

B.Ed Learners of Achievement in Relation to Their Anxiety with Gender, Methodology and Locality

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Abstract:

The study has been investigated on "B.Ed students of Achievement in relation to their Anxiety with Gender, Methodology and Locality variables". The Investigator found that the relationship between the Achievement and Anxiety levels with Gender, Methodology and locality. The sample could take on 400 B.Ed students equally distributed between two Genders and four types of Methodologies .in chittoor (dt). Achievement of B.Ed Student-Teachers irrespective of their level of Anxiety has shown low. However, There was a significant difference between the levels of Achievement of the three groups of student-teachers. It concluded that there exists a Negative relationship between Anxiety and Achievement, which is also an expected one. Gender and locality refers to that there was not significant. Gender indicates that both male and female student-teachers had similar level of Achievement , it means that both categories of student-teachers had less achievement in their course . Locality implies that the t-test was not significant. It indicating that the locality of student-teachers did not have any influence on their achievement and Methodology reveals that the correlation is a significant. It denotes that there exists a positive relationship between Methodology and Achievement .

Keywords: Achievement, Anxiety, Methodology and Locality.

I. INTRODUCTION

Tension and Stress have become a part and parcel of today's life. The 20th century has been branded as the age of 'stress and anxiety'. Stressful circumstances are encountered everyday and at every stage of human development. From the very trauma of birth itself, right through adolescence, the young meet unavoidable sources of stress. From weaning and toilet training as babies to the process of formal education and learning social skills, stress is encountered in varying degrees. "As the 21st centenary approaches, education will become so valid in task and form that it covers all activities that enable people from childhood to old age to acquire a living knowledge of the world of other people and themselves".

II. ACHIEVEMENT

Achievement is considered as a key factor for personal progress. The whole system of education revolves around academic achievement. Academic achievement depends on a number of variables. Certain researchers found gender, literacy level of the family and family income as contributors significantly to academic achievement. A great deal of research work has been done to assess the relationship of academic achievement with intelligence, anxiety, stress and other variables. According to **Good** (1959) – 'academic achievement is accomplishment or proficiency of performance in a given skill or body of knowledge'.

III. ANXIETY

Anxiety is a feeling of dread about something unpleasant or threatening that might happen, even when there is no

apparent reason to worry. Anxiety is a normal human feeling that is part of life and often serves as a form of adrenaline. An uneasiness or apprehension experienced before, during, or after an examination because of concern, worry, or fear is called test anxiety. Anxiety is an unpleasant state that involves a complex combination of emotions that include fear, apprehension, and worry. It is often accompanied by physical sensations such as heart palpitations, nausea, chest pain, shortness of breath, or tension and headache.

IV. SCOPE OF THE STUDY

The main intension of the study is to make a survey on the academic achievement of B.Ed student-teachers and present an analysis of it.

The study is attempted to identify the differences between the dependent variable (Academic Achievement) and independent variables viz., Anxiety etc.

V. PURPOSE OF THE STUDY

The present study aims at investigating how the Academic Achievement of the B.Ed students is related to certain factors. The purpose of the study is an attempt to answer the following aspects.

- i. Whether there is any relationship between the Academic Achievement of the B.Ed students and the Demographical Variables?
- ii. Whether there is any relationship between Anxiety of the B.Ed students and their Academic Achievement?

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VI. REVIEW OF THE RELATED LITERATURE

In general terms, achievement refers to the scholastic achievement of the student, at the end of an educational programme. It is to this concept that the term achievement is referred here. To maximize the achievement within a given set up, therefore is the goal of every educationist, a teacher or an educational administrator. **Brody** (1964) studied that 15 subjects who scored high on the Taylor's Manifest Anxiety scale and 15 subjects who scored low on the Manifest Anxiety scale were given a word associate task. The highly anxious subjects tended to have sets of word associates lower in inter subjects variability than the non-anxious subjects for stimulus words that elicited sets of word associates that are low in variability. High anxious subjects tended to give sets of word associates higher in inter subjects' variability than non-anxious subjects for stimulus words that elicited sets of word associates that are in inter subjects' variability. Research has been to our aid, looking into what variables – personal, home, school etc. promote achievement and what are the determinants to. **Patil** (1984) also found a positive and significant correlation between attitude towards teaching profession and the academic achievement among the B.Ed student-teachers. **Panchanathan** (1999) found that maintaining emotional balance among students through a psychologist by using auto counselling increased their academic performance. **Nimavathi and Gnanadevan** (2007) investigated from a study on the relationship between anxiety and academic achievement that there is a significant relationship between the achievement and anxiety of the boys and girls of high school students. (ii) there is a significant difference between the achievement and anxiety of the government and private school students. (iii) there is a significant difference between the achievement and anxiety of the rural and urban high school students. It is concluded in the study by **Manchala** (2007) that methods of teaching in another subject has significant influence on the scholastic achievement of the B.Ed students. **Govinda Reddy** (2002) concluded that region (Andhra, Telangana and Rayalaseema) has significant influence on the academic achievement of DIET students. **Nagaraju** (2002) conducted a study on 224 X class students and reported that (i) the correlation between Anxiety and Achievement is negative and significant, (ii) the correlation between Anxiety and Intelligence is negative and significant and (iii) the correlation between Achievement and Intelligence is positive and significant. **Shenaz and Jatwani** (2002) conducted a study on 200 samples from the people of Bhuj and Ahmadabad. The findings are as – (i) people of Bhuj have more fear of anxiety than the people of Ahmadabad, (ii) residents of low rise building have more fear than that of high rise buildings, (iii) as compared to males, females have more fear on all the three levels of anxiety and (iv) level of fear for 'near and dear' is more prominent as compared to that of themselves and security of material possessions.

