



“A STUDY ON LEVEL OF EDUCATIONAL ASPIRATION AND ANXIETY AMONG TEACHER TRAINEES OF MYSURU DISTRICT - KARNATAKA”

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Abstract

Education is a process and kind of activity in relation to human beings. It is a continuous effort to develop all capacities of the students to control their neighboring environment and to fulfill their needs. Though education is a part of human life, it cannot help the pursuers unless they have the required amount of Educational Aspirations. Individuals will have aspirations in all stages of life, so that people try for their self enhancement. So in this process many psychological aspects effects on the individual aspiration. While having the educational aspiration trainees can feel internal fear towards reach that goal of their educational aspirations. That hidden fear is also called as Anxiety. It is a diffuse state, characterized by an unpleasant affective experience marked by a significant degree of apprehensiveness about the potential appearance of future aversive or harmful events”. Anxiety is a normal human emotion that everyone experiences at times. Many people feel anxious, or nervous, when faced with a problem at work, before taking a test, or making an important decision. Anxiety disorders, however, are different. They can cause such distress that it interferes with a person's ability to lead a normal life even in the teacher trainee's life. Even in this technological era psychological imbalance is more even in the teacher and the students. so that in this present study research give more focus on how does the anxiety effect on their Educational Aspiration in training life of the teacher trainees of the Mysuru district, Karnatak, India.

Key Words: Educational Aspirations, Hidden feelings, Anxiety, technological era.

Introduction

Education is a persistent feature characterizing all human societies. In a broader sense, it aims at all round development of personality of the child. In other words education aims at harmonious development of cognitive, affective and psychomotor domains. There are various agencies which contribute at different stages and to different degrees in achieving the said aim.

Education is a process and kind of activity in relation to human beings. It is a continuous effort to develop all capacities of the students to control their neighboring environment and to fulfill their needs. Though education is a part of human life, it cannot help the pursuers unless they have the required amount of Educational Aspirations. Individuals will have aspirations in all stages of life, so that people try for their self enhancement

The aspirations during student's period influence their behavior. Aspiration of the students is a term used frequently in education. Early research helped us to understand that aspiration as an expression of the will to achieve and improve. Aspiration can be operationally as the student's ability to identify and set goals for the future, while breathing in the present to work toward those goals. This is viewed that the aspiration of the students is the only one that combines the components of his/her motivation (inspiration) in the future (ambitions). An individual's aspiration level represents him not only as he/she is at any particular moment, but also as he/she would like to be at same problem in the future. The term educational aspiration or vocational choice is based on knowledge of traits.

The aspiration level of an individual's is an important motivating factor in his /her career. Level of aspiration is usually influenced by two types of factors. They are: (i) Environmental factors and (ii) personal factors. Environmental factors include determinants like parental ambitions, social expectations, peer pressure, social value, competition, group cohesiveness etc. On the other hand, personal factors play dominant role in determining his level of aspiration as the child grows older and become more aware of his abilities and interests. These personal factors include determinants wishes, personality, past experiences, values, interests, sex, and socio-economic background.

Educational Aspiration

The concept of level of aspiration was introduced first by Dembo. The term aspiration is defined as a "frame of reference involving self-esteem or as a standard with reference to which the individual experiences the feeling of success or failure

Educational Aspiration is a strong desire for high achievement an object of such desire; an ambition, an eagerness to learn. Level of aspiration is the degree to which the individual sets his goals realistically in relation to his physically and mentally attributes and in accordance with his environment in every society, education aspiration and success are affected to certain extent by social factors.

Education aspiration goal is to realize deep. Systemic and sustained restructuring of school. It is a strong desire for an ambition; achievement. Educational aspiration has been identified as a key strategy for widening educational participation in lifelong learning process.

Aspiration means a longing for and striving for some goal higher than oneself or one's present status which differs from ambition, which is the eagerness or an ardent desire to achieve a particular honor or power. Ambition is a long term achievement which is motivated by the result (outcome) itself and satisfaction is attained by recognition and applause by society: whereas in the psychological motive of aspiration, the motivation is improvement as it emphasizes something more than one's own present status regardless of social appreciation.

Concept of Educational Aspiration

Aspirations begin to be shaped early in child's life, but are modified by experience and the Environment. Aspirations tend to decline as children mature in response to their growing understanding of the world and constraints imposed by previous choices and achievements. This decline is particularly marked for those, who face multiple barriers. Aspiration means a strong desire to achieve something high or great. Aspirations, however, usually can not the achievement of something high or great. These also address both present and future perspectives. Educational aspiration is an important variable in predicting academic achievement and may be seen as an element in academic achievement motivation, focusing as they do on the desire for success and the development of goals to succeed in particular educational fields or to gain a particular degree.

Factors Influencing Educational Aspiration

Socio-economic status of students lays a very important role in the selection of the school. The choice of the parents lacking in a stable economy is limited only to the institution run by charitable organizations or government school, while the rich parents send their wards to “private” or public schools. In his study Parameswaran(1975) has related the educational aspiration of students to the type of schools they study in. the parents' economic status would help the students in studying in relatively well equipped schools like the public schools and other private management schools. The better economic conditions help the students in getting private tuitions and help them improve their aspiration and scores.

Factors must be considered in the development of effective educational programs that serve students. The educational crisis faced by the students has been discussed at local, state, regional and national levels, and a number of reports have documented the problems confronting related to the educational aspirations of the students. Educational aspirations are confronted to the fully integrated school, increasingly competitive, specialized, segmented bureaucratic and social realities. If we are to reduce the gap between aspiration and their realization, radical changes that are deeper and more systemic are necessary to ensure greater equity and effectiveness in schools.

- Importance of educational aspiration to design a future career
- Identify learning styles and how to relate them to achieve academic success.
- Design a plan of action for increasing academic success.
- Assess individual strengths and limitations in academic disciplines.
- Identify ways in which decisions about education relate to other major life decisions.
- Analyze skills, values and personal characteristic that relate to school students.
- Explain how results in academic areas are important aspects of learning.
- Evaluate personal tolerance and flexibility in group situations.
- Identify strategies for managing personal resources for the achievement of educational goals.
- Develop an individual education and career plan for future learning.
- Describe how lifelong learning enhances one's ability to achieve personal success.
- Demonstrate effective group membership skills.
- Demonstrate decision-making skills for long learning.
- Implement the individual education and career plan.
- Educational aspiration is positively associated with lifelong learning process,

Level of Aspiration

The concept of “level of aspiration” was first noted by Dembo (1931/1976) in an experiment designed to investigate Anger. In an effort to evoke frustration and anger, subjects were asked to engage in tasks that were either very difficult or impossible to perform. An unintended consequence of the experiment was that subjects formulated their own, medial aim when the original objective was too difficult to attain. This transitional goal, although relatively easier to accomplish, represented a step toward the more challenging objective.

Dembo called this intermediate goal the subject's “momentary level of aspiration” (Gardiner, 1940). Early level of aspiration experiments explored the conditions for success and failure experiences (Frank, 1941). In those instances, success and failure experiences were inferred from the general behavior of the subjects. The next 2 decades witnessed investigations designed to quantify, for a given task, the levels at which individuals intended to perform. The attempt to operationalize the concept of aspirations was made through the quantification of such measures as height, rigidity/mobility, and responsiveness. These all represented specific goal-setting behaviors, such as the number of times the level of aspiration moved I the same direction as the preceding performance (i.e., responsiveness)

In 1931 the first major psychological experiment related to level of aspiration was conducted by Hoppe. He examined factors that influenced goal-setting behavior by measuring the effect of success and failure on individuals' decisions to raise or lower their level of aspiration.

Hoppe assessed individuals' aspiration level on the basis of three criteria:

1. The spontaneous remarks of the subject.

2. The occurrence of success and failure experiences.

3. The way in which the subject “goes at” the task .

Hoppe's research introduced the notion that experiences of success and failure were indicative of intermediate goal attainment. Specifically, a success experience is conditional upon a performance that exceeds the momentary level of aspiration. And, conversely, a failure experience results when the performance falls below the intermediate objective. Hoppe concluded that “the experience of a performance as a success or failure does not depend alone on its objective goodness, but on whether the level of aspiration appears to be reached or not reached” (Frank, 1935a).

