
AGGRAVATION AND ANXIETY / APPREHENSION AMONG D.ED.
STUDENTS IN RELATION TO MEDIUM OF INSTRUCTION

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Abstract

Aggravation and Anxiety/Apprehension is less at primary or secondary level and is also resolved by various measures i.e. by adopting suggestions given by parents, counselors, management, school authorities, etc. but when a child comes to a college, he is at a crucial stage where on one hand, his career is at stake and on the other, there is no rigid routine or timetable like school. He establishes new relationships and then feelings of competition, envy, fear, anxiety or frustration might develop in him and at this level the reason for this frustration and anxiety might be medium of instruction. This paper enables the researcher to knowing the relationship between medium of instruction and frustration & anxiety among students during examination.

Keywords: frustration, anxiety, medium of instruction, english medium, hindi medium

Introduction

In the new era, every person wants to prove him or herself by attaining a remarkable achievement in his or her field. Everyone is striving hard to attain a certain position in the society. The feeling of getting everything early is the motive of every single child and this condition prevails from the early childhood till the end of life. The satisfaction of our unending needs and desires is possible only by the process of education. With the emergence of 'Right to Education' in India, students are trying to gain the best possible educational or vocational qualification to fulfill his or her needs. This qualification might be available in many ways and in many mediums.

Our national language is Hindi but it cannot be denied that English is the language that is being used at a large scale in our country. Normally at home, children are exposed to an environment where they hear and speak only Hindi without getting a significant exposure to English. But suddenly they are asked to use English for their academic communication. Then they may feel handicapped. Also, lack of educational facilities like books, study material, audio-visual aids, instructions by faculties make them even more depressed, when they know that the English medium students are already receiving those facilities. The Hindi medium students need extra time and energy to cope up with their fellow English medium students. At this level, frustration and anxiety might develop in them. It is also possible that certain study material that is available in Hindi might not be available in English. As a result, they may also feel frustrated.

Rationale of the study

The concept of education is like a diamond which appears to be of different color when seen from different angles. Education draws a person from darkness and illuminates his way for further ventures. It is essential at each and every step of our life. For us to receive proper education, well-trained teachers are required which is possible only if pre-service teacher education is provided. However, there are certain factors during this training period that lead to frustration and anxiety among the trainees. One of those factors is the medium of instruction. When students of two different mediums come together in the same classroom, they often face difficulties. Also the gender of the students is an important factor in deciding the level of frustration or anxiety that exists in them.

Objectives

- a. To study the frustration level of English and Hindi medium students.
 - b. To study the anxiety level of English and Hindi medium students.
 - c. To study the relationship between frustration level of boys and girls of English medium.
 - d. To study the relationship between frustration level of boys and girls of Hindi medium.
 - e. To study the relationship between anxiety level of boys and girls of English medium.
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- f. To study the relationship between anxiety level of boys and girls of hindi medium.

Hypotheses

- There is no significant relationship between frustration level of english and hindi medium students.
- There is no significant relationship between anxiety level of english and hindi medium students.
- There is no significant relationship between frustration level of boys and girls of english medium.
- There is no significant relationship between frustration level of boys and girls of hindi medium.
- There is no significant relationship between anxiety level of boys and girls of english medium.
- There is no significant relationship between anxiety level of boys and girls of hindi medium.

Sample

The sample of the study comprised of 100 D.Ed. students. Of these, 50 were of English medium and 50 were of Hindi medium. There were 25 boys and 25 girls in each case. The sample was selected from four different colleges of the Ghaziabad district(U.P) at randomly selected.

Tools

- Frustration Scale by Dr. B.M. Dixit and D.N. Srivastava
- Sinha's Comprehensive Anxiety Test by A.K.P. Sinha and L.N.K. Sinha.

Statistical Techniques

Mean, standard deviation and product moment correlation values were calculated. The significance of the calculated coefficient of correlation was checked at 0.05 and 0.01 level of significance.

