

ANXIETY AND ACADEMIC ACHIEVEMENT AMONG TEACHER TRAINEES IN B.Ed. COLLEGES IN BENGALURUDISTRICT

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ABSTRACT

The aim of the present study is to find out the level of anxiety and academic achievement among B.Ed. trainees in Colleges of Education in Bangalore district. The study involves a survey research. The variables used in the study are anxiety and academic achievement in core papers of IV Semester and the background variables include discipline (science and arts), gender (male and female) and the type of management of Aided and Self-Financed B.Ed. Colleges. The population of the study included teacher trainees studying in B.Ed. Colleges affiliated to Bengaluru City University. The sample belongs to 10 B.Ed. colleges which included 237 B.Ed. teacher trainees. The tools used in the study were anxiety scale standardized by S. Sathiyagirajan (2011) and academic achievement questionnaire developed by the investigators. Anxiety scale was revalidated by the investigators. The statistical techniques such as mean, standard deviation, t-test, co-efficient of correlation were used to analyze the data. The main findings of the study are – the level of anxiety is found to be normal and academic achievement is found to be below average among B.Ed. trainees; and there is no significant relationship between study habits and academic achievement among B.Ed. trainees.

Key Words: Colleges of Education, Anxiety, Academic Achievement and B.Ed. Teacher trainees.

INTRODUCTION

Education is a pre-requisite for development of a country. It is because it plays a vital role in the economic, social, cultural and political development of the country or society. The teacher is the backbone of the education system and is the architect of society. Thus the progress of a society obviously depends upon the quality of its teachers. The society in 21st century, has again pinned its hopes on the teachers which includes both in-service teachers and prospective teachers (teacher trainees) who can prepare their children as future citizens characterized with awareness, creativity, favorable attitudes, values, effective decisionmaking, problem solving capabilities, etc. The Colleges of Education have the bounden responsibility to prepare their teacher trainees as competent future teachers who can meet all these expectations arising from the society.

Achievement is a measure of a person's knowledge, skill and aptitude which he has learnt and derived at. Academic achievement reflects what and how much knowledge is gained by an individual in different subjects taught to him in the class and how he performs academically. Thus, it refers to one's attainment in scholastic subjects prescribed for a particular course of study. Various factors like personality, cognitive intelligence, motivation, attitude, values, creativity thinking ability, emotional intelligence, study habits etc. affect academic achievement of individuals.

The era of 21st century is also the age of anxiety, frustration, stress etc. The world is becoming more and more competitive and quality of performance is the key factor of personal progress. Excellence, particularly in academics and generally in all other areas has been seen as an important aspect. It is a persistent distressing psychological state arising from an inner conflict of the mind. Anxiety can adversely affect one's work and also academic achievement. However, it is being opined that mild level of anxiety can be good for individuals. It may build character, enhance creativity and enlarge awareness of life's possibilities among them.

NEED AND IMPORTANCE OF THE STUDY

Teacher education today forms an integral part of any educational system. It mainly refers to the policies and procedures designed to equip B.Ed. trainees who are also called as prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. The efficiency of the teaching depends on the training input given by the teacher educator in the B.Ed. colleges. The way in which the B.Ed. trainees are trained in the colleges of education is one of the factors which affect the quality of their role in schools and locality. Besides the kind of quality education offered by B.Ed. colleges, the academic achievement of B.Ed. trainees is also influenced by many factors like intelligence, personality, attitude, creative thinking ability, skills, learning styles, study habits etc. Other factors like anxiety, values etc. also influence the academic achievement of the B.Ed. trainees. The present study attempts to find out the influence of anxiety on academic achievement among B.Ed. trainees studying in Colleges of Education in Bangalore District.

OBJECTIVES

The objectives framed for the study are given below:

1. To measure the level of anxiety among the B.Ed. trainees in colleges of education when they are classified according to gender, subject and type of institution.
2. To study the level of academic achievement in a core paper among B.Ed. trainees when they are classified according to gender, subject and type of institution.
3. To study the relation between academic achievement and anxiety among B.Ed. trainees.