Hoppe's finding was that individuals' level of aspiration exhibited a lack of stability during the course of an activity, and that there appeared to be disparities among individuals in terms of their level of aspiration: such differences, he thought, were suggestive of personality differences in the areas of ambition, prudence, courage, and self-confidence Gardner,(1940). Like other researchers during this time, Hoppe defined level of aspiration within the context of a specific task. He construed level of aspiration to be the “totality of..... expectations or aspiration for the future performance achievement of a person, a totality which shifts after each achievement, and which is sometimes vague and sometimes precise” (Hoppe, 1931/1976). It was generally recognized that Hoppe's technique of measuring aspiration level lacked the degree of objectivity and validity called for by experimental research standards. In response, Jucknat (1937) proposed a less subjective measure. He required subjects to choose among a series of progressively difficult tasks (mazes).

Although this design was thought to offer a more objective indicator of level of aspiration, it was not immune to social bias. Subjects were asked to reveal their intended performance on some task in the presence of the researcher, which cloud their "true" intentions (Gardner, 1940). Attempts to develop even more precise measures of level of aspiration were undertaken. Prior experiments had required subjects to reveal their intended performance on one dimensional, rarely executed task without the knowledge of how they would perform. Frank asked subjects how well they intended to do on a task after telling them how they did on the previous trial (e.g. how well in relations to others, how well without references to others, and so on).

Anxiety

Modern time is characterized by an era of tension, anxiety, frustration owing to cut throat competition and increasing consumerism. In this era explosion of population and changing dimensions have brought a rapid change in socio-economic scenario of human life. These short-comings infused isolation and feeling of insecurity, direct or indirect lack of reliable warmth, overprotection, lack of real guidance, disparaging attitude, injustice, discrimination, un-kept promise and so on. The above situations increase

tension and conflict. Extreme of these two leads to ego problems. Due to this, personality of an individual is distorted. All this has led to stress, anxiety and unknown fear in the human mind

MEANING OF ANXIETY

Anxiety may be defined as a diffuse state, characterized by an unpleasant affective experience marked by a significant degree of apprehensiveness about the potential appearance of future aversive or harmful events". Anxiety is a normal human emotion that everyone experiences at times. Many people feel anxious, or nervous, when faced with a problem at work, before taking a test, or making an important decision. Anxiety disorders, however, are different. They can cause such distress that it interferes with a person's ability to lead a normal life.

TYPES OF ANXIETY

1. Existential anxiety
2. Test and performance anxiety
3. Stranger and social anxiety
4. Generalized anxiety
5. Trait anxiety

FACTORS CAUSING ANXIETY

In general, anxiety disorders may be caused by

- Environmental factors,
- Personality factors,
- Medical factors,
- Genetics,
- Brain chemistry,
- Substance abuse,

SYMPTOMS OF ANXIETY DISORDER

Patients with anxiety disorder often present symptoms similar to clinical depression and vice-versa. It is rare for a patient to exhibit symptoms of only one of these. Symptoms vary depending on the type of anxiety disorder, but general symptoms include:

- Feelings of panic, fear, uneasiness, tiredness and restlessness
- Excessive and ongoing worry and tension
- Difficulty in concentrating
- Irritability
- An unrealistic view of problems
- Uncontrollable, obsessive thoughts
- Repeated thoughts or flashbacks of traumatic experiences
- Nightmares
- Ritualistic behaviors, such as repeated hand washing
- Problems sleeping, Dizziness
- Cold or sweaty hands and/or feet
- Shortness of breath
- Palpitations
- An inability to be still and calm

- Dry mouth
- Numbness or tingling in the hands or feet
- Nausea and headaches
- Trembling and Muscle tension

Treatments

1. Cognitive behavioral therapy
2. Parental Anxiety Management
3. Combined treatments
4. Herbal treatments
5. Caffeine elimination
6. Nutrition and diet therapy
7. Vitamins 8 Meditation International Journal of Interdisciplinary and Multidisciplinary Studies (IJIMS), 2014, Vol 1, No.5. 118-122. 120
8. Exercise
9. Self-love

As a human being, it is normal that we feel anxious, worried, and fears from time to time due to the things that our complicated lives bring. Anxiety is just a part of life. It helps us cope with the stresses we may encounter. Thus anxiety is an important dimension or trait of personality and it directly or indirectly affects the overall personality of an individual. Hence the researcher attempts to find out the anxiety levels among the B.Ed. teacher trainees in the present study.

Anxiety is a common symptom which is found in almost every individual of the world and especially in students of today. Anxiety can be defined as a "state of arousal" caused by threat to well-being (Spielberg 1960). State means a condition involving the entire organism, Arousal means a condition of tension; unrest or uneasiness or readiness to act the respond. Threat means anticipation of pain or danger or serious interference with goal seeking activities. Operationally, anxiety can be defined as the automatic response pattern characteristics of a particular individual organism after the administration of anxious stimulus (Wolpe, 1952).

Anxiety is one of the most important problems in psychology. The investigation of "Manifest Anxiety" begun in Iowa University by Spence and Taylor (1951, 1953, 1956). Anxiety is a condition which not only characterizes disturbed state of mind but also prevents an individual from pursuing the goal due to the imaginary threatening situations for which there is no external cause. In this, study, the degree of Anxiety has been confined to an exclusive five personality components scale i.e.; Apprehension, Tension; low self-control; Emotional instability and suspicion.

Anxiety is an emotional state that can work for us as well as against us. It is something we all have in common, but where we often differ is in how we perceive these feelings of arousal and how we respond to them. Our life circumstance, our upbringing and our personalities can all be factors in why one person's exciting fairground ride will leave another person in abject terror. Feeling anxious is not a sign of failure and there are times when it is important to ask for help from those around us, or from professionals.

However, as we come to understand anxiety better, there is much that we can do as individuals to take steps to reduce its hold over us and to learn to appreciate our full range of emotions without fear that they will overtake us. What is anxiety? Everyone has feelings of anxiety at some point in their life, whether it is about preparing for a job interview, meeting a partner's family for the first time, or the prospect of parenthood. While we associate anxiety with alterations to our mental state, experienced as worry or apprehension perhaps, and physical symptoms such as raised heart rate and adrenaline, we also understand that it is likely to affect us only temporarily until the source of our anxiety has passed or we have learnt to cope with it.

Anxiety disorder such as panic, phobia and obsessive behaviors may be triggered by traumatic memories, irrational hatred of specific objects, proximity to particular situations or physical locations, or a persistent worry that something bad will happen in the future. A defining characteristic of anxiety disorders is that psychological symptoms, such as irritability, difficulties concentrating and depression, become persistent and intrusive. Many people also experience physical symptoms, like heart palpitations, sweating, tensions and pain, heavy and rapid breathing, dizziness, fainting, indigestion, stomachaches sickness and diarrhea; in acute cases, people have described how it felt as though they were dying. The lives of those with the most severe forms of anxiety can become completely dominated by their condition, meaning they find it difficult to relax or achieve regular patterns of sleep, becoming stuck in circular patterns of thought that impair their ability to maintain preferred lifestyles, hold down a job or sustain personal relationships.

Need and importance of the study

We cannot ignore the fact that education is the most important input of development. The overall progress of any country depends on its improvement in education. Therefore it is essential to understand the greater and active participation of parents, teachers and above all the community in the educational process of the society

According to Vinoba Bhave “In a sound system of education home should become school and school home”. Family is a universal primary group. There is a great deal of caring and sharing. To a considerable extent an individual's personality is molded and shaped by parents. Parents sacrifice a lot for the well-being of their children. The first step of guidance comes from home. The child should be given opportunities to express his ideas and views. The encouragement provided for a child in a family is significant and will greatly help in a child's growth. The child should be influenced properly at the right time. If they are influenced promptly both at home and school they can achieve their desired heights they long for.

The need and importance of the study identified ways in which decisions about education relate to other major life decisions. It Explain how results in academic areas are important aspects of learning. The need describe how life-long learning enhances one's ability to achieve personal success. The importance of the study develops an individual education and career plan for future learning. It also assesses individual

strength and limitations in academic discipline. It identifies learning styles and how to relate them to achieve academic success, hence evaluate personal tolerance and flexibility in group situations. The researcher identify strategies for managing personal resources for the achievement of educational goals; thus help in design a plan of action for increasing academic success. The study analyzes skills, values and personal characteristics that relate to teacher trainees of B.Ed. colleges.

We live in an 'age of anxiety' which reflects a shared mood about the defining aspects of modern life: our work, the way we raise children, our attitudes to people who are disadvantaged, the future of public services, the threat of terrorism, and so on. At another level, there is evidence of the hidden impact of more severe forms of anxiety upon the lives of a significant number of people. Our understanding of anxiety disorders has improved in recent years due to research, the development of more sophisticated diagnostic, effective treatments, and the emergence of a genuine voice for people living with anxiety. While there developments are encouraging, our own work suggests that there are still gaps that need to be addressed in the provision of support for people who experience anxiety.

