

Anxiety of ODL Student-Teachers with Specific to their Background Variables

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Abstract

This present paper investigated the anxiety of student-teachers studying through ODL mode specific to their background variables. In this study, the investigator used survey method and cluster sampling techniques to collect the data from the sample consisted of 855 student-teachers studying B.Ed. through ODL in three universities of Tamil Nadu – Madurai Kamaraj University, Bharathidasan University and Alagappa University. For this survey study, the investigator developed and validated a tool measuring anxiety concerning the selected background variables. In this, descriptive and differential analysis were used to analyse collected data and to find out the level of anxiety and significant difference in their anxiety specific to selected background variables among the student-teachers studying B.Ed. through ODL mode were analysed for the educational implications with recommendations based on the revealed results of this study.

Keywords: Anxiety, Open and Distance Learning (ODL), Bachelor of Education (B.Ed.) student-teachers, Second-grade teachers.

Introduction

Anxiety is our bodily response to stress and it is a feeling of fear or uneasiness about what is to come. It might cause a person to sweat, feel restless and tense, and have a rapid heartbeat. It can help the person cope; it may give the person a boost of energy or help him focus. Usually, anxiety is a general term for several disorders that cause nervousness, fear, worry and distress. These disorders affect how we feel and behave, and they can manifest real physical symptoms. Mild anxiety is vague and unsettling, while severe anxiety can be extremely debilitating, having a serious impact on our daily life. People often experience a general state of worry or fear before confronting something challenging such as a test, examination, recital and interview. These feelings are easily justified and considered normal. Anxiety is considered a problem when symptoms interfere with a person's ability to sleep or otherwise function. Generally speaking, anxiety occurs when a reaction is out of proportion with what might be normally expected in a situation. In all levels and modes of teacher preparing programmes, psychology is one of the core papers to make the learners understanding the importance of psychological and emotional problems and to make their students' learning when their classroom teaching without any emotional and psychological hinders. ODL mode teacher education programmes are making the student-teachers learning effective by incorporating the need and importance of their students with some negative emotional agitations in their classrooms in a systematic way in future.

Need for the Study

Anxiety disorders can affect a person's ability to work-study and participate in other activities. In this, recovery is possible with the appropriate technique and treatment. Some ways to manage anxiety disorders include learning about anxiety, relaxation technique and correct breathing techniques, dietary adjustment, exercise, learning to be assertive, building self-esteem, cognitive therapy, exposure therapy, structured problem and meditation. But, before these are all to be done among the affected person, it is important to diagnose the problem among the target group. The teaching community is an important factor in making their people intellectually sound and socially productive. Especially, the second-grade teachers should be free from this type of emotional problem and psychological discomfort since they are handling the primary level students and making their initial educational input in a really meaningful way and to make their career to the next level of teaching after completing their degree through ODL mode. Hence, the investigator has taken this problem for this study with ODL studying second-grade teachers who are preparing for their skills and practices for the next level of teaching particularly.

Objectives

- To find out the level of anxiety among the ODL mode B.Ed. student-teachers of the selected sample for this study
- To find the significant difference in the anxiety of male and female student-teachers studying B.Ed. through ODL mode
- To find the significant difference in the anxiety of student-teachers studying B.Ed. through ODL mode residing in the rural and urban residential background
- To find the significant difference in the anxiety of student-teachers studying B.Ed. through ODL mode belonging to nuclear and joint family type
- To find the significant difference in the anxiety of student-teachers studying B.Ed. through ODL mode who are possessing single and more than one child
- To find the significant difference in the anxiety of student-teachers studying B.Ed. through ODL mode working in Government/Aided and Private

Schools

- To find the significant difference in the anxiety of student-teachers studying B.Ed. through ODL mode using Own and Public transport to go their schools

Hypotheses

1. There is no significant difference in the level of anxiety among the ODL mode B.Ed. student-teachers of the selected sample for this study
2. There is no significant difference in the anxiety of male and female student-teachers studying B.Ed. through ODL mode
3. There is no significant difference in the anxiety of student-teachers studying B.Ed. through ODL mode residing in the rural and urban residential background
4. There is no significant difference in the anxiety of student-teachers studying B.Ed. through ODL mode belonging to nuclear and joint family type
5. There is no significant difference in the anxiety of student-teachers studying B.Ed. through ODL mode who are possessing single and more than one child
6. There is no significant difference in the anxiety of student-teachers studying B.Ed. through ODL mode working in Government/Aided and Private Schools
7. There is no significant difference in the anxiety of student-teachers studying B.Ed. through ODL mode using Own and Public transport to go their schools

Methodology

The present study employed a descriptive method using survey technique to study the anxiety of student-teachers studying in ODL mode study.

Population, Sample and Sampling Techniques

The population of this study involved ODL mode studying B.Ed., students of three universities of Tamil Nadu. The student-teachers studying through ODL mode have their classes at their PCP centre with a limited number of counselling and workshop sessions per the NCTE regulations. Hence, it is only the possible way to collect data by using an appropriate sampling technique and hence, the

investigator used the cluster sampling technique to collect the data for this study. The sample consisted of 855 student-teachers of ODL mode students from the first and second year of B.Ed. Students of Madurai Kamaraj University, Bharathidasan University and Alagappa University.

