



ANXIETY AMONG STUDENT TEACHERS OF B.Ed IN NAGERCOIL AND KUZHITHURAI EDUCATIONAL DISTRICT

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ABSTRACT

Education by all means, is an attempt to mould and shape the behaviour of the pupils, It aims to produce desirable change in him for all-round development of his personality . The need of the 21st century is not the sole development of academic skills in learners, but to help them grow into mature ones, so that they can cope with even the different situations in their life. For this, teachers have a major role to play. The quality of the nation depends on the education imparted to its citizens which in turn depends upon the quality of teachers. Teacher is the back bone of our education system, and teaching is an important part of the process of education. The problem of anxiety is of very common for all students especially to the student teachers of B.Ed. This study examined the anxiety of student teachers of B.Ed in Nagercoil and kuzhithurai educational district. For this purpose 400 student teachers of B.Ed, were randomly selected from various colleges of Education in Nagercoil and kuzhithurai educational district. The result showed that there is no significant level of anxiety among most of the student teachers of B.Ed in Nagercoil and kuzhithurai educational district .

KEYWORDS: Anxiety , student teachers of B.Ed.

INTRODUCTION

According to Kothari Commission Report (1964-66), "In a world, based on science and technology, it is education that determines the level of prosperity, welfare and security of the people". Radha Krishnan (1948) says that education is the process by which we can save valuable elements in our culture and discard the waste. Pandit Jawaharlal Nehru, the visionary of modern India, looked upon education as a force that could render useful service in the building up a new social order (Bhatnagar, 1990). The different meanings and definitions of education given above lead us to define education as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process which brings about the development of the individual and the society leading the way for maximum happy and prosperous life.

Anxiety is a normal, if unpleasant , part of life , and it can affect us all in different ways and at different times. Whereas stress is something that will come and go as the external factor causing it comes and goes, anxiety is something that can persist whether or not the cause is clear to the sufferer.

Anxiety can make a person imagine that things in their life are worse than they really are, and prevent them from confronting their fears. Often they will think they are going mad, or that some psychological imbalance is at the heart of their woes. What is important is the recognition that anxiety is normal and exists due to a set of bodily functions that have existed in us from our cave-man days.



Anxiety is a psychological and physiological state characterized by cognitive , somatic , emotional , and behavioral components. These components combine to create an unpleasant feeling that is typically associated with uneasiness, fear or worry. Sullivan (1952) defined “anxiety is a product of conflict between the need for satisfaction and the need to follow socially acceptable ways of procuring satisfaction”.

NEED AND SIGNIFICANCE OF THE STUDY

The field of psychology is concerned with the behaviour of organisms. It is defined as the scientific study of human and animal behavior and experience. Psychological characteristics are closely related to a person’s capability to interact effectively with others. Psychology plays an important and significant role in building one’s success, more particularly in professional life. Human beings are born and grown in a socio-physical environment. As we know, the life functioning depends on a balance or harmony between the demands made on the organism by the environment and organism’s functioning to deal with such demands. We all have experienced situations in our lives which have posed challenges for us. All the challenges and problems put us to stress and that result in anxiety.

In the field of education as anywhere else, anxiety influences the administrator, teacher, parent and pupil. In the classroom situation it affect the teaching of teacher and hinders effective communication. Anxiety negatively affects the academic achievement of the pupil. A highly anxious person may not be able to concentrate in the classroom. Student teachers of B.Ed are the teachers of tomorrow. So it is essential to study about their anxiety . Therefore the study was taken up to find the anxiety among student teachers of B.Ed in Nagercoil and kuzhithurai educational district.

STATEMENT OF THE PROBLEM

The problem selected for the present study is stated as “**ANXIETY AMONG STUDENT TEACHERS OF B.ED**” IN NAGERCOIL AND KUZHITHURAI EDUCATIONAL DISTRICT.

OPERATIONAL DEFINITIONS OF THE KEY TERMS

Anxiety

Dictionary of Education defines anxiety as “apprehension, tension or uneasiness characterized by fear, dread or uncertainty , the source of which is largely unknown or unrecognized. The individual may consist in persistent apprehensions of future events as well as generalized emotional reactions to any choice point or decision”.

Student teachers of B.Ed

Student teachers of B.Ed, in this study, refer to the students who are studying for the Bachelor of Education programme in various colleges of Education affiliated to Tamil Nadu Teachers Education University.

OBJECTIVES OF THE STUDY

1. To study the level of anxiety among the student teachers of B.Ed in Nagercoil and kuzhithurai educational district
2. To study the significant difference in the mean scores of anxiety of Students teachers of B.Ed with respect to gender , locality and educational qualification .

REVIEW OF RELATED LITERATURE

Pandian (2013) conducted an investigation on “ Adjustment and anxiety of B.Ed students teachers in Puducherry”. The present study was conducted to know the adjustment and anxiety of B.Ed students teachers in Pondicherry. The investigator collected data from 486 students teachers in Pondicherry. The tools were used Adjustment Inventory standardized by Srivastava and Govind Tiwari(1972) and Anxiety scale standard by Taylor (1964). The data was subjected to mean, standard deviation and ‘t’ test for

analyzing and interpreting the data. The result showed that there is significant difference in adjustment between BC and SC and ST communities among student teachers . There is significant difference in anxiety between BC and SC and ST, MBC, SC and ST communities among B.Ed student teachers .