We recommend a stepped care approach be adopted to ensure that support for living with anxiety is provided in the least stigmatizing and most inclusive way possible including Universal approaches to learning to live well with anxiety should be built into school curriculums from primary I onwards, including an understanding of the role of anxiety in our lives, and techniques for managing stresses associated with school (such as peer relationships, exams and transitions) Peer-led approaches should be promoted within universal settings such as employment, schools and universities, in recognition of the importance that young people place on support from peers and the unique level of empathetic understanding that can be provided by those with a common experience. Access to good quality self-help approaches should be made available across the UK through quality-assured and co-designed digital platforms to ensure they are fit for purpose for those who choose not to use face-to-face services (young people, people in full time employment). GP training and anxiety-related guidance should be assessed for qualities impact and adapted alongside groups of people who are at highest risk of developing problematic anxiety and least likely to have their needs met by current service provision. — A sample of psychological services should be audited to establish how well current referral processes are working, who is accessing these, and who is falling through the gaps. — Agencies offering support to people with anxiety should make greater use of peer mentors and advice and information that is explicitly based on the life experiences of people who live with anxiety.

We also recommend that research be commissioned to better understand: The nature and understanding of anxiety for different groups in society (women, people with long term conditions, older people, people from black and minority ethnic communities), and whether current approaches and interventions can be found to address specific needs. The relationship between unemployment, financial distress, and anxiety. The Department of Work and Pensions should develop strategies to prevent people

who are not working from becoming marginalized from the workforce. Processes for accessing social welfare for those unable to work due to disability should be assessed for their impact on anxiety levels.

Operational definition of key Terms

Educational Aspiration: In the present study, Educational Aspiration refers only level of Educational Aspiration of Teacher Trainees of B.Ed. colleges in Mysuru district, Level of Aspiration as the level of future performance in a familiar task (studies) and the explicitly undertaken to reach" According to Frank.

In the present study, Educational Aspiration is one's will be excelling in academics whereas Level of Educational Aspiration is the measure of this will. The test measures of only level of Educational Aspiration. LEAT contained 30 item's dealing various aspects that had a direct or indirect impact on the LEAT and achievement of the students. This test contains 30 items on four aspects of namely, family support, student views, student effort and reality of aspired goals. Level of Educational Aspiration Test (LEAT) standardized by Yasmin Ghani Khan.

Anxiety: In this present study, Anxiety refers the automatic response pattern characteristics of Teacher Trainees of B.Ed. colleges in Mysuru district, after the administration of anxious stimulus. Anxiety Scale- Anxiety scale constructed and standardized by Prof. D.N Srivastava & Dr. Govind Tiwari, (1973). Psychology Department. Agra College, and AGRA. The Anxiety scale has been developed for use with school and college students of India. The preliminary from of the test has 150 'Yes-No' type of items on the following areas: (1) psychological manifestation, (2) Ambition, (3) Future, (4) Family, (5) Relations, (6) Friendship, (7) Love (9) Virtue & War,(10) Shame, and (11) Guilt. In the item-construction help was taken from most of the tests mentioned in the introduction of this manual.

Review of Related Literature

Studies Related to Educational Aspiration and other background variables.

Dunne, Elliott and Carlsen (1979) studied sex difference in the educational and occupational Aspiration of rural youth over 926 girls and 861 boys of grade 10th, 11th and 12th. It was found that female significantly higher educational aspirations, the same or higher occupational aspiration, and equal ranges of job choices.

Klailat ,Ahlam (1981) conducted a study on "relationship of socioeconomic status to the educational aspirations for sixth and ninth grade pupils" The findings of the study was all the mediating variables, grades and parental encouragement consistently had the largest effects, and background variables do not have a direct effects but are mediated through the social psychological variables. In general, more of the variance in educational aspirations can be explained by grades, sex and nationality.

Das, S. (1986). "peer influence and Educational Aspirations of Secondary School Students, A Study in Relation to Relation to Their Academic Achievement", PhD, Education , MSU, E-Journal, Research in correlates of Achievements, A Trend Report; M.S.Padma. A study to examine the peer influence and educational aspiration of secondary school students was conducted by Das. The study reported that peer influence was strong among the students of rural schools in comparison with those of the urban schools. It was also reported that peer influence was strongest among students of boy schools and least in the girls' schools and the educational aspirations of students belonging to urban schools was higher than that of students of rural schools.

Gupta,M. (1987). Conducted study on "A Study of Relationship between Locus of Control, Anxiety, Level of Aspiration and Academic Achievement of Secondary Students", D.Phil, Education, Allahabad University, 1987.

Rajput (1989) conducted a study on the "educational aspiration and academic achievement of secondary school students" With the objective to examine the influence of family factors on the academic achievement of adolescents. By taking a sample of 1000 higher secondary school students through stratified random sampling technique and found that the academic achievement of students was influenced in proportion to their parental encouragement; there Review of Related Literature 20 was No effect of socio economic status on the academic achievement of the students, but academic achievement of urban students was influenced by the socio economic status of family; academic achievement was influenced by their family environment. Research in education which focuses on different groups of US students has expanded beyond comparisons between African-American and white students to the issues which impact Students from numerous backgrounds, reflecting the increasing diversity of the US

Nayak (1990) conducted a study on "Achievement Motivation and Level of Aspiration of Tribal and Non-Tribal children (7 to 11 age group)".The major findings of the study were both the groups had low level of aspiration as compared to their achievement level. The non-tribal group was found higher than their counterparts in achievement motivation.

Pareek, D.L (1990) conducted a study on self-concept, personality traits and aspirations of the adolescents studying in Central schools, state government schools and private schools in Rajasthan found that there existed no significant relationship between personality traits and level of aspiration among students from different types of schools.

McCracken and Barnicas (1991) studied difference between urban and rural schools, students characteristics and students aspirations in Ohio and found that rural youth are somewhat less likely to plan to attend colleges and more likely to plan for vocational training than their non-rural peers.

Mau (1995) studied educational planning and academic achievement of middle schools students and found significant racial and gender differences in educational vocational planning. Also, there was significant race and sex interaction in student's educational aspirations as well as perception of parental expectations.

Marjoribanks (1996), conducted a study on “relationship between family contexts, adolescents' perceptions of learning environment and their aspirations, and measures of young adults' social-status attainment in a longitudinal study. Data was collected from 320 Australians who participated in surveys when they are 11-21 years old. The results of the investigations suggest the propositions that when family contexts were defined conjointly by parents' aspirations and their individual is collectivistic achievement-value orientations: family contexts have significant associations with parents' socialization practices, adolescents' perceptions of socialization practices and their aspirations, and adults' social-status attainment. Adolescents' perceptions of parents, school setting and their aspirations mediate. Relationship between family-context difference in the nature of the associations between perceptions of immediate settings, adolescents' aspiration, and young adult's social attainment

Gopal Chandra Pradhan & Geetalyer (1997) “Educational and Vocational aspirations among the first generation and non-first learners”, The present investigation aimed at studying the variation, if any between first generation learners and non-first generation learners in educational and vocational aspirations in relation to academic achievement and sex. The sample of the study consisted of 77 first generation learners (50 boys and 27 girls) and 85 non-first generation learners (51 boys and 34 girls) studying in class IX in three secondary schools located in selected Taluka of Goa. The data were collected using Educational Aspiration Scale (Form P) developed by Sharma and Gupta, and Occupational Aspiration Scale by Grewal. Product Moment Method of Correlation (r) and “t” test were used to analyze the data. The study revealed that: There was no significant correlation between educational and occupational aspirations. There was no significant correlation between vocational aspirations and academic achievement. There was significant positive correlation between educational aspirations and academic achievement. There was no significant difference in educational aspiration between first generation learners and non-first generation learners. The non-first generation possessed higher vocational aspiration compared to the first generation learners. There was no significant sex difference in educational aspirations of the first generation learners. However, the non-first generation learner boys exhibited higher educational aspirations compared to the girls. Both first generation and non-first generation learner boys possessed significantly higher vocational aspiration compared to their respective female counterparts.

Aijaz, A. and Kureshi, A(2001), Age , gender and religious differences in motivational patterns and level of aspiration among adolescents. The study was aimed at assessing level of aspiration and approve motive in relation to difference of age, sex and religion. The sample (N is equal to 200) comprised students of class IX to XII classes from various schools/colleges at Aligarh, their average age being 14 to 19 years. There were 100 Muslims (50 boys and 50 girls) and 100 Hindus (50 boys and 50 girls) subjects. Differences between

groups on level of Aspiration and Approval Motive were determined by means of critical ratios. Some Major Findings of the study were: Hindu subjects had a significantly high score on Approval Motive than Muslims subjects. Older Hindu as well as older Muslim subjects score significantly higher Level of Aspiration. Hindu girls, as compared to hind boys, scored significantly higher on Level of Aspiration.

