

CO-RELATES BETWEEN ANXIETY AND ACADEMIC ACHIEVEMENT IN TEACHER TRAINEES

By

SHIVANI YADAV *

SAVITA SHARMA **

* Assistant Lecturer, Sainik School Rewari, Haryana, India.

** Assistant Professor, Gaur Brahman College of Education, Rohtak.

ABSTRACT

Anxiety is one of the major predictors of academic performance. Teacher trainees with anxiety disorder display a passive attitude in their studies such as lack of interest in learning, poor performance in exams, and on lesson plans & assignments. This research observes the relationship between level of anxiety and academic achievement of teacher trainees. A stratified random sampling technique was used to select 130 teacher trainees from colleges of Education. Hypotheses were tested using Pearson's correlation, chi-square and independent t-test statistics. The results show that there is a low but significant relationship between anxiety and academic achievement of teacher trainees. So, research on anxiety is one of the most active areas in psychology.

Key words: Anxiety, Academic Achievement, Teacher Trainees

INTRODUCTION

Anxiety is one of the most fundamental of all constructs in psychology. It is an overwhelming feeling of disturbance and distress among the students around the world. It is a type of performance problem just like when some people get nervous speaking to large crowds or trying something new. Anxiety can be a devastating problem for many college and university students; because it may impair their performance and well being in the long run (Culler & Holahan, 1980; Rafiq, Ghazal & Farooqi, 2007).

Anxiety is a form of fear, in response to an anticipated threat of self-esteem. Everyone experiences anxiety in greater or lesser degree from time to time as a result of specific situations for which anxiety is a reasonable response. It occurs due to overpowering nature of the symptoms such as difficulty in making decisions, sleeplessness, nervousness, changed psychological status, impaired communication, lowered self-esteem, failure in academic performance etc. Factors like difficult family situation, restricted school environment, occupation and financial difficulties without adequate support can also cause anxiety, which in turn affects the academic performance of the students in schools and colleges. Anxiety is a physiological and psychological state characterized by cognitive, somatic, emotional and, behavioural

components. These components combined to create an uncomfortable feeling that is typically associated with uneasiness, apprehension or worry (Parveen, 2012).

Anxiety is a special variety of fear experience in response to an anticipated threat of self esteem. Further (Ramachandran, 1990; Alberio et al ,1997 and Chapell, 2005) found that high academic Anxiety had adverse effect on academic performance.

Academic achievement has become an index of child's future in this highly competitive world. It is only a drop in the vast sea of education and great many students would appear not to give themselves credit commensurate with their known and rated abilities. (Katyal and Bindra, 1995).The development of human resources and maximum utilization of the resources are necessary for the growth and prosperity of any society. Academic Achievement becomes the corner stone of the developmental path of education and really, it becomes a strong determinant of effective teaching (Neelam,2013).

In educational institutions, success is measured by academic achievement or how well a student meets standards set out by the local government and the institution itself. In the current research, the teacher trainee's academic achievement was determined by marks achieved in their qualifying classes.

Objectives

- To analyze the Anxiety level of teacher trainees.
- To analyze the Academic Achievement of teacher trainees.
- To estimate the role of sex on the level of anxiety and academic achievement of teacher trainees.
- To estimate the influence of marital status on level of anxiety and academic achievement of teacher trainees.
- To establish the relationship between level of anxiety and academic achievement of teacher trainees.

Hypotheses

Keeping in view the above objectives the investigator tested the following hypotheses:

- Ho 1- There exists no significant difference in level of anxiety of teacher trainees by gender.
- Ho 2- There exists no significant difference in academic achievement of teacher trainees by gender.
- Ho 3- There exists no significant difference in level of anxiety of both the sex by their marital status.
- Ho 4 - There exists no significant difference in academic achievement of both the sex by their marital status.
- Ho 5 – There exists no significant relationship between the level of anxiety and academic achievement of teacher trainees.

