

## A Differential Study of Anxiety among Pupil-Teachers during Teaching Preparation

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### Abstract

This study investigated changes in (P.T.A) Pupil Teacher's Anxiety and confidence, about becoming a teacher during Teacher Training, The subjects were groups of Pupil-Teachers non-scheduled Castes (General Category) and Reserved Castes (Category) of SC and OBC's Group, at two stages of their Teacher-preparation: beginning their first stage, just prior to pupil teaching, and at the end of Pupil Teaching Practice outcome. Significant Changes in Anxiety and confidence about teaching were identified.

**Keywords:** Anxiety among, Pupil, Teaching Preparation.

### Introduction

#### Rationale and Magnitude of the Study

Teacher's Teaching Anxiety, Conceptualized pre-service teachers, as passing through developmental stage of concerns about becoming a Teacher. "The prospective Teachers have little concern about teaching until their first contact with actual teaching, when they experience intense concerns about their own survival (Self-survival concerns) as a Teacher". In that next stage, concerns and anxiety about varied demands in Teaching situation (Task-Anxiety Concern) such as

- (1) Preparation of lesson plan
- (2) Too many students
- (3) Too little time to meet these demands
- (4) Prospective Teachers are unable to act upon these impact concerns and anxieties (impact concerns), the urgent situational demands (task concerns), and their own feelings of inadequacy. (Self- Survival Concerns assertive Anxiety).

#### Participants: Sample

Participants for this study, were drawn from C.C.S. University, Meerut, Self-Financed Institutes of B.Ed. Classes specially, who were admitted for the B.Ed .Class. The participants had volunteered to participate in the study. This was done in accordance with accidental non-probability sampling Design (ANPSD) as well as the Distribution of Participants in accordance with their caste (SC. V/s non-SC) variable (N=75) the study was conducted during practice Teaching Sept. And Oct.-2015 in different practice Teaching schools of C.C.S. University Meerut.

#### Measures

Research Instruments: TECHNIQUES: The research instruments consisted of two sections, covering the aim of study.1- The first section consisted of Pupil Teacher's biographical information, namely Gender, Type of Caste Category they were enrolled for. The second section consisted of the (STAS) Student Teacher Anxiety Scale.

The STAS consist of 26 items. The Highest possible score on this scale is  $26 \times 4 = 104$ , and the lowest possible score is  $26 \times 0 = 0$  the continuous 0-104 was arbitrarily divided into three categories namely: 0-34 including low Anxiety. This procedure yielded data to fulfil the first aim. "The original

instrument, STAS used by Hart (1987) was retained by the Researchers but the instrument was modified in two ways. First the wording was changed where necessary to make it amenable to C.C.S University, Meerut B.Ed. Pupil Teachers Situation, Second a five point Likert type scale rather than a seven point scale was used."

Respondents were asked to circle number which best described. How they perceived each of the statements with regard to practice teaching. The rating were: Very much (4) Moderately (3) Somewhat (2) Rarely (1) Never (0). The work of Morton (1997) And Hart (1987) Provided a frame work for the construction of the instrument used in the present study of C.C.S. University, Meerut. A Principal components "Factor-Analysis" was run on the STAS using Varimax Rotation Method Items were assigned to their respective factors on the basis of factor loadings equal to and greater than 0.40. Emergent factors were termed:

- (1) Evaluation Anxiety
- (2) Class control Anxiety
- (3) Professional Preparation
- (4) School staff Relations Anxiety
- (5) Unsuccessful Lessons Anxiety
- (6) Class control Anxiety
- (7) Professional Material Aid + Psychological testing preparations respectively.

#### Procedures

In this study, the Instrument was administered, during three stages of skill in teaching, practice teaching programme in different practice teaching schools

- (1) that is during the Practice Teaching Period
- (2) During and after Practice Teaching
- (3) Three-Four weeks of Lessons observations in schools preceded practice Teaching.

#### Results-Retrospects-Prosppects

1. The Chi-square test indicated that significant differences do exist and was found among scheduled castes & OBC's (Reserved Category) Pupil Teachers Anxiety, High Anxiety in Comparison to Non-Scheduled castes Pupil Teachers low & Moderate Anxiety.

2. These findings showed that student-Teachers differ in the way they experience anxiety from practice Teaching related factors in different schools.
3. In this study Students –Teachers who manifest caste personality are prone to anxiety caused by professional preparation and an unsuccessful lesson, respectively.
4. The Research findings indicate that student Teachers do differ in the extent to which they experience anxiety from factors related practice teaching. None the less a higher percentage of Student Teachers 44% reported a low level of anxiety because they are not serious to Teaching but simply interested to obtain the degree by unfair means.
5. It is heartening that pupil-Teacher. Teaching quality is day by day detoriating, may be due to lack of Demonstration lessons, needed during practice teaching by the Teachers Training staff members and Proper supervision of Teaching Lesson Plans adequately.