Claudia Buchmann, Ben Dalton (2002) conducted a study on “Interpersonal Influences and educational aspirations in 12 countries.” The results indicate that peers and parents influence educational aspirations in countries with relatively undifferentiated secondary schooling, like the United States, while the influence of significant others is negligible in societies with more differentiated secondary education. In these latter systems, appears that aspirations are largely determined by the type of school the student attends; there is little room for interpersonal effects. The effects of significant others on students' aspirations depend, in large part, on the structural features of the educational systems in which they operate.

Rani, Manju and Kumar, Vinod (2003), conducted a study on “Self Concept of Adolescents as determined by adjustment, level of aspiration and Sex” The objectives of the study were: 1. To examine the general development of self-concept at the adolescent level. 2. To study the relationship of adjustment with self-concept at the adolescent level. 3. To determine the relationship of level of aspiration with self-concept at adolescent level. 4. To study the sex difference in self-concept development. 5. To find out the interactional effects of adjustment, level of aspiration and sex on self-concept of adolescent students.

Joseph, Payne, & Steele, 2007; Nguyen & Stritikus, 2009). A key focus of this literature has been the educational aspirations students hold. Since educational aspirations are regarded as indicators of students' plans for future attainment (Sewell, 1969), these aspirations have received a great deal of attention from researchers dating back to 1960's.

Conway (2010), who studied “The differences between educational aspirations of immigrant and native student groups in an urban community college setting in the US”, found that both foreign high schooled and US high schooled immigrant students have higher educational aspirations than nonimmigrant students. In their longitudinal study of a nationally representative sample of students Liu, Thai and Fan (2009) focused on immigrant status in different racial / ethnic groups. They found that immigrant students are more likely to obtain baccalaureate degree or above than nonimmigrant students. Consistent with Qian and Blair (1999)'s study Liu.

Y.G. Singh (2011) in his study aimed at finding out only “Level of Educational Aspiration in Secondary School students in the influence at difference variables like sex and medium”. Findings show that the trait is not distributed normally. The educational aspiration level of boys are better than girls, medium of instruction is also influence the educational aspiration level.

V.R. Rajesh (2014) in his study “The level of aspiration of high school students in relation to the background variables such as sex, residential locality, medium of instruction and school management”. The sample consisted of 300 high school students selected from Chennai city for this study. Level of Educational Aspiration Test developed by Dr. Yasmin Ghani Khan (1999) was administered to collect the data. Collected data were subjected to suitable statistical analysis and scores of the sample were computed. The result reveals that girls had higher aspiration than that of boys. The study further reveals that aspiration levels of English medium students are higher than that of Tamil medium students.

Studies related to Anxiety and other background variables.

Ravi kantachopra (2003)“ A Study on the level of Anxiety between urban and rural teachers in relation to their teaching profession” found that majority of teachers experience average level of anxiety in the profession and not much variation is seen between rural and urban teachers on this aspect; and urban teachers are more worried about their frequent transfers and student absenteeism than their rural counterpart's, worries, tension, fears and emotional instability related to various aspects of teaching profession determine the level of teacher's professional anxiety. It is one of the variables which adversely affect their work efficiency. Large percentage of teachers tend to show high professional anxiety on three out of twenty items of Anxiety scale viz, frequent transfer against their wish, student absenteeism and non-completion of homework on time by students.

Sud. A.K (1999) observed “A very weak relation between overall job-oriented stress and teacher's characteristics” overall job related stress was not significantly related to trait anxiety; and teachers with high trait anxiety experience more problems with fellow’s teachers.

Morton et al, (1997) revealed that classroom management was their second great sources of anxiety, the greatest being evaluation apprehension, of all the stressors reported. Classroom management anxiety was the only one that did not decline following teaching practice.

Sindhe ASN Rao (1997) made the following observations in his study, (1) Teacher anxiety was significantly related to "twelve socio-demographic and ‘seven’ family variables. It was observed that highly stressed teachers were highly anxious too, whereas less stressed teachers were less anxious. (2) Female teachers had greater general perceived stress than their male counterparts. (3) Unsatisfactory relationship with spouse, parents and children was associated with greater general perceived stress (Gps) among the teachers. (4) Young teachers had greater anxiety than old teachers

Verma (1996) studied the “relationship between intellectual ability, test anxiety and achievement in different school courses” It aimed whether achievement in different school courses is influenced by intellectual ability and test anxiety. The findings indicated that there were significant effects of both intellectual ability and test anxiety on the achievement of students in all the school courses. Average

academic performance of low test anxious students was better than their high test anxious counterparts. In the case of science and math, the high intellectual ability students, on the average performed worse under high test anxiety conditions.

Mishra and Jain (1991), presented an overview of the salient current trends in anxiety research, titled "Subjective construction of Anxiety". They reported anxiety to be subjectively constructed by young adults. The analysis of linguistic usage reflecting the expectations, cognitive states, emotional experience and beliefs constitute the antecedents of anxiety. Activation, behavioral traits and emotionality are the chief characteristics of anxiety. The consequences were reported as including negative mental states and behavioral tendencies, which are mediated by the evaluation of the situation.

Chadha & Gill (1985) conducted "factor analytic study of socio-economic status, frustration (including regression, fixation, resignation and aggression) and anxiety" Results indicate a negative and significant relation between frustration and socioeconomic status and significant positive relation between frustration and anxiety. Frustration exerts effects on the behavior of the organism like inhibiting where avoidance responses are aroused, excitatory where vigorous responses follow the arousal of frustration and reinforcing which includes, learning of responses allowing escape from frustration arousing stimuli.

Siddiqi and Akhtar (1983) Studied "anxiety in relation to academic achievement". The main hypothesis of the study was that those students who experience more anxiety would not be able to achieve higher academic excellence, as compared to those students who experience less anxiety. An analysis of the data revealed that high achievers have low anxiety means while the means of the low achievers were high with respect to anxiety. Another finding that was reported was that girls were found to be more anxious than boys and hence their academic achievement was adversely affected.

Matter (1981) using an Egyptian sample found that the relationship between anxiety and academic achievement was positive and statistically significant for scientific section students, whereas it was negative for literary section students.

Bharthi (1980) studied some antecedent and consequent behavioral correlates of anxiety. The main purpose of the study was to investigate interactional effects of demographic and social class variables, parental attitude, intra-familial dynamics and structure on the level of anxiety. The study reported that anxiety depended on the combined influence of both demographic variables and social class. Among the antecedent variables which were important, the type of family structure and tension balance between parents was crucial. It was also found that, high anxiety affected speech functions and the quality of language expression.

Asadi, Sadeghi Azar et al. (2010), studied on Prevalence of anxiety and its relationship with self-esteem among Zabol University students, Iran' the results of the Cattell Anxiety Inventory, administered to 400 students, indicated that some degree of anxiety was present for 83% of the samples. The ~458~ International Journal of Applied Research prevalence of moderate anxiety (28-40) was 50.8% (203 students), that of neurotic anxiety (41-49) was 22.8% (91 students) and that of severe anxiety (50-80) was 9.5% (38 students). In this study 141 only 17% of students (68) were found to be without anxiety. A significant relationship between gender group and anxiety is illustrated in. Females obtained a significantly higher anxiety score than males.

STATEMENT OF THE PROBLEM

The statement of the problem is as follows: **“A STUDY ON LEVEL OF EDUCATIONAL ASPIRATION AND ANXIETY AMONG TEACHER TRAINEES OF MYSURU DISTRICT”**.

OBJECTIVES OF THE PRESENT STUDY

The main objectives of the study are -:

- 1) To study the level of Educational aspirations among Teacher Trainees of Mysuru district.
- 2) To study the level of Anxiety among Teacher Trainees of Mysuru district.
- 3) To study the significance difference among the following categories with reference to Educational Aspiration
 - Gender (male and female)
 - Locality (Urban and Rural)
 - Types of college (Government, Private Aided and Private Unaided)
- 4) To study the significance difference among the following categories with reference to Anxiety.
 - Gender (male and female)
 - Locality (Urban and Rural)
 - Types of college (Government, Private Aided and Private Unaided)
- 5) To study the relationship between the educational aspiration and anxiety among Teacher Trainees of Mysuru district.

