinary
Peer-Reviewed / Refereed Research Journal
ISSN: 2583-438X
Volume-1, Issue-2, July 2022
www.theresearchdialogue.com



“Impact of Counselling Services on Academic Stress among B.Ed. Students”

Dr. Dal Chand Anand

Assistant Professor
MMPG College, Kalakankar,
Distt.-Pratapgarh (UP)-229408

Abstract

Stress among students is a major problem in the academic field of higher education, particularly in professional courses like the Bachelor of Education (B.Ed.). Students in B.Ed. often face stress due to their huge academic burden, teaching practices, competition among students, and linguistic difficulties. Counselling services have the potential to provide psychological support to students in educational institutions. This study is designed to examine the effects of counselling services on academic stress among B.Ed. students in Pratapgarh. A comparative study of Hindi and English medium students is included in the study. A mixed research design is used to collect data through stress scale tests, counselling effectiveness tests, and interviews. The study reveals that counselling services have a significant impact on stress level management, coping mechanisms, and academic performance. The study emphasises the need for counselling services in B.Ed. courses.

Introduction

Academic stress is a major concern in higher education institutions. It is the psychological pressure that arises when the academic demands exceed what the students can manage or process. It is characterised by stress symptoms like anxiety, decreased motivation, and poor performance. In teacher training institutions like the Bachelor of Education (B.Ed.), stress levels among students are high because students have to balance theoretical studies with practical work experience, such as teaching practice. In addition to that, students have to prepare lessons and keep up with constant assessment.

In India, academic stress is worsened by language barriers because Hindi-medium students may find it hard to cope with the dominance of English-medium resources used in academic settings. In contrast, English medium students may find it hard to understand pedagogical theories because of language barriers. These language and cultural barriers may cause stress among students, making counselling a necessary intervention.

Counselling services in educational settings include academic counselling, psychological counselling, and career guidance. Counselling has been proven to reduce anxiety among students globally while improving their self-efficacy and academic performance. However, counselling services remain underutilised or absent in many educational institutions in semi-urban areas like Pratapgarh district.

This study seeks to bridge the gap by exploring the impact of counselling on academic stress among B.Ed. students in Pratapgarh district. It seeks to answer questions like: Does counselling reduce stress levels among students? Does counselling reduce stress levels among Hindi medium students compared to English medium students? How do students view counselling as a factor that contributes to their academic success?

Objectives

How much academic stress do B.Ed. students in Pratapgarh experience?

Does counselling reduce the level of academic stress?

Does counselling reduce academic stress equally for both Hindi and English mediums?

Hypotheses

H1: Counselling services reduce academic stress in B.Ed. students.

H2: English-medium students experience more academic stress than Hindi-medium students.

H3: Counselling services reduce academic stress equally for both mediums.

Literature Review

Theoretical Frameworks on Stress and Counselling

Academic stress has been examined through various psychological theories. According to Lazarus & Folkman's (1984) Stress-Coping Model, academic stress occurs when the level of demand outweighs the level of coping. For B.Ed. students, the academic pressure of studies and the pressure of teaching practice may be too high to handle. Counselling services can provide a balance between demand and coping.

According to Carl Rogers' (1951) Person-Centred Counselling Theory, a sense of understanding and a sense of empowerment are important for psychological development. In academic contexts, counselling services provide a safe space for students to feel understood.

Academic Stress in Higher Education

Academic stress has been identified as a global problem. According to Misra & McKean (2000), academic stress among college students is a major problem. In the Indian context, Deb et al. (2015) reported that academic stress among undergraduates was high. Academic pressure was the main cause of academic stress. B.Ed. students face academic pressure while handling both theory and practice.

Counselling in Educational Institutions

Counselling services have been recognized as effective interventions for stress management. According to Gadzella (1994), counselling helps students develop problem-solving skills, emotional regulation, and resilience. In Indian universities, counselling centres have been established to address academic and personal concerns, though their reach remains limited in semi-urban districts. Studies by Singh and Soni (2019) highlight that counselling reduces anxiety and improves academic performance among teacher trainees.

Internationally, research by Shankar and Park (2016) demonstrated that counselling interventions significantly lowered stress levels among students in South Korea. Similarly, American universities report that students who access counselling services show improved retention and graduation rates (Gallagher, 2014). These findings underscore the universal relevance of counselling in higher education.

