Effect Of General Anxiety On Academic Achievement Of B.ED Students

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Abstract:

Many students suffer from schools and college related anxiety. Anxiety is one of the determinants of human behavior. It is most likely to arise internal response or behavior that conflict with the satisfaction of other needs or motives. Contemporary research is conducted for test the level of anxiety and the effect of anxiety on academic achievement in B.ED students. Descriptive survey is adopted for the research study. A sample of 118 students was selected from 3 colleges of Aurangabad city using random sampling technique. Findings revealed that there is a significant negative correlation between general anxiety and academic achievement.

Keywords: General Anxiety and academic achievement.

Introduction:

Anxiety is a normal reaction to certain situations. A small level of anxiety is normal, but severe anxiety can be a serious problem. Academic anxiety can become more detrimental over time. As a student's academic performance suffers, the anxiety level related to certain academic tasks increases (Huberty, 2012). Most teachers will have students with social anxiety and/or academic anxiety. Social anxiety can also affect a student's academic performance. If a student has social anxiety, the student might not be able to complete group tasks or might not feel comfortable asking for help in class. Social anxiety can go along with or even lead to academic anxiety. Teaching students self-regulation can reduce anxiety and increase academic performance (Ader & Erktin, 2010).

Need of the study:

Anxiety is one of the determinants of human behavior. It is most likely to arise internal response or behavior that conflict with the satisfaction of other needs or motives. The concept of anxiety is utilized for explaining many psychological problems and has become a useful construct in the field of psychology. In the developing country like ours we see economic difference in the society. Some are rich and some are poor, they have different life styles according to their income. All the parents want to provide better educational facilities to the children. Parents who can not to afford expensive private school education for their children send them to government which is comparatively cheap. Most of the private schools in India are better than government. This difference affects some personality traits of the children like self-concept, academic achievement and academic anxiety. This thinking of researcher motivated him for present investigation.

One of the most important in a life of child is the academic achievement. It is more important to understand the factors that influence the achievement of children. The abilities of students, types of school, and their locality parent's encouragement of students' interaction are the main factors. It is surprising that in India, much attention is given on academic achievement of the children rather than on their academic anxiety, which must be reduced for the growth of academic success

Review of related research:
Jerrell and Ronald conducted another study relationship between academic anxiety and academic achievement. The Higher levels of cognitive academic anxiety were associated with significantly lower test scores on each of the three course examinations. High levels of cognitive academic anxiety also were associated with significantly lower Scholastic Aptitude Test scores. Kumar and Sinnadurai conducted a study on the relationship between study anxiety and academic performance among engineering students. The study which was carried over the 204 students showed that there was a significant correlation of high level anxiety and low academic performance among engineering students, with significant correlation ($p=0.000$) and the correlation coefficient was small with $r=-0.264$.

In another study on academic anxiety and academic achievement of Secondary Level School Students which was conducted by Ujjwal and Halder on a sample of 237 (128 boys and 109 girls) found that girls students have more academic anxiety than boys. It was also found that there is a negative and significant correlation ($r=-0.10$) between academic anxiety and academic achievement. In some researches girls are seen with higher level academic anxiety and boys are seen with lower level of academic anxiety as supported by this research. Yoshitake and

Jennifer et al. conducted a research to examine other factors that affect the wellbeing apart from stress, depression and anxiety. In their study, they found that, factors like family adversity especially in childhood would affect the wellbeing of the child in his/her future. This means that poor wellbeing is not only affected by academic anxiety in school, but other factors do. Kapsodorfer and Daniela also found similar results in their study conducted among school children.

Objectives of the study:

1. To study the general anxiety in level of the B.ED trainees.
2. To study the academic achievement of B.ED trainees.
3. To study the relationship between general anxiety on academic achievement.

Hypotheses:
1. The general anxiety in level of the B.ED trainees is low.
2. The academic achievement of B.ED trainees is good.
3. There exist a negative correlation between general anxiety and academic achievement.