HYPOTHESES OF THE PRESENT STUDY

H1. There is no significant difference between male and female with reference to Educational Aspiration among teacher trainees of Mysuru district.

H2. There is no significant difference between urban and rural with reference to Educational Aspiration among teacher trainees of Mysuru district.

H3. There is no significant difference between Government, Private aided and Private Unaided schools with reference to Educational Aspiration among teacher trainees of Mysuru district.

H4. There is no significant difference between male and female with reference to Anxiety among teacher trainees of Mysuru district.

H5. There is no significant difference between urban and rural with reference to Anxiety among teacher trainees of Mysuru district.

H6. There is no significant difference between Government, Private aided and Private Unaided schools with reference to Anxiety among teacher trainees of Mysuru district.

H7. There is no significant relationship between Educational Aspiration and Anxiety with reference to teacher trainees of Mysuru district.

VARIABLES OF THE PRESENT STUDY

Keeping in mind the above hypothesis in view, the following variables were selected for the present study on the basis of review of literature and discussion with subject experts. The present study is the relationship between Educational Aspiration and Anxiety among teacher trainees of Mysuru district

1) Main Variables

- Educational Aspiration
- Anxiety

2) Background Variables

- Gender (male and female)
- Locality (urban and rural)
- Types of colleges (government, private aided, and private unaided)

METHODOLOGY

The major objectives of this study were to investigate the Level of Educational Aspiration and Anxiety among Teacher Trainees of Mysuru district. One of the most relevant and suitable method for this study is quantitative descriptive survey method. The researcher therefore, has conducted this study through statistical survey analysis is carried out based on quantitative technique.

DESIGN OF THE PRESENT STUDY

The main objective of the present study has been to investigate the Levels of Educational Aspiration and Anxiety among Teacher Trainees of Mysuru district. Therefore Quantitative research had been administered and the study was carried out by descriptive survey method.

DETAILS OF TOTAL POPULATION

The population defined for the present study involves students belonging to government, private aided and private unaided B.Ed. colleges in Mysuru city and Mysuru District, Karnataka State, India.

SAMPLING TECHNIQUES USED

In this present study the sample will consist of the teacher trainees of various B.Ed. colleges selected using stratified random sampling in Mysuru district. The sample for the study was selected using the proportionate stratified random sampling technique. The proportion of the sample was selected according to Daryle W. Morgan's table. According to Morgan's table 13 B.Ed. colleges was identified and researcher selected 15 B.Ed. colleges in Mysore district through lottery system. The researcher collected the data using the sample size from the given population which is based on the Morgan table.

TOOLS USED FOR THE PRESENT STUDY.

Sl No	Variables	Tools Used	Publication
1	Educational Aspiration test (English)	Level of Educational Aspiration Test by Dr.Yasmin Ghani Khan	H.P. Bhagrava Book House Kacheri Ghat, Agra - 282004
2	Anxiety Scale (English)	Anxiety Scale constructed and Standardized by Prof.D.N.Srivastava & Dr.Govind Tiwari	Agra Psychological Research Cell, Tiwari Kothi, BELANGANJ, AGRA-4

Level of Educational Aspiration Test was Constructed and Standardized by Yasmin Ghani Khan (English): This test contains 30 items on four aspects namely: family support, pupil's views, pupil's efforts and reality of aspired goals and standardized on Teacher trainees of B.Ed. colleges. Aspiration means a

longing for striving for some goal higher than oneself or one's present status, which differs from ambition, which is the eagerness or an ardent desire to achieve a particular honour or power. Ambition is a long term achievement which is motivated by the result (outcome) itself and satisfaction is attained by recognition and applause by society: where as in the psychological motive of aspiration, the motive is improvement as it emphasizes something more than one's own present status regardless of social appreciation.

In the present study, Educational aspiration refers only Level of Educational Aspiration of students. "Level of aspiration as the levels of future performance in a familiar task (studies) and the explicitly undertaken to reach".

ANXIETY SCALE

Anxiety scale constructed by: Prof. D.N. Srivastava & Dr. Govind Tiwari, (1973), Psychology Department, Agra College, AGRA.

The Anxiety scale has been developed for use with school and college students of India. The preliminary form of the test has 150 'Yes-No' type of items on the following areas: (1) psychological manifestation, (2) Ambition, (3) Future, (4) Family, (5) Relations, (6) Friendship, (7) Love (9) Virtue & War, (10) Shame, and (11) Guilt. In the item-construction help was taken from most of the tests mentioned in the introduction of this manual.

After giving proper instructions to the subjects of the sample the preliminary test was administered. Their age range was 16-24 years. After calculating the number of examinees doing each item correctly as well as incorrectly, use of extreme groups as described by Anastasi (1968) was followed. Item-analysis was done with the help of the method described by Anastasi (1968). 120 items were of good discriminative value, so 20 items were eliminated. In the final test there are 100 'Yes-No' type of items. It has been prepared both in Hindi and English. Ordinarily an examinee takes about 20 to 25 minutes time in answering the test.

Reliability The coefficient of reliability was determined by split-half, method and test-retest method. The test-retest reliability was determined by administering the test after two weeks' time. The following table shows the reliability coefficients determined by above two methods

Table-1 Showing Reliability of the Test

Method	Sample	N	Reliability Coefficients
Split Half	Male	200	.93
Test-Retest	Male	82	.91

Validity

The validation criterion used for this test was to correlate the scores of this present test with scores of other valid test on manifest anxiety in Hindi. For this following two tests were selected:

(1) Sinha W-A Self-Analysis from constructed and standardized by Prof. D. Sinah again on 100 male subjects correlation was found to be 71

(2) Sinha's Comprehensive Anxiety Test constructed by A.K.P. Sinha and L.N.K. Sinha on 100 male subject's correlation was found to .71.

ANALYSIS AND INTERPRETATION OF DATA

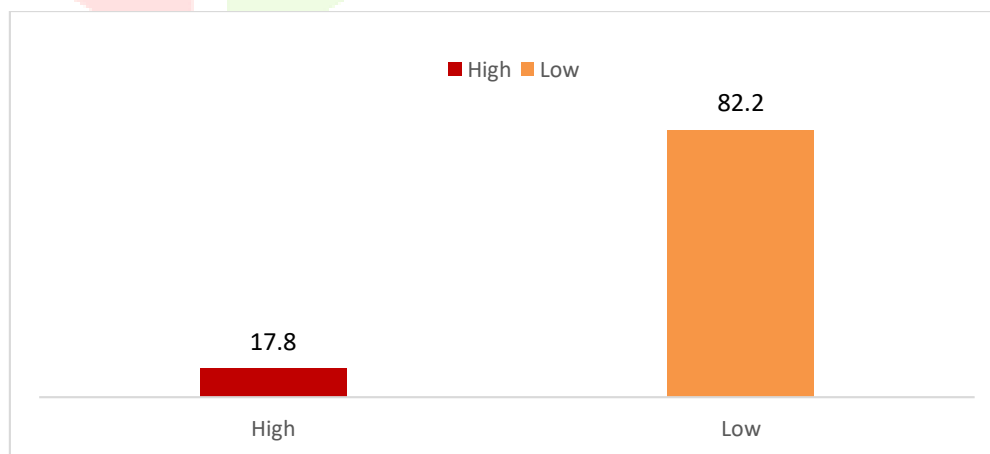
OBJECTIVE 1: To study the level of Educational Aspiration among Teacher trainees of Mysore district.

Table 4.1 shows the level of Educational Aspiration among Teacher trainees of Mysore district.

Sl No	Level of Educational Aspiration	N	%
1	High (above SD + Mean)	43	17.8
2	Low (Below SD + Mean)	199	82.2
	Total	242	100

Table 4.1 Shows that 17.8% 43 out of 242, Teacher trainees of Mysore district have high level Educational Aspiration while 82.2% 199 out of 242, Teacher trainees of Mysore district low Educational Aspiration. This means that there is high percentage (82.2%) of students with Low Levels of Educational Aspiration among Teacher trainees of Mysore district.

Graph: 4.1 Shows the level of Educational Aspiration among Teacher trainees of Mysore district.



This figure shows that 17.8 % of Teacher trainees of Mysore district high level of Educational Aspiration while 82.2% of Teacher trainees of Mysore district. have low level of Educational Aspiration. This means that there is high percentage (82.2%) of students with Low Levels of Educational Aspiration among Teacher trainees of Mysore district.