Methods and Procedure

Methodology: Ex post - facto research design was adopted in the present study to identify the relationship between anxiety and academic achievement. This method was adopted for collection of data and verification of objectives and hypothesis.

Sample: The investigator selected 130 teacher trainees (58 males and 72 females) studying in Colleges of Education of Ambala District. The stratified random sampling technique was adopted for the sample selection and than they were categorized under gender and marital status.

Tool Used

- Sinha's Anxiety Scale (1968) was used for measuring the level of anxiety of teacher trainees.

- Teacher trainees qualifying examination scores were taken to measure academic achievement.

Data Analysis and Presentation of Results

- Ho 1- There exists no significant difference in level of anxiety of teacher trainees by gender.

Table 1 show that the value of t-ratio 1.26 is not significant at 0.05 level. The hypothesis 1 "there exists no significant difference in level of anxiety of male and female teacher trainees" is accepted. Thus, there is no difference in means of level of anxiety of teacher trainees by gender.

- Ho 2- There exists no significant difference in academic achievement of teacher trainees by gender.

Table 2 show that the value of t-ratio 0.67 is not significant at 0.05 level. The hypothesis 2 "there exists no significant difference in academic achievement of male and female teacher trainees" is accepted. Thus there is no difference in means of academic achievement of teacher trainees by gender.

- Ho 3- There exists no significant difference in level of anxiety of both the sex by their marital status.

Category	N	Level of Anxiety						t-value
		High		Normal		Low		
		Mean	SD	Mean	SD	Mean	SD	
Male	58	37.8	6.38	22.36	1.73	12.52	5.63	1.26
Female	72	39.74	8.34	21.38	2.50	12.53	5.51	NS

Table 1. Difference in Means of Level of Anxiety of Teacher Trainees By Gender

Category	N	Academic Achievement						t-value
		First Class		Second Class		Pass		
		Mean	SD	Mean	SD	Mean	SD	
Male	58	62.55	4.00	55.69	2.76	47.00	0.00	0.67
Female	72	62.21	2.21	53.93	3.18	47.00	0.00	NS

Table 2. Difference In Means of Academic Achievement of Teacher Trainees By Gender

Category	N	Level of Anxiety						t-value
		High		Normal		Low		
		Mean	SD	Mean	SD	Mean	SD	
Married	56	41.33	5.06	21.41	2.00	9.77	5.65	2.48
Unmarried	74	39.56	7.68	23.53	2.69	16.55	5.45	S
Married Male	22	39.00	0.00	20.75	1.28	9.36	5.18	1.16
Married Female	34	42.11	5.71	21.7	2.45	9.46	5.82	NS
Unmarried Male	36	36.84	7.06	21.08	2.93	14.77	1.90	0.50
Unmarried Female	38	38.88	8.89	22.00	0.00	15.36	3.46	NS

Table 3. Difference In Means of Level of Anxiety of Both The Sex By Their Marital Status

Table-3 shows that mean scores on gender and marital status are nearly same on anxiety level amongst teacher trainees. It shows that married and unmarried male and female teacher trainees, have equal level of anxieties. The mean difference in level of anxiety of both the sex by their marital status is significant at 0.05 level. Hence, it is concluded that there is significant difference between married and unmarried, male and female teacher trainees. Thus, the hypothesis for the present study was partially accepted and partially rejected.

- Ho 4 - There exists no significant difference in academic achievement of both the sex by their marital status.

Table-4 shows that mean scores on gender and marital status are nearly same on academic achievement amongst teacher trainees. But the married males have higher level of achievement as compared to married female teacher trainees. The mean difference in academic achievement of both the sex by their marital status is not significant at 0.05 level. Hence, it is concluded that there is no significant difference in academic achievement between married and unmarried, male and female teacher trainees. Thus, the hypothesis for the present study was accepted.

- Ho 5 – There exists no significant relationship between the level of anxiety and academic achievement of teacher trainees.

