

Level of Aspiration and Class Room Anxiety among High School Students

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ABSTRACT

The level of aspiration is form of self –motivation including competition with one’s own past understandings. Unfulfilment of this expectation may lead to disappointment and eventually create an apprehension regarding future chance of success. This apprehension may about future create greater tension and can lead to higher level of anxiety in the students. The objectives of the present study are (1) to find out the relationship between level of aspiration and class room anxiety among high school students; (2) to find out the gender difference in the level of aspiration among high school students; and (3) to find out the gender difference in the class room anxiety among high school students. The study is conducted among 132 high school students (55 boys, 77 girls) were selected through convenient sampling method. The variables, level of aspiration and class room anxiety is measured by using level of aspiration measure (LOA) (bargava & shah 2005) and Class room Anxiety measure (Richmond, V. P., 2003) respectively. The analysis using Correlation Coefficient and mann-whitney U test found that there is a negative correlation between level of aspiration and class room anxiety and there is a significant gender difference between level of aspiration and class room anxiety among high school students. The study findings has implications as Counsellors in school should take measures to improve the students realistic kind of expectation and measure to lower their anxiety in the class room as well as in the other societal context.

Keywords: *level of Aspiration, Class Room Anxiety*

Anxiety is a major construct in the present world, particularly in the lives of students, as it disturbs their physical, mental and social well-being. Everyone experiences anxiety at one time or another. Little individuals get through a week short of some anxious tightness or a sense that something is not working to go fine. We may feel anxiety when we are confronting a significant event, such as an exam or job interview. However, such daily anxiety is normally occasional, slight and short-lived, while people with anxiety disorder occurs more frequently and is more intense, and persists lengthier up to hours, or even days. Majority of people will experience symptoms associated with stress, anxiety or depression at some point. However, most of the people are operating in an automatic pilot mode. The problem with living on automatic pilot is that our reaction to events, people and stress also tend to be automatic.

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Received: August 23, 2021; Revision Received: September 23, 2021; Accepted: September 30, 2021

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For many of us in the pace modern life and the rapid technological changes cause us to feel constantly unable to meet the demands placed on us. These demands come from many different various sources—home, relationships, money, employment, health, self-esteem, etc. leading to anxiety, depression or stress. There is an overuse of these words of anxiety to the point that they are mis-constructed by people and are left unattended. However, as the chronic cough could mean any infection/ disease in body, in left unattended, anxiety, when overlooked for quite some time, might result into a disorder. Thus, despite psychiatric interview schedules there should be a way to assess anxiety of common man especially the marginalized groups. Even a well-adjusted individual can break down if encountered with a torturous or stressful situation but for some people everyday problems could be disturbing. Challenging public speaking, schedules or writing an examination can even lead to a sense of fear. Anxiety is results of the stressful situation. For many people stress is so common place, now days that it has become a way of life. There is extensive evidence that stressful life events are closely linked with depression and such events are more common in the lives of women (Broadhead, Abas, 1998). Everyone faces a different mix of adjustive demands in life, and any of us may break down if the going gets tough.

The epidemic of anxiety in high schools is stunning. Over the past seven years, anxiety has become the first reason for the school students to seek counselling. When we looks into learning at school, anxiety can facilitative and disrupting. All students experience anxiety at times, some more than others. Common bases of anxiety at school are interpersonal and academic associated stressors. When anxiety is disruptive, it is related with a mass of cognitive, behavioural, and emotional problems. Classroom anxiety refers to low faith in ability, escape from participating in classroom and feeling physical and psychological disturbances. These have been shown to adversely affect the performance of students in the classroom and on tests. This Invisible disability may also have a significant impact on academic performance and anxiety. It impacts a student's working memory, making it challenging to learn and recall information. The anxious student work and thinks less effectively, which significantly affects the student's learning capabilities.

