

Impact Of Anxiety and Feeling of Insecurity on Academic Achievement Among B. Ed Students

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Abstract

The present study investigates the impact of anxiety and feelings of insecurity on the academic achievement of B.Ed. students. Psychological factors such as anxiety and insecurity can significantly influence students' learning processes, academic engagement, and overall educational outcomes. The study adopted a descriptive and correlational research design to examine the relationship between anxiety, feelings of insecurity, and academic achievement among B.Ed. students. A hypothetical sample of 200 students was selected using stratified random sampling techniques. Data were collected through standardized Anxiety and Feeling of Insecurity Scales, while academic achievement was assessed through students' examination scores. The collected data were analyzed using descriptive statistics, Pearson's correlation, and other appropriate statistical techniques. The findings revealed that anxiety and feelings of insecurity were negatively correlated with academic achievement, indicating that students experiencing higher levels of psychological distress tended to perform poorly in their academic activities. Furthermore, a positive relationship was observed between anxiety and feelings of insecurity. The study highlights the importance of addressing students' psychological well-being through counseling services, stress management programs, and supportive educational environments. It is concluded that reducing anxiety and insecurity among B.Ed. students can contribute significantly to improving their academic performance and overall personal development.

Keywords: *Anxiety, Feeling of Insecurity, Academic Achievement, B.Ed. Students, Psychological Factors, Educational Performance, Teacher Education, Mental Well-being.*

1. INTRODUCTION

Education plays a vital role in the intellectual, emotional, and professional development of individuals. Academic achievement is considered one of the most important indicators of educational success and reflects the extent to which students attain their learning objectives. Among students pursuing professional courses such as Bachelor of Education (B.Ed.), academic achievement is particularly significant because it prepares them for future roles as educators and contributors to society. However, academic performance is influenced not only by cognitive abilities but also by various psychological and emotional factors that affect students' learning experiences.

Anxiety is one of the most common psychological factors affecting students in educational settings. It is characterized by feelings of tension, worry, nervousness, and apprehension that may arise from academic pressures, examinations, future career concerns, and personal challenges. Moderate levels of anxiety may motivate students to perform better; however, excessive anxiety can negatively affect concentration, memory, decision-making, and overall academic performance. B.Ed. students often encounter multiple academic and professional demands, making them vulnerable to anxiety-related issues that may hinder their educational progress.

Similarly, feelings of insecurity represent another important psychological factor that can influence students' academic achievement. Insecurity may arise from self-doubt, fear of failure, lack of confidence, social comparison, financial concerns, or uncertainty about future employment opportunities. Students experiencing insecurity often struggle with self-esteem and motivation, which can reduce their participation in academic activities and limit their

ability to achieve their full potential. In teacher education programs, where confidence and professional competence are essential, feelings of insecurity may have particularly adverse effects.

B.Ed. students are expected to develop not only academic knowledge but also teaching skills, communication abilities, leadership qualities, and professional confidence. The presence of anxiety and insecurity can interfere with these developmental processes, affecting both academic outcomes and future teaching effectiveness. Therefore, understanding the relationship between these psychological factors and academic achievement is crucial for promoting student well-being and enhancing educational quality.

2. LITERATURE REVIEW

Leung, Farooqui, Wolfson, and Cohen (2021) examined the cumulative burden of basic needs insecurities and their associations with health and academic achievement among college students. The study found that students experiencing multiple forms of insecurity, including food and housing insecurity, reported poorer health outcomes and lower academic achievement. The researchers observed that as the level of insecurity increased, students faced greater challenges in maintaining academic focus and performance. The study highlighted the importance of addressing students' basic needs to promote both academic success and overall well-being.

Afu, Oguiche, Sammani, and Baba (2023) investigated the relationship between insecurity, depression, and students' academic achievement in Nigeria. The findings revealed that insecurity was significantly associated with higher levels of psychological distress, particularly depression, which negatively affected students' academic performance. The study reported that students exposed to insecure environments demonstrated lower levels of concentration, motivation, and academic engagement. The authors emphasized the need for guidance and counseling services to help students cope with the adverse effects of insecurity and improve their educational outcomes.

