

A Study on Anxiety towards B. Ed Course among Arts and Science College Students in Tirunelveli District

OPEN ACCESS

Volume: 13

Special Issue: 3

Month: March

Year: 2026

P-ISSN: 2321-788X

E-ISSN: 2582-0397

Citation:

A. Kiruba. "A Study on Anxiety towards B. Ed Course among Arts and Science College Students in Tirunelveli District." *Shanlax Interantional Journal of Arts, Science and Humanities*, vol. 13, no. S3, 2026, pp. 137–41.

DOI:

<https://doi.org/10.34293/sijash.v13iS3-Mar.10499>

Dr. A. Kiruba

Assistant Professor in Education

St. Xavier's College of Education (Autonomous), Palayamkottai, Tirunelveli

Abstract

The current research investigates the anxiety in the Arts and science college students on the Bachelor of Education (B.Ed.) course in Tirunelveli district. The program is a qualification needed to enter teaching profession as a professional. Nevertheless, the issues of employment, financial security and competitive recruitment process are likely to cause anxiety among the students. Descriptive survey was applied. There were 120 undergraduate students in Arts and Science Colleges who were taken as a sample. The information gathered on an Anxiety Scale of Likert-type was self-constructed. The analysis was done using mean, Standard Deviation and independent sample t-test. The findings showed that there was moderate anxiety among the students with regards to the B.Ed. course. There was no statistically significant difference in male and female students. But a wide gap was observed in Arts and Science students. The paper highlights the relevance of career guidance and counselling services in helping to make informed choices.

Keywords: Anxiety, B.Ed. Course, Career Choice, Teaching Profession, College Students

Introduction

Education is significant in the national development and teaching profession is at the core of the quality of education. The B.Ed. degree provides a person with the knowledge of pedagogy and professional teaching skills that allow working in the classroom (Linda Darling-Hammond, 2017). Though it may be important, students tend to be anxious because they are not sure of the recruitment processes, eligibility tests, and employment opportunities.

Anxiety is a psychological state that is known to be full of tension, worry, and fear of what will come in the future. It is said that a concept of trait and state anxiety by Charles D. Spielberger (1983) states that anxiety may play a key role in the way people perceive their views, motivations and choices. In case of uncertainty on career opportunities the students may be influenced by anxiety in their academic motivation and choices. Thus, the awareness of anxiety about the B.Ed. A course is vital in directing the students on the right academic and career path.

Need for the Study

Several Arts and Science college students have been found to be reluctant or nervous to take the B.Ed. course in the last many years because they are unsure of policy in teacher recruitment, competitive admit tests and future employment. This kind of uncertainty can affect the academic choice, vocational planning, and motivation to join the teaching career. The psychological issues of future teachers also become of great essence since teachers are crucial in the process of determining the quality of education and development of a country.

Thus, the degree of anxiety of the Arts and Science college students regarding the B.Ed. course should be investigated. By determining the causes and scope of this anxiety, education institutions, teacher educators and policymakers will be in a position to offer guidance, counselling and career awareness to a student who dreams of joining the teaching profession. Educational anxiety studies also point out that the concept of career related uncertainty can also influence the attitudes of students and their decision-making processes (Charles D. Spielberger, 1983).

Statement of the Problem

The teaching career is vital to the social growth of society and teacher education courses like the Bachelor of Education (B.Ed.) course are meant to equip a qualified and competent teacher to the education system. A lot of Arts and Science college students however in the recent times are showing uncertainty and concern as to whether to take the B.Ed. course. Competitive teacher eligibility exams, fluctuating recruitment policies, lack of awareness about career opportunities and insufficient knowledge about job opportunities may induce anxiety in those students who are thinking about joining the teaching profession.

Fear of academic and career choices may affect the feelings, motivation, and readiness of students to take professional courses. Students are not sure of their future career after the completion of the B.Ed. Naturally, it can cause hesitation, the fear of inability to pass the eligibility tests, and the insecurity concerning the employment. Such mental issues can eventually influence the student enrollment in teacher education programmes.