Tools

The investigator has constructed and standardised the tool to study the anxiety of the selected sample for this study. Initially, the tool consisted of 34 items and after the validation, the items were finalised as

Analysis

Table 1: Level of Anxiety among ODL mode B.Ed. Student-Teachers

Dependent Variable	Sample of the Study	Low		Average		High	
		N	%	N	%	N	%
Anxiety	ODL mode B.Ed. Student-Teachers	200	23.39	565	66.08	90	10.53

From the table:1, It is clear that 23% of the selected sample have low-level anxiety, more than 60% (66.08%) of them are average level anxiety and only 10% have high-level anxiety. It shows that there is a significant difference in the level of anxiety

25 with a reliability of 0.82. Hence, the tool consisted of 25 items and it is a 5-point scale holding all direct positive statements with 5, 4, 3, 2 and scores for the respective responses. The maximum score is 125 and the minimum is 25. It means that the higher the score, the anxiety level is higher and vice versa.

Statistical Techniques

The investigator used the following statistical techniques for this study:

- Descriptive Analysis and
- Inferential Analysis

among the ODL mode B.Ed. Student-teachers of the selected sample, hence the null-hypothesis -1 is rejected.

Table 2: Significance Difference in the Anxiety of ODL Mode B.Ed. Student-Teachers Concerning Background Variables

Dependent Variable	Background Variable	Attributes	N	Mean	SD	df	t-value	Remarks
Anxiety	Gender	Male	361	93.23	12.90	853	1.176	NS**
		Female	494	94.27	12.79			
	Residential Background	Urban	302	95.69	12.11		5.135	S*
		Rural	553	91.17	13.39			
	Family type	Nuclear family	624	94.61	12.74		3.130	S*
		Joint family	231	91.49	12.91			
	Number of Kids	Single	364	94.91	12.42		2.115	S*
		More than One Child	491	93.04	13.11			
	Types of working school	Govt./Aided	652	93.29	12.82		1.445	NS*
		Self. Financing	203	94.58	12.84			
Mode of Transport	Own vehicle	252	92.30	11.80	3.625	S*		
	Government Bus/ vehicle	603	96.04	12.03				

** - Not Significant at 0.05 level

*- Significant at 0.05 level

From the table above, it is inferred that the gender and types of working schools do not cause any significant difference in the anxiety of the selected

sample of the study. Hence, the null hypotheses concerning Gender and Types of Working schools are accepted. Simultaneous, the backgrounds variables,

residential background, family types, number of kids and mode of transports to their schools causing a significant difference in the anxiety of the selected sample; hence, the null-hypotheses concerning the residential background, family type, number of kids and mode of transport are rejected.

Findings

From this study, it is revealed that more than 60% of the selected sample has an average level of anxiety. It is happy to observe that only 10% of the sample has a high level of anxiety—the anxiety of B.Ed. Student-teachers through ODL mode concerning the selected background variables, gender and types of working schools do not differ significantly. Consequently, comparing the attributes of background variables, the anxiety of B.Ed. Student-teachers through ODL mode residing in urban residential background belonging to nuclear family possessed with a single child and using public transport to go their school is significantly higher than its counterparts.

Educational Implications

Anxiety is an emotional expression and it has to be maintained or sensitised to minimise before go into problem, anxiety disorder. There are three major types of disorders – generalised anxiety disorder (GAD), panic disorder and phobias. These are all due to genetics, brain biology and chemistry, stress and the environment where we live, work and act our major roles. Teachers’ role is inevitable in the teaching context even though advanced technologies are widely used. Anxiety can be a normal stress reaction and hence teachers should have a required level of emotional expressions to complete their competent task meaningfully. If the level of emotional expressions like anxiety exceeds its limits, it may lead them to a dangerous condition, and hence it is compulsory to realise the need of importance of all emotional expressions at a required level to meet the challenges in their field of work.

Recommendations

The following are a few of the recommendations through this study:

- It is needed to provide appropriate training and practices in the task of handling and facing

various situations. Problems associated with teaching-learning and real-life situations are to be given among the student-teachers whether they are doing their course through regular or ODL mode.

- It is recommended to have awareness of different emotions and their disorders and these have to be stressed during their course of study.

Conclusion

This study expressed that the anxiety of selected sample residing at the urban residential background in nuclear family type who is possessing single child and using government vehicles have more anxiety than their counterparts. It is inferred that different adaptations in the urban background may cause such type of anxiety among the selected sample; the nuclear family do not have any moral and social support to meet their daily routine and it is influencing more on those who are having a single kid since they may not have knowledge and experience to handle kids. The sample of this study utilising government vehicles like buses, trains, etc., may have more anxiety since they may not give appropriate comfortless for their travelling towards their working place. As anxiety is meant to protect us from danger and allow us to react faster to emergencies, it is required to regulate to some minimised state to make our lives smoothly. Also, if it is not minimised or systematised to the required level, it will lead to anxiety disorder and move on to the next level with the danger zone. Hence, if the person sensitises the problem of anxiety, it is important to have some relaxation techniques such as mindfulness, meditation, progressive muscle relaxation and deep breathing and they help to increase feelings of relaxation and emotional well-being. Particularly, teachers have to play many roles and take more responsibilities in the present scenario. Hence, it is unavoidable to have the anxiety to complete every action of their profession. In this context, it is required to maintain and come out of such dangerous emotions to lead their roles and do their responsibilities better.

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