

## ANXIETY AND LEVEL OF ASPIRATION AMONG ADOLESCENTS

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### Abstract

The present study aims to measure the anxiety and level of aspiration among adolescents. A total sample of 330 students was randomly selected from different government schools of Tezu, Lohit district of Arunachal Pradesh. The participant's ages range from 13-19 years of both genders; 160 males and 170 females. Out of 330 students, 162 and 168 samples were taken from secondary and higher secondary schools respectively. The ex-post facto research design was used for the study. The state-trait anxiety scale (STAI) and Level of Aspiration scale were developed by Spielberger, Gorsuch, and Lushene (1970), and M.A. Shah and Mahesh Bhargava (1975), was used to measure anxiety and the level of aspiration respectively. Results analysis revealed that there is no significant relationship between state anxiety and trait anxiety and the dimensions of the level of aspiration-goal discrepancy score, attainment discrepancy score, and a number of the times reach goal dimensions of the level of aspiration. It was also found that there was no significant difference in state anxiety and dimension of the level of aspiration among higher secondary and secondary school students. However, there is no significant difference in state anxiety, trait anxiety and level of aspiration did not depend on gender.

**Keywords:** *Anxiety, Aspiration, Adolescents, Higher Secondary Students, Secondary Students.*

**Introduction:** Adolescents signify the periods of development and adjustment during the transitional period between childhood and adulthood. Therefore, helping adolescents in achieving their constant identity should be a crucial responsibility of the oldsters, teachers, and administration authorities. It's a phase of re-exploring the self and achieving one's own identity to form thoughtful choices for courses of study, to pick an accurate career, and work to prove it and is a period of revolutionary change. However, these changes recount to the development of anxiety among adolescents, such as for exams, job interviews and career-related, etc. Anxiety can make it tough for adolescence to work or study, to manage day-to-day tasks, which turn out into personal suffering. According to Czapinski & Peters (1991) state that anxiety sources may be due to two factors, the first is the lack of certainty and knowledge of the events that may occur in the future, and the second is due to the past experiences whether of the individual himself

or others that result in his/her foreseeing of future events.

The level of aspiration may be a psychological concept that replicates a cognitive sort of fortitude of the individual. Everyone intends at an accomplishment goal or fineness in their life. It is supplicated in reference to the goal-determined behaviour of an individual accessible with a task. Dr ever (1930) defined the term level of aspiration that it is best explained as a frame of reference involving self-esteem or alternatively, as a standard with reference to which individual experiences that have the feeling of success or failure. The level of aspiration is generally inclined by environmental and personal factors. The environmental factors state when a child is developed adequately to know his abilities, interest, and values by his/her aspiration. By means of phase grows the child more conscious of his/her abilities and interest. The personal factors have a greater effect, but most of the time numerous children's aspirations are

still in the environmental factor. In today's world of driving there is no single individual who is lacking ambition in some or another form.

**Statement of the problem:** To study the anxiety and level of aspiration among secondary and higher secondary school students.

#### Objectives

- To study the relationship between anxiety and level of aspiration.
- To predict the relationship between anxiety and level of aspiration of school students.
- To understand the difference in anxiety and level of aspiration variables among males and females.

#### Hypotheses

- There will be no significant difference between state anxiety and trait anxiety among students.
- There will be no significant relationship between state anxiety and goal discrepancy score, attainment discrepancy score, and the number of times the goal reach scores among students – dimensions of the level of aspiration.
- There will be no significant relationship between trait anxiety and goal discrepancy

score, attainment discrepancy score, and the number of times the goal reach score among students – dimensions of the level of aspiration.

- There will be no significant difference in state anxiety and trait anxiety among secondary students and higher secondary students.

**Methodology:** For this purpose, a total sample of 330 students was randomly selected from different government schools of Tezu, Lohit district of Arunachal Pradesh. The ages range from 13-19 years of both genders; 160 males and 170 females. Out of 330 students, 162 and 168 samples were taken from secondary and higher secondary schools respectively. The ex-post facto research design was used for the study. The state-trait anxiety scale (STAI) and level of aspiration scale were developed by Spielberger, Gorsuch, and Lushene (1970), and M.A. Shah and Mahesh Bhargava (1975), was used to measuring anxiety and the level of aspiration respectively.

**Results and Analysis:** For the purpose of analyses and interpretation different statistical tests like mean, standard deviation, correlation and t-test were employed to reach a conclusion. Results of data analysis are in the forms of tables given below.

**Table-1: Association between variables among adolescent**

Variables	r
State anxiety	.304*
Trait anxiety	

**\*\*P<.05 Significant at .05 level**

Table-1 indicates a significant relationship between state and trait anxiety at the .05 level among adolescents.

**Table-2: Association between dimensions of the level of aspiration and state anxiety**

Dimension	GDS	ADS	NTRS	State Anxiety
GDS		-.189**	-.649**	0.37 <sup>NS</sup>
ADS			.226*	0.10 <sup>NS</sup>
NTRS				.104 <sup>NS</sup>

#### State Anxiety

**\*\*P<.05 Significant at .05 level, NS-Not Significant**

Table-2 indicates that there is a significant relationship between the goal discrepancy score, attainment discrepancy scores, and the number of times reaches goal score and state anxiety in adolescents at .05 level.