Like other psychological phenomenon, motivational factors are important in directing individual behaviour consciously and make him strive to perform certain types of activity in order to achieve a definite goal. Every one aims at reaching a definite goal or excellence in performance and in doing so, he sets a desire for distinction which has an inner structure known as level of aspiration. Setting of level of aspiration may itself motivate the individual to try his best level, though sometimes acknowledge how one has performed previously may equally be effective. It is generally found that majority of the people tend to set their level of aspiration slightly above the previous performance and continued to adjust the level on successive trial. If one has reached the level set by him previously, he arises it on subsequent trials, but if one failed to reach the previously set level the number is lowered on the subsequent trials. The greater the success, the stronger the tendency to raise the level whereas the greater the failure, the stronger the tendency to lower it. There is not a single person in today's world of competitiveness devoid of ambition in one form or another. There is a lot of individual variation with regard to goal setting behaviour. Persons with an equal amount of ability may also differ significantly in their goal setting behaviour. One can make it very high, the other very low; others may still set close to their level of performance. Thus, in choosing life goals and in doing daily activities people differ largely in their expectation and aspiration.

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In 1931, Dembo, one of the first to introduce the concept of aspiration level. The students of Lewin in the course of an experimental study of anger. Hoppe (1930) defined the level of aspiration as person's expectation, goals or claims on his own future achievement in a given task. Not only this, Hoppe has also investigated the various factors which effect goal setting behaviour. He also found individual variations in level of aspiration. In his view, a realistic person always gets a goal on the prediction of feeling of success and failure. According to Boyd (1967) level of aspiration means an individual ambition in a dynamic situation that is it is the goal or expectation of an individual with respect to the goodness of his future performance for a given task.

The level of aspiration is form of self –motivation including competition with one's own past understandings. Now a days the students tries to advance quality and attempts to do better than he/she did before, for every new attempt they are raising their goal. If he succeeds in attaining the level that he is expected to reach, people will experience success. On the other hand, if people fail to attain goal, they will experience a failure more over an unfullfillment in their goal. Individual's sense of failure can either lead to raising or lowering of the subsequent levels is a common feature of a goal setting behaviour. The determinants of this level of aspiration are influenced by both the personal and environmental factors (Humphrey and Argyle 1962). Environmental determinates involve parental ambition-it influences the level of aspiration of the child. Parent always expect more from the first born, and therefore the level of aspiration may be higher for the first born than that of those born later. Social expectation- society expects more from some people than others. It is generally assumed that one who is successful in a particular area may also be successful in other areas if he wishes. Culture- cultural traditions are important factors for setting the goal better and rich culture background helps a child in fulfilling high expectations. Social values- it also varies with the area of achievement. Social rewards and prestige also work as reinforce. Competition- competition with siblings and peers in the hope of showing better than others is also an affecting factor for level of aspiration. Group cohesiveness-students set a high goal when he is acting in a group. A personal determinant involves wishes- if one's needs to achieve something or he has high achievement motivation, his level of aspiration for achieving will be higher, and thus his wishes influence the level of aspiration. Past experiences- the previous success strengthens ones aspiration whereas failure weakens it. Values and Interests- personal values and interest also affect the level of aspiration. Sex and Socio-economic background and racial background also influences the level of aspiration of an individual.

In this competitive world due to perceived parental ambition, social expectation, and competition between the peers and siblings, individuals try to perform a great deal better than others. Their internalizing deal may either lead them to do more for the betterment of the task or can lead to greater stressful situation if they are not getting the expected level of performance.

