

Performance Anxiety among Teacher Trainees:A Coherent Study

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Abstract: Stress and anxiety about performing in front of others causes performance anxiety. Most performers have experienced performance anxiety in some form and to various degrees. This fear may be experienced while performing or while preparing for the performance. It maybe apparent as apprehension (fear of what could happen) and negative anticipation. This paper focuses on performance anxiety among teacher trainees. The sample consisted of 130 teacher trainees randomly drawn from teacher education colleges of Thrissur district in Kerala. The investigator prepared performance anxiety scale for assessing the performance anxiety among teacher trainees. The findings of the study revealed that the locale of residence, qualification and economic status of the family has no significant effect on the performance anxiety of teacher trainees.

Keywords: Performance anxiety, locale of residence, qualification, economic status

Date of Submission: 04-11-2018

Date of acceptance: 18-11-2018

I. Introduction

Education is a powerful source in bringing desired change in every sphere of an individual's personality, particularly one's mental health, confidence and the functional productivity. Quality of education depends upon several factors such as home, inherited traits, parental attitude, environment, financial support, materials and equipments, curricula and methods of instruction. The academic growth and intellectual advancement of a nation is shaped by the quality of education provided to the students.

A teacher trainee's performance in turn is considerably related to the professional training imparted to prospective teachers. The identification of qualified and efficient teaching personnel constitutes one of the most important factor of all educational concerns.

Teacher Education programs aim to develop prospective teachers with necessary knowledge, skills, attitudes and for shaping the behaviour of younger generation in tune with the demand of ever changing socio-cultural environment.

Need and significance

Life depends on the harmony between the demands made by the environment and the ability of the individual to deal with such demands. Every individual has experienced situations which have posed challenges. These challenges and problems are likely to create stress which result in anxiety.

According to Oxford dictionary, Anxiety is a feeling of worry, nervousness or unease about something with an uncertain outcome. WHO (2017) reported that 38 million Indians suffer from anxiety disorders. Anxiety is expected to have a negative effect on any performance. Performance anxiety is a widespread phenomenon among student population at all levels. These include formal public speaking, informal and spontaneous speaking in public, performing arts, sports, social interaction, conversation and a relationship development.

The teachers should be aware of the practical strategies to help their students to deal better with many aspects of performance anxiety. We need to reduce the performance anxiety among students. The temperament of the teacher trainees need to be properly tuned, so that they can establish a pleasant atmosphere in their class. This will in turn have a positive influence on the overall performance of the teacher trainees and hence the harmonious development of their students. In this study the investigator tries to find out the level of performance anxiety among teacher trainees.

Objectives of the study

- To find out the level of performance anxiety among teacher trainees
- To compare the mean scores of the performance anxiety among teacher trainees with respect to
 1. Locale of residence
 2. Qualification
 3. Economic status

Hypotheses

1. There will be a high level of performance anxiety among all teacher trainees.
2. There will be no significant difference in the mean scores of performance anxiety among teacher trainees with respect to
 - Locale of residence
 - Qualification
 - Economic status

II. Methodology

In the present study, survey method was used to find out the level of performance anxiety among teacher trainees.

Sample of the study

The sample was selected by using stratified random sampling technique. The study was conducted on a sample of 130 teacher trainees from teacher education colleges of Thrissur District in Kerala.

Tools used in the study

Performance Anxiety Scale developed and standardised by the investigator was used in the study.

Statistical procedure used

Descriptive statistics like arithmetic mean and standard deviation were used. Inferential statistics like two-tailed t test was used to find out the significant difference in the means of scores of performance anxiety among teacher trainees with respect to locale of residence (rural/urban) and qualification (UG/PG). ANOVA was used for analysis of variance in the mean scores on performance anxiety based on economic status (annual income < Rs.50,000/-, between Rs.50,000/- to 1,00,000/-, >Rs.1,00,000/-)

III. Analysis And Interpretation

To study the performance anxiety of teacher trainees, the investigator used the performance anxiety scale consisting of 30 items and administered it to a sample of 130 teacher trainees.

1. The level of performance anxiety among teacher trainees

In order to find out the level of performance anxiety, the investigator calculated the arithmetic mean (m) and standard deviation (σ). The teacher trainees were classified based on their performance anxiety score as low, average and high using the formula $(m+\sigma)$ and $(m-\sigma)$. Those teacher trainees between $(m+\sigma)$ and $(m-\sigma)$ are considered as average and those above $(m+\sigma)$ are high and those below $(m-\sigma)$ are low.