Table 1
Frustration among D.Ed. Students of English and Hindi Medium

<u>Medium of Instruction</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>'r'-value</u>	<u>Significance</u>
English	50	101.03	13.33	0.139	Not significant
Hindi	50	97.89	8.78		

The above table indicates that mean of frustration level of english medium students is 101.03 while that of hindi medium students is 97.89. Thus frustration is more in english medium D.Ed. students. The value of 'r' was calculated to be 0.139 which is not significant at 0.05 and 0.01 level of significance. The graph of the means of frustration of english and hindi medium is given below:

Fig. 1
Means of Frustration of English and Hindi Medium

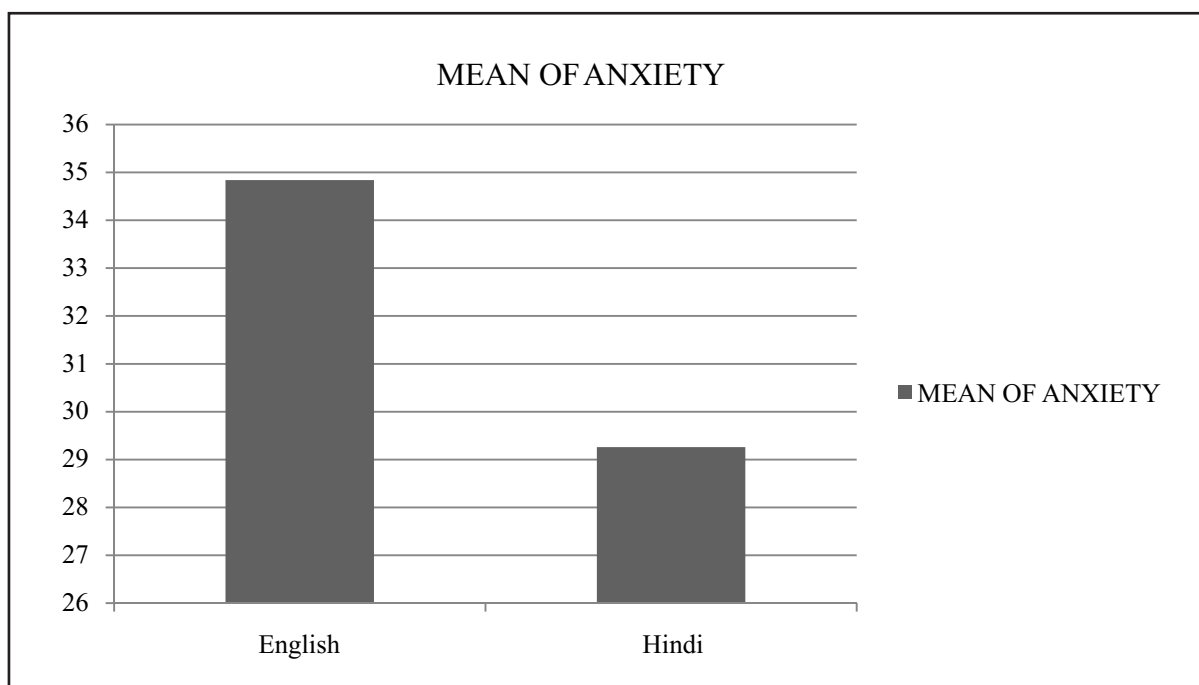


Table 2
Anxiety Level of English and Hindi Medium D.Ed. Students

<u>Medium of Instruction</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>'r'-value</u>	<u>Significance</u>
English	50	34.83	9.02	0.385	Significant
Hindi	50	29.25	8.44		

The above table indicates that the anxiety level of english medium students is 34.83 and that of hindi medium students is 29.25. Thus anxiety is more in case of english medium students. The 'r' value was calculated to be 0.385 which is significant at 0.05 and 0.01 level of significance. The mean of anxiety level of english and hindi medium students can be represented graphically as:

Fig. 2
Means of Anxiety Level of English and Hindi medium

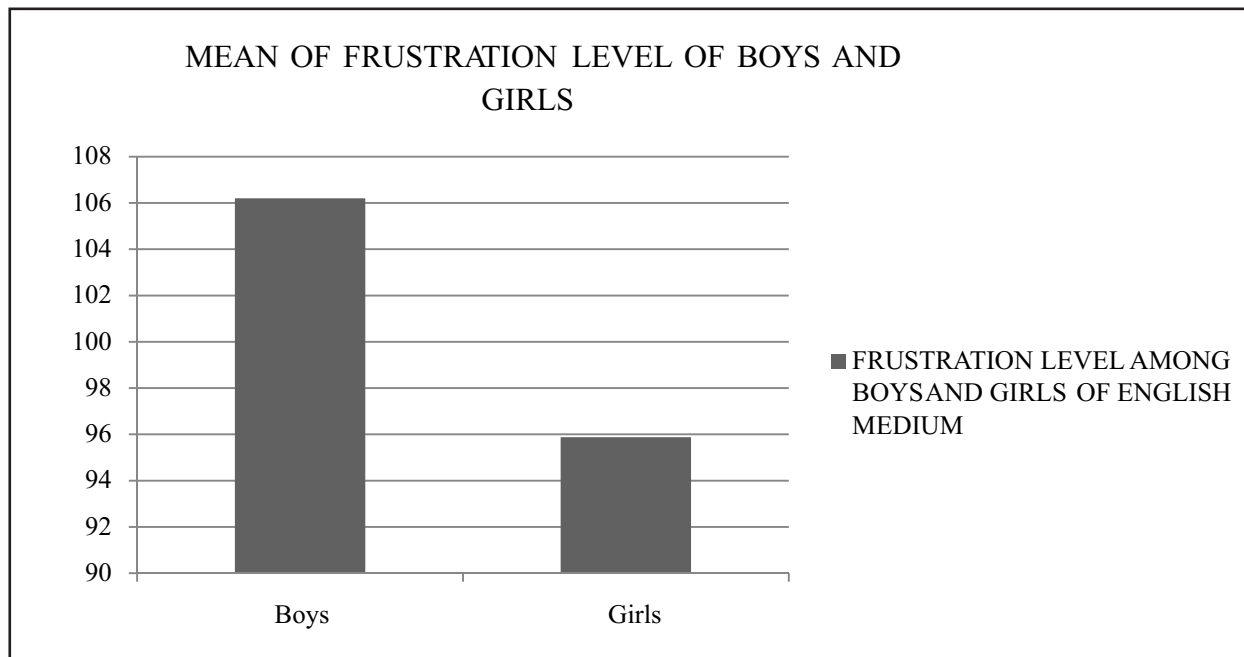


Table 3
Frustration Level of Boys and Girls of English Medium

<u>Gender</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>'r'- value</u>	<u>Significance</u>
Boys	25	106.1	14.69	-0.083	Not significant
Girls	25	95.87	9.82		

The above table indicates that the mean of frustration level of boys is 106.1 and the mean of girls is 95.87. The frustration in boys is higher than that of girls. The value of 'r' was found to be -0.083 which is not significant at 0.05 and 0.01 level of significance. The mean of frustration level of boys and girls of english medium can be represented graphically as:

Fig. 3
Means of Frustration Level of English and Hindi Medium

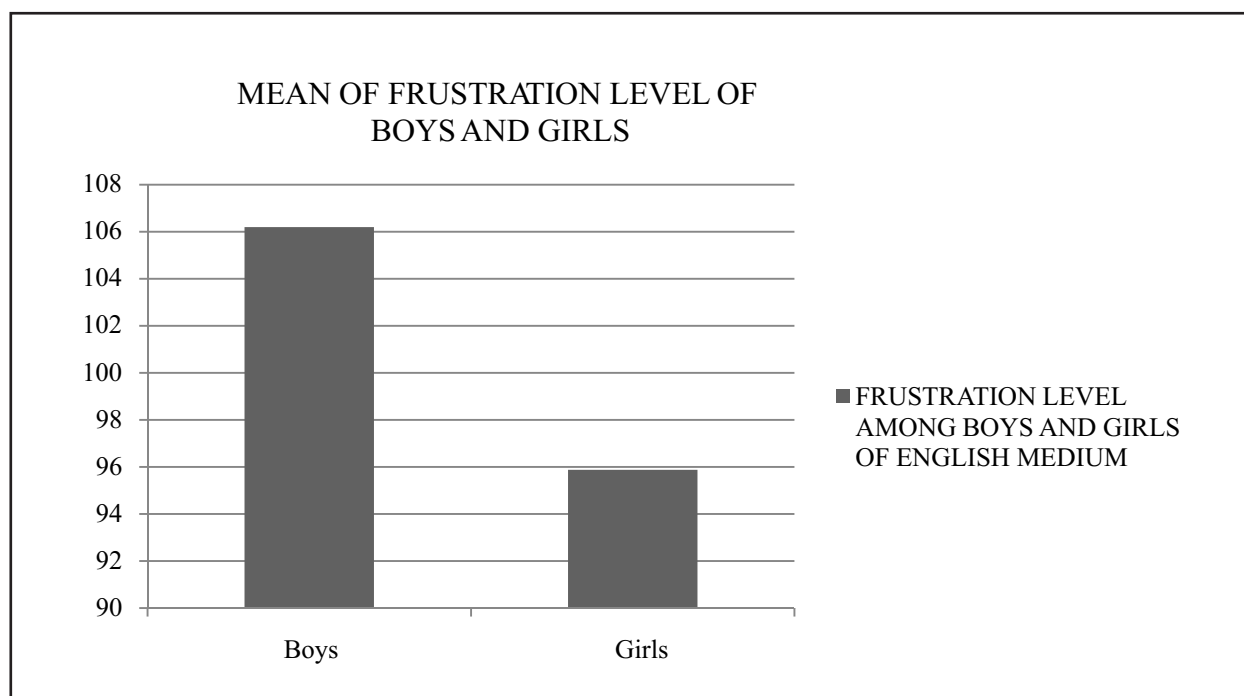


Table 4
Frustration Level of Boys and Girls of Hindi Medium

<u>Gender</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>'r'- value</u>	<u>Significance</u>
Boys	25	99.74	8.84	-0.034	Not significant
Girls	25	96.03	8.71		

The above table indicates that the mean of frustration level of boys of hindi medium is 99.74 and the mean of frustration level of girls is 96.03. Frustration level of boys is more than that of girls. The value of 'r' was calculated to be -0.034 which is not significant at 0.05 and 0.01 level of significance. The mean of frustration level of boys and girls of hindi medium can be represented graphically as follows:

Fig. 4
Means of Frustration Level of Boys and Girls of Hindi Medium

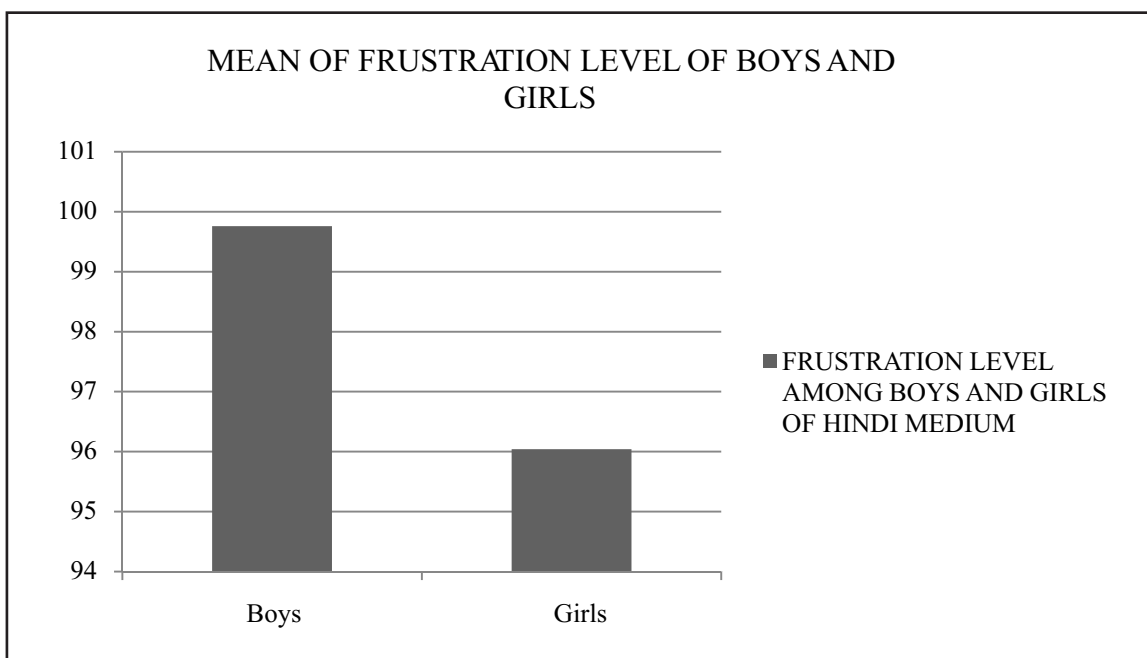


Table 5
Anxiety Level of Boys and Girls of English Medium

<u>Gender</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>'r'- value</u>	<u>Significance</u>
Boys	25	30.61	7.38	-0.243	Not significant
Girls	25	38.847	8.63		

The above table indicates that the mean of anxiety level of girls of english medium is 38.84 and the mean of anxiety level of boys is 30.61. Thus, anxiety is more in case of the girls. The 'r'- value was calculated to be 0.243 which is not significant at 0.05 and 0.01 level of significance. The means of anxiety level of boys and girls can be represented graphically as follows:

Fig. 5
Means of Anxiety Level of Boys and Girls

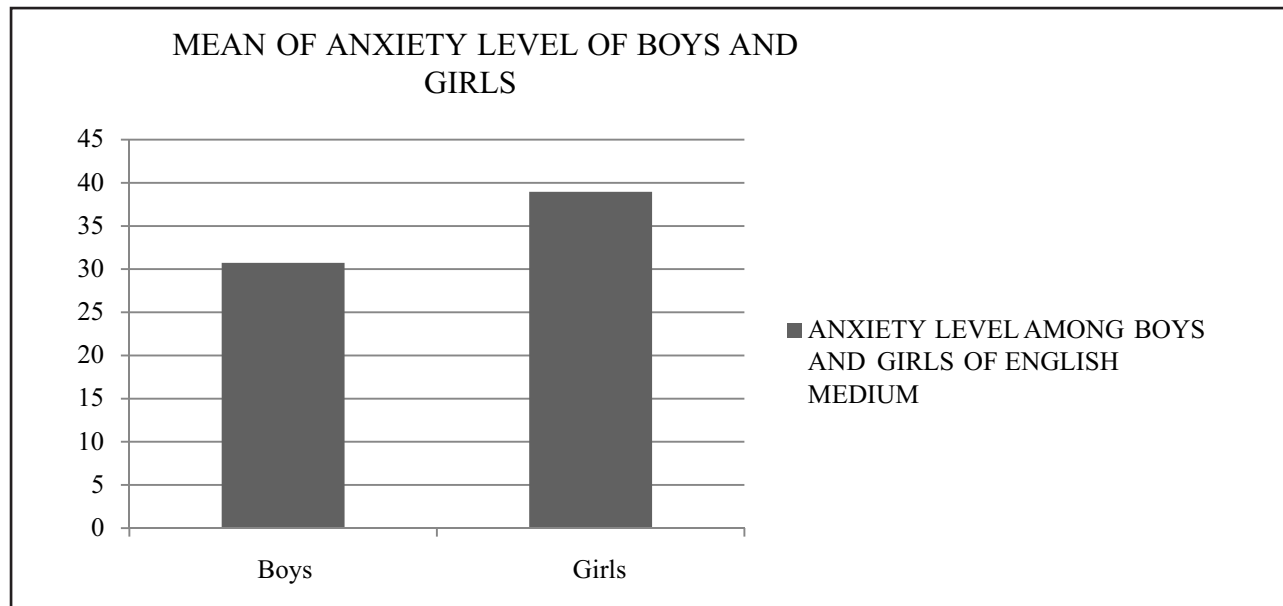
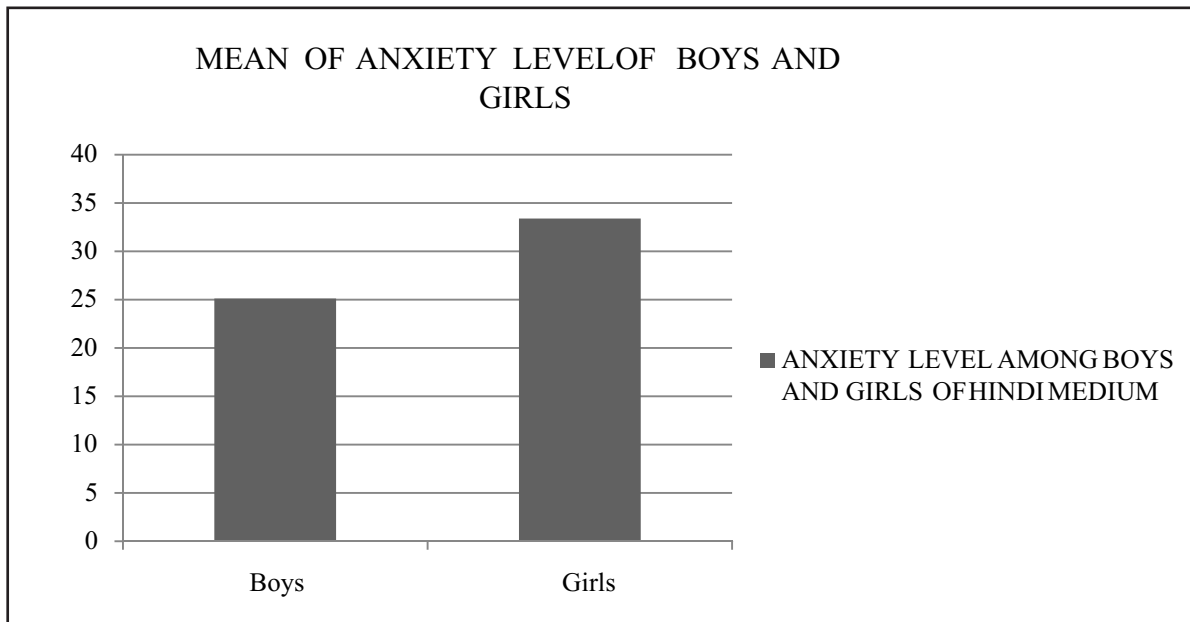


Table 6
Anxiety Level of Boys and Girls of Hindi Medium

<u>Gender</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>'r'- value</u>	<u>Significance</u>
Boys	25	25.11	8.01	0.2103	Not significant
Girls	25	33.397	6.85		

The above table indicates that the mean of anxiety level of girls of hindi medium is 33.39 and the mean of anxiety level of boys is 25.11. This means that the anxiety level of girls is higher than that of boys of hindi medium. The 'r' value was calculated to be 0.2103 which is not significant at 0.05 and 0.01 level of significance. The mean of anxiety level of boys and girls of hindi medium can be represented graphically as follows:

Fig. 6
Means of Anxiety Level of Boys and Girls of Hindi Medium



Findings

The major findings of the study are as under:

- Frustration level in english medium D.Ed. students is 101.03 on the basis of mean value.
- Frustration level in hindi medium D.Ed. students is 97.98 on the basis of mean value.
- Frustration level is higher in english medium D.Ed. students.
- The 'r'- value was calculated to be 0.139 which is not significant at 0.05 and 0.01 level of significance. Though the correlation is positive but the value is not significant.
- Anxiety level in english medium D.Ed. students is 34.83 on the basis of mean value.
- Anxiety level in hindi medium D.Ed. students is 29.25 on the basis of mean value.
- Anxiety level is higher in english medium D.Ed. students.
- The 'r'- value was found to be 0.385 which is significant at 0.05 and 0.01 level of significance. There is a positive correlation between the anxiety level of english and hindi medium students.
- Frustration level of boys of english medium was 106.1 and that of girls was 95.88 on the basis of mean value.