Rationale

In this competitive world due to perceived parental ambition, social expectation, and competition between the peers and siblings, individuals try to perform a great deal better than others. They also tries to gain excellence and attempts to do better than he did before, raising his goal in every new attempt. If he succeeds in reaching the level he expected to reach or if he attains a higher than he expected ones, his experiences success which is not only satisfying but it serves as a motivating force for further achievement as well. On the other hand, if he fails to attain his Target, he has a sense of failure that is normally followed

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by a reduction of the goal so that it may be achieved in the subsequent attempts. Thus, this setting of aspiration levels and the consequent feeling of success or failure resulting in either raising or the lowering of the following levels are a common behavioural characteristic in all target setting situations. In these situations, their internalizing deal may either lead them to do more for the betterment of the task or can lead to greater stressful situation if they are not getting the expected level of performance. So, for attaining the better performance, individual's set an unrealistic expectation about their goal. Unfulfilment of this expectation may lead to disappointment and eventually create an apprehension regarding future chance of success. It may pave way to the development of anxiety. It may be as result of this unrealistic expectation that students in this era experiencing high levels of anxiety.

In this scenario, a study on level of aspiration and classroom anxiety among high school students is important.

The reason for the present investigation as follows,

- Relationship between level of aspiration and classroom anxiety.
- Study is relevant in the modern competitive world of students with unrealistic aspiration.
- Increased anxiety problems in the schools level students.

Variables

Variables used for the present investigation are following.

- Level of Aspiration
- Level of Aspiration is an individual's future expectation or ambition. It refers to the estimate of one's future in a given task (Bargava & Shah 2005). Level of Aspiration is defined as a person's expectation, goals or claims on his own future achievement in a given task (Hoppe 1930).
- Classroom anxiety
- Classroom Anxiety is defined as individual's intense feeling of unease, worry, and fear in class room condition. Anxiety encompasses a broad spectrum of feelings, from apprehension and worry to fear and panic (Martensen & Taube).

REVIEW OF LITERATURE

The following are some of the previous studies conducted related to the variables considered in the present study

Urhahne, Han Chao, Florineth, Luttenberger and Paechter (2011) conducted a study on Academic self-conception, motivation for learning and anxiety for the underestimated student among Two hundred and thirty-five fourth grade students and their fourteen-mathematics teacher. This study was aimed at the consequences of the underestimation of students' mathematical performance potential. The results shows that Underestimated students displayed Equal test performance, motivation and aspiration levels in comparison with Students overestimated but lower expectations of success, lower academic self-esteem concept, and experienced more test anxiety. Teachers expected that underestimated students would receive in the next math test, lower grades believed that students were satisfied with lower Grades and assumed students have a weaker motivation to learn than their overestimated classmates.

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Zander and Wulf conducted a study on Members' test anxiety and competence: determinants of a group's aspirations (1966) among 144 eleventh-grade boys attending a suburban high school. Result revealed that the level of a person's competence, however, did not determine his perceived worry or tension. Members with greater Test Anxiety had a greater number of wild jumps in their changes of aspirations for the group than did members with less Test Anxiety.

Sabzehara, Ferguson, Sarafraz and Mohammadi (2014) Investigate the Associations Between Contingent Self-Worth and Aspirations Among Iranian University Students. Their result suggests that subscale of external contingencies of self-worth positively correlated with the importance likelihood and the attainment of extrinsic aspirations and the domains of contingencies of self-worth are similar in Iranians.

Kattab (2015) aim to study Students' aspirations, expectations and school achievement on the topic Students' aspirations, expectations and school achievement: what really matters? Among college students and the results shows that students with either high aspirations or high expectations have higher school achievement than those with both low aspirations and low expectations.

Van Houtte and Stevens examines school ethnic composition and aspiration of immigrant students in Belgium. Among 1324 immigrant and 10,546 native students. The result indicates that high concentration schools are not necessarily determine for student's educational aspiration.

Kao Grace and Tienda Marta (1998) conducted a study on educational aspiration of minority youth. Their results suggest that family socioeconomic status (SES) not only contributes to ambitious eighth grade aspirations, but more importantly to maintenance of high aspirations throughout the high school years. Because black and Hispanic students are less probably maintaining their high aspirations in high school due to their lower SES family background.