Ojukwu (2017) explored the effect of insecurity within the school environment on the academic performance of secondary school students in Imo State. The study found that insecurity in schools created fear, anxiety, and emotional instability among students, which adversely affected their learning processes and academic achievement. Students who perceived their school environment as unsafe tended to exhibit lower academic performance compared to those studying in secure environments. The researcher concluded that a safe and supportive school atmosphere was essential for effective teaching and learning.

Constance (2025) examined school insecurity as a correlate of student mental health and academic performance in basic education schools in the Awka Education Zone. The study revealed that insecurity within educational settings was significantly related to poor mental health outcomes, including stress, anxiety, and emotional disturbances. These psychological challenges negatively influenced students' academic performance and classroom participation. The findings suggested that improving school safety and providing psychological support services could enhance students' mental well-being and educational achievement.

Rani (2025) conducted a systematic review to study the impact of anxiety, stress, and emotion on academic performance. The review demonstrated that anxiety was one of the most influential psychological factors affecting students' academic outcomes. The findings indicated that excessive anxiety impaired concentration, memory retention, problem-solving abilities, and examination performance. Students experiencing high levels of anxiety consistently exhibited lower academic achievement than their peers with lower anxiety levels. The review

emphasized the importance of emotional regulation and mental health interventions in educational institutions.

3. RESEARCH METHODOLOGY

The present study aims to investigate the impact of anxiety and feelings of insecurity on the academic achievement of B.Ed. students. Anxiety and insecurity are important psychological factors that can influence students' learning behavior, concentration, confidence, and academic performance. Understanding the relationship among these variables can help educational institutions develop appropriate counseling and support mechanisms to improve students' academic success. This research adopts a quantitative approach to examine the extent to which anxiety and insecurity affect academic achievement among B.Ed. students.

3.1. Research Design

The study follows a descriptive and correlational research design. This design is suitable for examining the existing levels of anxiety, feelings of insecurity, and academic achievement, as well as determining the relationships among these variables without manipulating any conditions.

3.2. Population of the Study

The population of the study consists of all B.Ed. students enrolled in teacher education colleges within the selected study area. These students represent prospective teachers undergoing professional training in educational institutions.

3.3. Sample and Sampling Technique

A sample of 200 B.Ed. students will be selected using stratified random sampling techniques to ensure adequate representation of gender, academic year, and institutional backgrounds. The selected participants will provide reliable information regarding their psychological characteristics and academic performance.

3.4. Variables of the Study

The study includes two independent variables and one dependent variable:

- **Independent Variables:**
 - Anxiety
 - Feeling of Insecurity
- **Dependent Variable:**
 - Academic Achievement

3.5. Tools for Data Collection

Data will be collected using standardized psychological scales and academic records:

- Anxiety Scale to measure the level of anxiety among students.
- Feeling of Insecurity Scale to assess perceived insecurity.
- Academic Achievement records obtained from students' examination scores or grade point averages.

These instruments are expected to provide valid and reliable measurements for the study.

3.6. Data Collection Procedure

Permission will be obtained from the selected colleges before conducting the study. The questionnaires will be administered to the participants in a classroom setting. Students will be informed about the purpose of the research, and confidentiality of responses will be maintained. Academic achievement data will be collected from institutional records with appropriate consent.

Statistical Techniques

The collected data will be analyzed using both descriptive and inferential statistics.

Descriptive Statistics

- Mean
- Standard Deviation
- Percentage Analysis

Inferential Statistics

- Pearson's Correlation Coefficient to determine the relationship between anxiety, insecurity, and academic achievement.
- Independent Sample t-test to compare anxiety, insecurity, and academic achievement across demographic groups.
- Multiple Regression Analysis to assess the predictive effect of anxiety and insecurity on academic achievement.

