



## **STUDY THE LEVEL OF ANXIETY AMONG RURAL STUDENTS IN RELATION TO OCCUPATIONAL ASPIRATIONS**

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### **Abstract**

*The present study has been designed to investigate a study of anxiety in relation to occupational Aspirations. The sample comprised of 300 students (150 boys and 150 girls) of 11<sup>th</sup> class students of rural area. Sinha's comprehensive anxiety test (scat) by A.K.P. Sinha and L.N.K. Sinha (1995) was employed. The findings reported that mean of low occupational aspiration group is higher in anxiety scores as compared to mean score of high occupational aspiration group and it is observed that boys with high occupational aspiration have got high anxiety than the girls with high occupational aspirations. Boys with low occupational aspiration have more anxiety than the girls with low anxiety. The mean and Standard deviation Two Way Analysis of Variance is employed to analyze and interpret the data.*

**Keywords:** Occupation, Aspiration, Anxiety.



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### **Introduction**

In adolescent age every adolescent has many aspirations. One of them is related to occupation, they are likely to take in near future. They are very conscious about their future occupation during this period they have many occupational aspirations and get start struggle for their own choice and occupation. They face many psychological problems. Regular failures make them frustrated and anxious. At present times our adolescents face many competitions in educational and occupational fields and they have very much botheration about their future occupation. Students are very much serious about their future occupation that may provide them sufficient economic security so that they can maintain a good standard of living. Parents have high expectations from their children. They put pressure on them without knowing their capabilities and interests. Educational and vocational competitions, low educational achievement, parents' pressure and lack of financial assistance seems to hinder their progress towards goal and all this results into frustration. Occupation is the most

difficult factor to measure because so many exist, and there are so many competing scales. Many scales rank occupations based on the level of skill involved, from unskilled to skilled manual labor to professional, or use a combined measure using the education level needed and income involved. An occupation is a group of similar jobs in several establishments and an activity that serve as one's regular source of livelihood. **Donald** (1957), stated that the term occupation is used to refer to the way in which one earns his living. **Shartell**(1992), mentioned that occupation is generally taken for an economic activity while vocation gives personal satisfaction along with means of livelihood ; profession on the other hand is a unique, definite, specialized, essential and intellectual occupation.

In everyday usage ambition and aspiration are synonyms and are used interchangeably. The standard dictionary defined aspiration as an eagerness for honors, superiority, power or attainment. It suggests a personal uplifting. Aspiration means the goal, the end set by one for oneself in a task which has intense personal significance for one's own self. A person's ego is involved in order to achieve something because of ego involvement, success leads to increased self esteem while failure brings embarrassment, remorse and a feeling of inadequacy. **Hoppe** (1930), stated that aspirations are a person's expectations, goals and claims of his achievement in a given task. **Festinger**(1942), reported that an individual's level of aspiration can be illustrated as point in the positive region of his utility. **Smith**(1968), defined a person's level of aspiration as his immediate goal something almost within reach, a possible success near at hand. The level set in is a compromise between the desire for success and the desire to avoid failure, the firstly pushing the level up and secondly pulling down. **Saxena**(1984) defined that, 'the level of aspiration has been considered as a concept referring orientation towards educational goals, spaced in a continuum of difficulty and social prestige and arrangement in educational hierarchy. Thus, the level of aspiration is of basic importance for the conduct of human beings and influences most of their good seeking.

Occupational aspiration refers to the desire of a person to choose particular occupation which he would like to pursue as a means of his livelihood .Occupation aspiration refers to the occupation the students aspire to take up after completion of their studies. It is career related goal or choice expressed by an individual. Occupational aspirations are the thoughts, feelings, fantasies and goals that the people have about their job or occupation that effect their motivation and decision making in respect participation in their occupation. Occupation aspiration can be defined as the goal of an individual which he sets for himself in connection with his/her future occupational choice. **Bedi** (1982), in his study found that educational and occupational aspiration of the adolescents were significantly correlated with

intelligence and occupational aspiration differed with respect of sex and place group and low level had low ability educational and vocational aspirations. **Sandhu** (1989), found that boys and girls belonging to high income group and high ability level had high educational and vocational aspirations.

The world is becoming more and more competitive. Quality of performance in academic as well as occupational field has become the key factor for personal progress. The aspiration for an occupation of high socio-economic status puts a lot of pressure on the individual. Anxiety is a state of apprehension or fear either real or imagined resulting from anticipation of a threatening event or situation. It is a relatively permanent state of worry and nervousness accompanied by restlessness or tension. Anxiety is a general term for several disorders that cause nervousness, fear, apprehension and worrying. This affects how we feel and behave. People often experience a general state of worry or fear before confronting challenges such as a test, examination or interview. These feelings are justified and considered normal. Anxiety occurs when a reaction is out of proportion which might be normally expected in a situation. **Sodhi** (2001), Anxiety is an exaggerated or inappropriate affective, cognitive, motoric and physiological responses of a person to the experience of the external and internal danger. Anxiety is not a “unified lump”, but a phenomenon with behavioural, physical and cognitive manifestations. **Kings and Ollendick** (1989), In school every student feels some anxiety at some point of time but for some students anxiety may inhibit learning or performance. Motivation leads to cognitive engagement. Such engagements manifesting itself in the use or application of various learning strategies. **Salvin** (1994), believes that anxiety is a constant companion of education. **Sharma** (2001), found that the examination has deep effect on the students. A few effects of examination are exhibited in the form of anxiety, tension, doubt, frustration, disappointment. **Kaur** (2002), in her study revealed a significant relationship between anxiety and frustration. No significant gender difference was found.