Medium of Instruction and Stress

Language plays a critical role in academic stress. English medium students in India often face challenges in comprehending complex pedagogical concepts, particularly if English is not their first language. Studies by Kumar and Tiwari (2018) reveal that language barriers contribute to anxiety and reduced confidence in classroom participation. Conversely, Hindi medium students may experience stress when accessing English-dominated academic resources, leading to feelings of inadequacy.

This linguistic divide is particularly evident in districts like Pratapgarh, where students from diverse socio-economic backgrounds enrol in B.Ed. programs. English medium students may struggle with cultural adjustment, while Hindi medium students may feel marginalized in academic discourse. Counselling services can bridge this gap by providing language support, confidence-building exercises, and personalized guidance.

Counselling and Teacher Education.

Teacher education requires more than just high academic performance; it requires emotional endurance as well. According to Kyriacou (2001), teachers must learn to manage stress because the job requires considerable emotional work. Through counselling during their B.Ed., students learn to cope with stress that follows them into their profession.

In India, Sharma and Gupta (2020) reported that counselling intervention during teacher training institutions decreases stress and increases performance during teaching practice.

Identified Research Gap

While the effectiveness of counselling has been examined among students of metropolitan institutions, very little has been reported among students of semi-urban areas like Pratapgarh. Most studies have been conducted among undergraduate students only, with no attention to students of B.Ed., who face unique challenges during their course and later as teachers. Another gap that has been identified is that no studies have been conducted to explore the differences between Hindi and English medium students. This researcher intends to bridge the gap by evaluating the effect of counselling services on the academic stress of B.Ed. students of Pratapgarh.

Methodology

Research Design

This researcher has adopted a mixed approach to gather data that can represent the population as well as provide an in-depth understanding of the issue under investigation.

Population and Sample

The research targeted a sample of students who were undertaking a course in teacher education in the district of Pratapgarh in Uttar Pradesh. These were undertaking a course leading to a Bachelor of Education degree. The total population for the research consisted of 200 students who were sampled purposively. Half of the sample consisted of students from Hindi medium institutions while the other half consisted of students from English medium institutions.

Instruments

- Academic Stress Scale (ASS) - a standardized Likert-type instrument for assessing workload, test anxiety, peer competition, and language difficulties.
- Counselling Effectiveness Questionnaire (CEQ) - a questionnaire developed for the research to measure the perceptions of the respondents about the effectiveness of the counselling.

- Semi-Structured Interviews - administered to a sample of 20 respondents who were undertaking a course leading to a Bachelor of Education degree. Ten respondents were from Hindi medium institutions while the other ten were from English medium institutions.

Counselling Intervention

For the research, the counselling intervention consisted of a series of counselling sessions that were held for a period of six weeks. These consisted of the following types of counselling:

- Academic Counselling - the counselling covered the following aspects: how to study effectively, how to manage time effectively, how to prepare for exams.
- Psychological Counselling - the counselling covered the following aspects: how to manage stress effectively, how to manage anxiety effectively, how to build self-confidence.
- Career Counselling - the counselling covered the following aspects: an introduction to teaching practice, an introduction to a career as a teacher.

Procedure

- Pre-Test - the respondents were given the Academic Stress Scale.
- Intervention - the respondents were given counselling for a period of six weeks.
- Post-Test - the respondents were given the Academic Stress Scale and the Counselling Effectiveness Questionnaire.
- Interviews - the respondents were given a series of semi-structured questions to answer.

Data Analysis

- **Quantitative Analysis:**
 - Paired **t-tests** were used to compare pre- and post-counselling stress scores.
 - **ANOVA** tested differences between Hindi and English medium groups.

Table 1 : Academic Stress Scale (ASS)

GROUP	N	Pre-Test Mean Score	Post-Test Mean Score	Statistical Test Result
Overall Sample	200	72.4 (High Stress)	48.7(Moderate Stress)	Paired t-test: Significant at 0.01 level
Hindi Medium	100	69.6	47.9	ANOVA: No significant difference post-counselling
English Medium	100	75.2	49.5	ANOVA: No significant difference post-counselling

Table 2 : Counselling Effectiveness Questionnaire (CEQ)

Counselling Outcome	Percentage Of Students Reporting Improvement
Improved coping strategies	85%
Better time management	78%
Reduced examination anxiety	82%

- **Qualitative Analysis:**

- Interview transcripts were analysed using **thematic analysis**, identifying recurring themes such as improved coping, reduced anxiety, and enhanced confidence.