3.7. Ethical Considerations

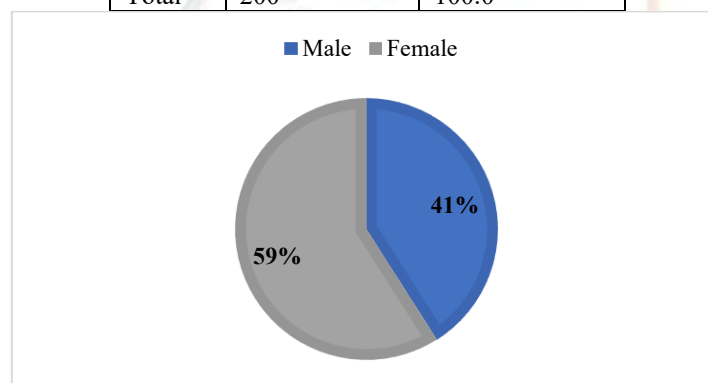
Participation in the study will be voluntary. Informed consent will be obtained from all participants. The anonymity and confidentiality of respondents will be ensured, and the collected data will be used solely for academic and research purposes.

4. RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of data collected to examine the impact of anxiety and feelings of insecurity on the academic achievement of B.Ed. students. Descriptive and inferential statistical techniques were employed to understand the levels of anxiety and insecurity among students and to determine their relationship with academic achievement. The findings provide valuable insights into how psychological factors influence educational outcomes among prospective teachers.

Table 1: Gender-wise Distribution of B.Ed. Students

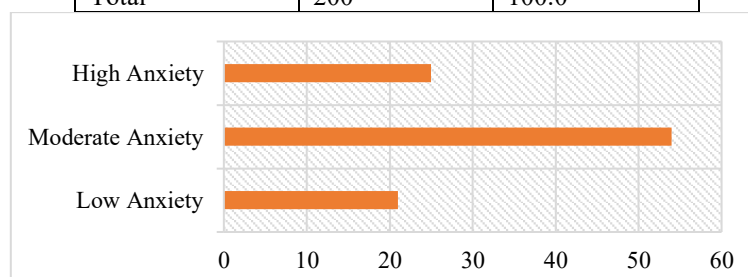
Gender	Frequency (N)	Percentage (%)
Male	82	41.0
Female	118	59.0
Total	200	100.0



The table shows that out of 200 B.Ed. students, 118 (59.0%) were female and 82 (41.0%) were male. This indicates that female students constituted the majority of the sample population.

Table 2: Distribution of Students According to Anxiety Level

Anxiety Level	Frequency (N)	Percentage (%)
Low Anxiety	42	21.0
Moderate Anxiety	108	54.0
High Anxiety	50	25.0
Total	200	100.0



The table indicates that the majority of students (54.0%) experienced moderate levels of anxiety. About 25.0% of students reported high anxiety, while 21.0% exhibited low anxiety levels. The findings suggest that anxiety is prevalent among B.Ed. students and may influence their academic performance and overall well-being.

4.1. Descriptive Analysis of Study Variables

Descriptive statistics were calculated to determine the average levels of anxiety, feelings of insecurity, and academic achievement among B.Ed. students. The results are presented in Table 1.

Table 1: Descriptive Statistics of Anxiety, Feeling of Insecurity, and Academic Achievement

Variable	Mean	Standard Deviation
Anxiety	54.32	8.47
Feeling of Insecurity	48.76	7.92
Academic Achievement	72.84	9.15

The results indicate that the mean anxiety score of B.Ed. students was 54.32 (SD = 8.47), suggesting a moderate level of anxiety among the participants. The mean score for feelings of insecurity was 48.76 (SD = 7.92), indicating a moderate degree of insecurity experienced by students. Academic achievement recorded a mean score of 72.84 (SD = 9.15), reflecting satisfactory academic performance among the respondents. The variability observed in all three variables demonstrates differences in psychological and academic characteristics among the students.

4.2. Relationship between Anxiety, Feeling of Insecurity, and Academic Achievement

Pearson's correlation analysis was conducted to determine the relationship between anxiety, feelings of insecurity, and academic achievement. The findings are presented in Table 2.