Table 1: Classification of the total sample with respect to performance anxiety.

Total	Level	Range	Number	Percentage
130	High	>58.7	20	15
	Average	40.2 to 58.7	91	70
	Low	<40.2	19	15

Table 1 presents the classification of the total sample with respect to their performance anxiety. It reveals that 20 teacher trainees scored above 58.7. They constitute 15% of the total sample. They have high performance anxiety. There are 19 teacher trainees having score below 40.2, constituting 15% of the total sample and have low performance anxiety. There are 91 teacher trainees with score between 40.2- 58.7, i.e., 70% of the teacher trainees having average performance anxiety. The figures show that majority of the teacher trainees have average performance anxiety. Hence hypothesis 1 is rejected.

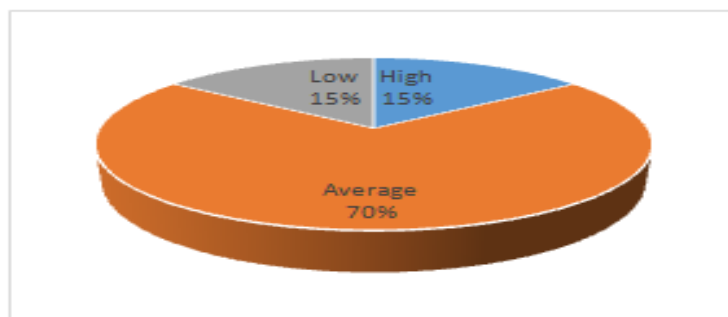


Figure 1: Percentage representation of performance anxiety of teacher trainees.

2. Comparison of scores on performance anxiety among rural and urban teacher trainees.

Table No.2: Comparison of performance anxiety among rural and urban teacher trainees.

Variable	Categories	Number	Mean	S.D	df	Std. error	t	Table value		Level of Significance
								0.05 level	0.01 level	
Performance Anxiety	Rural	60	48.4	8.8	128	1.138	-1.17	1.96	2.58	Not significant at 0.05 level (P>0.05)
	Urban	70	50.3	9.6		1.148				

From the above table it is clear that the obtained 't' value -1.17 is less than the table value 1.96 at 0.05 level of significance. There exist no significant difference between the means of the scores on performance anxiety among rural and urban teacher trainees. The mean scores on performance anxiety among rural teacher trainees is 48.4 and urban teacher trainees is 50.3 respectively. It can be concluded that urban teacher trainees are having slightly higher performance anxiety than rural teacher trainees.

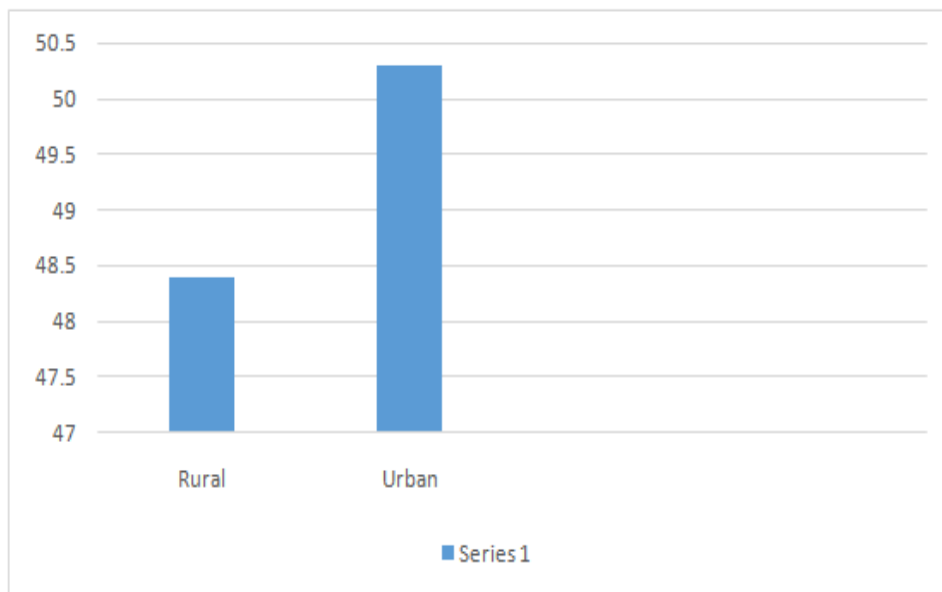


Figure 1: Bar chart representation of performance anxiety of teacher trainees of urban and rural locality.

