



## Teacher Apprehension on Academic Anxiety of Students: A Correlational Study

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### Abstract

Teaching is regarded as a stressful, anxious profession that has an impact on teachers' ability to provide students with high-quality academic instruction. Teachers' psychological health can be negatively impacted by anxiety, which can impair their effectiveness in the classroom and cause them to interact inappropriately with students. Thus, teacher anxiety has an impact on students' enjoyment and involvement. So, the present study aims at finding out the relationship of teacher apprehension on academic anxiety of students. A sample of 130 students were personally contacted and administered Academic Anxiety Scale by Cassady, J.C, (2020) and Teacher Apprehension Test (Richmond, V.P., Wrench, J.S., and Gorham, J, 2001). The findings of this study revealed that no gender difference exist between teacher apprehension and academic anxiety; teacher apprehension and academic anxiety are positively and highly significantly correlated. Implications are discussed.

### 1. Introduction

Teaching entails much more than just imparting knowledge. The person who has the greatest influence on students' life is the teacher. In this segment, teachers impart to the candidates' special traits like brotherhood, kindness, fellow feeling, and simplicity handed. The way teachers behave in the classroom has a significant impact on how pupils perceive their academic performance. When teachers exhibit positive and supportive behaviors, students are more likely to experience lower levels of academic anxiety. Conversely, negative or unsupportive teacher behaviors can contribute to heightened anxiety levels among students. Academic anxiety, characterized by emotional and psychological distress related to academic pursuits, is a prevalent issue among students. It can hinder their learning experience, academic performance,

and overall well-being. One factor that has been found to impact academic anxiety is teacher behavior. The way teacher interacts with their students, their instructional methods, and their support can significantly influence students' levels of anxiety in educational settings. Warmth, approachability, and encouragement are examples of positive teaching measures that create a safe and friendly learning environment that can assist reduce anxiety about learning. Students feel more secure and urged in their studies when teachers genuinely care about their welfare, help, and provide constructive criticism. This may reduce anxiety levels in the educational setting.

### 2. Academic Anxiety

Anxiety is a normal reaction to certain situations. A small level of anxiety is normal, but severe anxiety can be a serious problem. Academic anxiety can

become more detrimental over time. As a student's academic performance suffers, the anxiety level related to certain academic tasks increases (Huberty 2012) [4]. Most teachers will have students with social anxiety and/or academic anxiety. Teaching students' self-regulation can reduce anxiety and increase academic performance (Ader & Erkin, 2012) [1]. Students experiencing academic anxiety feel apprehensive over academic tasks. Students can feel anxiety related to every academic task. Some may only feel anxiety related to test taking or other specific tasks. Anxiety is not always negative. Some students can be motivated by anxiety. Breuer (1999) [3] mentioned that all anxiety disorders are defined by the dual characteristics of excessive emotional fear and physiologic hyper arousals. Anxiety is one of the most widely experienced emotion and one of the most essential constructs of all human behaviour. It is a displeasing feeling of uneasiness, nervousness, apprehension, fear, concern or worry (Barlow, 2002) [2]. In today's cut throat competitive environment, anxiety is a common phenomenon of everyday life.

### 2.1 Importance Of Teacher-Student Relationship

In the long run, a supportive and positive relationship between students and teachers boosts intellectual ability and a sense of belonging and encourages students to participate voluntarily in various classroom activities. It is very crucial that the interaction between a teacher and student should be supportive of the learning environment. The relationship between teacher and student has been found immensely effective on the learning and schooling experience of the student. An educator should plan to enhance their communication with students to allow for qualitative learning.

## 3. Methodology

### 3.1 Objectives of the Study

Teacher apprehension is a considerable affective state that may have some adverse effects on the learners, learning and teaching processes. Therefore, learners' engagement and enjoyment are affected by teacher apprehension. So, an attempt has been made by the investigators to study how teacher apprehension leads to academic anxiety among students with the following objectives:

1. To investigate the relationship between teacher apprehension and academic anxiety of the students.

2. To study the significant gender differences in academic anxiety.

### 3.2 Research Questions

The problem under the investigation comprises following major questions:

1. Do teacher apprehension and academic anxiety of the students significantly relate to each other?
2. Is there a significant gender difference in academic anxiety among students?

### 3.3 Hypotheses

- **Ha1:** There is a significant and positive relationship between teacher apprehension and academic anxiety among students.
- **Ha2:** There is a significant gender difference among students related to academic anxiety.

### 3.4 Research Design

In the present study, while developing the research design teacher apprehension was taken as independent variable academic anxiety of the students was considered as dependent variable.