**Table-3: Association between variables**

Dimension	G.D.S	A.D.S	NTRS	trait anxiety
GDS		-189**	-649**	0.37 <sup>NS</sup>
ADS			-226**	-0.10 <sup>NS</sup>
NTRS				-.104 <sup>NS</sup>
Trait anxiety				

**\*\*P<.05 significant at .05 level, NS - Not Significant**

Table-3 indicates that there is a significant relationship between the goal discrepancy score, attainment discrepancy scores, and the number of times reaches score and trait anxiety in adolescents at .05 levels.

**Table-4: State and trait anxiety among secondary and higher secondary students**

Dimension	Sample	N	Mean	SD	t
State anxiety	Secondary	160	44.18	7.90	-2.953**
	Higher secondary	170	46.67	7.38	
Trait anxiety	Secondary	160	47.61	6.56	-4.512**
	Higher secondary	170	50.79	6.20	

**\*\*P<.05 significant at .05 level**

The 't' value for state anxiety among males and females is 2.953\*\* is significant at the .05 level.

**Discussion of the findings:** Table-1 shows a positive correlation between the two variables i.e. state and trait anxiety. The possible reason for positive correlation may be because the state anxiety could have an influence on the trait anxiety of an individual and the anxiety could persist. Therefore, hypothesis H<sub>1</sub> which states that there will be a significant relationship between state and trait anxiety is accepted.

Table-2 shows that there is a negative correlation between the goal discrepancy score and the attainment discrepancy score. The attainment discrepancy score is considered as an index of the level of aspiration where signs are reversed. If a group sets high aspiration (higher goal discrepancy) its natural consequence is that the group is likely to fall sort of actual attainment and those who aspire low tend to be closer to their goals in actual performance. The attainment discrepancy score is so correlated with the goal discrepancy score that it should be treated as an alternative index for others.

Goal discrepancy score and number of times reached score is negatively correlated. The subjects with a minimum number of times reached score showed a very high fear of failure while those with a maximum number of times reached scores are ready to take risk of failure when the numbers of times the goal

reach scores are correlated with goal discrepancy score. The attainment discrepancy scores and number of times the goal significance difference at the .05 level among the two variables of the level of aspiration. The students with a minimum number of the times the goal reach scores showed a very high fear of failure while those with a maximum number of times the goal reach scores are ready to risk of failures when a number of the times the goal reach the score is correlated with attainment discrepancy scores. Thus, the number of times the goal reach score is positively correlated with the attainment discrepancy score. Therefore, hypothesis H<sub>2</sub> states that there will be no significant difference in state anxiety and goal discrepancy score, attainment discrepancy score & number of times the goal reach scores are accepted between the state anxiety and goal discrepancy score, attainment discrepancy score and number of the times reach score. Thus, the hypothesis is accepted.

Table-3 shows that there is a negative correlation between the goal discrepancy score and the attainment discrepancy score. The attainment discrepancy score is taken into account as an index of the level of aspiration where signs are reversed. If a group sets high aspiration (higher goal discrepancy) its natural consequence is that the group is probably

going to fall kind of actual attainment and people who aspire low tend to be closer to their goals in actual performance. The attainment discrepancy score is so correlated with the goal discrepancy score that it should be treated as an alternate index for others. Goal discrepancy score and number of times reached score is negatively correlated. The subjects with a minimum number of times reached score showed a very high fear of failure while those with a maximum number of times reached scores are ready to take risk of failure when the number of times the goal reach scores are correlated with goal discrepancy score. The success in target performance is directly related to goal discrepancy and attainment score. The attainment discrepancy scores and number of times the goal reach score significance difference at the .05 level among the two dimensions of the level of aspiration. The trait anxiety and dimensions of the level of aspiration are not significant. It indicates that the adolescents generally focus much on their goals and they do not feel nervous and restless. They do not feel or consider themselves as a failure, rather they are calm and cool. They do not lack confidence and also seem to be steady individuals; they are not much distracted. Therefore, hypothesis H3 states that there will be no significant difference in trait anxiety and goal discrepancy score, attainment discrepancy score & number of times the goal reach score; thus, the hypothesis is accepted.

Table-4 it resembles that the female has more stress and might not be aware of how to manage stress effectively. Peer pressure could also be a possible reason for having high state anxiety. The 't' value for trait anxiety among males and females is 4.512\*\* is significant at the .05 level. The mean value is higher for females which is 50.79 than males. It may flow from there to the feminine might experience and report negative emotions like fear, worries within in the past, or removal to the margin of the group and their status among their peer. Such rejection by peers and feeling weakness could also be sources of high trait anxiety in females. Therefore, the H4 states that will be no significant difference in state anxiety and trait anxiety among secondary students and higher secondary students. Thus, the hypothesis is rejected.

**Conclusion:** According to the findings it is concluded that the majority of the secondary school female respondents are having anxiety, in terms of the other tools i.e., level of aspiration in both the secondary and higher school students is not significant. In order to make the females aware of how to manage anxiety, there should be a proper awareness program and also training should be provided to them. Most of the government schools do not focus much on this field. There is no school counsellor in the government school. There should be a guidance and counselling program should be set up in the various area of the states of Arunachal Pradesh, as it is need of the students, who have been facing problems in their life and some of the students cannot handle the situation and they try to suicide or some of the students suicide themselves and it is also time to change the stigma over the females and to take the growth of the female.

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