Thus, there is a need to research the anxiety about the B.Ed. course among Arts and Science college students. Knowing their concerns will assist teacher educators, institutional and policy makers to offer relevant guidance, career awareness and support mechanisms that will motivate and confident future teachers. Therefore, the current paper will be named as A Study on Anxiety Towards B.Ed. Course Among Arts and Science College students in Tirunelveli district.

Significance of the Study

The current research is important because it tries to comprehend the degree of anxiety among people studying Arts and Science college towards B.Ed. course in Tirunelveli district. Over the last few years, there has been an ambiguity over teacher recruitment, eligibility examination and employment opportunities that has affected student attitudes towards teacher education programmes selection. The study will assist in clarifying the perception of the students on the B.Ed. course by determining the factors that lead to anxiety.

The study results will be helpful both to teacher education institutions and teacher educators to establish proper guidance and counselling programme to future teachers. It will also make the policymakers and educational administrators aware of the issues of students and develop supportive policies to attract competent and motivated students to join the teaching field. Moreover, the research will make contributions to the research on teacher education by shedding light on the psychological factors that are used to determine career choices in students (Linda Darling-Hammond, 2017).

On the whole, the research will be helpful in the context of enhancing teacher training programs and encouraging students willing to join the B.Ed. course.

Objectives

1. To study the level of anxiety toward the B.Ed. course.
2. To find out the significant difference between male and female students’ anxiety towards the B.Ed. Course.
3. To find out the significant difference between Arts and Science students’ anxiety towards the B.Ed. Course.

Hypotheses

H1: There is no significant difference between male and female students anxiety towards the B.Ed. course.

H2: There is no significant difference between Arts and Science students anxiety towards the B.Ed. course.

Methodology

The study design is a descriptive Study. The study was undertaken using a sample of 120 undergraduate students in Tirunelveli district and the convenience sampling technique. The self construct Anxiety scale was used in the data collection. The statistical methods used in the research are Standard Deviation, t-test and mean.

Data Analysis and Interpretation

Table 1 Level of Anxiety towards B.Ed. Course

Variable	N	Mean	SD	Level
Anxiety toward B.Ed.	120	63.40	8.25	Moderate

Students exhibit a moderate level of anxiety toward pursuing the B.Ed. course.

Table 2 Significant Difference between Male and Female Students Anxiety towards the B.Ed. Course

Gender	N	Mean	SD	t-value	Result
Male	60	62.10	8.10	1.68	Not Significant
Female	60	64.70	8.30		

The table above shows a mean of males and females students as 62.10 and 64.70, and SD of 8.10 and 8.30 respectively. The t-value computed is 1.68. The t-value acquired was not significant at the 0.05 level. Thus, the hypothesis was accepted. Anxiety among female students was a little more than that of male students.

Table 3 Significant Difference between Arts and Science Students’ Anxiety towards B.Ed. Course

Discipline	N	Mean	SD	t-value	Result
Arts	60	62.20	7.90	3.21	Significant
Science	60	60.60	8.20		

The table above shows that the average of Arts and Science students is equal to 62.20 and 60.60, and SD is equal to 7.90 and 8.20 respectively. The t-value is 3.21. The calculated t-value was at the level of significance of 0.05. Students of Arts had much more anxiety when compared to those of Science. Therefore, the hypothesis was not accepted.

Findings

Based on the statistical analysis of the collected data, the following findings were derived from the study:

1. Level of Anxiety toward the B.Ed. Course
2. It was found that the Arts and Science college students have a medium level of anxiety of taking the B.Ed. course. The mean score calculated shows that students are neither entirely confident nor are they fearful of the teaching profession entry. Such moderate anxiety can be caused by the lack of knowledge about the process of teacher recruitment, eligibility tests, and future career opportunities.

3. Gender Difference in Anxiety towards the B.Ed. Course

The findings indicate that the differences in anxiety of male and female students towards the B.Ed. course are not statistically significant. The difference in the mean score of the female students compared to that of the male students was not statistically different at the level of 0.05 although the female students had a slightly better score than the male students. Thus, gender is not seen to be a significant factor among the sampled students contributing to the anxiety of the B.Ed. course.