Carson S J, Goforth N A, Embse N & Barerian A J (2013) conducted a study on Increased test anxiety among young children: anxious elementary school pupils responses to high-stakes testing. They conducted the study among 318 students. Their results revealed that there is significantly more overall test anxiety in relation to high-stakes testing versus classroom testing on two measures of test anxiety. Students also reported significantly more cognitive and physiological symptoms of test anxiety in relation to high-stakes testing.

Deb, Sibnath, Chatterjee, Pooja, & Walsh Kerryann M (2010) conducted a study on Anxiety among high school students in India: sexual comparisons, school type, social strata, and perceptions of quality time with parents. They took a sample of 460 adolescents (220 boys and 240 girls), aged 13-17 years. Results show that the sample showed anxiety, with 20.1 percent of boys and 17.9 percent of girls were highly anxious. More boys were anxious than girls. Teenagers from Medium Schools in Bengali were more anxious than adolescents from English medium schools. Adolescents belonging to the middle class (the socio-economic group) had more anxiety than the high and low socio-economic groups. Adolescents with working mothers were also found to be more anxious.

Okebukola A.K and Woda B.A (2006) conducted a study on the gender factor in Computer anxiety and interest among some high school students in Australia. They collected the data from 142 boys and 139 girls enrolled in Year 11 in 14 senior high schools in Western

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Australia. The result shows a significant difference in the anxiety levels of the boys and girls in the sample, the girls record a higher mean score of anxiety. For computer interest, the boys had a much higher average score than girls.

Bar-Tal, Kfir D, Bar-Zohar, Chen M (1980) conducted a study on the relationship between the control locus and the academic achievement, anxiety and aspiration level. The study was among 2,438 ninth grade Israel-Jewish students of Asian or African background and European, American, or Israeli backgrounds. It was observed that internals tend, in general, to achieving greater academic achievement, expressing less anxiety and higher standards of aspiration. The connection between academic achievement, aspiration level, and the perception of locus of control appears to be accentuated among students of Asian or African Origin greater than among European, American, or Israeli students.

Fisher M, Schneider M, Pegler C & Napolitano B conducted research on Eating attitudes, health-risk behaviours, self-esteem, and anxiety among adolescent females in a suburban high school. The study was carried out by 268 students (mean age, 16.2 years). The results showed that nearly two thirds of the students were described as overweight, almost three-quarters felt they were above the healthiest weight for their age and height and Almost four-fifths were higher than the weight they would be most happy with; 18% of the students scored 30 or more out the Eating Attitudes Test, a score suggestive of an eating disorder. Those with more unhappiness with their weight and higher scores on the test of attitudes was more likely to have lower self-esteem and anxiety. Participate more about health risk behaviours, including smoking cigarettes, alcohol consumption, drug use, and sexual activity with more total partners.

Summary

This review literature studies indicates that variables like test and mathematical anxiety and level of aspiration may have a direct and indirect influence on the behaviour of school level students. There is a negative association exists between students mathematical anxiety and level of aspiration. From the different studies it is also clear that there is gender difference in the level of aspiration and text anxiety among students. There are also studies that showing indifference in the level of aspiration and class room anxiety. The present study looks into the relationship between level of aspiration and class room anxiety among high school students. The different scores of level of aspiration also included in the study Studies related to level of aspiration and class room anxiety among high school students are not identified by the researcher. There are fewer studies conducted in the relationship between class room anxiety and level of aspiration among high school students providing scope for the research.

METHODOLOGY

The objective of the present study is to find out the relationship between level of aspiration and classroom anxiety among high school students. This chapter gives an outline of research methods that were followed in the study. The method that has been adopted in this research was so carefully designed as to go well with the inquiry.

The following are the methodological consideration of the present study.

Research Design

Correlation research design will be used to find out the relationship between level of aspiration and classroom anxiety among high school students.

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Research problem

Weather level of aspiration is related to classroom anxiety?

