

ISBN: 978-93-5891-133-6

# *PROCEEDINGS*

## *National Conference*

*(Under IQAC Cell)*

*“Reinventing Values in Currently Challenging Scenario:  
Developing an Insight into Ethical Intelligence  
in the light of NEP 2020”*

*(25<sup>th</sup> April, 2023)*



## *Institute of Vocational Studies*

*(A Unit of Awadh Public Charitable Trust)*

*Accredited by NAAC, Recognized by NCTE and*

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# **IMPACT OF STUDENT'S ANXIETY ON THEIR ACADEMIC ACHIEVEMENT AND DEVELOPMENT OF MORAL LITERACY WITH ETHICAL LEADERSHIP**

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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 awareness of anxiety symptoms and the strategies that teachers use to reduce anxiety amongst students to facilitate student's learning process.

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**Keywords:** Academic anxiety, Continuous professional Development, academic performance, strategies, teacher awareness, teacher education, moral literacy and leadership.

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## **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