Selvaraj (2013) conducted a research on “Anxiety among students in different types of higher secondary schools”. This study examine the anxiety of male and female higher secondary students studying in various schools through descriptive method . The sample was randomly drawn from the population of the higher secondary students in various schools. From the population 794 higher secondary students were randomly selected as the sample for the study. The investigator adopted the anxiety scale developed by Aggrawal (1979). The data was analyzed with the help of statistical techniques such as mean, S.D, t-test and F value. The study revealed that the male students have more anxiety than the female students. The aided school students have more anxiety than government and self- financing school students.

Velayudhan & Gayatri Devi (2012) conducted a study on “Anxiety and decision making styles of college students ”. The present study was conducted to find out the effect of anxiety on decision making styles among college students. Two hundred students were randomly selected from various departments of different colleges in Coimbatore, between the age group of 20 to 24 years. The decision – making questionnaire by Mann (1982) and Sinha’s anxiety scale (1968) were used. The collected data were tabulated and analyzed using correlation and t-test.

Finding reveled that if the students become anxious they tend to adopt vigilant decision – making style ; Female stdentd were higher in defensive avoidance and rationalization than their counterparts.

METHODOLOGY

Normative survey method was adopted .The population of the study consisted of students teacher of B.Ed from Nagercoil and kuzhithurai educational District. The investigator randomly selected 400 students teacher of B.Ed from various colleges of Education. The sample size consisted of 106 male and 294 female respectively. The Anxiety scale constructed and validated by the investigator. The statistical techniques used to analyze the data were percentage analysis, mean, standard deviation and ‘t’ test.

TOOL USED FOR THE STUDY

Collection of relevant data is one of the most important steps in any research especially in the field of education. For this an appropriate tool or instrument is very essential. The investigator used the following tools in the present study.

1. General data sheet
2. Anxiety inventory constructed and validated by the investigator.

General data sheet

General data sheet was used for collecting the personal information

Anxiety inventory

Anxiety inventory was constructed and validated by the investigator with the help of guide. The inventory consists of four dimensions namely Examination anxiety, Social anxiety, Personal anxiety and General anxiety.

RESULT AND DISCUSSION

Table 01
THE LEVEL OF ANXIETY OF STUDENT TEACHERS OF B.ED

Category	Number	Low		Medium		High	
		No	%	No	%	No	%
Total	400	17	4.25	311	77.75	72	18

Among the student teachers of B.Ed, 4.25 % have showed low anxiety, 77.75 % have showed medium anxiety and 18.00 % have showed high anxiety.

Table 02
DETAILS OF SAMPLE BASED ON BACKGROUND VARIABLES

Category	Sub Sample	Count	Percentage	Total %
Gender	Male	106	26.50	100
	Female	294	73.50	
Locality	Rural	218	54.50	100
	Urban	182	45.50	
Edu. Qualification	UG	211	52.75	100
	PG	189	47.25	

Table 03
COMPARISON OF ANXIETY AMONG STUDENT TEACHERS OF B.ED WITH RESPECT TO VARIOUS SUB SAMPLES

S.No	Demographic Variable	Sub Sample	N	Mean	S.D	t-value	p-value	Remark
1	Gender	Male	106	130.97	14.13	0.91	0.42	N.S
		Female	294	134.97	16.90			
2	Locality	Rural	218	133.41	15.88	0.55	0.90	N.S
		Urban	182	132.52	15.94			
3	Edu. Qualification	UG	211	133.18	15.92	0.26	0.65	N.S
		PG	189	131.84	16.49			

From the above table it is evident that there is no significant difference in the mean scores of anxiety of male and female student teachers of B.Ed. This finding is supported by the following result (t - 0.91 , $p > 0.05$ Which is not significant at any level)

There is no significant difference in the mean scores of anxiety of rural and urban student teachers of B.Ed. This finding is supported by the following result (t - 0.55 , $p > 0.05$ Which is not significant at any level)

There is no significant difference in the mean scores of anxiety of student teachers of B.Ed on the basis of educational qualification . This finding is supported by the following result (t - 0.26 , $p > 0.05$ Which is not significant at any level)

FINDINGS OF THE STUDY

1. Gender has no impact on anxiety
2. Locale has no impact on anxiety
3. Educational qualification has no impact on anxiety

EDUCATIONAL IMPLICATIONS

Education has a lot of responsibilities among which one major responsibility is to make a child not only human resource but human real sense. Educational institute and teachers have the responsibility to develop the personality of the students ensuring that to provide healthy environment to be well adjusted.

The following points are important for helping the anxiety process of every student teachers of B.Ed.

1. Sufficient physical activities should be provided as a tension releasing mechanism
2. Yoga and meditation classes should be included in the college curriculum.
3. Effective guidance programmes should be provided for increasing the level of frustration tolerance among student teachers of B.Ed.
4. The educational activities in colleges should help the student teachers of B.Ed to develop the tolerance
5. The ideas and views of the student teachers of B.Ed should be respected.
6. Healthy environment could be provided in the classroom and home.
7. Self - Respect and Self - Esteem of each individual could be provided through various training programme.
8. Teacher should treat all the students equally and no biases should be practiced.
9. Problems of maladjustment should be identified and remedies should be provided.

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