

Approval seeking, level of aspiration, adjustment and anxiety of school children: A comparative study

¹ Jyoti Rathi, ² Dr. Kriti Vashishtha

¹ Research Scholar, Manipal University, Jaipur, Rajasthan, India

² Assistant Prof., Manipal University, Jaipur, Rajasthan, India

Abstract

The present study, attempts to compare the approval seeking, level of aspiration, adjustment and anxiety of school children. The study was carried out on 30 students (15 boys and 15 girls). The age of the selected subjects ranged from 7 to 9 years. The data was analyzed with the help of suitable statistical techniques like mean, standard deviation and t-test. On the basis of the responses, the gender differences were seen, though, results did not show any significant difference on the basis of gender except on two variables, which are, adjustment and trait anxiety. This shows that girls' anxiety type is trait and they show better adjustment compare to boys.

Keywords: approval seeking, level of aspiration, adjustment, anxiety

1. Introduction

Education is the fundamental right of every child, it is important that every child of school going age receives education in the manner he or she is receptive to. We in India are aiming to achieve "Education for All". Education has manifold functions in the modern world. It is for preservation, transmission and advancement of knowledge and also committed to bring change for the betterment of society. The importance of education lies in the fact that it is considered as a powerful instrument of social change and improving intelligence.

The Kothari Commission (1964-1966) rightly pointed out in its report about the importance of education as, "The destiny of India is being shaped in her classrooms". Based on the quotation of Kothari Commission report, the duty of the teacher is to mould the personality of the students to meet the challenges of present and the future.

All of us are born with some intellectual abilities. It is true that no two individual have same abilities. It must be understood as the mental capacity or energy in an individual.

Researchers showed that approval seeking or need of approval is a part of self-protective and defensive seeking personality (Ambast & Tripathi, 1983; Tripathi, 1981; Tripathi & Shrivastava, 1982) [2, 22, 23]. Allaman *et al.*, (1972) [1] found that younger children, girls and first born children are high approval seekers than older children, boys and later born (Boroson, 1970; Masterson, 1971; McGurk & Lewis, 1972) [5, 13, 14]. Similarly Crandall *et al.* (1965), Tripathi and Tripathi, (1978) found no relationship between sex and Need for approval.

Gender effect on anxiety have been found in many studies which predict that more girls than boys develop anxiety symptoms, adolescent girls report a greater number of worries, more separation anxiety and higher level of generalized anxiety (Bakhla *et al.*, 2013) [3] whereas some studies found no correlation between the

anxiety scores of males and females in term of the agreement between children and teacher rating anxiety (Mark, 1998) [12].

The prevalence of anxiety among boys and girls has been found to be 20.1% and 17.9% respectively (Costello *et al.*, 2003; Poulton *et al.*, 2001; Weiss & Last, 2001) [6, 17, 24]. Anxiety involves anxiety expression or test anxiety which include (state and trait) anxiety. Gorsuch and his associates (1971) investigated that t-anxiety scores of girls were also significantly higher than those of the boys, and study of Edwards (1972) [9] found that transferred females had higher post transfer s-anxiety scores than non-transferred females, where as the s-anxiety scores for transferred males did not differ from those of males who were not transferred.

Studies also showed that girls with non-working mother had overall better and higher adjustment level (Banka, 1999; Nelson, 1971; Ravi, 1999; Sharma & Dharmawat, 2009) [16, 19, 21]. School student adjustment primarily depends on the different aspect like class, medium of instructions, management or administration, infrastructure, teacher & parent-child relationship, parents rejection, their supportive behavior, education and occupation, home environment and community that influenced over all development for motivate to learn, self-improvement and for better adjustment (Dopkins & Carrin, 2003; Ketsetzis, 1998; Lamb, 2000; Newman & Newman, 1986; Raju & Rahamtulla, 2007) [8, 11, 18]. There is also a strong connection between social anxiety and school adjustment (Shah & Sharma, 2012) [20].

On the basis of above mentioned reviews it can be seen that there is scarcity of researches on Level of Aspiration and Approval Seeking on school going children, henceforth, the study also investigate the comparison between gender (male and female) of school going children.

2. Methodology

- **Sample:** This study comprised 30 school going children (15 boys; 15 girls) between 7 to 9 years of age.
- **Statement of the Problem:** “To compare Level of Aspiration, Approval Seeking, Anxiety and Adjustment between girls and boys of school going children.”

3. Objective of the Study

- To measure the level of aspiration among school going girls and boys.
- To measure the approval seeking tendency between school going girls and boys.
- To measure the type of anxiety among school going girls and boys.
- To measure the adjustment level of school going girls and boys.