Table 3 : Qualitative Findings (Themes from Interviews)

Theme	Key Insights / Student Feedback
Improved Coping Mechanisms	Students learned relaxation techniques, prioritization, and positive self-talk.
Enhanced Confidence in Teaching Practice	Role-play and classroom management counselling boosted confidence, especially for Hindi medium students.
Emotional Support and Motivation	Counsellors' empathy and encouragement provided relief and motivation.

Ethical Considerations

In this study, the students' participation was voluntary, and informed consent was obtained from each. Confidentiality was maintained, and the counselling sessions adhered to professional ethics.

Results

Quantitative Findings

The results of the Academic Stress Scale (ASS) revealed that there was a marked reduction in stress after counselling. While the average for the pre-test was 72.4, indicating high stress, the average for the post-test was only 48.7, indicating moderate stress. A paired t-test revealed that the reduction was significant at the 0.01 level, thereby supporting Hypothesis 1, which stated that counselling services would prove effective in reducing stress among B.Ed. students.

A comparison of the scores of Hindi- and English-medium students revealed that the English-medium students had a high average, 75.2, compared to the Hindi-medium students, whose average was 69.6. This supported Hypothesis 2, which stated that the English-medium students would experience more stress due to the language barrier. However, after counselling, the gap was reduced, with the Hindi-medium students' average being 47.9, while the average for the English-medium students was 49.5. An ANOVA test revealed that there was no significant difference, thereby

supporting Hypothesis 3, which stated that the effectiveness of counselling would be the same for students of both mediums.

The results of the Counselling Effectiveness Questionnaire (CEQ) revealed that more than 85% of the students felt that the counselling had been effective in helping them develop more effective coping strategies, while 78% felt that the counselling had been effective in helping them develop better time management skills. A high Qualitative Findings Semi-structured interviews provided deeper insights into students' experiences. Three major themes emerged:

1. **Improved Coping Mechanisms**

Students described learning practical strategies such as relaxation techniques, prioritization of tasks, and positive self-talk. One English medium student remarked, "*Counselling helped me realize that my stress was more about fear of failure than actual workload.*"

2. **Enhanced Confidence in Teaching Practice**

Counselling sessions focusing on classroom management and communication skills boosted students' confidence. Hindi medium students particularly valued role-play exercises that simulated teaching scenarios, which reduced anxiety during practice teaching.

3. **Emotional Support and Motivation**

Many students emphasized the importance of having a safe space to share concerns. Counsellors' empathetic listening and encouragement were described as "relieving" and "motivating." One Hindi medium student noted, "*I felt someone understood my struggles, which made me stronger.*"

Overall, qualitative data reinforced quantitative findings, showing that counselling services not only reduced stress levels but also fostered emotional resilience and academic motivation.

Discussion

This study demonstrates a compelling argument: counselling interventions are a key factor in managing academic stress in B.Ed. students. There were marked reductions in stress levels after counselling in terms of numbers, and in terms of interactions with participants, where they spoke of positive coping strategies, increased confidence, and increased emotional resilience. The study supports Lazarus & Folkman's stress-coping model (1984), where they focus on building positive coping strategies to deal with stress in a healthy manner.

It is also interesting to note that after counselling, the stress levels of Hindi and English medium students were similar. English medium students were more stressed initially because of language difficulties, but after counselling, they were able to overcome these difficulties. This

supports Rogers' person-centred approach (1951), where empathy and guidance play a crucial role in overcoming difficulties. There was a safe space in counselling where they could share their concerns without fear of judgment, thus overcoming language and cultural barriers.

This is consistent with previous research in the Indian context as well as the global context. Research conducted by Singh and Soni in 2019, as well as Sharma and Gupta in 2020, found similar results in terms of the reduction in stress among teacher trainees following counselling sessions. International research conducted by Shankar and Park in 2016 also found counselling to be an important factor in reducing stress among students.

