

The Impact of Anxiety on Learning Among Prospective Student Teachers

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Abstract- Teachers' anxiety is one of many concerns that not only experienced teachers, but also prospective student teachers have to deal with. The negative impact of anxiety has always had a strong impact on the teaching performance of prospective student teachers, particularly at the first meeting in the classroom. Researcher aimed to investigate the Impact of Anxiety on Learning among Prospective Student Teachers. Survey method has been used with the sample of 60 prospective student teachers. A need analysis questionnaire comprising 30 items. The findings of the study stated that 69% of the Prospective Student Teachers needed more content knowledge. Inferences have drawn from this study clearly states that they should review their role in preventing unnecessary problems during the process of the teaching practicum and help the student teachers to go through the process smoothly by providing necessary feedback.

Keywords- Teachers' anxiety, prospective student teachers, first meeting in the classroom,

I. INTRODUCTION

Teachers' anxiety is one of many concerns that not only experienced teachers, but also prospective student teachers have to deal with. The negative impact of anxiety has always had a strong impact on the teaching performance of prospective student teachers, particularly at the first meeting in the classroom. Anxiety in this particular sense is an unpleasant feeling of nervousness or anxiety about something that occurs or is expected to happen in the future (Cambridge, 2012). This topic has increased in significance, according to the previous study by Kyriacou (1987, cited in Coombe, 2008, p. 11), which found that "teaching is one of the top five most stressful occupations in the world." That is, new teachers typically had anxieties and were more faced with causes of anxiety than experienced teachers (Alashev & Bykov, 2002). To date, however, there are a large number of studies on learning language anxiety among learners, but there are not so many researchers who have conducted research on teacher anxieties and stress management. It is therefore important and worthwhile to study these particular fields for an in-depth understanding of them.

II. REVIEW OF LITERATURE

McKeachie (1986) divides the anxieties of prospective student teachers by three stages, including 'before the teaching hour,' while teaching the hour' and 'after teaching the hour.' During before the 'pre-teaching hour,' prospective student teachers are concerned about the planning of lessons or the preparation of materials, because the success of the first lesson can support teaching and learning for the overall achievement of the course. As a result, most educators use different strategies for the first lesson, as we can see from the activities they have selected. In fact, teachers feel stressed when they have not enough time to draw up a lesson plan (Howarth, 2002). As a result, the first class is a truly challenging experience for prospective student teachers to be in the classroom and to meet and teach students for the first time, while they are expected to follow the lessons and foster a relationship with the classroom. That is, what they are supposed to do can be affected by their own fear, an anxiety that is built up even before the class begins. Similarly, situations in the first class are unique for teachers and students: they share the same feeling of perspective with different perspectives (Sanderson, 1995). During the 'during the teaching hour,' prospective student teachers are concerned about unexpected situations, such as teacher anxiety about student interaction, time management, classroom management, etc.

In conclusion, this study focused on the anxieties of prospective student teachers in their first teaching and how they controlled their anxieties. The purpose of this study was to explore the causes of prospective student teachers anxiety and to research prospective student teachers handled their anxiety effectively.

Objective of the study

- To find out the Impact of Anxiety on Learning Among Prospective Student Teachers

Research Questions

1. Is there any difference in applying knowledge on the impact of anxiety on learning with respect to their profession?
2. What proportion of male and female teachers differs in applying knowledge on the impact of anxiety on learning?
3. What is the overall score of applying knowledge on the impact of anxiety on learning?

III. RESEARCH METHODOLOGY

Research design

- The research design selected for the present study was descriptive study under survey method.

Sampling technique

- Purposive sampling under non probability sampling method was adopted for selecting samples.

Sample size

- The participants for the present study consisted of 60 prospective student teachers of B.Ed. general and B.Ed. special education (General education 30 and Special education 30) in CSI College of Education with Special Education at Madurai. Purposive sampling was used for the recruitment of participants for this study.

Tools

The investigator employed the following tool for data collection in the present study:

- Tschannen-Moran and Hoy's (2001), short-form TSES scale adapted from the Mental Health Series – The Impact of Anxiety and Depression on Learning Pre-Evaluation, Jessica A. Woods, (2004) and validated.

