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A Study of Academic Anxiety and Teaching Performance of Trainee Teachers of CTEs of Odisha

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ABSTRACT: Teachers are responsible for making a good nation. Their role in the society is highly important. But the academic anxiety found in them affect their teaching performance. The present study deals with this important aspect and draws conclusion that there is a negative relationship between academic anxiety and teaching performance of trainee teachers of CTEs of Odisha. And no difference is found in the teaching performance of male and female trainee teachers.

KEYWORDS : Academic anxiety, teaching performance, trainee teachers, CTEs.

I. INTRODUCTION

Teachers are one of the most important components of teaching learning process. They are the builders of future citizens of a nation. They have to be committed to their profession in order to contribute significantly to the onerous task of making the students good human beings. A teacher must be free from worries, tensions, problems and anxieties. So that he/she can teach well in the classroom. On the other hand, if a teacher has too much of anxieties, and problems, it may adversely affect his/her teaching. Realizing this idea in mind, the investigator has selected academic anxiety and its relation and contribution to teaching performance of trainee teachers of CTEs of Odisha.

II. LITERATURE SURVEY

Wei and Mei (2005) conducted a study on student's perception on factors of statistics anxiety and instructional strategies. The findings of the study state that math phobia, lack of connection to daily life and instructor's attitude were the factors contributing to statistics anxiety.

Sansigiri and sail (2005) studied the effect of student's perception of course load on test anxiety. The findings revealed that test anxiety was positively correlated with student's perception of course load and negatively related to their ability to manage time with course work.

Bhansali and Trivedi (2008) did a research on whether academic anxiety is gender specific and found that all adolescents had some amount of academic anxiety and on the whole girls had more incidences and intensity of academic anxiety in comparison to boys.

Kalabag (2002) did a survey on anxiety level of secondary school women teachers and its effect on the personality and academic achievement of their children. The results revealed that : (i) there is no significant relationship between anxiety level of women teachers and personality of their children, (ii) there is no significant association between the anxiety level of mother and academic achievement of the girls and boys when taken separately as well as when taken together.

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III. RESEARCH METHODOLOGY

The investigator has followed the descriptive survey method for undertaking the study. The tools used in the study are academic anxiety scale and observation sheet meant for the subjects and the researcher respectively.

IV. POPULATION AND SAMPLE

The total number of trainee teachers studying in all nine CTEs of Odisha comprise the population of the study. For the sake of convenience on the part of the researcher, he has selected 200 trainee teachers randomly out of 1100.

OBJECTIVES

The study has been undertaken by taking the following objectives:

- To examine the level of academic anxiety of trainee teachers.
- To distinguish the level of academic anxiety of male & female trainee teachers.
- To study the teaching performance of trainee teachers.
- To distinguish the teaching performance of male & female trainee teachers.
- To ascertain if there has been any correlation between the academic anxiety and teaching performance of trainee teachers.
- To study the relationship between academic anxiety and teaching performance of male trainee teachers.
- To find out the relationship between academic anxiety and teaching performance of female trainee teachers.

HYPOTHESES

The study has been undertaken by taking the following hypotheses.

- There is no significant difference between male & female trainee teachers in their academic anxiety.
- There is no significant difference between the teaching performance of male and female trainee teachers.
- There is no significant relationship between academic anxiety and teaching performance of trainee teachers.
- There is no significant relationship between academic anxiety and teaching performance of male trainee teachers.
- There is no significant relationship between academic anxiety and teaching performance of female trainee teachers.

V. RESULTS AND DISCUSSIONS

The data obtained with the help of 'Academic Anxiety Scale' is summarized in Table 1.

Table 1

Mean scores, S.D and contribution of Academic Anxiety of trainee teachers of CTEs of Odisha.

N	Mean	S.D	Contribution (%)
200	67.58	20.29	39%

From the table 1 it may be seen that academic anxiety level of trainee teachers of Odisha is moderately low but not very low. This shows that some level of academic anxiety is found in them. S.D as shown in above table is 20.29, which is about 1/3rd of the mean. It shows that there are some trainee teachers, who may have anxiety level, ranging between moderate and moderately low and some between moderately low and very low.