### **Objectives Of The Study**

1. To study the levels of anxiety among rural students in relation to their occupational aspirations.
2. To examine the difference in the levels of anxiety among rural boys and girls in relation to their occupational aspirations.

### **Sample**

It is decided to collect information from 300 students of Gurdaspur District only. Out of which 150 boys and 150 girls construct the sample.

**Measures**

1. Sinha’s Comprehensive Anxiety test (scale) by A.K.P. Sinha and L.N.K. Sinha (1995)
2. Occupational Aspiration scale by Dr. A.K. Srivastava (1981)

**Procedure**

After the selection of the sample all the scales viz-a-viz, Anxiety scale, and Occupational Aspiration Scale have been administered to the selected sample of 150 boys and 150 girls.

**Result And Discussion**

**2×2 Analysis Of Variance On The Scores Of Anxiety.**

The means of sub-groups of ANOVA for 2×2 factorial design for anxiety scores have been calculated and presented in the Table 1.1 below:

**Table – 1.1 Means And Standard Deviations Of Sub Groups Of Anova For 2×2 Design For Anxiety Scores**

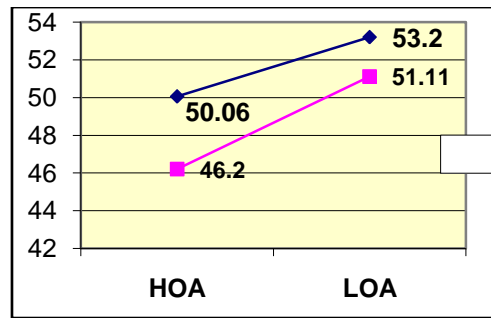
	<b>High Occupational Aspiration</b>	<b>Low Occupational Aspiration</b>	<b>Total</b>
<b>Boys</b>	M <sub>1</sub> = 50.06 S.D = 10.16 N = 45	M <sub>2</sub> = 53.2 S.D = 11.24 N = 45	M <sub>B</sub> = 51.63 N = 90
<b>Girls</b>	M <sub>3</sub> = 46.2 S.D = 7.47 N = 45	M <sub>4</sub> = 51.11 S.D = 8.17 N = 45	M <sub>G</sub> = 48.65 N = 90
<b>Total</b>	M <sub>HA</sub> = 48.13 N = 90	M <sub>LA</sub> = 52.18 N = 90	

**Table – 1.2 Summary Of Anova For 2×2 Design For Anxiety Scores**

Sources of Variance	Degree of Freedom (df)	Sum of squares (SS)	Mean of squares (MSS)	F-ratio
Occupational Aspiration (A)	1	728.02	728.02	107.85**
Gender (B)	1	399.02	399.02	59.11**
Interaction (A×B)	1	33.56	33.56	5.26*
Within SS	172	116.6	6.75	
Total	175			

**\*\*Significant at 0.01 level of confidence**

**\* Significant at 0.05 level of confidence**



**Fig. 1.1 : Graph Showing Intereaction On The Mean Scores Of Occupational Aspiration And Gender**

### **Main Effects**

#### **Occupational Aspiration (A)**

Hence the data provides sufficient evidence to reject the Hypothesis Viz.; “There is no difference in the levels of anxiety of rural students having high and low levels of occupational aspirations.”

Further from the mean able 1.1, it is observed that mean of low occupational aspiration group is higher in anxiety scores as compared to mean score of high occupational aspiration group.

#### **Gender (B)**

It may be observed from the Table 1.2 that F-ratio for the difference between the means of anxiety of boys and girls is found to be significant at 0.01 level of confidence. This indicates that boys and girls differ significantly on mean scores of anxiety. The examination of their corresponding group means from the Table 1.1 suggests that the mean anxiety scores of boys are higher than girls. This indicates that boys have more anxiety than girls.

Hence the data provides sufficient evidence to reject Hypothesis 2  $H_5$  Viz.; “There is no difference in the levels of Anxiety among Boys and Girls.

Further from the mean table 1.1 it is observed that boys with high occupational aspiration have got high anxiety than the girls with high occupational aspirations. Boys with low occupational aspiration have more anxiety than the girls with low anxiety.

### **Two Order Interaction (A×B)**

#### **Occupational Aspiration and Gender**

It may be observed from the Table 1.2 that F-ratio for the interaction between occupational aspiration and gender on the scores of anxiety is found to be significant at 0.05 level of confidence..

## **Conclusions**

- 1.Students with low aspiration have the high anxiety level than the students with high aspirations.
- 2.The boys have higher anxiety level than the girls.
- 3.Girls with low occupational aspiration have higher anxiety than girls with high occupational aspiration.

## **Educational Implications**

- 1.There should be use of behavioural managing techniques, like yoga exercises to reduce stress and frustration in boys. Examples of attractive and impressive personality, high character, high ideals of life should be put before them.
- 2.There should be average level of aspirations so that he levels of anxiety can be maintained.
- 3.Guidance services should be provided to those students who have low occupational aspirations but high level of anxiety level.
- 4.As boys and girls with low occupational aspiration level have higher anxiety, the efforts should be made to maintain a balance between their aspiration level and anxiety level.

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