However, apart from the reduction in stress among students, the qualitative research also highlights the overall impact of counselling on students. For instance, students felt more confident as teachers and felt emotionally supported following counselling sessions. This highlights the importance of counselling in the development and growth of students as teachers. As Kyriacou (2001) states, managing stress is an important factor for teachers who are expected to face the demands of the profession.

Therefore, counselling during B.Ed. training is important as it can help teachers become more resilient and better teachers in the future.

Conclusion

This study has clearly demonstrated how counselling services can significantly help alleviate academic stress among B.Ed. students in Pratapgarh. As can be seen from the study's findings, academic stress levels among students significantly decrease following counselling sessions. As can also be seen from the study's findings, academic stress levels among English-medium students were initially higher than those among Hindi-medium students, as they often face academic stress because of language barriers. Nevertheless, counselling was effective among both English-medium and Hindi-medium students.

Overall, the study's findings demonstrate the importance of counselling as an integral part of the teacher training programs that can help alleviate academic stress among students and also provide future teachers with the ability to cope with academic and professional challenges.

Recommendations

1. Institutional Integration

Counselling centers should be established in institutions, and counselling should be incorporated into the teacher training programs.

2. Regular Workshops

Periodical workshops on how to manage academic stress should be conducted, as well as mindfulness sessions and peer counselling workshops.

3. Language Support

Counselling sessions should be conducted to help English-medium students manage academic stress caused by language barriers.

4. Faculty Training

Teacher educators should be trained to identify students' stress symptoms and encourage students to undergo counselling sessions.

5. Future Research

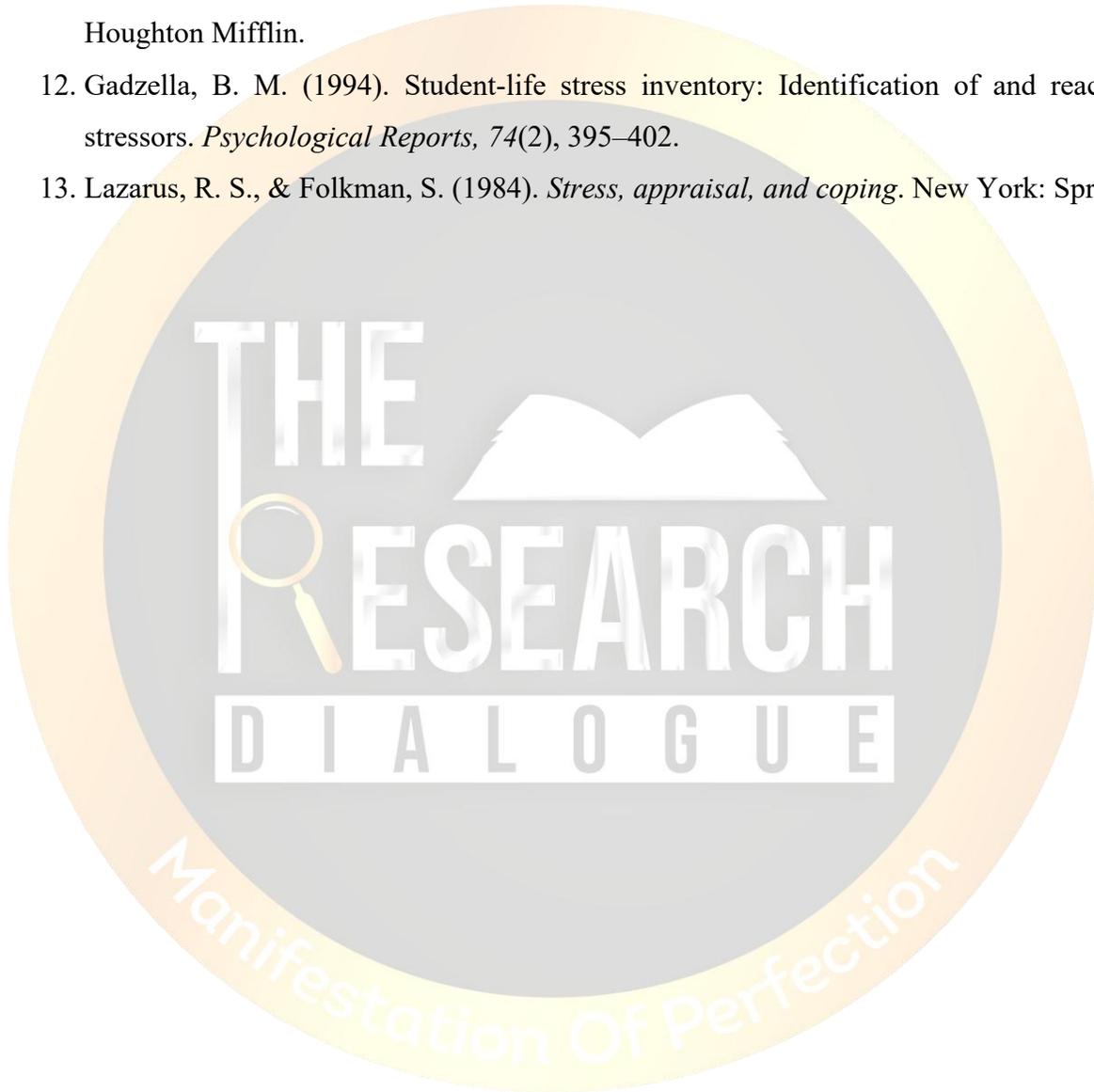
Studies should be conducted in other districts to assess the impact of counselling on students' academic and professional performance.