Methodology:
Descriptive survey method was adopted for the study as the study deals with assessing only the present conditions.

Sample:
A sample of 118 students was selected using simple random technique from 3 B.Ed. Colleges of Aurangabad city.

Tools and scales used:
In the present research study standardized GAD-7 Anxiety test designed and standardized by by Drs. Robert L. Spitzer, Janet B.W. Williams, Kurt Kroenke, and colleagues was used.

Statistical measures used:

The SPSS software was used for analyzing the data. For calculating the co-efficient of correlation, Pearson's correlation technique was used and for assessing the level of general anxiety and academic achievement, mean was used.

Results and Discussions:

Table 1: Standard Interpretation table for Anxiety:

Sr.no	Range of scores	Interpretation
1.	0–4	minimal anxiety
2.	5–9	mild anxiety
3.	10–14	moderate anxiety
4.	15–21	severe anxiety

Table 2: for Interpretation of obtained scores on Anxiety level:

Aspect	Obtained score	Range	Interpretation
Anxiety level	7.69	6-9	Mild anxiety

Table 3: Standard Interpretation table for Academic achievement:

Sr.no	Range	Grade	Interpretation
1.	91 and above	O	Outstanding
2.	81-90	A++	V. Good
3.	71-80	A+	Good
4.	61-70	A	Above average
5.	51-60	B+	Average
6.	41-50	B	Below average
7.	Below 35	C	Poor

Table 4: for Interpretation of obtained scores on Academic achievement:

Aspect	Obtained score	Range	Grade	Interpretation
Academic achievement	71.75%	71-80	A+	Good

From Table no.3 we can observe the standard scores for interpreting the academic achievement in students. Table no.4 shows the obtained score of B.ED students' on academic achievement which is 71.75% which lies in the range of good academic achievement. We can infer that the grades and academic performance of the B.ED students is good (A+). From Table no.1 we can observe the standard scores for interpreting the general anxiety in students. Table no.2 shows the obtained score of B.ED students' on general anxiety which is 7.69 which lies in the range of 6 to 9 which is interpreted as mild anxiety level. We can also infer that the level of general anxiety in B.ED students' is mild or low which is a good sign.

Table 5: for Interpretation of obtained co-efficient of correlation between Anxiety and Academic achievement:

Correlations

		Anxiety	Academic Achievement
VAR00001 Anxiety	Pearson Correlation	1	-.261[**]
	Sig. (2-tailed)		.009
	N	100	100
VAR00002 Academic Achievement	Pearson Correlation	-.261[**]	1
	Sig. (2-tailed)	.009	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

From table no.5, we can observe that the obtained co-efficient of correlation between anxiety and academic achievement is -0.261[**] which is interpreted as significant negative low correlation. So we can infer that less the anxiety more is the academic achievement of B.Ed. students. The findings are in consonance with the findings of Kumar and Sinnadurai who found that there was a significant correlation of high level anxiety and low academic performance among engineering students.

Testing of Hypotheses:
The first hypothesis regarding the general anxiety level
H1: *The anxiety in level of the B.ED trainees is low,* is accepted as the obtained level of anxiety found is of mild/low level.

The second hypothesis regarding the academic achievement level
H2: *The academic achievement of B.ED trainees is good,* is accepted as the mean of academic achievement found is 71.75% which lies in the good performance category.

The third hypothesis regarding the effect of general anxiety level on academic achievement
H3: *There exist a negative correlation between anxiety and academic achievement* is also accepted as the obtained correlation score is -0.267 which lies in the negative low but significant category of correlation.

Conclusion
Anxiety disorders are common in college students due to great amounts of stress factors in college life as B.ED students have great amount of practical activities which requires too much time and dedication. Therefore, it is important to determine levels of anxiety disorder time to time and its effect on college students' academic success, as well as their psychological health.

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