

# A Differential Study of Anxiety & Competency Among Pupil-Teachers During Teaching Preparation

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## Abstract

This study investigated changes in (P.T.A.) "Pupil Teacher Anxiety, Teaching Competency and Confidence about becoming a Teacher, during Teacher Training. The subjects were two groups of Pupil-Teachers-Non-Scheduled Castes (General Category) and Reserved Castes (Category) of S.C. & O.B.C's Group, at to stages of their competency and anxiety during teacher preparation: beginning their first stage, just prior to Public teaching and at the end of Pupil Teaching Practice outcome, significant Changes- in anxiety, competency and confidence about teaching were in two groups differently.

**Keywords:** Competency, Anxiety, Pupil-teacher, Teaching, Practice Preparation, Category

## Rationale and Magnitude of This Study

Teacher's Teaching Anxiety and Competency Conceptualized Pre-service teachers, as passing through developmental stage of concerns about becoming a Competent 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 competent teacher", in that next stage, concerns and anxieties about the varied demands in the teaching situation (task-anxiety concerns) such as (1) preparation of lessons plans (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- competency concerns), the urgent situational demands (task concerns) and their own feelings of inadequacy (Self-Survival Concerns Anxiety, Competency).

## 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 in different Teacher Training Institutes of C.C.S. University Meerut, as well as with the permission of principals and authorities of practice teaching schools.

## Measures

### Research - Instruments: Techniques

The research instrument consisted of two sections covering the aims of study.

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 in relation to (GTCS) General Teaching Competence Scale, the STAS consists 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 indicating low anxiety, 35-69 moderate and 70-104 high anxiety. This procedure yielded data to fulfill 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 amendable to the situation of B.Ed. pupil teachers of CCS University, Meerut.

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Second a five point Likert typed scale rather than a seven point scale was used". Respondents were asked to circle the numbers which best described, how perceived each of the statement with regard to Practice Teaching. The Rating were: Very much (4) moderately (3) somewhat (2) rarely (1) never (0). The work of Morton (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 competency anxiety (2) Class control competency anxiety (3) Professional competency preparation (4) School staff relation competency anxiety (5) Unsuccessful lessons in competency anxiety (6) Class control competency anxiety (7) Professional material aid + sociological 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 (i) that is during the Practice Teaching Period (ii) During and after Practice Teaching (iii) Three-Four weeks of Lessons observations in schools preceded practice Teaching .

### Results - Retrospects - Prospects

- The Chi-square test indicated that significant differences do exist and was found among scheduled castes and OBC's (Reserved Category) Pupil Teachers Competency Anxiety, High Anxiety in Comparison to Non - Scheduled castes Pupil Teachers, low and Moderate Anxiety and Competency along with confidence.
- These findings showed that student-teachers differ in the way they experience competency anxiety from practice Teaching related factors in different schools.
- In this study students-teachers who manifest caste-personality are prone to competency anxiety caused by professional preparation and an unsuccessful lesson, respectively.
- The research findings indicate that student teachers do different to the extent to which they experience, confidence + competency anxiety form factors related to practice teaching. None the less a higher percentage of Student Teachers, 44% reported a 'Low level of competency Anxiety because they are not serious to Teaching but simply interested to obtain the degree by unfair means or qualified for job.
- It is hearting that the quality of teaching competency of pupil teacher is deteriorating day by day 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.

The researchers are of the considered opinion that the function of this small piece of research clearly indicates that teacher quality, specifically competency in teaching as well as anxiety have significant cast wise differences in pragmatic teaching researchers.

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