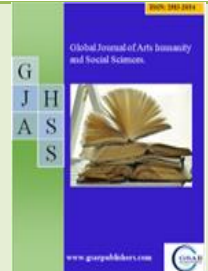
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An Analytical Study of Teachers Awareness in Relation to Students Anxiety and development of coping mechanism.

BY

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Abstract

CPD (Continuous Professional Development) is a planned, continuous, and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills, and practice, leading to their empowerment, the improvement of their agency, and the development of their organization and their pupils. Academic Anxiety in adolescence is prevalent but often unrecognized and untreated. When worried sensations become overwhelming and persist, interfering with kids' everyday school routines, they can debilitate and impede academic achievement. This article is an analysis of the teacher's awareness of anxiety symptoms and the strategies that teachers use to reduce anxiety amongst students to facilitate student's learning process.

Keywords: Academic anxiety, Continuous Professional Development, academic performance, strategies, teacher awareness, teacher education.

1. Introduction

Many young people suffer from serious mental health issues that obstruct their normal development and functioning. Anxiety in adolescence is frequently undiagnosed and untreated, and they might signal a chronic and recurrent pattern of disruption and impairment in adulthood. Because these mental health illnesses are internalizing disorders, they do not usually result in behaviors that disrupt the classroom or draw the attention of teachers, such kids often suffer in quiet in the classroom. Clark and Beck (2010) stated that "anxiety is a complex cognitive, affective, physiological and behavioral response system (i.e., threat mode) that is activated when anticipated events or circumstances are deemed to be highly aversive".

1.1 OBJECTIVES OF THE ANALYSIS

The article is based on the objectives to understand the following aspects of academic anxiety:

- To understand the impact of academic anxiety on the academic performance.

- To analyze the teacher awareness of anxiety symptoms in students.
- To understand the different behaviors related to academic anxiety.
- The role of a teacher to reduce anxiety and to motivate them.

2. ANALYSIS

Researchers commonly believed that teachers more accurately identify students with external behavior problems, such as hyperactivity or defiant behavior, than students with internal behavioral problems, such as anxiety and withdrawal, because students who act out are more likely to draw the attention of teachers (Beidel, Turner & Morris, 1999; Layne, Bernstein, & March 2006; Mychailyszyn, Mendez, & Kendall, 2010; Tomb & Hunter, 2004). Layne, et al (2006) also reported that while teachers are aware of anxiety symptoms in students who are experiencing symptoms of physiological anxiety, social anxiety, and high overall anxiety, teachers are less likely to identify students with generalized anxiety disorder, such as perfectionism and striving to please others. In addition, teachers and others may misread



students' anxious behaviors, such as refusal to complete challenging tasks, as students being deliberately annoying, lazy, attention-seeking, defiant, or manipulative (Hanie & Stanard, 2009). While some teachers may have some knowledge of the symptoms of anxiety, they may continue to depend on onsite mental health workers, such as school psychologists or guidance counselors, to provide additional professional support (e.g., developmental workshops and literature).

Generalized anxiety disorder:

The essential features of this disorder are excessive anxiety and worry, according to the DSM-IV-TR (2000). Children with this disorder tend to worry excessively about quality or competence of their performance at school or in sporting events, even when their performance is not being evaluated. Children with this disorder display at least one of the following symptoms on a frequent basis: restlessness or edginess, being easily fatigued, difficulty concentrating, irritability, muscle tension, or sleep disturbance.

Social phobia:

The DSM-IV-TR (2000) states that the essential feature of this disorder is that the individual fears that his or her action will be humiliating or embarrassing in social or performance situations; hence, the individual exhibits avoidance, anxious, and distress behaviors, that interfere with normal routine. This disorder typically has an early onset in the mid-teens or even early childhood, and the duration is often lifelong. Children often exhibit crying, tantrums, freezing, or clinging behavior to adults that inhibits interactions with others and interferes with normal development, especially at school.

The influence of anxiety on students

Academic performance:

Anxiety can affect students' academic performance and productivity, even though slight anxiety can, at times, alert students' attention toward task completion and preparation. However, elevated anxiety can impair students' concentration and interfere with recalling previously mastered academic knowledge while receiving instructions from the teachers or preparing for tasks, which directly affects their academic performance (Hanie & Stanard, 2009; Ma, 1999; Tobias, 1980, 1985, 1986; Wigfield & Eccles 1989). Students with mild levels of anxiety can sometimes compensate for these disruptions with persistent and hard work; however, students with more intense levels of anxiety may exhibit behaviors, such as perfectionism, tardiness, and absenteeism that can lead to incomplete work, failure on tests, or grade retention (Wagner, 2005).