As academic anxiety comprised of seven factors i.e., examination, teaching practice, teacher, subject medium of instruction, home assignment, co-curricular activity, thus, in order to study the academic anxiety level of target group in some detail, factor wise data of academic anxiety is presented in Table 2.

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Table 2
Mean Scores, S.D. and Contribution academic Anxiety of Trainee Teachers- Factor wise

S No.	Name of the Factors	N	Max Score	Mean (Total Sample)	S.D.(Total Sample)	Contribution
1	Examination	200	50	22.00	7.07	44
2	Teaching Practice	200	40	13.92	5.06	34.8
3	Teacher	200	35	12.14	4.69	34.59
4	Subject	200	15	5.04	2.64	33.56
5	Medium of instruction	200	15	6.14	2.79	40.89
6	Home assignment	200	10	4.34	2.01	43.4
7	Co-curricular activity	200	10	4.00	1.85	40
	Total	200	175	67.58	20.29	38.61

It is evident from the Table 2 that the highest contribution in academic anxiety comes from 'examination' factor which is 44% and least from 'subject' factor which is 33.56%. The scores of examination, medium of instruction, home assignment and co-curricular activity factors of target group are all 40 and above 40, whereas the scores of teaching practices, teacher, subject are below 35.

GENDER DIFFERENCE IN ACEDMIC ANXIETY

In order to compare the academic anxiety of male and female trainee teachers of CTEs of Odisha the Mean, S.D, 't' value and contribution (%) were computed which are presented in Table 3.

Table 3
Mean Scores, S.D., 't' Value and contribution of Academic anxiety of Male and female trainee teachers

S.N	Group	N	Mean	S.D.	't'	Remarks	Contribution(%)
1	Male	100	66.51	22.77	.745	Not	3.8
2	Female	100	68.65	17.51		Significant	39.22

't' value at 0.05=1.97

't' value at 0.01=2.60

From the Table 3 it is evident that the mean scores of academic anxiety of male and female trainee teachers of CTEs of Odisha are found to be 66.51 and 68.65 respectively. The obtained 't' value between the two groups come out to be .745 which is less than the table value that is 2.60 at 0.01 level of significance. Hence, the null hypothesis of the present study that "there is no significant difference between the academic anxiety of male and female trainee teachers of CTEs of Odisha is accepted. Interpreting this result, it may be said that both groups were having more or less equal academic anxiety. The finding of the present study is in conformity with the finding of the study conducted by Arif (2005). However studies conducted with Bhansali and Trivedi (2008); Barinder (1985) are contradictory with the findings of the present study.

GENDER DIFFERENCE IN ACADEMIC ANXIETY FACTOR WISE

Further to study whether male and female trainee teachers of CTEs of Odisha are more or less equal in all or some of the factors of academic anxiety, the investigation has found out the 't' value, factor wise. The obtained value have been presented in Table 4.

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Table-4
**Mean Scores, S.D., 't' Value and contribution of Academic anxiety of Male and Female Trainee Teachers-
Factor Wise**

S. No.	Name of the Factor	Groups	N	Max Score	Mean	S.D	't'	Remarks	Contribution (%)
1	Examination	Male	100	50	20.75	7.27	2.535	Significant	41.5
		Female	100		23.25	6.67			46.5
2	Teaching Practice	Male	100	40	14.18	5.28	-.712	Not Significant	35.45
		Female	100		13.67	4.85			34.17
3	Teacher	Male	100	35	12.33	5.46	-.557	Not Significant	35.22
		Female	100		11.96	3.78			34.17
4	Subject	Male	100	15	5.14	2.97	-.562	Not Significant	34.26
		Female	100		4.93	2.27			32.86
5	Medium of instruction	Male	100	15	6.05	2.84	.430	Not Significant	40.33
		Female	100		6.22	2.75			41.46
6	Home assignment	Male	100	10	4.15	2.00	1.342	Not Significant	41.5
		Female	100		4.53	2.00			45.3
7	Co- curricular activity	Male	100	10	3.91	1.94	.687	Not Significant	39.1
		Female	100		4.09	1.76			40.09
8	Total	Male	100	175	66.51	22.77	.745	Not Significant	38.005
		Female	100		68.65	17.51			39.22