- j. Frustration level of boys is higher than that of girls of english medium.
- k. The 'r'- value was found to be -0.083 which is not significant at 0.05 and 0.01 level of significance. There is a negative correlation in the frustration level of boys and girls of english medium.
- l. Frustration level of boys and girls of hindi medium was 99.76 and that of girls was 96.04 on the basis of mean value.
- m. Frustration level of boys is higher than that of girls of hindi medium.
- n. The 'r'- value was found to be -0.034 which is not significant at 0.05 and 0.01 level of significance. A negative value indicates that there is a negative correlation in the frustration level of boys and girls of hindi medium.
- o. Anxiety level of boys of english medium was found to be 30.62 and that of girls was 38.86 on the basis of mean value.
- p. Anxiety level of girls of english medium was greater than the boys of english medium.
- q. The 'r'- value was found to be 0.243 which is not significant at 0.05 and 0.01 level of significance. However a positive correlation was found in the anxiety level of boys and girls of english medium.
- r. Anxiety level of boys of hindi medium was found to be 25.11 and that of girls was found to be 33.81 on the basis of mean value.
- s. Anxiety level of girls of hindi medium is greater than that of boys of hindi medium.
- u. The 'r'- value was calculated as 0.2103 which is not significant at 0.05 and 0.01 level of significance. However, a positive correlation was seen in the anxiety level of boys and girls of hindi medium.

Conclusion

After the analysis and interpretation of the data, now the investigator is in a position to confirm whether the hypotheses can be accepted or rejected.

H₀₁: There is no significant relationship between frustration level of english and hindi medium students.

The tabulated value of 'r' when the degree of freedom is 48 is 0.273 and 0.354 at 0.05 and 0.01 level of significance respectively. The calculated value is 0.139 which is not significant at 0.05 and 0.01 level of significance. Therefore, the hypothesis is accepted.

H₀₂: There is no significant relationship between anxiety level of english and hindi medium students.

The tabulated value of 'r' when the degree of freedom is 48 is 0.273 and 0.354 at 0.05 and 0.01 level of significance respectively. The calculated value is 0.385 which is significant at 0.05 and 0.01 level of significance. Therefore, the hypothesis is rejected.

H₀₃: There is no significant relationship between frustration level of boys and girls of english medium.

The tabulated value of 'r' when the degree of freedom is 23 is 0.396 and 0.505 at 0.05 and 0.01 level of significance. The calculated value is -0.083 which is not significant at 0.05 and 0.01 level of significance. Therefore, the hypothesis is accepted.

H₀₄: There is no significant relationship between frustration level of boys and girls of hindi medium.

The tabulated value of 'r' when the degree of freedom is 23 is 0.396 and 0.505 at 0.05 and 0.01 level of significance. The calculated value is -0.034 which is not significant at 0.05 and 0.01 level of significance. Therefore, the hypothesis is accepted.

H₀₅: There is no significant relationship between anxiety level of boys and girls of english medium.

The tabulated value of 'r' when the degree of freedom is 23 is 0.396 and 0.505 at 0.05 and 0.01 level of significance. The calculated value is 0.243 which is not significant at 0.05 and 0.01 level of significance. Therefore, the hypothesis is accepted.

H₀₆: There is no significant relationship between anxiety level of boys and girls of hindi medium.

The tabulated value of 'r' when the degree of freedom is 23 is 0.396 and 0.505 at 0.05 and 0.01 level of significance. The calculated value is 0.2103 which is not significant at 0.05 and 0.01 level of significance. Therefore, the hypothesis is accepted.

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