School behavior

Students' reactions toward a stressor or stressors can be interpreted differently according to the perceptions of teachers, parents, and peers, and the level of intensity of anxiety in students can affect their reactions in either adaptive or maladaptive ways in the school setting. Students with high levels of anxiety engaged in more problematic behaviors were more often disliked by their peers, and had lower achievement and self-esteem than students without high levels of anxiety (John, 1979). For example, anxious students'

reactions can be misunderstood and misinterpreted as the students being deliberately annoying, attention-seeking, unmotivated, lazy, manipulative, or even less capable than their peers.

Emotional Incapacity

Anxiety can be a healthy and controlled response to stress, fear, and uncertainty since it aids people in dealing with tense and stressful situations like studying for exams or responding to a disaster. When the situation becomes extreme and chronic, however, it can become debilitating and emotionally crippling. For example, when a student with social anxiety disorder is expected to read in front of the class daily as part of the class routine, this expectation can be very tormenting and stressful for the anxious student, especially when the teacher is not aware of the symptoms of anxiety. In addition, if the student chooses to avoid the situation by acting out or refusing to participate, the anxious student can be perceived as being disruptive, uncooperative, or incapable of performing the task. Such situations can definitely impede the student's confidence level, self-esteem, and self-concept. Tomb and Hunter's (2004) research indicated that prolonged anxiety can cause school children to develop serious mental health problems, such as disruptive behavior, low self-concept, attention and learning disorders, depression, problems related to communication, and sleep disorders.

Peer Relationships

At the same time, school may be incredibly intriguing, engaging, and difficult. Students must meet not only their academic obligations, but also the expectations of their classmates. These complicated, linked needs and expectations, especially for nervous students, can create a very stressful and exhausting environment. Students with social anxiety, for example, are likely to feel continually judged; as a result, they may withdraw and avoid classmates or group activities.

Strategies and Perceived Effectiveness in Addressing Students with Anxiety Issues:

Recognizing the signs of stress and anxiety in students, assisting them in the development of practical coping skills, collaborating with parents, reinforcing the importance of balance, and setting realistic expectations are all helpful approaches teachers can take to support students who are under academic pressure.

- Set clear and realistic expectations for classwork, exams, and assessments. Share help-seeking strategies students can use if they feel overwhelmed.
- Remind students that a growth mindset, where failure is seen as an opportunity for growth and learning, is a key aspect of success.
- Share students' practical self-management strategies they can use to manage stress and anxiety, such as breathing and mindfulness exercises, positive self-talk, and practicing gratitude.
- Provide opportunities for students to set realistic and achievable short-, medium- and long-term learning



goals. Involving parents in this process can help align their expectations with their child's.

- Have open and honest conversations with students around managing school work and study anxiety. Developing effective structures around time management, study, and exam pressure early on in secondary school can make a big difference to students' long-term well-being.

Classroom activities

Releasing the tension

One of the body's reactions to fear, stress, and anxiety is muscle tension. Feeling 'tense' can produce muscle aches and pains, and may leave some people feeling exhausted. This exercise which can teach by teachers uses progressive muscle relaxation to help students notice, release, and manage muscle tension and reduce stress.

Check-in line

Sometimes students can't explain how they are feeling. Using a continuum by teachers removes the pressure and enables students to convey visually how they are coping.

Emotional awareness and self-regulation

It's essential for students to be able to identify their emotional experiences and to control their emotional responses to external events. Teachers can guide and motivate students by boosting their morale. Being able to cope with difficult situations and to assess different responses enables them to move forward.

Self-care hand

Teachers are in the position to identify symptoms and maladaptive behaviors, and alert school wellbeing coordinators, counselors about possible concerns. When students learn to look after themselves, it builds their self-confidence and helps them to focus

more on the positive things in their life. There are some steps students can take to encourage the habit of self-care.

Ways to chill for cheap exercise

Self-care doesn't have to be expensive. This activity provides students with an opportunity to discuss different low-cost ways to chill out and provides teachers with ways to create self-care opportunities for students.

CONCLUSION

Overall, this analysis suggests that anxiety disorders in adolescence can have a significant negative impact on students' classroom performance. Thus, teachers must have an awareness of how anxiety may be manifested in classroom settings and knowledge of effective strategies to address TEACHER AWARENESS OF ANXIETY SYMPTOMS the needs of students who experience high levels of anxiety.

This suggests that the Mind Matters work needs to be expanded and more targeted to building teachers' knowledge and skills in mental health recognition and action beyond awareness-raising.

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