VARIABLES

In the present study, the researcher has selected the following variables:

1. Anxiety
2. Academic Achievement in Core Papers of IV Semester
3. Other Background Variables
 - a. Discipline (Science and Arts)
 - b. Gender (Male and Female)
 - c. Type of Management of B.Ed. Colleges (Aided and Self-Financed)

HYPOTHESES

The framed null hypotheses for the study are given below;

1. There is no significant difference in the level of anxiety between male and female B.Ed. trainees.
2. There is no significant difference in the level of anxiety between arts and science B.Ed. trainees.
3. There is no significant difference in the level of anxiety between B.Ed. trainees studying at aided and self-financed colleges.
4. There is no significant difference in the academic achievement between male and female B.Ed. trainees.
5. There is no significant difference in the academic achievement between Arts and Science B.Ed. trainees.
6. There is no significant difference in the academic achievement between B.Ed. trainees studying at aided and self-financed colleges.
7. There is no significant relationship between anxiety and academic achievement among B.Ed. trainees.

METHODOLOGY

The study belongs to survey research as it is intended to find out the level of anxiety and academic achievement and also their relationship among B.Ed. trainees studying in colleges of education in Bangalore district.

POPULATION AND SAMPLE

The population of the study includes teacher trainees studying in 23 B.Ed. Colleges affiliated to Bangalore City University, Bengaluru. The investigator had randomly selected 10 B.Ed. Colleges. A sample of 237 B.Ed. trainees was selected from these Colleges which includes Aided and Self-Financed Colleges.

RESEARCH TOOLS

The following tools were used for the present study.

1. Anxiety Scale standardized by S. Sathiyagirajan (2011). The scale was revalidated by the investigators for the present study.
2. Academic Achievement questionnaire developed by the investigator.

STATISTICAL ANALYSIS AND INTERPRETATION OF THE DATA

The statistical techniques such as mean, standard deviation, t-test, co-efficient of correlation were used to analyze the data.

Table 1: Level of Anxiety and Academic Achievement among B.Ed. Trainees

Category	N	Mean	SD
Anxiety	237	52.11	19.66
Academic Achievement	237	38.01	28.91

The above table 1 reveals that the mean value and SD value of anxiety among B.Ed. trainees is 52.11 and 19.66 respectively. It reveals that level of anxiety among B.Ed. trainees is seems to be normal or average. Further table 1 reveals that the mean value and SD value of academic achievement among B.Ed. trainees is 38.01 and 28.91 respectively. It reveals that level of academic achievement among B.Ed. trainees is seems to be below normal or average.

Table 2: Significance of Anxiety among B.Ed. Trainees w.r.to Gender

Category	N	Mean	SD	't' Value
Male	55	50.56	19.60	1.80**
Female	182	53.67	19.71	

** Not significant at 0.05 level

From the above table it can be seen that the 't' value 1.80 is not significant at 0.05 level. It shows that there is no significant difference in the level of anxiety between male and female B.Ed. trainees. The mean scores of female B.Ed. trainees show that they have slightly more anxiety than male B.Ed. trainees.

Table 3: Significance of Academic Achievement among B.Ed. Trainees w.r.to Gender

Category	N	Mean	SD	't' Value
Male	55	36.37	28.82	1.29**
Female	182	39.66	29.00	

** Not significant at 0.05 level

From the above table it can be seen that the 't' value 1.29 is not significant at 0.05 levels. It shows that there is no significant difference in the academic achievement between male and female B. Ed trainees. The mean scores of female B.Ed. trainees shows that they have little edge over male B.Ed. trainees in reference to academic achievement.

Table 4: Significance of Anxiety among B.Ed. Trainees w.r.to Nature of Subject

Category	N	Mean	SD	't' Value
Arts	141	51.30	19.37	0.99**
Science	96	53.01	20.01	

** Not significant at 0.05 level

From the above table it can be seen that the 't' value 0.99 is not significant at 0.05 level. It shows that there is no significant difference in the level of anxiety between arts and science B.Ed. trainees. The mean scores of science B.Ed. trainees show that they have slightly more anxiety than arts B.Ed. trainees.

Table 5: Significance of Academic Achievement B.Ed. Trainees w.r.to Nature of Subject

Category	N	Mean	SD	't' Value
Arts	141	37.87	29.56	0.16**
Science	96	38.29	28.38	

** Not significant at 0.05 level

From the above table it can be seen that the 't' value 0.16 is not significant at 0.05 level. It shows that there is no significant difference in the academic achievement between arts and science B.Ed. trainees.