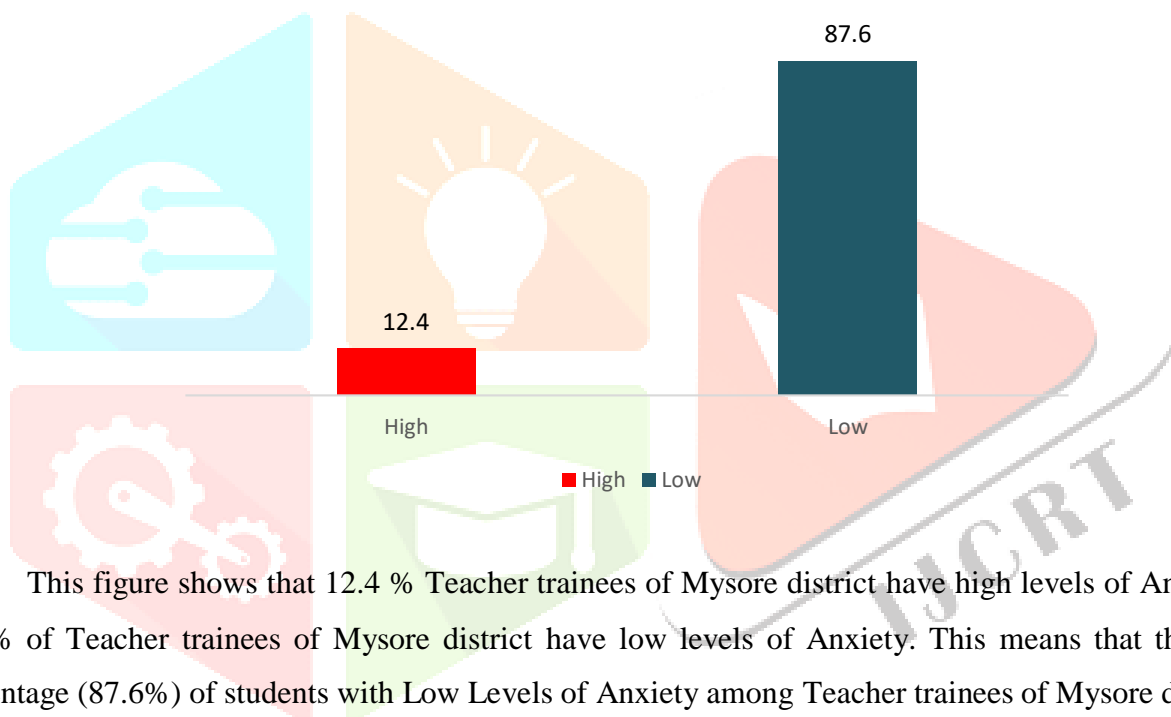
OBJECTIVE 2: To study the level of Anxiety among Teacher trainees of Mysore district.

Table 4.2 shows the level of Anxiety among Teacher trainees of Mysore district.

Sl No	Level of Anxiety	N	%
1	High (above SD + Mean)	30	12.4
2	Low (Below SD + Mean)	212	87.6
	Total	242	100

Table 4.2 Shows that 12.4%, 30 out of 242, Teacher trainees of Mysore district have high level of Anxiety, while 87.6%, 212 out of 242, Teacher trainees of Mysore district have low level Anxiety.

Graphs: 4.2 Shows the level of Anxiety among Teacher trainees of Mysore district.



This figure shows that 12.4 % Teacher trainees of Mysore district have high levels of Anxiety while 87.6% of Teacher trainees of Mysore district have low levels of Anxiety. This means that there is high percentage (87.6%) of students with Low Levels of Anxiety among Teacher trainees of Mysore district.

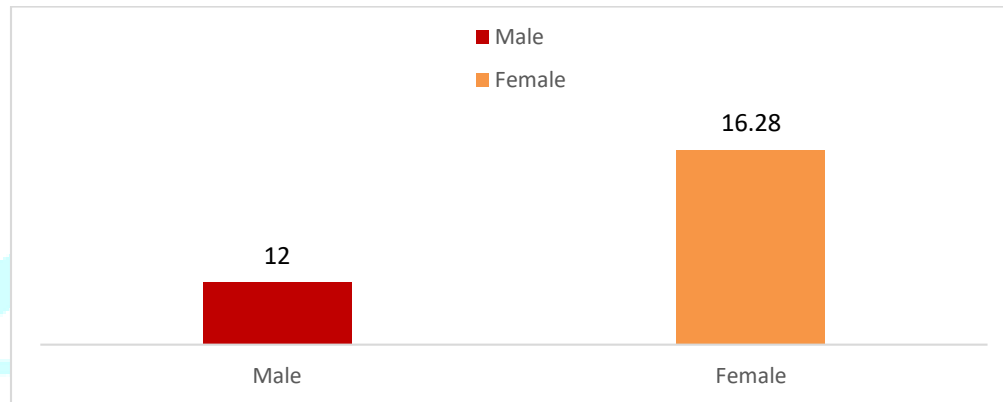
H1: There is no significant difference between male and female with reference to Educational Aspiration among Teacher trainees of Mysore district.

Table 4.3 shows the difference between male and female Teacher trainees of Mysore district with reference to Educational Aspiration.

Sl No	Gender	N	Mean	SD	t-value	df	Remarks
1	Male	86	12.00	5.71	5.94	240	Rejected
2	Female	156	16.28	5.15			0.05level

Table 4.3 shows that the obtained t-value 5.94 is greater than the table value 1.96 at 0.05 significant level for degree of freedom 240. So Null hypothesis is rejected. This means that there is statistically significant difference between male and female Teacher Trainees of Mysore district with respect to their level of Educational Aspiration. Hence the researcher constructed alternate null hypothesis "There is significant difference between male and female with reference to Educational Aspiration among Teacher trainees of Mysore district.

Graph: 4.3 Shows the difference between male and female Teacher trainees of Mysore district with reference to Educational Aspiration.



This figure shows difference between male and female with respect to Educational Aspiration among Teacher trainees of Mysore district.. This means that male students have Mean of 12 while female students have Mean of 16.28. Null hypothesis is rejected. Hence the researcher concluded that "There is significant difference between male and female with reference to Educational Aspiration among Teacher trainees of Mysore district.

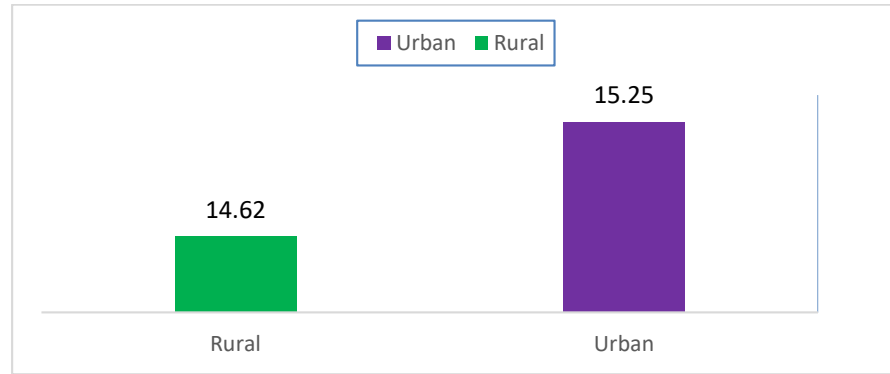
H2. There is no significant difference between urban and rural with reference to Educational Aspiration among Teacher trainees of Mysore district.

Table showing difference between urban and rural among Teacher trainees of Mysore district with reference to Educational Aspiration

Sl No	Locality	N	Mean	SD	t-value	Df	Remarks
1	Urban	186	14.62	5.99	0.717	240	Rejected 0.05level
2	Rural	56	15.25	4.77			

Table 4.2.2 Shows that the obtained t-value 0.717 is less than the table value 1.96 at 0.05 significant level for degree of freedom 240 null hypothesis is accepted. This means that there is no statistically significant difference between urban and rural students of B.Ed. colleges with respect to their level of Educational Aspiration year students of B.Ed. colleges in Mysore city. Hence null hypothesis is accepted.

Graphs: 4.4 Shows difference between urban and rural among Teacher trainees of Mysore district with reference to Educational Aspiration.