't' value at 0.05=1.97

't' value at 0.01=2.60

It is observed from the table 4 that male and female trainee teachers of CTEs of Odisha are more or less equal in 6 out of 7 factors of academic anxiety i.e. teaching practice, teacher, subject, medium of instruction, home assignment and co-curricular activity. The obtained value of 't' are less than the table value at .01 level of significance (2.60). However, male and female trainee teachers differ significantly in examination factor of academic anxiety. The mean scores of examination factor of female trainee teachers were more than the scores of the male trainee teachers. The obtained 't' value i.e. 2.53 is higher than the table value at .05 level of significance (1.97) . In other words, female trainee teachers take more stress and remain tensed due to their examination.

It is evident from the table 4 that male and female trainee teachers of CTEs of Odisha have some amount of academic anxiety, but at the same time, they are less tensed in the subject factor in comparison to other factors of academic anxiety.

It is evident from the table 4 that male and female trainee teachers are a little more anxious due to their examination and home assignment in comparison to other factors of academic anxiety.

STUDY OF TEACHING PERFORMANCE

Teaching performance in the form of teaching practice components , marks of school experience program of CTEs of Odisha are summarized in Table 5.

Table 5
Mean Scores and S.D of teaching performance of trainee teachers of CTEs of Odisha

N	Mean (%)	S.D
200	73.75	6.18

From the Table 5, it can be concluded that the teaching performance of trainee teachers of CTEs of Odisha is 73.75% which is quite a good score.

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GENDER DIFFERENCE IN TEACHING PERFORMANCE

In order to compare the teaching performance of male and female trainee teachers of CTEs of Odisha, the mean, S.D. and 't' value were computed, which are presented in Table 6.

Table 6
Mean Scores, S.D., and 't' Value for teaching performance of Male and Female Trainee Teachers

S.No.	Group	N	Mean	S.D	't'	Remarks
1	Male	100	71.77	5.73	4.781	Significant
2	Female	100	75.73	5.99		

't' value at 0.05=1.97

't' value at 0.01=2.60

From the table 6, it is evident that the mean scores of teaching performance of male and female trainee teachers of CTEs of Odisha are found to be 71.77 and 75.73 respectively. The obtained 't' value between the two groups comes out to be 4.781. which is greater than the table value i.e. 2.60 at .01 level of significance. Hence, the null hypothesis of the present study that "there is no significant difference between the teaching performance of male and female trainee teachers CTEs of Odisha" is rejected. Thus it can be said with 99% confidence that the teaching performance of female trainee teachers is better than male trainee teachers. Interpreting this result, it may be said that females are more motivated towards secondary school teaching, and that is why their performance is better than male trainee teachers.

VI. FINDINGS

- The mean and S.D of Academic Anxiety of trainee teachers of CTEs of Odisha is 67.58 and 20.29 respectively. This shows that some amount of academic anxiety is found in trainee teachers.
- There is no significant difference in the Academic Anxiety of male and female trainee teachers of CTEs of Odisha. However factor wise analysis of Academic anxiety indicated that female trainee teachers were more anxious than male trainee teachers in one factor namely examination.
- The mean and S.D of Teaching performance of trainee teachers is 73.75 and 6.18 respectively. It means that teaching performance of trainee teachers of CTEs of Odisha is high.
- There is significant difference between the Teaching performance of male and female trainee teachers. The mean scores of teaching performance of female trainee teachers is 75.73 and mean scores of male trainee teachers is 71.77. Female trainee teachers' teaching performance is better than male trainee teachers.
- There is significant negative relationship between Academic Anxiety and Teaching Performance of trainee teachers.
- There is significant negative relationship between Academic Anxiety and Teaching performance of male trainee teachers.
- There is significant negative relationship between Academic Anxiety and Teaching performance of female trainee teachers.

VII. CONCLUSIONS

It may be concluded that the trainee teachers of CTEs of Odisha have low academic anxiety which has a positive effect on their teaching performance. However, there is significant negative relationship between academic anxiety and teaching performance of trainee teachers.

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