4. Difference between Arts and Science Students

The comparison shows that there is a vast disparity between Arts and Science students in terms of the anxiety level towards the B.Ed. course. The level of anxiety exhibited by Arts students was also higher as compared to that of Science students. This disparity can be associated with differences in career prospects, academic orientation and the willingness to the teaching profession.

Discussion

The research results indicate some significant points which are connected with the attitude of students towards B.Ed. course and teaching profession.

To start with, the researcher discovered that students feel moderately anxious about the B.Ed. course in Tirunelveli district. This indicates that most of the students understand that teaching is a decent and a socially desirable career but they also struggle to understand the prospects of employment and the process of recruitment. Career anxiety is more typical of college students particularly when outlook is uncertain. Charles D. Spielberger (1983) supports the argument by saying that people tend to develop anxiety when they do not have a sense of control or whether they feel they do not know what will happen in the future. The ambiguity of the teacher eligibility tests and policies on recruiting educators can be a source of the concern of students in the framework of the current research.

Second, the research did not show any significant gender effect on the anxiety of the B.Ed. course. This shows that both male and female students have an equal measure of concern with regard to their future in teaching. In modern education, the male and female sex are more and more considering teaching as a good career choice. Consequently, fear of the B.Ed. Gender differences may not have much impact on the course since it may be more affected by the systemic factors like recruitment processes and employment opportunities.

Third, the researcher has found that there was a marked difference between the Arts and students of the Science group with the Arts students exhibiting greater levels of anxiety. Such an observation can be attributed to the fact that, most Arts students tend to look up to teaching as one

of their major career choices and this may make them more concerned about their acceptance into the B.Ed. programme and their prospects of getting a job after that. Students of science, however, might have a broader set of alternative career opportunities that might be technical, scientific or professional. Teacher education research also highlights the fact that career perceptions and academic backgrounds of students affect their attitudes to teacher preparation programmes (Linda Darling-Hammond, 2017).

In general, the results indicate that anxiety of the B.Ed. is the cause of anxiety in students. The course is synonymous to career indecisiveness, recruitment processes and career expectations. This could be achieved by providing informative details with regards to teacher recruitment procedures and career ladder to curb these anxieties among interested students.

Conclusion

The current research focused on the degree of anxiety of the Arts and Science college students with regards to the B.Ed. course. The findings indicated that students are more or less anxious about the course and the teaching profession. This fear seems to be caused primarily by the indecision about the opportunity to work, the process of recruitment, and competitive eligibility tests.

Another finding of the study was that gender was not an influential aspect in determining the level of anxiety of the students, and this showed that both the male learner and female learner have common concerns about their future in teaching professionally. Nonetheless, a major disparity was witnessed among Arts and Science students, with Arts students displaying a comparatively greater anxiety of the B.Ed. course.

These results indicate that career guidance and counselling should be effective in colleges to enable students make sound judgments on their teachers education. Educating the potential teacher with the right information regarding teacher eligibility tests, recruitment policies and career opportunities, can ensure that there is less uncertainty and confidence is created towards the potential teacher.

Finally, knowing the anxiety of the students towards the B.Ed. A course is necessary to enhance teacher education programmes and attract good and motivated people to join the teaching field. The institutional support and career awareness programme to address the concerns of students can help to create a more confident and dedicated teaching labor force in the future.

References

1. Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291–309. <https://doi.org/10.1080/02619768.2017.1315399>
2. Spielberger, C. D. (1983). *Manual for the State–Trait Anxiety Inventory (STAI)*. Consulting Psychologists Press.
3. Best, J. W., & Kahn, J. V. (2006). *Education research (10th ed.)*. Pearson Education.
4. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.)*. SAGE Publications.
5. Kothari, C. R., & Garg, G. (2019). *Research methodology: Methods and techniques (4th ed.)*. New Age International Publishers.
6. Mangal, S. K. (2013). *Statistics in Psychology and Education*. PHI Learning.
7. Mangal, S. K. (2016). *Advanced educational psychology (2nd ed.)*. PHI Learning Pvt. Ltd.
8. Garrett, H. E. (2008). *Statistics in psychology and education*. Surjeet Publications.
9. Aggarwal, Y. P. (2008). *Statistical methods: Concepts, application and computation*. Sterling Publishers.