

# Level of Anxiety among Prospective Teachers

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## *Abstract*

*Today man is facing problems related with fast changing social structure, communal and racial prejudices, the dangers of war, economic hardships, , ecological imbalance etc. which are becoming complex day by day. All this has led to stress, anxiety and unknown fear in the human mind. Therefore, the present century has been rightly referred to as the "Century of Fear" or the "Age of Anxiety" by thinkers like Albert Camas and W.H. Auden (Singh B, 2004). Anxiety has become a common symptom of the present day man. The prospective teachers are also like other human beings and are bound to face all the above problems. In the present Paper researcher has attempted to find out the level of anxiety and its relationship with gender and educational background of prospective teachers.*

**Key-words:** *Anxiety, Prospective teachers.*

Modern time is characterized by an era of tension, anxiety, frustration owing to cut throat competition and increasing consumerism. In this era, explosion of population and changing dimensions have brought a rapid change in socio-economic scenario of human life. The mutual relationship, principles of co-existence and tolerance have got a major setback in the days. These short-coming infused isolation, helplessness and feeling of insecurity, direct or indirect lack of reliable warmth, overprotection, lack of real guidance, disparaging attitude, injustice, discrimination, un-kept promise and so on so forth. The above situations increase tension and conflict. Extreme of these two leads to ego problems. Due to this, personality of an individual is distorted.

Today man is facing problems related with fast changing social structure, communal and racial prejudices, the dangers of war, economic hardships, ecological imbalance etc. which are becoming complex day by day .All this has led to stress, anxiety and unknown fear in the human mind. Therefore, the present century has been rightly referred to as the "Century of Fear" or the "Age of Anxiety" by thinkers like Albert Camas and W.H. Auden (Singh, 2004).

Anxiety is a feeling of apprehension or fear that lingers the source for this uneasiness is not always known or recognized. Anxiety is an emotion often accomplished by various physical symptoms. The way to understand the different symptoms of anxiety attack is: first, comes the sudden jolt of fear with less or no triggering motivation, and then this will lead to a release of adrenaline (epinephrine), which causes the supposed fight-or-flight response, where the person's body prepares for major physical activity. This results to an increased heart rate, labored breathing or hyperventilation, and sweating. The diaphragm, involved in the action of the lungs, is also a muscle and it can become overly tight. When there is continuous, inferior anxiety, a person frequently works too hard when breathing. However, if there is hyper anxiety or an anxiety attack, there is overwhelming excitement, and a person may hyperventilate. Anxiety attack may affect your quality of life if not given treatment immediately.

As a human being, it is normal that we feel anxious, worried, and fears from time to time due to the things that our complicated lives bring. Anxiety is just a part of life. It helps us cope with the stresses we may encounter. According to Ojha (2002), anxiety to some extent is necessary for successful life but when

a person is very anxious then personality is disrupted. If you are in a state of anxiety, it is likely that you experience anxiety attack. Anxiety attack is a sudden surge of overwhelming fear that comes without warning and without any apparent reason and this would usually last for no more than 10 minutes. It is far more intense than having anxiety or the feeling of being stressed out. One in every 75 people worldwide will experience an anxiety attack at one point in his/her life. (Jocelyn Snider, 2009)

The above discussion shows that anxiety is an important dimension or trait of personality and it directly or indirectly affect the overall personality of an individual. Studies based on empirical work on anxiety are very less. Singh (2000) was found that anxiety of the table tennis players were significantly developed whereas the basketball players had not shown any difference. Mc Donald (2001) observed that the overall prevalence of test anxiety appear to be increasing. Peterlini et al (2002) examined anxiety and depression in the 1<sup>st</sup> year medical students. Singh (2004) has found that - (1) there is no difference in the level of anxiety of secondary school students coming from nuclear and joint family. (2) Students of calm homes are less anxious as compared to students of bitter and noisy family atmosphere. Upadhayay and Sharma (2007) found that - (1) non-tribal group to be high on non-specific anxiety. (2) Physical anxiety is more in females than in males. Casey Johnston (2010) studied female teacher transmit math anxiety to female students.

### **Need of the Study**

All round development of a future citizen depends to a great extent on personality, motivational variables and cognition. If any of them is lacking in a human being, performance in every field of life can be affected. The discrepancy between the potential and scholastic performance in ones personality is very important. The personality attributes, especially anxiety is a significant factor in producing this discrepancy. Anxiety has become a common symptom of the present day man and has, therefore, attracted the attention of teachers, social workers, physicians, parents, psychologist and variety of other people. Several studies have been conducted to find out the relationship of anxiety in other walks of life. After reviewing the literature it was found that teachers who possess higher levels of anxiety may unintentionally pass on these negative feeling to their students (Casey Johnston, 2010).

In the light of above discussion there are some questions arose in the mind of researcher, i.e. What is the level of anxiety among prospective teachers? Is anxiety related with gender and educational background of the prospective teachers? This work is an attempt to find out the answers of these questions.

### **Objectives**

1. To study the anxiety level of prospective teachers.
2. To compare the anxiety level of male and female prospective teachers.
3. To compare the anxiety level of prospective teachers of Science and Arts group.

### **Hypotheses**

For achievement of objective 2 and 3 following hypotheses were framed:

1. There is no significant difference in the anxiety level of male and female prospective teachers.
2. There is no significant difference in the anxiety level of Science and Arts group prospective teachers.