Objective

The objective of the study is to

1. Find out the relationship between level of aspiration and classroom anxiety among high school students.
2. Find out the gender difference in the Level of Aspiration and Class Room Anxiety among high school students.

Hypothesis

To meet the objective of the study the following hypothesis have been put forward.

H01; There is no significant relationship between level of aspiration and classroom. Anxiety among high school students.

H02; There is no significant gender difference between level of Aspiration among high school students.

H03; There is no gender difference between Classroom Anxiety among high school students.

Sample and sampling

The study was conducted among a sample of 132 high school students selected through convenient sampling method. Both male (55) and female (77) students are included.

Inclusion criteria:

- Students between the age ranges of 12-16 are included.
- Students who understand English to fill up the questionnaire.
- Students who are not diagnosed with psychological problems.

Exclusion criteria:

- Students beyond the age range of 12-16.
- Students who doesn't knows English to fill up the questionnaire.
- Students who are diagnosed with severe psychological problems.
- Students those who are studying in boding school.

Table 1 Gender distribution of participants in the study

Gender	Participants
Male	77
Female	55

Table 2 Age distribution of participants in the study

Group	N	Mean	SD
High school Students	132	2.28	.584

Table 3 Depicts the distribution of sample based on their residence.

Residence	Participants
Non boding	132
Boding	0

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Ethical Consideration:

1. Informed consent: The subject will be given a brief idea about the questionnaire and the purpose for which it is administered.
2. Confidentiality of collected data: The data collected from the subject will be kept confidential and will be used only for academic purposes.
3. The subject will not be under any obligation to participate in the study.
4. The subject has the freedom to quit from the study at any point of time.

Operational definitions

The following are the operational definitions of the variables used in the study.

- Level of Aspiration
- Level of aspiration is operationally defined as the sum scores obtained by individual students in the level of aspiration measure (LOA).
- Classroom Anxiety
- Class room Anxiety is operationally defined as the sum scores obtained by the individual students in the Classroom Anxiety measure.

Tools

The variables Level of Aspiration and Classroom Anxiety will be measured using the following scales.

- **Level of Aspiration measure (Dr. Mahesh Bhargava and Dr. M.A. shah, 2005)**
Experimental situation have been used to measure motivation, particularly known as the Level of Aspiration. The performance sheet has 50 circles (each of 1 cm. in diameter) which are arranged in 5 rows –ten in each row. Above and below of these rows, there are two boxes on the right side –the upper box is for writing the number of expected score (except in practical trail) whereas lower box is for putting the number of actual score or completed performance. Thus, ten trials are needed for each subject except practice trial. Stop watch or clock is also required for the test.
- **Class room Anxiety measure (Richmond, V. P., 2003).**
This is a 20 item scale used to measure a student's anxiety in the classroom. The possible maximum score is 100 and the possible minimum score is 20. The highest score indicates high Level of Aspiration and lowest score indicate low Level of Aspiration. This scale is a 5-point Likert type scale which is presented in the form of multiple responses. (Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5).

Table 4 Result of Cronbach's Alpha Reliability Analysis of variables used in the investigation

<i>Variables</i>	<i>Number of items</i>	<i>N</i>	<i>Cronbach's Alpha Reliability</i>
Class room anxiety	20	132	.77
ADS	10	132	.69
GDS	10	132	.77
NTRS	10	132	.78

The scale class room anxiety shows reliability since cronbach's α is 0.77. The item reliability of measures of level of aspiration also shows reliability.

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Data Analysis

Analysis was done using statistical package for social science SPSS version 20. Word and excel were used to generate tables. Spearman's rank correlation coefficient was used to find the relationship between the variables. Mann-Whitney U test has been used find the difference between the two variables. Kolmogorov-Smirnov test is to find the normality of variables.

Table 5 Summary of Kolmogorov-Smirnov test of Normality of Class Room Anxiety, ADS, GDS and NTRS scores among High school Students.

