

Anxiety and Academic Achievement of B.Ed. Trainees

R. Saravana Kumar^{1*} (Research Scholar)
Department of Education Bharathidasan University,
Tiruchirappalli - 620 024, Tamil Nadu, India

Dr. K.K. Rajendra² (Associate Professor)
Department of Education Bharathidasan University,
Tiruchirappalli - 620 024, Tamil Nadu, India

Corresponding Author:- R. Saravana Kumar^{1*}

Abstract:- This study aims to analyze the levels of anxiety that student teachers experience while attending schools of education in addition to examining the overall academic performance of student teachers. This inquiry made use of the Normative Survey Method, and the sample was made up of 584 B.Ed trainees who were selected using the Stratified Random Sampling Technique. Using this procedure, we were able to figure out the size of the sample. The statistical procedures of Mean, Standard Deviation, t-test, and Correlation were utilised in order to carry out an analysis of the data that was acquired for this study. The purpose of this analysis was to determine whether or not there was a correlation between two variables. One of the most significant findings of this study was that the levels of anxiety experienced by male and female student teachers were shown to be comparable. ii The male B.Ed students have a higher level of academic accomplishment than the female B.Ed trainees do at the same point in their training. This is the case regardless of whether or not they are in the same year of their training. iii. There is not a statistically significant connection between the amount of anxiety that B.Ed. trainees experience and their degree of academic success.

I. INTRODUCTION

Anxiety is a natural feeling that, in many different contexts, really serves a useful purpose. On the other hand, anxiety has the potential to develop into a medical disorder when it is experienced on a consistent basis by a person at levels that are disproportionate to the circumstances in which they find themselves. This can happen when a person's anxiety levels are consistently higher than they should be given the situation in which they find themselves. Anxiety disorders are a subset of diagnosable conditions that can be found within the broader heading of the subject of mental health. These diseases are distinguished by an abnormally heightened state of discomfort, anxiety, apprehension, and worry than is typical for the individual. Anxiety is caused by a complex interplay of factors within a person's psyche, all of which have the potential to have an impact not only on the individual's cognitive processes but also on their behavioural patterns and psychological states. Many different things can set someone on the path to feeling anxious. Anxiety disorders are extremely prevalent types of mental illness that can impact children of any age and in practically every facet of their lives, most notably in the

context of the educational system.

Anxiety is caused by a condition in which there is heightened activity in the neurological system. This, in turn, causes a person to experience feelings of dread, unease, and tightness in their body. In addition to this, it is a significant factor that is taken into consideration when determining the academic success of a student. Trait anxiety and state anxiety are the two unique types of anxiety that may be distinguished from one another. Trait anxiety is a more persistent form of anxiety than state anxiety. Anxiety is more deeply embedded in a person's personality through their trait than through their state. Trait anxiety, which is a more persistent and general characteristic of an individual, and state anxiety, which is more acute and is triggered by specific contemporaneous events and situations with which an individual is engaged, are the two distinct types of anxiety that can be differentiated from one another. Trait anxiety is a more persistent and general characteristic of an individual. State anxiety is more acute and is triggered by specific events and situations with which an individual is engaged. Anxiety is a more lasting and general characteristic of an individual, and one of those characteristics is trait anxiety. When compared to the presence of anxiety as a trait, the experience of state anxiety is more unlikely to be present.

➤ *Need for the Study*

When there is no longer a stressful situation, anxiety is regarded abnormal if it continues despite being out of proportion to the thing that originally caused the stress. Anxiety is yet another factor that can have an impact on a student's overall performance, and it works along the same lines as the previous point. Anxiety can range from light to severe, with mild anxiety being described as nebulous and uncomfortable and severe anxiety being extremely burdensome and having a considerable impact on day-to-day life. Light anxiety is characterised by a general sense of unease. There are occasions when the duration of an anxious mood is out of proportionally long proportion to the initial incident that triggered it.

There is a chance that you might also experience some physical symptoms, such as an increase in your blood pressure or nausea, in addition to the mental symptoms. These responses, rather than just being signs of anxiety, point to the presence of an anxiety disorder. Because student teachers are going to be accountable for deciding the fate of

future generations, the investigators were intrigued about the level of anxiety that is already widespread among student instructors. Student teachers will be responsible for determining the fate of future generations. As a consequence of this, they came to the conclusion that the topic should be referred to as "Anxiety and Academic Achievement among B.Ed trainees in Colleges of Education," which is a descriptive and attention-grabbing title.

