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## A Comparative Study of Academic Anxiety Among Student Teachers of Different Socio-Economic Status

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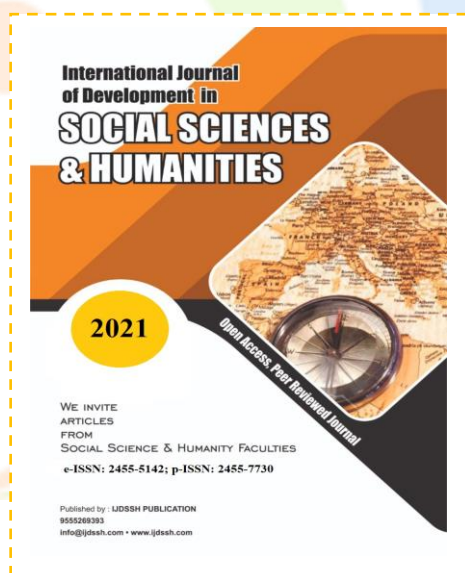Associate Professor & Head, Department of Commerce, Government College, Todarpur, Hardoi

**ABSTRACT**

Academic anxiety is a factor that works on students at all levels from all cross sections of the society. Socio-economic status of student influences his/her academic anxiety as well as his/her achievement. The present study is an attempt to know the influence of faculty (Science or arts) sex and marital status of pupil teacher with respect to their socioeconomic status on their academic anxiety. High average & low social classes of the society are expected differ in academic anxiety.

## INTRODUCTION

Anxiety is an unpleasant state that involves a complex combination of emotions that include fear, apprehension and worry. Anxiety is often described as having cognitive, somatic, emotional and behavioral components (Seligman, Walker & Rosenhan 2001). Anxiety that occurs during the learning process is called as "Academic anxiety." Academic anxiety can be defined as fear of failure to meet a standard or fear that one does not hold the appropriate standard concerning performance in schools and in interactions.

## OBJECTIVES OF THE STUDY

Main objectives of the study are -

1. To compare the academic anxiety among upper, middle and lower social class student teachers.
2. To compare the academic anxiety among married and unmarried student teachers of different socio-economic status.
3. To compare the academic anxiety among male and female student teachers of different socio-economic status.
4. To compare the academic anxiety among student teachers from Science and Arts streams of different socio-economic status.
5. To find out the relationship between Socio-economic status and academic anxiety of student teachers.

## HYPOTHESES

The following hypotheses were taken into consideration to fulfil the objectives of the study –

1. Student teachers of upper, middle and lower social class do not show any significant difference (from one another) in their academic anxiety.
2. Married student teachers of different socio-economic status do not have any significant difference from those of their unmarried counterparts is their academic anxiety.

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3. Male student teachers of different socio-economic status do not have any significant difference in their academic anxiety from those of their female counterparts in their academic anxiety.

4. Student teachers of different socio-economic status of Science stream do not have any significant difference from those of the Arts stream with regard to their academic anxiety.

## DELIMITATION OF THE STUDY

The present study was delimited on following lines:-

1. This study has been confined to two hundred three student teachers of different socio-economic status from the district.

2. For the present study only affiliated colleges of state universities have been included in the sample.

3. Central universities and non-aided colleges have not been included in the sample.

4. Student teachers of commerce background have not been included in thesample.

5. Student teachers of rural background have not been included in the sample.

## RESEARCH PROCESS

The research method employed is descriptive research normative survey, which was applied to compare the academic anxiety among different socio-economic status, marital status, sex and academic streams.

## SAMPLE

All the student teachers of state universities and their affiliated colleges have been considered as population.

The sample for this study was selected on the basis of random sampling technique. The sample consisted of 203 student teachers belonging to different socio-economic status from five different B. Ed colleges of the district.

## TOOLS

1. To determine the socio-economic status of student teachers, the tool used is "Socio-Economic Status Scale" constructed by L.N. Dubey and B. Nigam. The tool is only for urban background student teachers.

2. To measure Academic anxiety among student teachers, the tools used is "Student Teacher Academic Anxiety Scale" constructed by Kalplata Pandey.

## STATISTICAL CALCULATIONS

The data were analysed by using several appropriate statistical treatments such as frequency distribution, mean, standard Deviation, Analysis of variance and "t-Test". gives were plotted on the basis of data for further in depth analysis of differences in academic anxiety among various groups of

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students teachers. The significant difference for Anova & t-Test were observed at .01 & 0.05 level of significance.

## CONCLUSION

1. There is no significant difference present in academic anxiety of upper, middle and lower social class of student teachers.

2. There is no significant difference present in academic anxiety among married and unmarried student teachers of different socio-economic status .05 level of significance.

3. There is marked a difference in academic anxiety among married and unmarried student teachers of different socio-economic status at .01 level of significance. Married student teachers exhibit higher academic anxiety than their counterparts.

4. Male and female student teachers of different socio-economic status do not differ from each other with regard to academic anxiety.

5. Student teacher of Science and Arts streams from of different socio-economic status do not differ from each other in their Academic Anxiety.

## SUGGESTIONS

1. Better organizational climatic conditions minimize the influence of socio economic status in academic anxiety.

2. When student from the upper socio economic status show more academic anxiety personal counseling should be provided to cope with stress and neurotic aspects of anxiety.

3. Teacher performance should be monitored by students at all levels in all socio- economic status of the society.

4. Regular formative evaluation of students could lead to elimination of academic anxiety.

5. Giving homework can help in creating home environment for reducing academic anxiety.

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