Statistical Techniques

- Statistical Techniques used in the study were – Mean, Mean percentage and Graphical presentations

Operational Procedures and Collection of Data

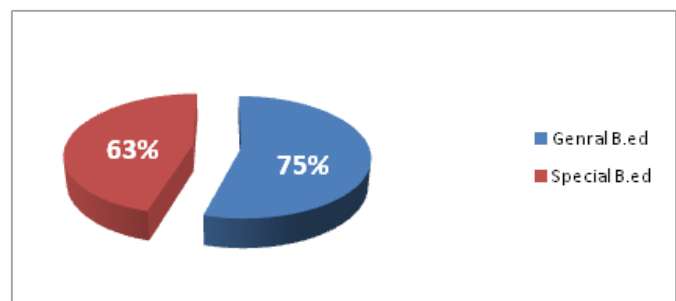
The following procedures were followed by the researcher for data collection:

- Approaching the CSI College of Education with Special Education - obtaining permission for Data collection-Fixing schedule.
- Approaching student teachers of both general and special education to explain the purpose of the study and obtain their consent.
- Formulating the Rating Scale (TSES) to ascertain the extent of The Impact of Anxiety on Learning among Prospective Student Teachers of both General and Special Education and validation.
- Administration of Tool to prospective student teachers of both B.Ed. general and special education.
- Need Analysis of the responses.

IV. RESULTS AND DISCUSSION

Research Questions 1

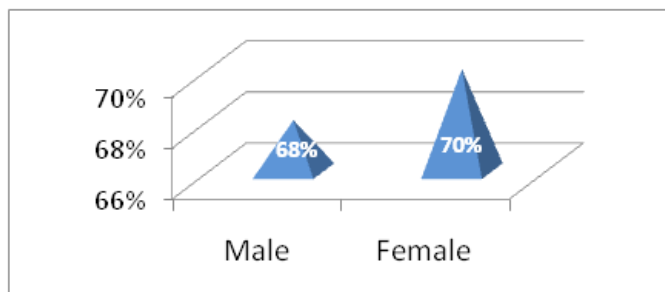
Is there any difference in applying knowledge on the impact of anxiety on learning with respect to their profession?



For testing the research question (1) mean percentage was used. From the mean values it be observed that there is significant difference in the mean value of prospective student teachers on applying knowledge on the impact of anxiety on learning with respect to their profession. The applying knowledge on prospective student teachers belonging to the B.Ed. special education is better than that of the applying knowledge of B.Ed. general education in the impact of anxiety on learning.

Research Questions 2

What proportion of male and female teachers differs in applying knowledge on the impact of anxiety on learning?



For testing the research question (2) mean percentage was used. From the mean values it be observed that there is significant difference in the mean value of prospective student teachers on applying knowledge on the impact of anxiety on learning with respect to their Gender. The applying knowledge on prospective student teachers among male student teacher is better than that of the applying knowledge among female student teacher in the impact of anxiety on learning.

Research Questions 3

What is the overall score of applying knowledge on the impact of anxiety on learning?

For testing the research question (3) mean and mean percentage was used. From the mean and mean percentage value it could be observed and concluded that the overall applying knowledge of prospective student teachers of B.Ed. special education group surpasses the extent of applying knowledge of B.Ed. general education group on the impact of anxiety on learning.

Education	N	Mean	Percentage
General	30	37.6	75%
Special	30	31.35	63%

Implication of the Study in Teacher Education

The educational implications for the field of teacher development of prospective student teachers are as follows.

- In terms of prospective student teachers, it would be important to research the possible causes of anxiety that will affect their emotions before going to the field practicum. It would be best practice for them to train for successful anxiety management in order to cope with such stress beforehand.

- Positive anxiety effect also helps prospective student teachers become involved in identifying challenges and preparing approaches to resolve future situations. It could help their teaching become successful afterwards.
- Once faced with anxieties, prospective student teachers would be sufficiently self-aware to consider the causes of their anxieties. At last, they will obtain practical experience in order to grow their long-term career.

Suggestions and Recommendations for further Research

- The result of the study motivates future researchers to take up replicated studies with different population and sample.
- This study is focused only prospective student teachers. In future in service teachers can also be included.
- In the present study, prospective student teachers are of the same age and same grade. The same may be expanded to cover various age and grade levels in order to make age-wise and grade wise comparison.
- The similar study can be extended to other parts of country and different grades of educational institutions i.e., the Diploma, M.Ed., M.Phil., Ph.D. level to provide more comprehensive and generalizable results with wider perspective.

V. CONCLUSION

The findings of the study stated that 69% of the Prospective Student Teachers needed more content knowledge. Findings point out that mentors and supervisors should be aware about the anxieties faced by Prospective Student Teachers. They should review their role in preventing unnecessary problems during the process of the teaching practicum and help the student teachers to go through the process smoothly by providing necessary feedback.

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