➤ *Objectives of the Study*

The objectives of the study are as follow.

- To ascertain the levels of anxiety and academic accomplishment that are typical of candidates for the Bachelor of Education degree who are enrolled in educational colleges and universities.
- To establish the degree to which there is a significant difference between the degrees of anxiety and academic achievement among B.Ed trainees with respect to the background characteristics such as gender and locality that they have.
- To investigate the degree of relevance of the association between Anxiety and Academic Achievement among candidates for the Bachelor of Education degree in the United States of America.

➤ *Hypotheses of the Study*

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

- Student instructors typically have a manageable amount of anxiety and a strong overall academic performance level.
- There is no noticeable difference in the levels of Anxiety and Academic Achievement among Student Teachers with regard to the characteristics of their backgrounds, such as Gender and Locality. This is the case even

though there isa correlation between these factors.

- There is not a statistically significant connection between anxious feelings and academic achievement in the population of student teachers.

II. METHODOLOGY OF THE STUDY

This particular attempt at research makes use of two distinct research procedures, namely the Normative Survey Method and the Stratified Random Sampling Technique. Both of these methodologies were chosen because of their specific advantages. Together, these two strategies offer a considerable contribution to the process as a whole when it is considered as a whole. Anxiety Scale was standardised by Dr. S. Sathiyagirajan and S. Parimala (2015) in order to assure the reliability and validity of the instrument. The researchers gave the equipment a brand new battery of tests, which they had previously conducted. It is currently made up of a total of twenty distinct items, each of which is scored independently using a scale that ranges from zero to four points. The researchers are the ones who came up with the conceptfor the Academic Achievement Tool, which consists of seventy-five questions, each of which can be answered in one of four different ways. The researchers also conceived of the idea behind the Academic Achievement Tool.

➤ *Selection and Size of the Sample*

The investigators have chosen a representative sample of 584 student teachers from a variety of colleges of education located in a variety of school districts.

➤ *Data Analysis*

In the process of analysing the data that was acquired, the statistical procedures of Mean, Standard Deviation, and t-test, in addition to correlation, were utilized. Correlation was also utilized.

Table 1 Mean and SD Scores on the Academic Achievement among B.Ed trainees 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

From table 1, it is observed that the mean and standard deviation values of the students'academic success scores for the total sample are 46.74, 13.86, 44.97, 14.22, and 45.21, 14.38, respectively, for high, moderate, and low levels of anxiety, respectively. This is easily discernible. It has been

discovered that the levels of High, Moderate, and Low Anxiety Students' Academic Achievement are comparable to one another in terms of their Mean scores. As a consequence of this, one can reach the conclusion that the null hypothesis that was given is accurate.

Table 2 ‘T’ Values between the Mean Academic Achievement Scores of the Low, Moderate and High Anxieties among B.Ed trainees 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

The t values of 0.16, 1.30, and 0.98 do not meet the significance criterion at the 0.05 level, as shown in the table-2 supplied earlier in this article. Overall, there is no statistically significant difference between the mean academic attainment scores of student teachers who report high, moderate, or low levels of anxiety. During the process of evaluating the academic achievement of student teachers, it was determined that it is comparable across all student instructors, regardless of their level of apprehension. This was discovered during the procedure's execution.

Table 3 ‘T’ Values between the Mean Academic Achievement Scores of the Low, Moderate and High Anxieties among B.Ed trainees 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	
Female	LA	94	46.94	14.64	1.49**
	MA	144	44.17	13.64	1.96**
	MA	144	44.17	13.64	
	HA	117	47.54	14.01	1.30**
	LA	94	46.94	14.64	
	HA	117	47.54	14.01	

** Not Significant at 0.01 Level

The results are provided in table 3, and it can be seen that the t values of 1.66, 0.33, 1.25, 1.49, and 1.96, as well as 1.30, do not satisfy the requirements for significance at the 0.05 level. In addition, it can be shown that there is no significant difference between the mean academic performance scores of male and female B.Ed trainees who have low, moderate, or high levels of worry regarding their jobs. This is the conclusion that can be drawn from the data presented. As a consequence of this, one can reach the conclusion that the suggested null hypothesis is accurate.