VII. OBJECTIVES OF THE STUDY

The major objectives of the present study are:

- i) To find out the levels of Achievement among B.Ed students

- ii) To find out the correlation between Anxiety and Achievement of B.Ed students.
- iii) To find out the correlation between Gender, Methodology, Locality and the Achievement of the B.Ed students.

Hypotheses :

Based on the above objectives, the following hypotheses were set up for the investigation

- i) In general B.Ed students have low level of Achievement
- ii) There would be no significance difference between Anxiety and the Achievement of B.Ed student-teachers
- iv) There would be no significance difference between Gender and Achievement of the B.Ed student-teachers
- v) There would be no significance difference between Methodology selected by the B.Ed student-teachers and their Achievement.
- iii) There would be no significance difference between the Locality and the Achievement of the B.Ed student-teachers

Sample of the Study:

Population for the purpose of this study was conducted on all B.Ed student-teachers (Both Government and Private). Separate lists of B.Ed student-teachers who are studying in Government and Private Colleges (from Urban and Rural background) in Chittoor district (A.P) was prepared. From the list 7 colleges of education randomly selected. Total the sample of the present study is 400 student-teachers. Thus, the sample of student-teachers was selected by a Multistage Stratified Random Sampling procedure. The Sample Design was given in the following table.

Sample design of the study

Methodology	Mathematics	Physical Science	Biological Science	Social Studies	Total
Men	50	50	50	50	200
Women	50	50	50	50	200
Total	100	100	100	100	400

Tools used for the study : The Researcher has been used from the following tools

1. Achievement Test developed by the Investigator
2. For measuring , The Anxiety scale was developed by **Durganand Sinha** (1968). Self Analysis Form (Anxiety Scale) for the present investigation adopted.

Interpretation of the Data: All these statistical analyses were carried out using SPSS statistical software

Anxiety Vs Achievement : Does the level of anxiety of the B.Ed student-teachers affect their achievement? To test this, The sample of B.Ed student-teachers was classified into three groups:

- (i) Less Anxiety,
- (ii) Average Anxiety and
- (iii) High Anxiety.

To examine the relationship, the achievement scores of the three groups were analyzed.

Table 2 : Means and SDs of the achievement scores of the B.Ed student-teachers with varied Anxiety levels.

Group	N	Mean	SD
Less Anxiety	67	46.00	9.17
Average Anxiety	250	46.80	6.55
High Anxiety	83	43.78	5.67

It could be seen from the table 2–, that all the mean achievement scores of the three groups were below the neutral point (50). This indicates that all the subgroups of B.Ed student-teachers irrespective of their level of anxiety were at quite less level of achievement. Further, the mean scores of the three groups slightly differ from each other and the trend of the mean scores indicates that the B.Ed student-teachers with high anxiety have the least achievement and the B.Ed student-teachers with average and less anxiety have the high level of achievement.

Table 3: Results of ANOVA of achievement scores of the B.Ed student-teachers with varied anxiety levels.

Source	SS	df	MS	'F' ^s
Between Groups	565.745	2	282.873	5.950**
Within Groups	18872.692	397	47.538	
Total	19438.438	399		

Note : **Significant at 0.01 level

The obtained 'F' ratio (5.950) was significant at 0.01 level for 2 and 397 df, showing that there was a significant difference between the level of achievement of the three groups of student-teachers. That means the difference in the level of anxiety seemed to have a bearing on the achievement of the student-teachers.

