



ANXIETY OF STUDENT TEACHERS IN RELATION TO QUALIFICATION AND LOCALITY

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ABSTRACT

The present study was aimed to find out the level of anxiety of student teachers. Survey method was conducted on a simple random sample of 900 student teachers was chosen in Theni District. Anxiety Rating Scale developed by the investigators was used for collection of data. Data was analyzed by t-test. Results found that there is significant difference in anxiety of student teachers with regard to their qualification and locality.

KEYWORDS: Anxiety, Student Teachers.

INTRODUCTION:

As the active participants of the classroom procedures, teachers or prospective teachers may sometimes experience anxiety while they are delivering a lesson. However, especially in the earlier studies, it was quite difficult to determine the types and measure the level of anxiety experienced by teachers since the concept of anxiety was mostly equated with concerns, problems, and needs of the teachers. According to Bernstein, teaching anxiety is a combination of experiences including psychological arousal, subjective distress, and behavioral disruption.

During practice, most student teachers are concerned about the evaluation (Capel, 1997, Morton, at. al, 1997). Are often uncertain about what standards will be met or will be met. Teaching concerns about standards generally result: concerns about tasks, student learning, concerns implementation of effective teaching (Griffen-Jeansonne and Calista, 1984). Fuller (1969) found that the assessment of students and supervisors bring concerns to student teachers.

Though the Student Teachers are facing new environment in teacher education programme such as teaching practice training, classroom management, coursework, continuous formal and informal observations etc. they do not have the benefit of years of experience to help them deal with day-today issues in professional programme like the B.Ed. create anxiety for them.

NEED FOR THE STUDY AND STATEMENT OF THE PROBLEM

The student may have many obstacles to overcome in order to achieve their academic performance. Anxiety can have an impact on a student's academic performance. In the research literature on anxiety in the context of education, one can find quite a number of studies related to anxiety of teacher trainees, conducted abroad; but the number of Indian studies in this vital area are only a few. Thus, there exists a research gap and the present study is humble effort to fill this gap. In this background, the present study has been undertaken with a view to assessing the Anxiety of the Student Teachers, undergoing the pre-service

teacher education training i.e. through the B.Ed. programme. Hence, the problem of the study is stated as “Anxiety of Student Teachers in relation to certain Demographic Variables”.

OBJECTIVES OF THE STUDY

- To find out the level of anxiety of student teachers.
- To study the significant difference in anxiety of student teachers in terms of qualification and locality.

HYPOTHESES

1. There is no significant difference in anxiety of student teachers based on qualification.
2. There is no significant difference in anxiety of student teachers based on locality.

METHODOLOGY

The present study is descriptive by nature and hence has been conducted using normative survey technique. As many as 900 B.Ed. students were selected from 4 Colleges of Education located in Theni District, Tamil Nadu by using simple random sampling technique. For the purpose of data collection, the Anxiety Rating Scale developed by K. Rajamanickam and validated by S. Senthilnathan (2016) was administered. The scale is a Likert type one with 25 statements, each followed by the “Exactly”, “Often”, “Sometimes”, “Rarely” and “Never” with the scores of 4, 3, 2, 1, 0 respectively. The data, thus collected were subjected to suitable statistical analysis.

ANALYSIS OF DATA

Table 1: Level of Anxiety for the Whole Sample

N	Anxiety Score	
	Maximum	Mean of the Whole Group
900	100	66.65

Table-1 shows that the mean anxiety level of student teachers is 66.65 against the maximum obtainable score of 100. This indicates that the student teachers have an above average level anxiety.

Table 2: Mean, SD and t-value of Anxiety Scores of the UG and PG Student Teachers

Anxiety	Qualification	N	Mean	SD	t-value
	UG	738	66.3482	8.33732	2.351*
	PG	162	68.0309	7.83242	

**Significant at 0.05 level.*

Table-2 depicts that the t-value is 2.351 which is significant at 0.05 level with df=898. It shows that the mean anxiety scores of UG and PG student teachers differ significantly. Hence, the hypothesis-1 is rejected. Further, it can be seen that the mean anxiety score of PG student teachers is 68.0309 which is higher than that of UG student teachers whose mean anxiety score is 66.3482. It is therefore conclude that the PG student teachers have higher level of anxiety than the UG student teachers.