Variables	K	Df	P
CRA total	.066	132	.200*
GDS total	.108	132	.001
ADS total	.086	132	.017
NTRS total	.216	132	.000

The Kolmogorov-Smirnov test of Normality of class room anxiety shows that variables are normally distributed in the sample ($p < 0.05$), but measures of level of aspiration shows that the variables are not normally distributed in the sample ($p = .000$; $p > .05$).

RESULT AND DISCUSSION

This chapter reports the findings and discussion of the hypothesis testing. The hypotheses which were checked in the present study were:

H01; There is no significant relationship between level of aspiration and classroom Anxiety.

H02; There is no significant gender difference between level of aspiration.

H03; There is no gender difference between Classroom Anxiety.

The data was analysed using Spearman's rank Correlation Coefficient Analysis in order to determine the contribution of level of aspiration to classroom anxiety.

Table 6 Depicts the mean and standard deviation of variables under the investigation.

Variables	Mean	Standard deviation
CRA	47.84	9.779
GDS	1.641	3.724
ADS	-.318	3.377
NTRS	.148	.149

From the above table the average score of the CRA is 47.84 and its standard deviation is 9.779, for goal discrepancy score the average score is 1.641 and standard deviation is 3.724, average mean of attainment discrepancy score is -.318 and standard deviation 3.377. For the variable NTRS average score is .148 and its .149

Results of hypothesis testing are given below:

Table 7 Summary of spearman's rank correlation between class room anxiety, ADS, GDS, and NTRS scores of aspiration among high school students

Variables	GDS	ADS	NTRS
Class room anxiety	-.221*	.222*	-.193*

*= $p < 0.05$

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Table 7 examines the relationship between GDS, ADS, NTRS score of level of aspiration and class room anxiety among high school students. With reference to the table, it can be noted that all the scores of level of aspiration are correlated with the class room anxiety ($p < 0.05$). GDS, the goal discrepancy score has significant negative correlation with class room anxiety among high school students ($r = -.221, p < 0.05$). ADS, the attainment discrepancy score has significant positive correlation with class room anxiety among high school students ($r = .222, p < 0.05$). NTRS, the number of times the goal reaching scores has significant negative correlation with the class room anxiety among high school students ($r = -.193, p < 0.05$).

Table 8 Mann-whitney U tests comparing CRA and GDS among high school students.

Variables	Group	Mean	U value	Z value	P
CRA	Female	68.11	1993.500	-.573	.567
	Male	64.25			
GDS	Female	60.34	1643.000	-2.191	.028
	Male	75.13			

Table 8 shows *Mann-whitney U* test conducted among high school students comparing CRA and GDS. Table gives *U* value *Z* value and mean of the variables. The *U* value of CRA is 1993.500 and for GDS is 1643.000. The *Z* value of CRA is -.573 and for GDS is -2.191. The variable CRA shows higher among females than males ($U = 1993.500, p = .567$). The variable GDS shows significantly higher among males than the females ($U = 1643.000, p = .028$).

DISCUSSION

The aim of the study was to find out the relationship between level of aspiration and class room anxiety among high school students. The study was conducted among a sample of 132 high school students selected through convenient sampling method. The sample consists of both male and female participants.

The specific objective was checked using the hypothesis and it was found that there exists a negative relationship between both GDS and NTRS scores of levels of aspiration and class room anxiety among high school students. A positive correlation was found between ADS scores of levels of aspiration and class room anxiety among high school students.