It can be shown with the Graphical representation from the following

Fig1: Mean achievement scores of the student-teachers classified according to their level of anxiety

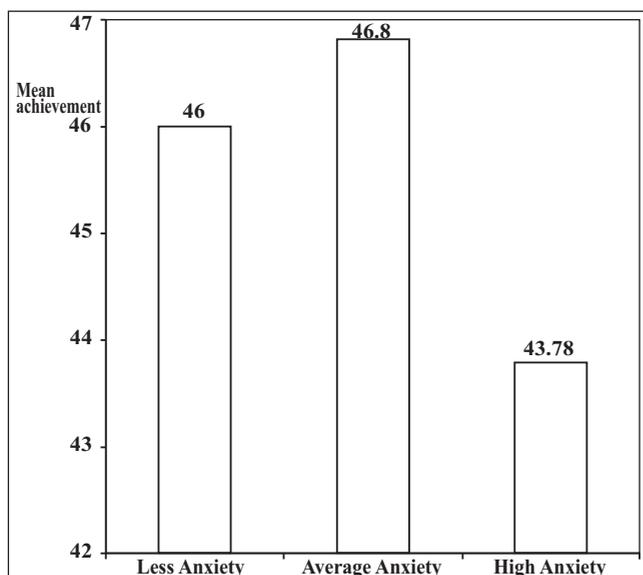


Table 3: Correlations and 't' value of Gender, Methodologies and locality with dependent variable-Achievement.

S.No.	Variable	Correlation Coefficient	't' value
1.	Gender	-0.022	0.439@
2.	Methodology	0.461	10.364***
3.	Locality	0.063	1.259@

***Significant at 0.001 level, @Not Significant

1. Gender and Achievement: From Table-3, The obtained 't' value 0.439 is also less than the tabled 't' value 1.96 for two-tailed test and not significant at 0.05 level. The Hypothesis that r_{pop} is zero is accepted. It thus implies that the obtained correlation is also not significant Hence, the hypothesis 'There is no relationship between gender and the achievement of B.Ed student-teachers' was accepted

2. Methodology and Achievement: As table-3, denoted that the obtained 't' value 10.364 is greater than the tabled 't' value 1.96 for two-tailed test and significant at 0.001 level. The hypothesis that r_{pop} is zero is rejected. It thus implies that the obtained correlation is also significant. Hence, the hypothesis 'There is no relationship between methodology selected by the B.Ed student-teachers and their achievement' was rejected. It is also concluded that there exists a positive relationship between methodology and achievement

3. Locality and Achievement: As table-3, denoted that the obtained 't' value 1.259 is less than the tabled 't' value 1.96 for two-tailed test and not significant at 0.05 level. The hypothesis that r_{pop} is zero, is accepted. It thus implies that the obtained correlation is not significant. This reveals that there is no relationship between locality of the B.Ed student-teachers and their achievement. Hence, the hypothesis 'There is no relationship between the locality of B.Ed student-teachers and their achievement' was accepted. It is also concluded that there exists no relationship between locality and achievement.

VIII. CONCLUSIONS

In the light of the findings, the following conclusions are drawn:

- i. B.Ed students are far below the average level in their academic achievement. This tendency of low achievement was proved in the university examinations of 2008.
- ii. The level of Anxiety is negatively correlated and significant with the total academic achievement scores. The results are in the expected direction. Similarly, Less anxiety students got higher academic achievement and high anxiety students got low achievement.
- iii. Academic achievements of the B.Ed students were not a significant correlation with the variables of Gender and Locality
- iv. Academic achievement of the B.Ed students has a significant correlation with the demographic variables of Methodology

IX. EDUCATIONAL IMPLICATIONS

The quality of a nation depends upon the quality of its citizens, the quality of citizens depends upon the quality of their education, the quality of education depends upon the quality of teachers and the quality of teachers depends upon the quality of 'teacher education' among many other factors. In framing 'teacher education curriculum' one has to keep in mind the constitutional goals, social and economic challenges, political and cultural scenario, scientific and technological revolutions, educational challenges, new emerging concerns, etc. The teacher serves the humanities and helps to shape the destiny of the society. The teacher has a powerful and abiding influence in the formation of the character of the future citizens. The teacher acts as a pivot for the transmission of intellectual and technical skills and cultural traditions from one generation to another. Hence, effective training has to be provided to the student-teachers at B.Ed level. The following recommendations are made for the benefits of the teacher education.

- i. Special care should be taken and extra facilities should be provided to the teacher trainees to improve their academic achievement.
- ii. Attitude towards teaching tests may be conducted before admitting the students to the B.Ed course. Those who have more positive attitude towards teaching profession and training may only be given opportunity for admission into these training courses. Better study habits may be developed among the student-teachers with necessary training in the study habits.
- iii. Personality development programmes may be conducted.
- iv. Objective achievement tests may be conducted frequently.
- v. Full care and attention should be taken during their exposure to different training programmes at college level.
- vi. Computer and Educational technology labs should be established with full equipment. Because these are essential for the present day system of education.
- vii. The deficiencies in the physical and infrastructural facilities should be improved.
- viii. The government should take suitable steps in creating campus more attractive for both the student-teacher and teacher educator.
- ix. The cultural and co-curricular activities have their own influence on the academic achievement / development among the students. Hence, the authorities should provide / encourage such type of programmes and encourage the students to participate in such programmes.
- x. The NCERT, SCERT, NCTE and the Department of Education of the Universities have to organize a series of workshops and seminars to re-orient the teacher educators to be committed to their profession.
- xi. Qualified and dedicated teacher-educators should be recruited into the colleges of education.

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