### 3.5 Sample

The sample for the present investigation consisted of 130 students selected from different colleges in district Mysuru of Karnataka. Among the sample subjects, 63 were male and 67 were female students selected through simple random sampling technique.

### 3.6 Measures Used

#### Academic Anxiety Scale by Cassady, J.C, (2020).

The Cassady, J.C. Academic Anxiety Scale is a self-report instrument designed to measure the level of anxiety experienced by individuals in academic settings. The scale consists of a series of statements or items related to different aspects of academic life that may cause anxiety. Respondents rate each item on a Likert-type scale, indicating the extent to which they experience anxiety in relation to each statement. The scale typically ranges from 1 to 5, with 1 representing "strongly disagree" and 5 representing "strongly agree." The authors have reported high validity and reliability for the scale.

#### Teacher Apprehension Test (Richmond, V.P., Wrench, J.S., and Gorham, J, 2001).

The teacher apprehension test is a 20- item inventory developed to measure the level of anxiety or unease experienced by teachers in relation to their teaching responsibilities and interactions with

students using a 5-point Likert rating scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

**3.7 Statistical Technique**

The following statistical techniques are applied to analyse the scores and to verify the hypotheses:

- Descriptive statistics
- Regression analysis
- Independent sample t-test
- Pearson’s Correlation Coefficient

**4. Results And Discussion**

**Table 1 Mean, SD and t-value of Students on Teacher Apprehension and Academic Anxiety**

Variables	Gender	N	Mean	SD	t
Teacher Apprehension	Male	63	85.22	7.290	1.983
	Female	67	82.96	5.690	
Academic Anxiety	Male	63	5.930	5.930	1.220
	Female	67	6.278	6.278	

From table 1 it is clear that “t” value for gender is insignificant at 0.05 level on teacher apprehension. However, the mean value of males (85.22) is almost nearer to the mean value of females (82.96). Therefore, it can be concluded that there exists no significant difference between males and females of students in teacher apprehension (t=1.983, p>0.05). It is also noted from table 1 that there is no

significant difference between the two groups in the academic anxiety (t=1.220, p>0.05) as well. The Present results are contrary to the findings obtained by Samit Kumar Das, Ujjwal Kumar Halder and Bapi Mishrain (2014) (6) who reported that there was significant difference between boys and girls student in respect to their academic anxiety

**Table 2 Pearson’s Correlation Coefficients between Teacher Apprehension and Academic Anxiety**

	Teacher Apprehension	Academic Anxiety
Teacher Apprehension	-	.565**
Academic Anxiety	.565**	-

**\*\*P<0.01: Highly Significant**

Teacher apprehension is positively and highly significantly correlated to academic anxiety (r=.565< 0.01) as revealed by the above table. The finding of this study clearly shows that teacher apprehension is positively and highly significantly associated with academic anxiety of students. Higher the level of teacher apprehension, greater will be the degree of academic anxiety. The present results are contrary to the findings obtained by Ali, Awan, Batool, & Muhammad, (2013); Ali, (2012); Nicholson, (2010); Peleg, (2009); Chapell, Blanding, Silverstein, Takahashi, Newman, Gubi, & McCann, (2005); Kaya, (2004), McDonald, (2001), Hong, (1999); Hembree, (1988) have reported that highly academic anxious students had low academic achievement and low academic anxious students had higher achievement.

According to Samit Kumar Das, Ujjwal Kumar Halder and Bapi Mishrain (2014) (6) in one of the gender difference studies have reported that there was significant difference between boys and girls student in respect to their academic anxiety.

**Conclusions**

- Teacher apprehension and academic anxiety are positively and highly significantly correlated.
- No gender difference exists in teacher apprehension and academic anxiety.

**Implications**

Teacher apprehension is a considerable affective state that may have some adverse effects on the learners, learning and teaching processes as well as impact on psychological factors. This emphasises the need for educators to be aware of their own

concerns and emotional responses and strive to create supportive and inclusive learning environments. By fostering positive teacher-student relationships as well, teachers can help reduce academic anxiety and promote students' well-being. Further findings also suggest that addressing student anxiety should be approached from a gender-inclusive perspective. Educators should be mindful of individual differences and provide support to all students, regardless of their gender. This includes implementing strategies that accommodate diverse learning styles and needs, promoting a safe and inclusive classroom environment, and offering resources for managing and coping with academic anxiety. Moreover, the findings highlight the importance of incorporating social-emotional learning and mental health support within educational systems. Teachers and school administrators should receive training and professional development on recognizing and addressing student anxiety. Providing students with access to mental health resources and support services can also help alleviate academic anxiety and promote overall well-being.

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