Tools

- Level of Aspiration Scale (Singh & Tiwari, 1976)
- Children Approval Seeking Test (Tripathi & Ambast, 1983)
- State- Trait Anxiety Inventory for children (Spielberger, 1973)
- Child Adjustment Scale (Dubey, 1997)

4. Result and Analysis

Table 1: Mean, standard deviation and t value of males and females on all variable

Variables	Boys		Girls		t
	Mean	S.D.	Mean	S.D.	
Approval Seeking	35.46	1.99	35.73	2.89	.261
Level of Aspiration	3.29	.91	3.70	.803	1.40
Adjustment	38.68	2.32	40.86	3.45	2.15**
S Anxiety	25.00	2.32	25.33	2.41	.401
T Anxiety	25.73	3.67	37.93	60.08	.782*

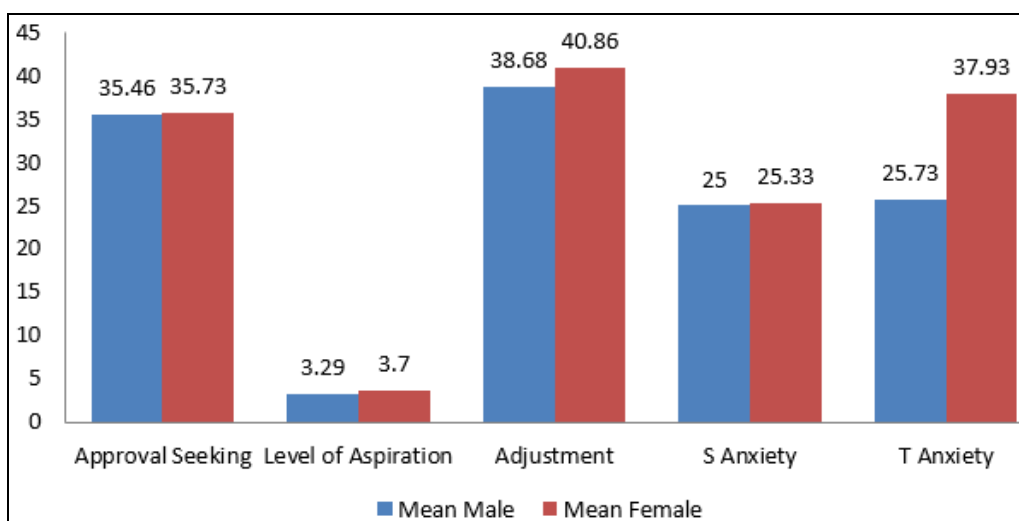


Fig 1: Mean of Male and Female scores on all Variables

5. Discussion

This study was conducted to measure the approval seeking, level of aspiration anxiety and adjustment of school going children. For this purpose a sample of 30 schools going children (15 boys, 15 girls) was taken and their responses were recorded. On the basis children’s responses, table and graph were made and results are discussed.

Table 1 shows the mean, sd and t-value and Graph 1, shows the mean difference of approval seeking, level of aspiration anxiety and adjustment on the basis of gender. On the basis table 1 and graph, it can be seen that on approval seeking the mean difference on the basis of gender comes out to be 0.27 which is very less and the t-value is 0.261, this clearly shows no significant difference. In other words, the boys and girls from 7-9 years of age have equal tendency of seeking approval either from their teachers, parents or peers. They cannot be differentiated on the basis of gender. Similarly, on level of aspiration also there is no significant difference in the level of aspiration on the basis of gender. Both girls and boys came out to be average on their level of aspiration, which shows that the degree or quality of

performance (exhibited in a testing situation) that they desire to attain or feels he or she can achieve is equal for boys and girls. Even on s-anxiety there is no significant difference on the basis of gender but on t-anxiety, there is a significant difference among boys and girls at 0.05 level. This shows that girls are more prone to having a trait anxiety and compare to boys, that is, girls have a stable perception or tendency to attend, to experience and to report negative emotions such as fear, worries and anxiety across many situations (Edwards, 1972 & Gorsuch, 1971). Similarly, at adjustment level, a highly significant difference among both the genders can be seen. This clearly shows that girls show better adjustment at home, school and among their peers as compare to boys.

6. Conclusion

To conclude, it can be said that there is no significant difference among approval seeking, level of aspiration and s-anxiety on the basis of gender but, on the variables like t-anxiety and adjustment there was a significant difference, where girls showed higher t-anxiety and better adjustment as compare to boys.

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