Table 6: Significance of Anxiety among B.Ed. trainees studying in Aided and Self-Financed B.Ed. Colleges

Category	N	Mean	SD	't' Value
Aided B.Ed. college	115	57.00	20.18	

Self-financed B.Ed. college	122	58.00	15.94	0.12**
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** Not significant at 0.05 level

From the above table it can be seen that the 't' value 0.12 is not significant at 0.05 level. It shows that there is no significant difference in the level of anxiety between B.Ed. trainees belonging to aided and self-financed B.Ed. colleges.

Table 7: Significance of Academic Achievement among B.Ed. trainees studying in Aided and Self-Financed Colleges

Category	N	Mean	SD	't' Value
Aided B.Ed. college	115	56.56	3.74	0.66**
Self-financed B.Ed. college	122	57.75	4.28	

** Not significant at 0.05 level

From the above table it can be seen that the 't' value 0.66 is not significant at 0.05 level. It shows that there is no significant difference in the level of academic achievement between B.Ed. trainees belonging to aided and self-financed B.Ed. colleges. The high mean score of B.Ed. trainees from self-financed B.Ed. College's shows that they have more academic achievement than B.Ed. trainees from aided B.Ed. colleges.

Table 8: Significant Relationship between Academic Achievement and different level of Anxiety among B.Ed. trainees

Category	High Anxiety level	Moderate Anxiety	Low Level of Anxiety
Academic Achievement	0.195	-0.023	-0.089

From the above table it can be seen that 'r' values 0.195, -0.023, and -0.089 are not significant at 0.05 level. This means that there is no significance relationship between levels of anxiety and academic achievement among B.Ed. trainees.

FINDINGS OF THE STUDY

Findings drawn from the above analysis are given below:

1. The level of anxiety is found to be normal among B.Ed. students. However the level of academic achievement is found to be below average among B.Ed. students.
2. There is no significant difference in the level of anxiety between male and female B.Ed. trainees.
3. The academic achievement among male and female B.Ed. trainees is found to be similar.
4. The level of anxiety is found to be almost same between arts and science B.Ed. trainees.
5. Arts and Science B.Ed. trainees are found to have similar academic achievement.
6. There is no significant relationship in the level of anxiety between B.Ed. trainees belonging to aided and self-financed B.Ed. colleges.
7. The academic achievement among B.Ed. trainees is found to have no significant relationship with the type of B.Ed. colleges i.e., aided and self-financed B.Ed. colleges.
8. The anxiety and academic achievement among B.Ed. trainees is found to have no significant relationship.

EDUCATIONAL IMPLICATIONS

Keeping in view the findings of the study, the following educational implications are suggested for B.Ed. colleges:

1. The B.Ed. colleges should organize anxiety management programmes which can help the teacher trainees to manage anxiety.
2. B.Ed. colleges and teacher educators should ensure a supportive and nonjudgmental environment in the classroom, which can enable teacher trainees to engage more with studies leading to better academic environment.
3. B.Ed. faculty should have good interactions with the teacher trainees in the classrooms which can promote effective learning among them.
4. B.Ed. college faculty should take up innovative techniques of teaching which can enable the teacher trainees to develop problem-solving abilities and have a positive impact on their academic achievement.
5. B.Ed. faculty at times should opt for modern techniques of teaching like buzz session, discussion, brainstorming etc. which enhance more interactions among teacher trainees and their peer group, thereby leading to better academic achievement among them.
6. B.Ed. faculty should have personal interactions with teacher trainees which can have positive effect on their academic achievement.

7. B.Ed. faculty should make positive statements and offer sensible constructive feedback which can promote effective academic achievement among teacher trainees.
8. B.Ed. colleges should well plan examinations and continuous assessment tests as well as assignments so that teacher trainees can have better preparation, manage anxiety and do well in academic achievement.

CONCLUSION

Education plays a very significant role for the progress and welfare of the society. It is the process by which the human resources are transformed and made use for their development. In this context, the academic achievement of the B.Ed. teacher trainees forms the basis for selection and differentiation. Even the quality of education can be ascertained from the academic achievement of the B.Ed. teacher trainees. The present study examined the relationship between anxiety and academic achievement among B.Ed. teacher trainees. The anxiety and academic achievement among B.Ed. trainees is found to have no significant relationship.

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