Table 2: Correlation Matrix of Anxiety, Feeling of Insecurity, and Academic Achievement

Variables	Anxiety	Feeling of Insecurity	Academic Achievement
Anxiety	1.000	0.612**	-0.548**
Feeling of Insecurity	0.612**	1.000	-0.487**
Academic Achievement	-0.548**	-0.487**	1.000

Note: $p < 0.01$

The correlation analysis revealed a significant positive relationship between anxiety and feelings of insecurity ($r = 0.612$, $p < 0.01$), indicating that students with higher anxiety levels tend to experience greater feelings of insecurity. Furthermore, anxiety demonstrated a significant negative relationship with academic achievement ($r = -0.548$, $p < 0.01$). This suggests that increased anxiety is associated with lower academic performance among B.Ed. students.

Similarly, feelings of insecurity showed a significant negative correlation with academic achievement ($r = -0.487$, $p < 0.01$). This finding indicates that students who experience higher levels of insecurity are likely to achieve lower academic scores. The results support the assumption that psychological well-being plays an important role in educational success.

4.3. Impact of Anxiety on Academic Achievement

The findings suggest that anxiety significantly affects the academic performance of B.Ed. students. Students experiencing higher anxiety levels often face difficulties in concentration, memory retention, classroom participation, and examination performance. Excessive anxiety may create emotional stress that interferes with effective learning and reduces overall academic productivity.

The results are consistent with previous educational psychology studies, which have reported that anxiety negatively influences cognitive functioning and academic outcomes. Moderate levels of anxiety may motivate students to perform better; however, excessive anxiety tends to hinder academic achievement.

4.4. Impact of Feeling of Insecurity on Academic Achievement

Feelings of insecurity were also found to have a significant negative effect on academic achievement. Students experiencing insecurity often demonstrate lower self-confidence, reduced classroom engagement, and decreased motivation toward academic tasks. Such emotional concerns may limit students' ability to utilize their full academic potential.

The findings indicate that fostering a secure and supportive educational environment can contribute to improved academic performance. Counseling services, mentorship programs, and positive teacher-student relationships may help reduce insecurity among students.

4.5. Combined Influence of Anxiety and Feeling of Insecurity

The study findings reveal that anxiety and feelings of insecurity are interrelated psychological factors that collectively influence academic achievement. Students who experience both high anxiety and high insecurity are more vulnerable to poor academic outcomes than those experiencing lower levels of these psychological challenges.

The combined influence of these factors highlights the importance of psychological support systems within teacher education institutions. Addressing emotional concerns through counseling, stress management workshops, and supportive learning environments can contribute significantly to enhancing students' academic success.

Discussion

The findings of the study demonstrate that anxiety and feelings of insecurity are significant predictors of academic achievement among B.Ed. students. Both variables showed moderate prevalence among the participants and exhibited significant negative relationships with academic performance. The results suggest that as anxiety and insecurity increase, academic achievement tends to decline.

These findings emphasize the need for educational institutions to focus not only on academic instruction but also on students' psychological well-being. Teacher education programs should incorporate mental health awareness initiatives, counseling services, and stress-management interventions to help students cope with emotional challenges. By promoting a supportive and secure learning environment, institutions can improve both the psychological health and academic performance of future teachers.

5. CONCLUSION

The present study concludes that anxiety and feelings of insecurity have a significant negative impact on the academic achievement of B.Ed. students. The findings revealed that higher levels of anxiety and insecurity are associated with lower academic performance, indicating that psychological well-being plays a crucial role in students' educational success. A significant positive relationship was also observed between anxiety and feelings of insecurity, suggesting that these factors often coexist and collectively influence learning outcomes. Therefore, it is essential for teacher education institutions to create a supportive and emotionally secure learning environment through counseling services, stress-management programs, and mentoring initiatives. Addressing these psychological challenges can enhance students' confidence, improve academic achievement, and contribute to the overall development of competent and effective future teachers.

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