The analysis of table 6 shows that the goal discrepancy score is negatively correlated with class room anxiety among high school students. This can be explained on the basis of assigned to the variables within the study context. Here the GDS score is the extent and the direction of the difference between actual score on the previous trial and goal set up of the trial. It shows the level of aspiration of an individual. Results reveal that students with high level of aspiration have lowered level of class room anxiety. This indicates that when the aspiration increases students try their level best to achieve the goal thus the attainment of their desired goal reduces anxiety about their goal. A positive goal discrepancy suggests that one's goal is higher, in relation to one's previous performance and a negative goal discrepancy indicates that one's goal is lower than one's previous performance. Positive value of GDS shows high aspiration and negative score shows low aspirant nature of an individual. As results shows students with high aspiration have low class room anxiety and students with low aspiration have high class room anxiety. That is students having low aspiration will not try for their best, this may lead to failure in turn high anxiety. GDS value controls the level of aspiration of an individual. And with an increase in the value of GDS there will be a decrease in the class room anxiety. In agreement with result of the study,

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Zander and Wulf in 1966 indicated that Members with greater Test Anxiety had a greater number of wild jumps in their changes of aspirations for the group than did members with less Test Anxiety.

The finding is supported by few previous studies. A study conducted in 1980 on the relationship between locus of control and academic achievement, anxiety, and levels of aspiration shows that in general individual tend to attain greater academic achievement, people with less test anxiety have high level of aspiration (Bar-Tal, Kfir D& Bar-Zohar, Chen M). Since the level of aspiration serves as a base for class room anxiety. High level of aspiration leads the students to better performance by reducing anxiety in the class room. High aspiration levels have impact on controlling or diminishing the class room anxiety nature of an individual. Most of the high school students are seem to be having high level of aspiration and give more priority to task achievement in better ways this encourage them to think and act more wisely for their fulfilment of task. Fulfilment of the task on one trial or on one time led them to lessen their anxiety. Instead of being anxious they will be more focused on the actor the performance.

ADS another score of level of aspiration shows a positive relationship with the class room anxiety. Attainment discrepancy score of level of aspiration indicating the realistic-unrealistic nature of the individual's aspiration. A high value of ADS shows unrealistic level of aspiration. Here as per the result it indicates that students with increased ADS have increased class room anxiety. The students with high unrealistic aspiration will lead to high level of class room anxiety. That is unrealistic aspiration lead to unfulfillment of their desired achievement, this inability to achieve goal will lead to stress and in turn increases the anxiety in the class room situation. A great deal of variation is found in each individual's goal setting behaviour. In the present world due to parental ambition, competition with peer and siblings most of the students made higher expectation about their future performance. This higher unrealistic way of expectation about one's own accomplishment will create greater tension and stress. Higher stress and tension impart higher anxiety thus will lead to failure. Unrealistic aspiration indicates that the individual's has set their goal higher than their earlier performance or more than the expected performance.

The NTRS score of level of aspiration shows a negative relationship between class room anxieties. NTRS score provides an individual's actual probability of reaching his/her stated goal. NTRS-the number of times the goal reach score indicates risk taking behaviour of an individual. An individual with maximum NTRS scores showed ready to take risk of failure. Here results reveal that increased NTRS score will decreases the class room anxiety. That is high risk-taking behaviour showing their courage to take part in the given task. Students having high risk-taking attitude increases their performance thus increased or expected performance will reduces the anxiety regarding the task.

The analysis of table 7 shows the *Mann-whitney U tests* comparing CRA and GDS among high school students. It shows there is a significant gender difference in the class room anxiety and level of aspiration. Indicating that females have high class room anxiety than the males ($U=1993.500$, $p=.567$). But the level of aspiration is higher for males than that of females ($U=1643.000$, $p=.028$).

The finding is supported by few previous studies. A study conducted in 1980 on the topic Effects of trust, aspiration, and gender on negotiation tactics (Kimmel, M. J., Pruitt, D. G., Magenau, J. M., Konar-Goldband, E., & Carnevale, P. J.). And their results shows that

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women were less distributive and less interested in the task than men, especially with high aspiration. Another study conducted in 2008 on the influence of gender, generation level, parents' education level, and perceived barriers on the educational aspirations of Mexican American high school students (Ojeda, L., & Flores, L. Y). Their results indicating that perceived barriers to education significantly predicting the educational aspiration of students by the influence of gender. Here the result also shows a higher level of aspiration among male high school students than the female high school students.