Table 4 ‘T’ Values between the Mean Academic Achievement Scores of the Low, Moderate and High Anxieties among the Rural and Urban B.Ed trainees 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 easy to deduce from the information presented in table-4 that the t values of 0.03, 0.38, 0.31, 0.59, 1.75, and 1.08 do not meet the criteria for statistical significance at the 0.05 level. The findings indicate that there is no significant difference between the mean academic accomplishment scores of rural and urban B.Ed trainees who report low, moderate, or high levels of anxiety over their professional lives. As a result, it can be concluded that the proposed null hypothesis is correct.

Table 5 'R' Values between the Mean Scores of Anxiety and Academic Achievement among B.Ed trainees in Colleges of Education

Category	N	Anxiety		Academic Achievement		'R' Value	
		Mean	SD	Mean	SD	AN/AA	
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

Based on what is presented in table 5, it is clear that the r values of 0.035, 0.089, 0.008, 0.036, and 0.137* do not meet the criteria for statistical significance at the 0.05 level. The finding indicates that there is no significant association between academic achievement and anxiety among candidates for the Bachelor of Education degree. As a result, it can be concluded that the proposed null hypothesis is correct.

III. FINDINGS OF THE STUDY

➤ *The Study's Findings are Concisely Summarized as follows..*

- It was determined that mean scores were reached for the levels of anxiety and academic success that were considered to be typical.
- There does not appear to be any noticeable difference between the degrees of anxiety experienced by male and female student teachers in terms of their relative levels of anxiety. All of the trainees in the B.Ed programme, both male and female, have reached an emotionally mature level that is comparable to one another.
- The levels of anxiety that are experienced by students and teachers in urban and rural settings are not significantly different from one another. Trainees in both rural and urban Bachelor of Education programmes report experiencing a similar amount of anxiety in their training.
- In most cases, male B.Ed trainees have achieved a higher level of academic success than their female peers have at this point in their careers.
- When compared to student teachers in urban areas, rural B.Ed trainees have, on average, a poorer level of academic achievement than their urban counterparts do.
- There is not a significant association between the amount of anxiety that students experience and how well they perform academically in B.Ed. programmes.

IV. EDUCATIONAL IMPLICATIONS OF THE STUDY

According to the findings, the individuals exhibited an average level of anxiety, and they also demonstrated an average level of academic accomplishment. In order for there to be a high degree of academic achievement among B.Ed trainees, there must first be a greater quantity of positive anxiety among B.Ed trainees. As a consequence of this, people who are responsible for the education of teachers have the obligation to increase the amount of worry that B.Ed trainees feel. It is going to be stressed how significant a role student teachers play, and the focus of the entire teaching profession is going to shift to be on student teachers as the primary agents of power. The students who are now enrolled in the B.Ed programme need to be made aware of the fact that the teaching profession is a respectable vocation that cannot be compared to any other career choice in any way. It is critical to provide the parents of aspiring educators with information regarding the nature of the teaching profession. In this way, the parents will be able to better prepare their children for the B.Ed. course, and their children will ultimately feel a greater connection to the teaching sector. There is going to be a listing of the responsibilities that are expected of the teachers, and there are going to be more activities that are collaborative efforts with the local community. Because of the employment of these tactics, it is possible that the student instructors' levels of anxiety may naturally increase, which will induce an increase in academic achievement.

V. CONCLUSION

The normal sense of anxiety does not in and of itself function as a component that motivates people to take action. When an individual's level of anxiety is just right, they experience both an increase in their overall level of energy as well as an improvement in their performance. The B.Ed trainees' capacity for unfettered thought and the expression of their inner potential has been impacted by the moderate anxiety they have been feeling. It is extremely essential for there to be collaboration between teacher educators, the administration of educational institutions, parents, and members of society in order for this responsibility to be properly accomplished.

Researchers in the field of psychology have demonstrated an increased amount of interest in recent years in the examination of the connection between anxiety and academic ability. This interest has been on the rise in recent years. These days, all of the work that is done by B.Ed. trainees in institutions of education is required to be connected with psychological concepts. This is done for the straightforward reason that our efforts will not yield constructive effects in society if they are not linked with psychological principles. These principles ensure that our actions have a positive impact. Let us work together in order to improve the educational system in our country by luring the most qualified people to submit applications for teaching jobs.

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