Figure-1 showing the Means and SDs of Anxiety Scores of UG and PG Student Teachers

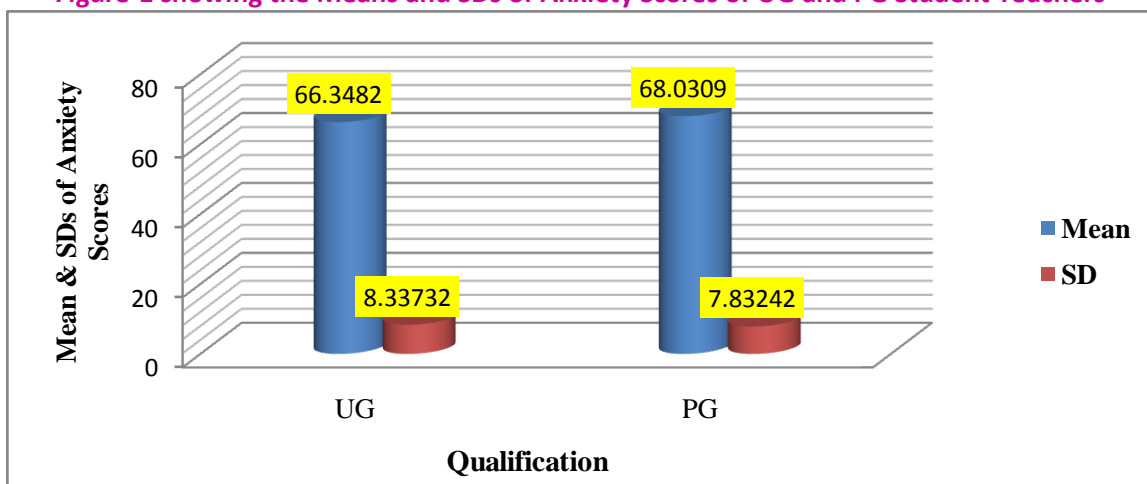


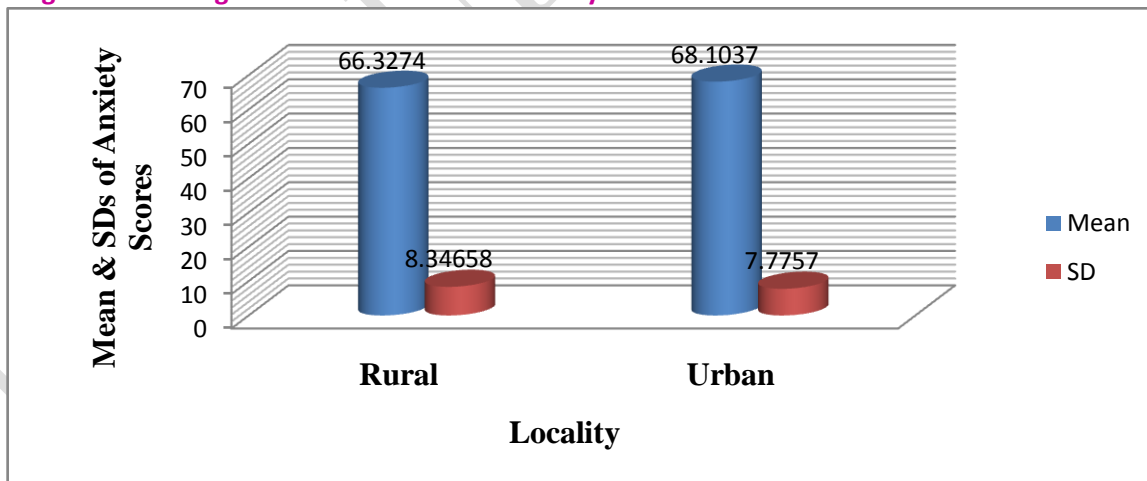
Table 3: Mean, SD and t-value of Anxiety Scores of Rural and Urban Student Teachers

Anxiety	Locality	N	Mean	SD	t-value
	Rural	736	66.3274	8.34658	2.495*
	Urban	164	68.1037	7.77570	

*Significant at 0.05 level.

Table-3 depicts that the t-value is 2.495 which is significant at 0.05 level with df=898. It indicates that the mean anxiety scores of rural and urban student teachers differ significantly. Hence, the hypothesis-2 is rejected. Further, it can be seen that the mean anxiety score of urban student teachers is 68.1037 which is higher than that of rural student teachers whose mean anxiety score is 66.3274. It is therefore conclude that the urban student teachers have higher level of anxiety than their counterparts.

Figure-1 showing the Means and SDs of Anxiety Scores of Rural and Urban Student Teachers



RECOMMENDATIONS

On the basis of the above given findings, the following recommendations are suggested:

- In order to bring down the anxiety level of the student teachers, bridge courses with inputs on the structure of the B.Ed. programme have to be planned to prepare them mentally for a professional pre-service teacher training programme like B.Ed.

- The student teachers have to be trained to manage their anxiety through yoga, meditation and other appropriate strategies such as Cognitive Behavioral Therapy (CBT), Parental Anxiety Management (PAM), use of hypnotherapy and herbal treatments.

CONCLUSION

The purpose of this study was to investigate the anxiety level of student teachers. Based on the findings, it could be concluded that the teacher educators as well as the policy makers should be made aware of the negative consequences of anxiety faced by student teachers and an efficient relaxation program as well as counseling services should be provided to such anxious student teachers to enhance their academic performance.

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