This figure shows difference between Urban and Rural with respect to their Levels of Educational Aspiration among Teacher trainees of Mysore district. This means that students from Urban have Mean of 14.62 while those from Rural have Mean of 15.25. Null hypothesis is accepted. This means that there is no statistically significant difference between urban and rural students among Teacher trainees of Mysore district with respect to their level of Educational Aspiration among Teacher trainees of Mysore district

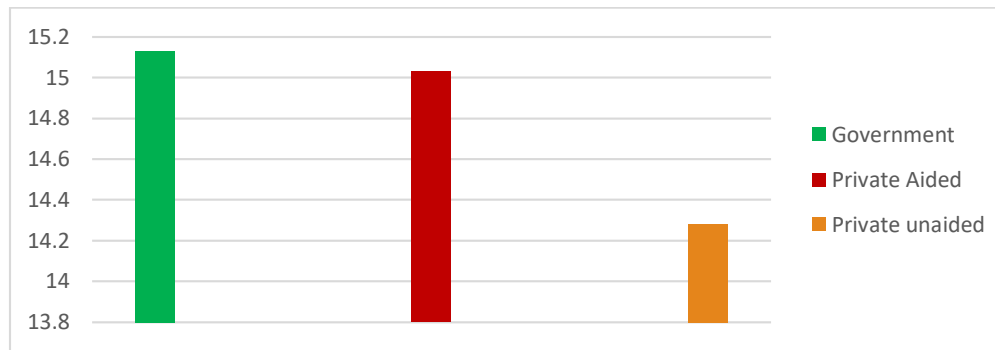
H4. There is no significant difference between government, private aided and private Teacher trainees of Mysore district with reference to Educational Aspiration.

Table shows one way ANOVA for the mean scores of Government, Private Aided and Private Unaided college Teacher trainees of Mysore district with reference to Educational Aspiration.

Sl N	Types of college	N	Mean	SD	f	df	Remarks
1	Government	78	15.13	6.012	0.571	239	Accepted 0.05 level
2	Private aided	70	15.03	5.873			
3	Private Unaided	94	14.28	5.387			

Table 4.6 shows that the obtained f-value 0.571 is less than f-table value 2.60 the null hypothesis is accepted. This means that there is no statistically significant difference between types of schools with respect to their level of Educational Aspiration among year students of B.Ed. colleges in Mysore city. Hence null hypothesis is accepted.

Graphs: 4.6 Shows one way ANOVA for the mean scores of Government, Private Aided and Private Unaided college Teacher trainees of Mysore district with reference to Educational Aspiration.



This figure shows difference between types of schools with respect to their Levels of Educational Aspiration college Teacher trainees of Mysore district. This shows that student from government colleges have Mean of 15.13, students from private aided colleges have Mean of 15.03 and those from private unaided have Mean of 14.03. This means that there is no statistically significant difference between types of colleges with respect to their level of Educational Aspiration college Teacher trainees of Mysore district. Hence the null hypothesis is accepted.

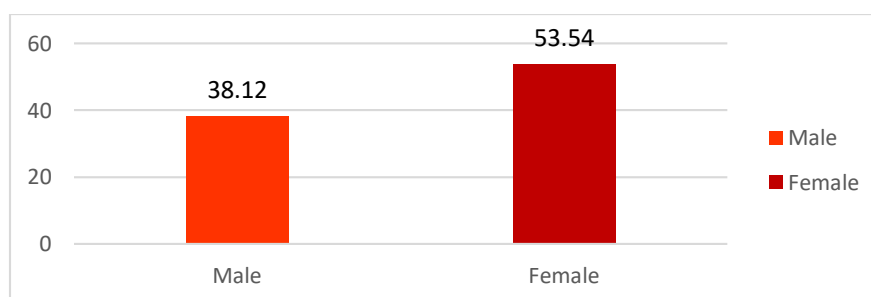
H5: There is no significant difference between male and female with reference to Anxiety college Teacher trainees of Mysore district

Table 4.7 Shows the difference between male and Teacher trainees of Mysore district with reference to Anxiety,

Sl No	Gender	N	Mean	SD	t-value	Df	Remarks
1	Male	86	37.12	18.14	7.24	240	Rejected 0.05level
2	Female	156	53.54	14.21			

Table 4.7 shows that the obtained t-value 7.24 is greater than the t-table figure 1.96 the null hypothesis is rejected. This means that there is statistically significant difference between male and female teacher trainees of Mysore district with respect to their level of Anxiety. Hence the researcher constructed alternate null hypothesis "There is significant difference between male and female with reference Anxiety among Teacher trainees of Mysore district.

Graphs: 4.7 Shows the difference between male and female Teacher trainees of Mysore district with reference to Anxiety.



This figure shows difference between male and female with respect to their Levels of Anxiety among Teacher trainees of Mysore district. This shows that male students have Mean of 38.12 while female students have Mean of 53.54. Hence the Null hypothesis is rejected. This means that there is statistically significant difference between male and female Teacher trainees of Mysore district with respect to their level of Anxiety. Hence the researcher constructed alternate null hypothesis “There is significant difference between male and female with reference Anxiety among Teacher trainees of Mysore district”

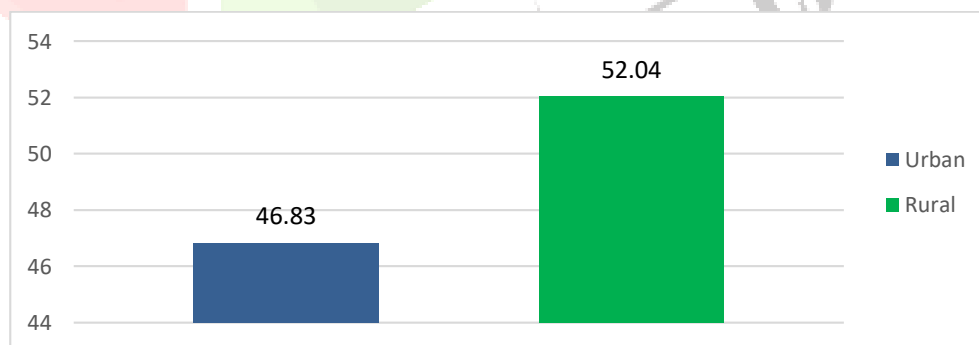
H6: There is no significant difference between urban and rural Teacher Trainees of Mysore district with reference to their Anxiety.

Table 4.8 Shows difference between urban and rural Teacher Trainees of Mysore district with reference to Anxiety.

Sl No	Locality	N	Mean	SD	t-value	df	Remarks
1	Urban	186	46.83	18.19	1.973	240	Rejected
2	Rural	56	52.04	13.95			0.05level

Table 4.8 shows that the obtained t-value 1.973 is greater than the t-table figure 1.96 the null hypothesis is rejected. This means that there is statistically significant difference between the urban and rural Teacher trainees of Mysore district with respect to their level of Anxiety. Hence the researcher constructed alternate null hypothesis “There is significant difference between urban and rural Teacher trainees of Mysore district students with reference to Anxiety.

Graphs: 4.8 Shows difference between urban and rural Teacher Trainees of Mysore district with reference to Anxiety



This figure shows difference between Urban and Rural Teacher trainees of Mysore district with respect to their Levels of Anxiety. This shows that students from Urban have Mean of 46.83 while those from Rural have Mean of 52.04, the Null hypothesis is rejected. This means that there is statistically significant difference between the urban and rural Teacher Trainees of Mysore district with respect to their level of Anxiety. Hence the researcher constructed alternate null hypothesis “There is significant difference between urban and rural Teacher trainees of Mysuru district with reference to Anxiety”.

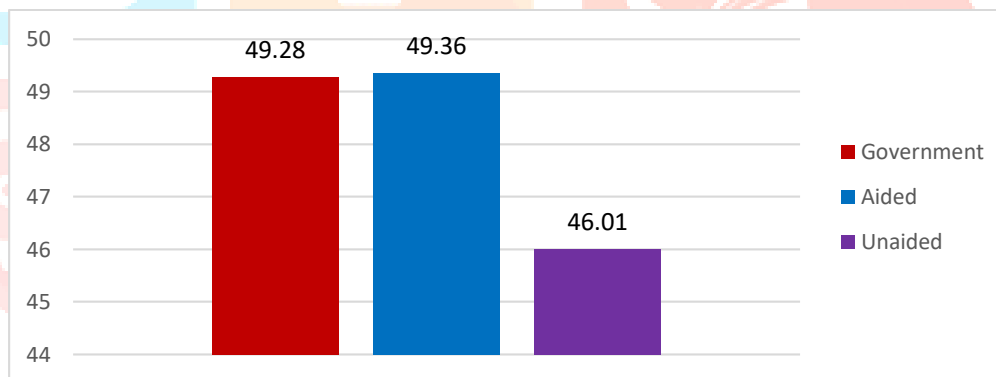
H8 There is no significant difference between government, private aided and private unaided with reference to Anxiety among Teacher trainees of Mysore district.

Table 4.10 shows one way ANOVA for the mean scores of Government, Private Aided and Private Unaided with reference to Anxiety among Teacher trainees of Mysore district.

