

ANXIETY AND ACADEMIC ACHIEVEMENT AMONG STUDENT TEACHERS

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ABSTRACT

The present study intended to find out the level of Anxiety and Academic Achievement among Student Teachers in Colleges of Education. The present study belongs to the Normative Survey Method and the size of the sample was 584 Student Teachers who were selected through Stratified Random Sampling Technique. The Statistical techniques used in this study were Mean, Standard Deviation, 't'-test and Correlation to analyze the data. The salient findings of the study were i. The male and female student teachers are having similar level of Anxiety. ii. The male student teachers are having higher level of academic achievement than the female student teachers. iii. There is no significant relationship between Academic Achievement and Anxiety among Student Teachers.

INTRODUCTION

Anxiety is a normal and often healthy emotion. However, when a person regularly feels disproportionate levels of anxiety, it might become a medical disorder. Anxiety disorders form a category of mental health diagnoses that lead to excessive nervousness, fear, apprehension, and worry. Anxiety is complicated psychological situations which have an effect on cognitive, behavioral and psychological states. Anxiety disorders are common mental health conditions among all children in almost every field of their life especially in the academic field.

Anxiety is an excited state of nervous system as a result of which sense of tension, nervousness and worry is being inflicted on individual. Moreover, it is a major predictor of academic performance. In general anxiety is of two types i.e. trait anxiety and state anxiety. Trait anxiety is a stable and general characteristic of an individual whereas state anxiety is specific; aroused by some kind of contemporary situations and environment with which individual is dealing.

NEED FOR THE STUDY

Anxiety is abnormal if it is out of proportion to the stressful situation when a stressful situation has gone. Similarly anxiety is another factor which affects student's achievement. Mild anxiety is vague and unsettling, while severe anxiety can be extremely debilitating, having a serious impact on daily life. The duration of an anxious feeling can sometimes be out of proportion to the original trigger. Physical symptoms, such as increased blood pressure and nausea, may also develop. These responses move beyond anxiety into an anxiety disorder. Hence, the investigators wanted to know the level of anxiety prevailing among the student teachers who are going to shape the destiny of future generation. So that they have coined the topic as '*Anxiety and Academic Achievement among Student Teachers in Colleges of Education*'.

OBJECTIVES OF THE STUDY

The objectives of the study are as follow.

- i. To find out the level of Anxiety and Academic Achievement among Student Teachers in Colleges of Education.
- ii. To find out the level of significant difference between Anxiety and Academic Achievement among Student Teachers with respect to their background variables such as Gender and Locality.
- iii. To find out the level of significant relationship between Anxiety and Academic Achievement among Student Teachers.

HYPOTHESES OF THE STUDY

The Null Hypotheses have been framed and they are as follow.

- i. The level of Anxiety and Academic Achievement among Student Teachers is Low.
- ii. There is no significant difference between Anxiety and Academic Achievement among Student Teachers with respect to their background variables such as Gender and Locality.
- iii. There is no significant relationship between Anxiety and Academic Achievement among Student Teachers.

METHODOLOGY OF THE STUDY

The present study belongs to Normative Survey Method and Stratified Random Sampling Technique. The Anxiety Scale was standardized by Dr. S Sathiyagirajan and S. Parimala (2015). The tool consists of Twenty items with four point rating scale and revalidated by the investigators. Academic Achievement tool was developed by Investigators it consists of seventy five items with four alternatives.

i) Selection and Size of the Sample

The investigators have selected a sample of 584 Student Teachers from various Colleges of Education of various districts.

ii) Data analysis

The Statistical Techniques used to analyze the collected data were Mean, Standard Deviation and 't'-test and Correlation.

Table-1
Mean and SD scores on the Academic Achievement among Student Teachers with respect to their High, Moderate and Low level of Anxiety in Total

Category		High anxiety			Moderate anxiety			Low anxiety		
		N	Mean	SD	N	Mean	SD	N	Mean	SD
Total		181	46.74	13.86	256	44.97	14.22	147	45.21	14.38
Gender	Male	64	45.27	13.58	112	46.00	14.93	53	42.14	13.49
	Female	117	47.54	14.01	144	44.17	13.64	94	46.94	14.64
Locality	Rural	97	46.60	13.48	173	45.92	15.05	79	45.97	13.73
	Urban	84	46.90	14.37	83	42.99	12.17	68	44.31	15.16

It is obviously seen from the above table-1 that the Mean and SD values of the High, Moderate and Low Anxiety Students' Academic Achievement scores of the total sample are 46.74, 13.86, 44.97, 14.22 and 45.21, 14.38. The level of Mean scores of High, Moderate and Low Anxiety Students' Academic Achievement are found to be average. Hence, the framed null hypothesis is found to be accepted.

Table-2
't' Values Between the Mean Academic Achievement Scores of the Low, Moderate and High Anxieties among Student Teachers in Colleges of Education Total

Category	N	Mean	SD	't' Value
Low Anxiety	147	45.21	14.38	0.16**
Moderate Anxiety	256	44.97	14.22	
Moderate Anxiety	256	44.97	14.22	1.30**
High Anxiety	181	46.74	13.86	
Low Anxiety	147	45.21	14.28	0.98**
High Anxiety	181	46.74	13.86	

**** Not Significant at 0.05 Level**

From the above table-2 it is noted that the 't' values 0.16, 1.30 and 0.98 are not Significant at 0.05 level. There is no significant difference between the mean academic achievement scores of high, moderate and low anxieties of student teachers in total. While analysing the student teachers academic achievement, it is found to be similar among student teachers irrespective of the level of anxiety.

