A Study of Anxiety of M.Ed. Students about Dissertation in M.Ed.

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1. Introduction

The foundation of progress of any country is based on the level of education. Education is the continuous process. The basic objectives of education are overall development of person. Psychologist J.C.Colman of 19th century wrote in his book -The principal of abnormal "19th century was the era of progress while the 20th and 21st century is the era of anxiety"

Today's era means era of Research. Now a day's expansion of education is too much. With expansion of education the depth of research also increases. The new results are added and curriculum gets change.

Pantology- the father of Psychology prefers to keep the child in the centre of education while Gandhiji, Gijubhai Badhekan and Russau gave importance the role of parents in the development of child. J.B.Watson the father of the child centred psychology gives importance to atmosphere in development of child.

In today's world poverty, unemployment, technology and educational competitions are increases. This affected not only parents but child or students also. The students also have to adjust socially with education. The students always wish to get best result in his study. He became depressed due to anxiety. In M.Ed. the students have to study the new subject that is research. In research the students have to prepare dissertation. The students of M.Ed. have always anxiety of dissertation because it is totally new for them. Because of long and difficult curriculum, practical work , twice university exam in single year and limited time in semester system , students feel anxiety.

In present research researcher has selected to study the anxiety of M.Ed. students about dissertation in M.Ed. course as a research problem.

2. Importance of study
1. The importance of present study was as under
2. The students can displace their anxiety by well planning of educational activities.
3. The students can achieve best result by removing anxiety.
4. It can help the education department for planning in construction of curriculum
5. Teachers can do proper planning of curriculum after knowing anxiety of students about dissertation.
6. Proper strategy can be designed to remove anxiety of students.
7. It can also help to educational department to reduce anxiety of students.

3. Objectives of study
The objectives of the present research are as follows
1. To study anxiety about dissertation (research work).
2. To study the anxiety of M.Ed. students about dissertation (research work) in context to gender.

3. To study the anxiety of M.Ed. students about dissertation(research work) in context to types of college.

4. Hypotheses

The null hypotheses formed by researcher are as follows

Ho$_1$ There will be no significant difference between mean score of boys and girls of M.Ed. college about dissertation(research work)   on anxiety scale.

Ho$_2$ There will be no significant difference between mean score of students of granted college and self finance college about dissertation(research work) on anxiety scale.

5. Research Variables

In present study the following variables were selected

Table 1: Table showing types of variable and its level

Sr.	Types of variables	variables	Level
1	Dependent variable	Anxiety	
2	Independent variable	Gender	1 Boys 2 Girls
3	Independent variable	Types of College	1 Granted 2 Self finance

6. Delimitation of study

The limitations of present research was as under

1. Present research was limited to Ahmedabad District.
2. Present research was limited to students of academic year 2018-19
3. Present research was limited to students affiliated with Gujarat University.

7. Population

Since the researcher has undertook a study of M.Ed. colleges students affiliated with Gujarat University the population of the study is total number of students studying in M.Ed. colleges.

8. Sample and Sample Size

In present research researcher has selected 100 M.Ed. students. The researcher has selected the 50 students from Granted and 50 students from Self finance Colleges.

9. Tool of Research

In present research researcher used self made Anxiety scale to measure anxiety of M.Ed. students about their dissertation with the help of Guide, Experts and Educationalist. The test contains 50 statements with five point rating scale.Before finalising tool researcher has done pre piloting and piloting of the test. The reliability was found by Test Retest method which is 0.78 and 0.83 from Spilt Half Method. The congruent validity of test is 0.69.

10. Research Methodology

The present research studies the students of M.Ed. course, thus the method of research is survey method

11. Data Collection

In present research researcher used Anxiety test to measure the anxiety of M.Ed. students about dissertation for data collection. The researcher first collected the information and list of the all the M.Ed. colleges from Gujarat University. With prior permission of the principal the researcher went to college and gave test to the students and thus collected data.

12. Analysis of Data

Researcher has classified and interpreted data by Frequency Distribution. The data was analysed by statistical techniques like Mean, Standard Deviation and t-test.

Table 2: Statistics of Boys and Girls

Sex	N	Average $\bar{\chi}$	Standard Deviation (SD)	Error of σD	t-score	Significance level
Boys	39	44.07	11.47			
Girls	61	45.18	11.22	0.32	3.46	0.01

In above table 2 we can see that mean values of Boys and Girls are and 45.18 respectively. The S.D. value is 11.47 and 11.22. SED is 0.32. With the help of all these values computed t is 3.46 which is higher than the tabulated value 2.58 at 0.01 level so null hypothesis

Ho$_1$ "There will be no significant difference between mean score of boys and girls of M.Ed. college about dissertation(research work) on anxiety scale." is not accepted. Therefore we can say that there is significance difference between the average score of Boys and Girls on Achievement test(concept understanding test). It means Girls students have more anxiety than Boys students. It means there is a effect of gender on Anxiety about dissertation (research work)

Table 3: Statistics of students of Granted and Self finance colleges

Sex	N	Average $\bar{\chi}$	Standard Deviation (SD)	Error of σD	t-score	Significance level
Granted	50	43.91	11.51			
Self Finance	50	44.27	11.35	0.46	0.77	NS

In above table 3 we can see that mean values of students if Granted and Self finance colleges are 43.91 and 44.27 respectively. The S.D. value is 11.51 and 11.35. SED is 0.46. With the help of all these values computed t is 0.77 which is lower than the tabulated value 1.96 at 0.05 level so null hypotheses.

Ho$_2$ "There will be no significant difference between mean score of students of granted college and self finance college about dissertation (research work) on anxiety scale." is accepted. Therefore we can say that there is no significance difference between the average score of students of Granted and self finance college on Anxiety scale. We can see that the anxiety of students of both Granted and Self finance students are same. It means there is no effect of types of colleges on Anxiety about dissertation (research work).

13. Major Findings
1. As the Gender is concerned there was significant difference between the mean score   of Boys and Girls of M.ED colleges about dissertation work on Anxiety Scale. The anxiety of girls is more than boys about dissertation work.
2. As the Types of college management are concerned there was no significant difference between the mean score of students of Granted and self finance college about semester system on Anxiety Scale. The anxiety of students of granted and self finance college is equal about dissertation work.

14. Educational Implication
Following are the educational implications for present research
1. The parents of girl students should counsel their child to decrease anxiety level of girls about dissertation work.
2. Professors should guide the students properly so levels of anxiety become decrease.
3. Mentor should proper planning about dissertation work done in college.
4. Students should complete their day to day work daily so over burden work will not harmful to students in increasing anxiety.
5. Professors should behave friendly with students.
6. Parents should aware their children with realistic situation.

7. Professors should diagnosis the point where students feel difficulties and also do remedial work to remove difficulties.
8. Mentor and parents should build up confidence in students that help the students to decreases anxiety.

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