### **Methodology**

**Population and Sample:** In the present study, all the students pursuing B.Ed. from different institute of Varanasi were taken as population. The sample for the present study comprised of 120 students of

Science and Art stream pursuing B.Ed. from Faculty of Education, BHU, Varanasi. They were chosen by purposive sampling method. The description of the sample has been given in the following Table:

**Table 1: Description of the sample**

<i>Discipline/Sex</i>	<i>Science</i>	<i>Arts</i>	<i>Total</i>
Male	30	30	60
Female	30	30	60
Total	60	60	120

**Tool:** To fulfill the objectives of the study researcher used Dutta Personality Inventory constructed by Dr. N.K. Dutt. It measures only one of the important dimensions of the personality i.e. anxiety. The tool consists of 90 items, which cover different aspects of anxiety. Each item has three response categories namely - often, sometimes and never ( 2, 1, 0 score was given to them respectively). The reliability of the tool was found to be 0.95 by split –half method. The content and construct validities of the test were also established.

**Analysis and Interpretation:**

The analysis has been presented below along with each objective. The interpretations are based on the quantitative data collected by the researcher. The data collected was subjected to ‘chi-square’.

**Objective 1: To study the anxiety level of Prospective teachers.**

It is evident from the table 2 given below that 35% prospective teachers fall in the category of low anxiety. Maximum prospective teachers (42%) belong to category of average anxiety whereas anxiety level of only 23% prospective teachers is high.

**Table 2: Anxiety Level among Prospective Teachers**

<i>Level of Anxiety</i>	<i>Low</i>	<i>Average</i>	<i>High</i>	<i>Total</i>
No. of Prospective Teachers	42 (35%)	50 (42%)	28 (23%)	120

**Objective 2: To compare the difference in anxiety level regarding gender.**

Table 3 given below shows that anxiety is related with gender. The observed chi-square value i.e. 10.51 is greater than tabulated value. Hence, the null hypothesis ‘there is no significant difference in the anxiety level of male and female prospective teachers’ is not accepted. Comparison of low anxiety level of male and female prospective teachers revealed that 27 female prospective teachers have low anxiety, but only 15 males come in this category.

**Table 3: Gender Difference in Anxiety Level**

<i>Gender</i>	<i>Anxiety Level</i>			<i>Total</i>	<i>Chi-Square</i>
	<i>Low</i>	<i>Moderate</i>	<i>High</i>		
Male	15(21)	24(25)	21(14)	60	10.51*
Female	27(21)	26(25)	07(14)	60	
Total	42	50	28	120	

\* Significant at 0.05 level of significance

It is also evident from table no.3 that more males have high anxiety level as compared to females.

**Objective 3: To compare the difference in anxiety level between Science and Arts group prospective teachers.**

The table 4 given below reveals that the calculated value of chi- square is 6.98 i.e. higher than table value. Hence, there is a significant difference in the anxiety level of students studying in Science and Arts discipline.

**Table 4: Anxiety Level among Students of Science and Arts group**

<i>Educational Background</i>	<i>Anxiety Level</i>			<i>Total</i>	<i>Chi-Square</i>
	<i>Low</i>	<i>Moderate</i>	<i>High</i>		
<b>Science</b>	17(21)	23(25)	20(14)	60	6.98*
<b>Arts</b>	25(21)	27(25)	08(14)	60	
<b>Total</b>	42	50	28	120	

\* Significant at 0.05 level of significance

Therefore, null hypothesis is not accepted. It is also clear from the above table that prospective teachers of Science stream are more anxious than Arts stream. It also shows that 25 arts group prospective teachers come in the category of low level of anxiety whereas only 17 Science group prospective teachers have low anxiety.

### Findings and discussion

The above interpretations reveal the following findings :

1. Maximum percentage of Prospective teachers (42%) have average level of anxiety. Although a certain amount of anxiety is considered essential for effective and efficient performance yet beyond a point it adversely affects the individual's performance . Studies of Veeraraghwan and Singh ( 2002) and Johnston (2010) also revealed that teachers who possess higher levels of anxiety may unintentionally pass on their negative feelings to their students.
2. There is a significant difference in the anxiety level of male and female students of different discipline. It may be due to higher expectations of society from male members. In our society, role, and expectation from male is different from female, males are supposed to be bread winners of their family.
3. There is a significant difference in the anxiety level of students studying in different discipline. It may be due to perception of the society members regarding students of Science stream. Science subject is treated as difficult subject in comparison to other subject in our society. It is also assumed by the members of the society that students of science discipline are more intelligent than others and the expectations of the family members from these groups are more because they think that the future prospect of science students which is better than the prospects of arts students. The job opportunities of Science students are higher than the Arts students. Arts students have to struggle for their livelihood whereas Science students are comparatively more secured.

### Conclusions

On the basis of above finding following conclusions have been drawn:

1. Less than half of the prospective teachers of Science and Arts group have average level of anxiety that is required for successful life.

2. Male prospective teachers are more prone to have anxiety than female prospective teachers pursuing course in Science group. They are having higher anxiety level than their female counter parts.

**Educational implication of the study:**

On the basis of the findings and conclusions of the study, a few educational implications of the study may be indicated as follow-

1. It was found that science students are more anxious than arts students. So, there is a need to give proper care to this group .The fixed mindset of society regarding school subjects also need a change.
2. It was also found that anxiety is related with gender. The social roles and expectations of male is different from female in our society. Males have high level of anxiety. So, there is a need to give equal treatment to male and female in the society.
3. Guidance and counseling program must be arranged in the schools for teachers, students and also for parents from time to time.

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