In the case of class room anxiety, a study conducted in 2013 on Gender differences in the foreign language classroom anxiety scale (Park, G. P., & French, B. F). It reveals that females reported higher anxiety levels compared to males. Another study conducted by Stewart, S. H., Taylor, S., and Baker, J. M. in 1997 on Gender differences in dimensions of anxiety sensitivity also shows that there is gender difference in anxiety. It says that women scored on the higher order factor representing the global AS (anxiety sensitivity) construct higher than the males. These studies supporting the finding that female high school students have more class room anxiety than the male high school students.

SUMMARY AND CONCLUSION

This chapter summarizes the present study Level of Aspiration and Class Room Anxiety among High School Students. The study seeks to find out the relationship between level of aspiration and class room anxiety among high school students and the gender difference in level of aspiration and class room anxiety.

Hypothesis

To meet the objectives of the study the following hypotheses have been put forward.

H0.1: There is no significant relation between Level of Aspiration and Class room Anxiety among high school students.

H0.2: There is no gender difference in the Level of Aspiration among High School Students.

H0.3: There is no gender difference in the Class Room Anxiety among High School students.

Sample and sampling

The study was conducted among 132 High School Students. Convenient sampling method was used to select participants. The sample consists of both male and female participants.

Tools

The variables Level of Aspiration and Class Room Anxiety were measured using the following scales.

1. Level of Aspiration - Level of Aspiration measure (Dr. Mahesh Bhargava and Dr. M.A. shah, 2005)
2. Class Room Anxiety -Class room Anxiety measure (Richmond, V. P., 2003).

Data Analysis

The hypothesis was tested using Spearman's rank Correlation Coefficient Analysis and Mann- Whitney U test.

Findings

The major findings of the present study are as follows:

1. Level of Aspiration (GDS) is negatively correlated with Class Room Anxiety among High School Students.

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2. ADS score of Level of Aspiration is positively correlated with Class Room Anxiety among High School Students.
3. NTRS score of Level of Aspiration is also negatively correlated with Class Room Anxiety among High School Students.
4. There is gender difference in the level of aspiration among High School Students.
5. There is greater gender difference in the Class Room Anxiety among High School Students.

Implications of the study

- Counselling services could be provided to children for nurturing a tendency to set realistic aspirations.
- Parents could be encouraged to foster an attitude of healthy competition in their children while reminding them that they need to be realistic in setting their aspiration.
- Psychological services could be provided such as mindfulness training, relaxation methods like JPMR, and cognitive behavioural methods of preventing anxiety.
- These would be useful in reducing academic anxiety among high school students.
- More number of elaborate research studies is required to have an in depth understanding on how these factors affect this population.

Limitations of the study

- The sample had unequal distribution of gender.
- The participants were not differentiated in terms of whether they pursued education in private or government schools.
- Data collection was done at group level and individual attention was not provided.
- Factor of socially desirability may influence the responses.
- Detailed analysis was not used.
- Small sample size.

CONCLUSION

The present study aimed to find the relationship between Level of Aspiration and Class Room Anxiety among High School Students. The study was conducted among 132 High School Students including both male and female. To collect the data convenient sampling method was used. The two variables Level of Aspiration and Class Room were measured using Level of Aspiration measure and Class room Anxiety measure respectively. Data was analysed using Spearman's Rank Correlation and Mann-Whitney U testy. It was found that GDS score of Level of Aspiration is negatively correlated with Class Room Anxiety, ADS score of Level of Aspiration is positively correlate with Class Room Anxiety, NTRS score of Level of Aspiration is negatively correlated with Class Room Anxiety among High School Students.

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Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: A Dinarajan C (2021). Level of Aspiration and Class Room Anxiety among High School Students. *International Journal of Indian Psychology*, 9(3), 2364-2378. DIP:18.01.225.20210903, DOI:10.25215/0903.225