3. Comparison of scores on performance anxiety among teacher trainees with respect to qualification.

Table No.3: Comparison of performance anxiety among teacher trainees with respect to qualification.

Variable	Categories	Number	Mean	S.D.	df	Std. error	t	Table value		Level of Significance
								0.05 level	0.01 level	
Performance Anxiety	UG	37	51.2	9.9	128	1.63	1.358	1.96	2.58	Not significant at 0.05 level (P>0.05)
	PG	93	48.7	8.9		0.92				

From the above table 3, it is evident that the obtained 't' value 1.358 is less than the table value 1.96 at 0.05 level of significance. There exists no significant difference between the means of the scores on performance anxiety among under graduate and post-graduate teacher trainees. The mean scores on performance anxiety among under graduate teacher trainees is 51.2 and post-graduate teacher trainees is 48.7 respectively. It can be concluded that under graduates are having relatively high performance anxiety than post graduates.

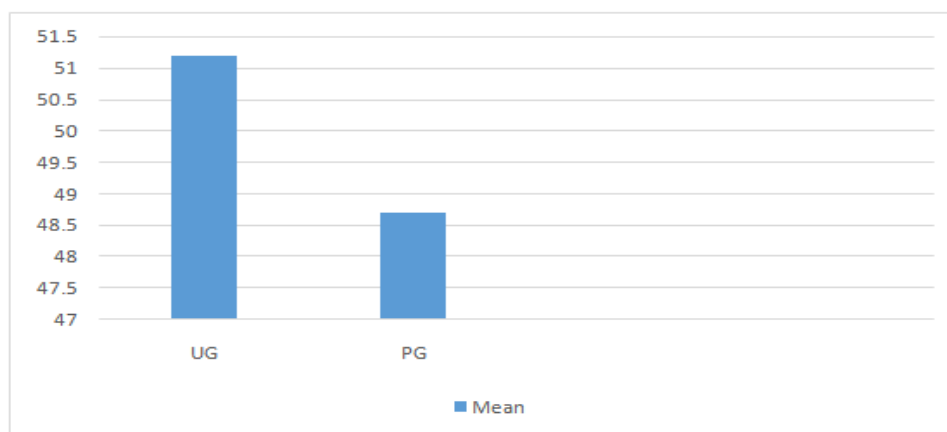


Figure 1: Bar chart representation of performance anxiety of teacher trainees based on qualification.

4. Comparison of the mean scores on performance anxiety among teacher trainees with respect to economic status.

Table No.4: Comparison of mean scores on performance anxiety on the basis of economic status.

Variable	Group	Sum of squares	df	Mean square	F value	Table value		Level of Significance
						0.05 level	0.01 level	
Performance Anxiety	Between Groups	338.92	2	169.46	2.016	3.02	4.66	Not significant at 0.05 level (P>0.05)
	Within groups	10,672.81	127	84.04				
	Total	11,011.73	129					

From the above table it is clear that the calculated ‘F’ value 2.016 is less than the table value 3.02 at 0.05 level of significance with degrees of freedom 2,127. So the obtained ‘F’ value is not significant at 0.05 level. This shows that there is no significant difference in the mean scores of performance anxiety among teacher trainees with different economic status. From the above stated statistical analyses, we can conclude that the hypothesis 2 is accepted.

IV. Findings And Conclusion

The study attempted to find out the performance anxiety among teacher trainees of Thrissur district in Kerala. The findings revealed that there is no significant difference in the mean scores of performance anxiety among teacher trainees with respect to locale of residence, qualification and economic status. Out of 130 teacher trainees 91 are having high performance anxiety.

Millions of people suffer from performance anxiety, commonly called stage fright. Athletes, musicians, actors, and public speakers often get performance anxiety. Although it may be impossible to totally overcome performance anxiety, there are many things possible to control emotion and reduce anxiety. Stress management, relaxation techniques, exercises to replace negative thoughts with positive ones, regular practising of yoga, listening to motivational talks, stress reducing music therapy, indulging in activities of personal interest and talk with a person who is supportive, are some actions recommended to cope with this type of anxiety.

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