The results of the study (Table 5a) indicates Level of Anxiety, revealed that majority of the teacher trainees (46.92%) belonged to low Anxiety group followed by the teacher trainees in high Anxiety (32.30%) and (20.76%) were from normal group. The study reported that majority of male (50.0%) and female (44.44%) were from low anxiety group.

Category	N	Academic Achievement						t- value
		First Class		Second Class		Pass		
		Mean	SD	Mean	SD	Mean	SD	
Married	56	63.72	3.26	55.13	3.23	47	0	0.17
Unmarried	74	62.42	2.83	54.75	3.03	0	0	NS
Married Male	22	71.00	0.00	56.00	2.55	0	0	0.31
Married Female	34	62.94	1.98	53.53	3.31	47	00	NS
Unmarried Male	36	62.14	3.34	55.77	2.77	0	0	1.44
Unmarried Female	38	62.45	4.59	54.29	3.11	0	0	NS

Table 4. Difference in Means of Academic Achievement of Both The Sex By Their Marital Status

The chi-square analysis confirmed that there is no significant association between gender and level of Anxiety.

Table 5b of academic achievement revealed that majority of the teacher trainees (63.07%) were in the second class group followed by the teacher trainees in first class group (34.61%). And very few of them were pass class (2.30%) teacher trainees. The study reported that majority of male (67.24%) and female (59.72%) were in the second class group followed by first class (31.03%) and (37.5%). The chi-square analysis confirmed that there is no significant association between gender and academic achievement.

- Ho 5 – There exists no significant relationship between the level of anxiety and academic achievement of teacher trainees.

To test this hypothesis, the Pearson Product Moment Correlation analysis was used and the result is as shown in Table 5(c).

Table 5(c) shows that coefficient of correlation between

Gender	Level of Anxiety			Total	χ^2
	High	Normal	Low		
Male	15 (25.86)	14 (24.13)	29 (50.0)	58	2.1 NS
Female	27 (37.5)	13 (18.05)	32 (44.44)	72	
Total	42 (32.30)	27 (20.76)	61 (46.92)	130	

Table 5 (a). Distribution of student Anxiety level by gender

Gender	Academic Achievement			Total	
	First class	Second Class	Pass		
Male	18 (31.03)	39 (67.24)	01 (1.72)	58 (44.61)	0.80 NS
Female	27 (37.5)	43 (59.72)	02 (0.27)	72 (55.38)	
Total	45 (34.61)	82 (63.07)	03 (2.30)	130	

Table 5 (b). Distribution of student Academic Achievement by gender

Variable	N	X	SD	df	Coefficient of Co-relation
Anxiety	130	23.038	13.03	128	0.2474
Academic Achievement	130	57.33	5.09	128	S

Table 5 (c). Coefficient of correlation between Anxiety with Academic Achievement of Teacher Trainees

anxiety and academic achievement of teacher trainees is 0.24 which is significant at 0.05 level of significance. It implies that there is a low but significant relationship between anxiety and academic achievement of teacher trainees. Thus the hypothesis "there exists no significant relationship between the level of anxiety and academic achievement of teacher trainees" has been rejected.

Conclusion

The purpose of the study is to examine the relationship between anxiety and academic achievement in teacher trainees and it also explains the level of anxiety and academic achievement of teacher trainees. Anxiety is an overwhelming feeling of disturbance and distress among the students around the world. Anxiety can be a devastating problem for many college and university students; because it may impair their performance and well being in the long run.

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ABOUT THE AUTHORS

ShivaniYadav is currently working as Assistant Lecturer (Life Science) at Sainik School Rewari, Haryana. Her research interests are centered on ICT, Environment Education, Value education and teaching learning strategies to improve student achievement. She had published various articles on Female Foeticide, Scientific Attitude, Environmental Education, computer education and an editor of *Journal of Educational and Psychological Research*.



Dr. Savita Sharma is an Assistant Professor at Gaur Brahman College of Education, Rohtak. She has obtained her Doctorate in Education from M. D. University, Rohtak and has a teaching experience of six years. She has published many research papers in National and International Journals and a book published with Lambert Academic Publishers, Germany.