Table-3
't' Values Between the Mean Academic Achievement Scores of the Low, Moderate and High Anxieties among Student Teachers in Colleges of Education

Gender		N	Mean	SD	't' Value
Male	LA	53	42.14	13.49	1.66**
	MA	112	46.00	14.93	
	MA	112	46.00	14.93	0.33**
	HA	64	45.27	13.58	
	LA	53	42.14	13.49	1.25**
	HA	64	45.27	13.58	
	LA	94	46.94	14.64	1.49**

Female	MA	144	44.17	13.64	1.96**
	MA	144	44.17	13.64	
	HA	117	47.54	14.01	
	LA	94	46.94	14.64	1.30**
	HA	117	47.54	14.01	

**** Not Significant at 0.01 Level**

From the above table-3 that the 't' values 1.66, 0.33, 1.25, 1.49, 1.96, and 1.30 are not significant at 0.05 level and it is observed that there is no significant difference between the mean academic achievement scores of the low, moderate and high anxieties of student teachers based on gender. Hence, the framed null hypothesis is found to be accepted.

Table-4

't' Values Between the Mean Academic Achievement Scores of the Low, Moderate and High Anxieties among the Rural and Urban Student Teachers in Colleges of Education with respect to Locality

Locality		N	Mean	SD	't' Value
Rural	LA	79	45.97	13.73	0.03**
	MA	173	45.92	15.05	
	MA	173	45.92	15.05	0.38**
	HA	97	46.60	13.48	
	LA	79	45.97	13.73	0.31**
	HA	97	46.60	13.48	
Urban	LA	68	44.31	15.16	0.59**
	MA	83	42.99	12.17	
	MA	83	42.99	12.17	1.75**
	HA	84	46.90	14.37	
	LA	68	44.31	15.16	1.08**
	HA	84	46.90	14.37	

**** Not Significant at 0.05 level**

It is clearly seen from the above table-4 that the 't' values 0.03, 0.38, 0.31, 0.59, 1.75 and 1.08 are not significant at 0.05 level. The results reveal that there is no significant differences between the mean academic achievement scores of low, moderate and high anxieties of rural and urban student teachers. Hence, the framed null hypothesis is found to be accepted.

Table-5

'r' Values between the Mean Scores of Anxiety and Academic Achievement among Student Teachers in Colleges of Education

Category		N	Anxiety		Academic Achievement		'r' Value
			Mean	SD	Mean	SD	
Total		273	58.65	90.83	44.38	14.11	0.035**
Gender	Male	109	58.78	8.25	44.04	14.16	0.089**
	Female	164	58.57	10.78	44.61	14.11	0.008**
Locality	Rural	140	58.37	9.99	46.31	15.03	0.036**
	Urban	133	58.96	9.69	42.35	12.82	0.137**

**** Not Significant at 0.05 level**

It is understood from the above table-5 that the 'r' values 0.035, 0.089, 0.008, 0.036 and 0.137* are not significant at 0.05 level. The result reveals that there is no significant relationship between anxiety and academic achievement among student teachers. Hence, the framed null hypothesis is found to be accepted.

FINDINGS OF THE STUDY

The findings of the study are briefly given below.

- i. The level of Mean scores of Anxiety and Academic Achievement are found to be average.
- ii. There is no significant difference between in the level of Anxiety among Male and Female Student Teachers. Both Male and Female Student Teachers are having similar level of Emotional Maturity.
- iii. There is no significant difference between in the level of the Anxiety among Rural and Urban Students Teachers. Both Rural and Urban Student Teachers are having similar level of Anxiety.
- iv. The Male Student Teachers are having higher level of Academic Achievement than the Female Student Teachers.
- v. The Urban Student Teachers are having higher level of Academic Achievement than the Rural Student Teachers.
- vi. There is no significant relationship between anxiety and academic achievement of B.Ed. student teachers.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The results reveal that the level of anxiety and academic achievement are found to be average. When there is more positive anxiety among the student teachers then only the academic achievement of the student teachers will be high. Hence, it is duty of the teacher educators to enhance the level of anxiety among the student teachers. The power of the teaching profession is to be focused among student teachers and their important role is to be highlighted. The student teachers must be made to realize that teaching profession is a noble profession which can't compare with other professions. The parents of the student teachers are to be oriented towards the nature of the teaching profession so that they can also sensitize the student teachers and ultimately their attachment in the profession will be strengthened. More activities involving with society are to be conducted and the responsibilities of the teachers are to be quoted. By these ways the student teachers anxiety level may be enhanced naturally and it will stimulate the increase of academic achievement.

CONCLUSION

Anxiety as a normal phenomenon does not act as a drive to achieve. A moderate amount of anxiety energizes the individual and thereby improves performances. This moderate anxiety has been influencing to think freely and ventilate their inner capabilities of the student teachers. If this task is to be fulfilled, the coordination among the teacher educators, management of colleges of education, parents and the society are very essential. The study of the effect of anxiety on academic achievement has become a major topic of interest for psychologists. Nowadays all efforts in the colleges of education among the student teachers are to be linked with psychological principles without which our efforts will not yield fruitful effect in the society. Let us cooperate and bring the best would be teachers to strengthen our country.

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