Counselling is not an amenity but a necessity in teacher training programs as it can help alleviate academic stress among students and provide future teachers with the ability to cope with academic and professional challenges.

References

1. Venkateswara Reddy, O., & Chandrasekar Ayya, T. (2021). The effectiveness of counselling in enhancing study habits and academic performance: A comprehensive review. *Journal of Population Studies & Social Work*, 5(2), 77–95.
2. Gugnani, D., & Garg, M. (2020). Academic stress among B.Ed. students of Haryana: A comparative study. *Institute of Teacher Training and Research, Kurukshetra University*.
3. Sharma, P., & Gupta, R. (2020). Effectiveness of counselling services in reducing stress among teacher trainees. *Indian Journal of Teacher Education*, 14(2), 55–67.
4. Singh, A., & Soni, M. (2019). Counselling and academic performance of B.Ed. students: An empirical study. *International Journal of Education and Development*, 7(1), 89–97.
5. Kumar, A., & Tiwari, R. (2018). Language barriers and academic stress among Indian students. *Journal of Education and Practice*, 9(12), 45–52.
6. Shankar, R., & Park, S. (2016). Counselling interventions and stress reduction among university students in South Korea. *Asian Journal of Education and Training*, 2(3), 123–130.
7. Deb, S., Strodl, E., & Sun, J. (2015). Academic stress, parental pressure, anxiety and mental health among Indian high school students. *International Journal of Psychology and Behavioral Sciences*, 5(1), 26–34.
8. Rogers, C. R. (2012). *Client-centered therapy* (New ed.). London: Hachette UK.

9. Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53(1), 27–35.
10. Misra, R., & McKean, M. (2000). College students' academic stress and its relation to their anxiety, time management, and leisure satisfaction. *American Journal of Health Studies*, 16(1), 41–51.
11. Rogers, C. R. (1995). *On becoming a person: A therapist's view of psychotherapy*. Boston: Houghton Mifflin.
12. Gadzella, B. M. (1994). Student-life stress inventory: Identification of and reactions to stressors. *Psychological Reports*, 74(2), 395–402.
13. Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York: Springer.



THE RESEARCH DIALOGUE

An Online Quarterly Multi-Disciplinary
Peer-Reviewed / Refereed Research Journal

ISSN: 2583-438X

Volume-1, Issue-2, July 2022

www.theresearchdialogue.com

Certificate Number-July-2022/23



Certificate Of Publication

This Certificate is proudly presented to

Dr. Dal Chand Anand

For publication of research paper title

**"Impact of Counselling Services on Academic Stress
among B.Ed. Students"**

Published in 'The Research Dialogue' Peer-Reviewed / Refereed Research Journal and

E-ISSN: 2583-438X, Volume-01, Issue-02, Month July, Year-2022.

Dr. Neeraj Yadav
Executive Chief Editor

Dr. Lohans Kumar Kalyani
Editor-in-chief

Note: This E-Certificate is valid with published paper and the paper must be available online at www.theresearchdialogue.com