Sl No	Types of college	N	Mean	SD	f	df	Remarks
1	Government	78	49.28	18.05	1.037	239	Accepted 0.05 level
2	Private aided	70	49.36	17.00			
3	Private Unaided	94	46.01	17.17			

Table 4.10 Shows that the obtained f-value 1.037 is less than f-table value 2.60 the null hypothesis is accepted. This means that there is no statistically significant difference between types of schools with respect to their level of Anxiety among Teacher trainees of Mysore district. Hence null hypothesis is accepted.

Graph shows one way ANOVA for the mean scores of Government, Private Aided and Private Unaided Teacher trainees of Mysore district with reference to Anxiety.



This figure shows difference between types of colleges with respect to their Levels Anxiety among from government colleges have Mean of 49.28, students from private aided colleges have Mean of 49.36 and those from private unaided have Mean of 46.01. This means that there statistically significant difference between types of colleges with respect to their level of Anxiety among Teacher trainees of Mysore district. Hence the null hypothesis is accepted.

There is no significant relationship between Levels of Educational Aspiration and Anxiety with reference to Teacher trainees of Mysore district.

Table shows relationship between Educational Aspiration and Anxiety among Teacher trainees of Mysore district.

Sl No	Variables	N	R-value	Remarks
1	Educational Aspirations	242	0.889	Very High relationship
2	Anxiety	242		

Table shows that the obtained Co-efficient Correlation r-value 0.889 is in the range of (+0.80 to 0.099) of the correlation table. Therefore, there is a very high relationship between Educational Aspiration and Anxiety among Teachers trainees of Mysore district. Hence alternate hypothesis will be accepted “There is significant relationship between Levels of Educational Aspiration and Anxiety among teacher Trainees of Mysore district”.

MAJOR FINDINGS OF THE PRESENT STUDY:

Data was computed and analyzed by employing mean, standard deviation and inferential statistics such as t- test, one way ANOVA, and Pearson's correlation coefficient. The researcher revealed that 17.8% teacher trainees of B.Ed. colleges in Mysuru district were found to posse's high level of Educational Aspiration and majority 82.2% were found to posse's low level Educational Aspiration. 12.4% of teacher trainees of B.Ed. colleges in Mysuru district were found to have high level of Anxiety and majority 87.6% were found to have low level Anxiety.

Major findings were as follows;

1. There is significant difference between male and female teacher trainees of B.Ed. colleges in Mysuru district with respect to their Levels of Educational Aspiration.
2. There is significant difference between male and female teacher trainees of B.Ed. colleges in Mysuru district with respect to their Levels of Anxiety.
3. No significant difference seen between urban and rural teacher trainees of B.Ed. colleges in Mysuru district with respect to their Levels of Educational Aspiration.
4. There is significant difference between urban and rural teacher trainees of B.Ed. colleges in Mysuru district with respect to their Levels of Anxiety.
7. No significant difference between Government, private aided and private unaided B.Ed. college teacher trainees in Mysuru district with respect to their Levels of Educational Aspiration.

8. No significant difference between Government, private aided and private unaided B.Ed. college teacher trainees in Mysuru district with respect to their Levels of Anxiety.

9. The Co-efficient correlation r-value shows that there is a very high relationship between their Level of Educational Aspiration and Anxiety among teacher trainees of B.Ed. colleges in Mysuru district.

DISCUSSION

In this present study, the investigator concluded that there is significant difference between male and female teacher trainees with respect to Educational Aspiration and Anxiety among teacher trainees of B.Ed. colleges in Mysuru district. However, No significant difference noted between urban and rural with respect to their Levels of Educational Aspiration among teacher trainees of B.Ed. colleges in Mysuru district. It also indicates that no significant difference between Government, private aided and private unaided B.Ed. colleges teacher trainees in Mysuru district respect to their Levels of Educational Aspiration and Anxiety. No significant difference found between urban and rural with respect to their Levels of Educational Aspiration among teacher trainees of B.Ed. colleges in Mysuru district. Also the researcher revealed that there is a very high relationship between their Levels of Educational Aspiration and Anxiety among teacher trainees of B.Ed colleges of Mysuru district.

The researcher revealed that 17.8% of teacher trainees of B.Ed. colleges in Mysuru district were found to posse's high level of Educational Aspiration and majority 82.2% were found to posse's low level Educational Aspiration. 12.4% of teacher trainees of B.Ed. colleges in Mysuru district were found to have high level of Anxiety and majority 87.6% were found to have low level Anxiety.

This study revealed that Urban and Rural teacher trainees of B.Ed. colleges do not differ in their Educational Aspiration. Contradictory results given by the studies conducted by Das, S. (1986) revealed that, there is significant difference between Educational Aspiration of Urban and Rural schools Students, where students belonging to urban schools were higher than that of students of rural schools.

This study revealed that there is high percentage (82.2%) of students with Low Levels of Educational Aspiration among teacher trainees of B.Ed. colleges in Mysuru district. Similar studies conducted by Nayak , (1990) revealed that, there is high percentage of students with low level of Educational Aspiration of Tribal and Non-Tribal children (7 to 11 age group)”

LIMITATION OF THE STUDY

The following are the delimitations of the study

1. The study is restricted only to Mysuru district.
2. The study is restricted only to B.Ed. colleges.
3. The study is restricted only to B.Ed teacher trainees.

EDUCATIONAL IMPLICATION OF THE STUDY

On the basis of the results and conclusions, the following are the educational implications of the findings of the present study. Present study has explored certain important and useful educational implications for parents, teachers, students and managements.

1. Proper establishment of career guidance service in schools and colleges to enable the students to have a clear job description and expectation in an effort to address role ambiguity and conflict.
2. Establish healthy communication between teachers and students to provide educational and psychological support.
3. Regular invitation of resource person or role model in the community to address and inspire student more on their aspiration.
4. Psychological input courses should be put in place for remedial treatment to the anxiety and low educational aspiration students.
5. The college administrators should put in place mechanisms for removing or reducing anxiety creators and promote friendly and conducive environment for learning to take place.
6. Trainees who have high Educational Aspirations are more likely to take advantage of educational opportunities that may lead to academic success. Likewise, students with low Educational Aspirations are less likely to take advantage of these opportunities, thus limiting their future educational opportunities.
7. Educationists, governments and policymakers have to realize the importance of one's expectations of the outcome and not only for teacher trainer themselves, but also for family, teachers and the community in order to help them to support their kids, students and friends so, the trainees can realize their potential and expectations.
8. Depressive and anxiety disorders are the leading neuropsychiatric cause of the global burden of diseases and are associated with an increased risk of suicide, increased health-care costs, and reduced economic

productivity. It is the responsibility of the researchers, teachers and parents that the problems should be identified very soon and immediate remedial measures should be provided to the trainees of the betterment of their lives.

9. It is the duty of the educationists firstly to find out the low anxious their personal, social, emotional, college and family adjustment should be assessed by psychological tests and inventories. Immediate action and remedies should be suggested to overcome maladjustment and anxiety in them.

10. More suitable educational facilities should be provided to the students with low adjustment and high anxiety so that they can achieve success in every field of life in their career.

11. Guidance and counseling program must be arranged in the schools for teachers, students and also for parents from time to time. This study may develop an insight to authorities so that they can find the reasons of anxiety in teacher trainees and the measures may be taken to prevent it.

12. The results of the study may provide the ways of solving the problems related to anxiety. The findings may be useful in providing the opportunities and exposure for students for developing the healthy competitive feelings.

SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions are given on the source of investigator's observations, review of literature, analysis and interpretation of results of the present study.

The present investigation was undertaken on teacher trainees of B.Ed. colleges in Mysuru district. This study may be further extended to other district or other university. The sample of the present investigation included students of the same grade and approximately of the same age. The same may be expanded to cover various age and grade levels in order to make age-wise and grade-wise comparison.

Other psychological variables can be incorporated in the research design to determine their possible influence on educational aspirations and Anxiety. A comparative study may be designed to bring out educational aspirations among students on different levels such as senior secondary level and college level.

A descriptive study may be conducted to explore inherent student's characteristics, which reflects students' educational aspirations and Anxiety. A study can be conducted to measure the influence of Educational Aspiration and Anxiety on student's personality.

The present study also realizes the necessity to investigate separately the educational aspiration, vocational aspiration and economic aspiration etc. of B.Ed. College's Trainees and factors determining them in order to have a better understanding of the children and help them to guide in the right direction without losing the most precious resource. Further research may be planned and conducted on the same

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